



# College of the Canyons Academic Senate

March 23, 2023

3:00 p.m. to 5:00 p.m.

Hybrid Format, via Zoom & in-person in Mentry-343

## Join Zoom Meeting

<https://canyonsonline.zoom.us/j/86345767680?pwd=aU96SFRzWC9BMXlHcnlQSWlxK2J6QT09>

**Meeting ID:** 863 4576 7680; **Passcode:** 990821

One tap mobile +16694449171 US; +12532050468, US

## AGENDA

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

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

### A. Routine Matters

1. Call to order
2. Public Comment
  - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at [academicsenateinfo@canyons.edu](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments & Report Outs:
  - Selection Committee Appointments (pg. 3)
  - Academic Integrity Taskforce Committee Appointments (pg. 3)
  - Communications Studies Department Chair Appointment, Adam Kaminsky (2023-2024)
  - Academic Senate Release Time – **2023/24 Academic Year-** (pg. 8)
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
  - Academic Senate Summary, March 9, 2023 (pg. 4-7)
  - [Curriculum Committee Summary](#), March 16, 2023

### B. Reports

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

1. [Integrated Learning, Civic, and Community Engagement Work Group](#) Annual Committee Chair Report, Patty Robinson & Jessica Edmond
2. Academic Senate Presidents Report, David Andrus
  - [ASCCC Plenary Resolutions Packet](#)
3. Vice President Report, Lisa Hooper

### C. Action Items

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

1. SBS School Senator Vacancy Declaration (2023-2024)
2. New! Public Safety School Senator Declaration (2023-2024)

3. BP/AP 5070 (Attendance), Gary Collis
  - a. BP 5070 (Attendance) current version (pg. 9)
  - b. AP 5070 (Attendance) current version (pg. 10-14)
  - c. BP 4233 (Attendance) current (pg. 15-17)
  - d. AP 4233 (Attendance) current (pg. 18)
  - e. Student Excused Absence Form, approved by the Senate on Nov. 21, 2019 (pg. 19)
2. BP/AP 4226 (Multiple and Overlapping Enrollments) Gary Collis
  - a. BP 4226 (Multiple and Overlapping Enrollments) (pg. 20)
  - b. AP 4226 (Multiple and Overlapping Enrollments) (pg. 21-22)

#### **D. Discussion**

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

1. Faculty Office and Meeting Space Use at the Canyon Country Campus, David Andrus (pg. 23)
2. AP 4105 (Distance & Correspondence Education), Gary Collis
  - a. AP 4105 (Clean Version) (pg. 24-28)
  - b. AP 4105 (Final-Redlined Version) (pg. 29-33)
3. Revisiting the Low Textbook Cost (LTC) Designation, Jennifer Paris
  - a. Low Textbook Cost (LTC) Designation Implementation (pg. 34)
  - b. XB12 and the ZTC Program (pg. 35-36)
  - c. Student Senate for California Community Colleges Low-Cost Recommendation Resolution, adopted March 13, 2023 (pg. 37)
  - d. Student Senate for California Community Colleges Low-Cost Recommendation Resolution, adopted March 13, 2023 (pg. 38)
  - e. Excerpt from 9-26-19 Academic Senate meeting summary (pg. 39)

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

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

1. CTE Toolkit Rubrics
2. Self-Service Update and Continuous Discussion
3. Face to Face Instruction Web Enhanced Practices

#### **F. New Future Business**

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

1. Department Chair Training Workshops
2. Tenure Committee Training Workshops

#### **G. Announcements**

- Next Academic Senate Meeting Spring 2023: April 13<sup>th</sup>, April 27<sup>th</sup>, May 11<sup>th</sup> & May 25<sup>th</sup>
- 2023 ASCCC Curriculum Institute-Hybrid Event: July 12<sup>th</sup> – 15<sup>th</sup>, 2023, Riverside Convention Center in Riverside.
- 2023 ASCCC Faculty Leadership Institute: June 15<sup>th</sup>-17<sup>th</sup>, 2023, Westin San Francisco Airport Hotel.
- 2023 ASCCC Spring Plenary Sessions: April 20<sup>th</sup> -22<sup>nd</sup>, 2023, Double Tree by Hilton Hotel Anaheim, Orange County
- CCCCO Online Teaching Conference, June 21-23<sup>rd</sup>, Long Beach Convention Center

#### **H. Adjournment**

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The teleconference is accessible through the following link:

<https://canyononline.zoom.us/j/97917495774?pwd=SExPY3UvbUZpUXVCS3F4aEU2VjIIPUT09>

**Please note:**

**This meeting will be broadcasted at the following locations via zoom**

1. Canyon Country Campus, Don Takeda Science Center, located at 17200 Sierra Highway, Santa Clarita CA. Office #CCLV-336
2. 6405 SW Puppy Place, Bentonville, AR

### Spring 2023 Selection Committee list

| First Name | Last Name | FTF/Adjunct |
|------------|-----------|-------------|
| Adina      | Carrillo  | FTF         |
| Garrett    | Rieck     | FTF         |
| Jeremy     | Patrich   | FTF         |
| Keith      | Kawamoto  | FTF         |
| Larry      | Alvarez   | FTF         |
| SB         | Tucker    | FTF         |

### Academic Integrity Taskforce

| First Name | Last Name | FTF/Adjunct |
|------------|-----------|-------------|
| Adam       | Kaiserman | FTF         |
| Larry      | Alvarez   | FTF         |
| Ruth       | Rasool    | Adjunct     |

# Academic Senate Meeting Summary for March 9, 2023

| Voting Members                |                              |   |  |                                     |   |
|-------------------------------|------------------------------|---|--|-------------------------------------|---|
| Senate President              | David Andrus                 | A | Business Senator                         | Regina Blasberg                     | X |
| Vice President                | Lisa Hooper                  | X | Learning Resources Senator               | Jennifer Thompson                   | X |
| Curriculum Chair              | Tricia George                | X | Personal & Professional Learning Senator | Garrett Rieck                       | X |
| Policy Review Chair           | Gary Collis                  | X | At Large Senator                         | Ambika Silva                        | X |
| AT Senator                    | Regina Blasberg              | X | At Large Senator                         | Jennifer Paris                      | X |
| MSHP-MSE Senator              | Shane Ramey <i>via zoom</i>  | X | At Large Senator                         | Gary Collis proxy for Erica Seubert | X |
| MSHP-HPPS Senator             | Tammy Bathke <i>via zoom</i> | X | At Large Senator                         | Rebecca Shepherd                    | X |
| VAPA Senator                  | David Brill                  | X | At Large Senator                         | Benjamin Riveira                    | X |
| Student Services Senator      | Garrett Hooper               | X | Adjunct Senator                          | Arshia Malekzadeh                   | X |
| Humanities Senator            | Mike Harutunian              | X | Adjunct Senator                          | Jesse Vera                          | X |
| Kinesiology/Athletics Senator | VACANT                       | A | Adjunct Senator                          | Mireya Milian                       | X |
| SBS Senator                   | Tammera Rice <i>via zoom</i> | X | X= Present                               | A= Absent                           |   |

| Non-voting Members                   |   |                                    |   |
|--------------------------------------|---|------------------------------------|---|
| Dr. Omar Torres                      | X | Paul Wickline <i>via zoom</i>      | X |
| Marilyn Jimenez                      | X | Jason Burgdorfer (COCFA President) | X |
| Dan Portillo (Warren Heaton AFT Rep) | A | ASG Student Representative         | A |

| Guest         |   |                      |   |                 |   |
|---------------|---|----------------------|---|-----------------|---|
| Albert Loaiza | X | Dr. Daylene Meuschke | X | Shane Daetwiler | X |
| Dianne Avery  | X | Dr. Jasmine Ruys     | X | Jesse Munoz     | X |

## A. Routine Matters

5. Call to order: 3:05pm

6. Public Comment:

- I. Upcoming Athletic Hall of Fame Event for March 29<sup>th</sup> at the PAC. This event is open to all staff, faculty, and student athletes. Some inductees include the 2007 Volleyball team and 1986 State Championship Baseball Team that included Chris Cota as a member of that team. Some additional participants and honorees include, Harvard Pearlman who sadly passed away last year, Chris Lowe, Track & Field Coach, the 1996-97 Women's basketball team that was a state finalist runner and won a championship game and coach Lisa Hooper. The event will include catering from Wolf Creek and Lucky Luke. Tickets are \$40 which includes food and beverages.

- II. Shane Daetwiler, NEW! Student Investigator for Student Conduct. Shane will be working with Dr. Jasmine Ruys, Dr. Ryan Medlin and the Academic Integrity Committee.
- 7. Approval of the Agenda:
  - I. Motion to approve the agenda by Arshia Malekzadeh, seconded by Rebecca Shepherd. Gary Collis Proxy for Erica Seubert (yes, vote). Unanimous. Approved.
- 8. Committee Appointments:
  - Selection Committee Appointments (pg. 3)
  - Tenure Committee for Lauren Franco (pg. 3)
- 7. Sub-Committee Summaries:
  - Senate Exec October 20, 2022, summary (pg. 8-11)
  - Senate Exec November 17, 2022, summary (pg. 2-14)
- 8. Approval of the Consent Calendar
  - Academic Senate Summary, February 23, 2023 (pg. 4-7)
  - [Curriculum Committee Summary](#), March 1, 2023
    - I. Motion to approve the consent calendar by David Brill, seconded by Ambika Silva. Gary Collis proxy for Erica Seubert (yes, vote) Unanimous. Approved.

## B. Reports

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

- 4. Academic Senate Presidents Report, David Andrus.
  - I. David Andrus was absent for this meeting. Lisa Hooper shared a report on behalf of both David and her.
  - II. Election Updates: The Senate will be running elections for the 5 At-Large senator positions. The announcement for nominations will be sent out by Dustin Silva, Elections Committee Chair.
  - III. New Student Dorms on Campus: The Board of Trustees meeting included a discussion regarding the 63 million dollar grant for student dorms on campus. If the agenda schedule permits Dr. Jasmin Ruys will share an update on the facilities and construction on campus.
  - IV. Reassign Time Memo: There will be additional Academic Senate reassign time once the Board approves the COCFA/District tentative contract agreement.
  - V. Campus Network Scheduled Outage: There is a scheduled network outage which may impact work time for some people. Some platforms may not be available for Sunday.
  - VI. Water Damage to Faculty Offices: There are some issues with water leakage in some faculty offices due to unprecedented rain. Faculty are encouraged to check in on their offices. There is a need for a work order strategy that is more efficient, instead of doing small repairs.

## C. Action Items

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

*none*

## D. Discussion

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

- 4. Face to Face Instruction Web Enhanced Practices, David Andrus & Dr. Omar Torres (pg. 15-16)
  - a. There are concerns with putting some boundaries on web enhanced practices in face-to-face classes that may be appear punitive and prohibitive. However, some faculty are using CANVAS as a way to flip the course. There was a request for a list of best practices and a broader use of orientation letters which allows the instructor to provide information for a course. The Senate agreed that face to face courses should

provide student access to their instructor that should not be supplanted with online time.

5. BP/AP 5070 (Attendance), Gary Collis
  - a. BP 5070 (Attendance) current version (pg. 17)
  - b. AP 5070 (Attendance) current version (pg. 18-19)
  - c. BP 4233 (Attendance) current (pg. 23-25)
  - d. AP 4233 (Attendance) current (pg. 26)
  - e. Student Excused Absence Form, approved by the Senate on Nov. 21, 2019 (pg. 27)
    - i. The Student Excused Absence form was approved by Senate in November of 2019. The Policy Review Committee was asked to incorporate this form into the policy. Currently, if a student misses 10% of a class they may be dropped. It is difficult to develop any better attendance rules than the ones currently in place, therefore the current rules have carried over.
6. BP/AP 4226 (Multiple and Overlapping Enrollments) Gary Collis
  - a. BP 4226 (Multiple and Overlapping Enrollments) (pg. 28)
  - b. AP 4226 (Multiple and Overlapping Enrollments) (pg. 29-30)
    - i. The law requires that faculty with an overlapping course articulate within a form how the student is going to make up the time missed during the same week. The make-up time must be face to face. There is nothing in Title 5 that outlines the minutes allowed for a student to miss. The allowed 15 minutes was determined by the committee.
7. Student Housing Update, Dr. Jasmine Ruys
  - a. Construction Updates: The circle drop off area is being improved for ADA purposes. The ISP area is being improved to clear out bushes and fix plumbing issues.
  - b. Student Housing Update: The \$61 million state awarded grant stipulates that housing needs to be built on campus and funds cannot be used to purchase plots of land. This is for 100 beds and 100 units. Architects have been hired to put together concepts for two bed units. The college can only charge 50% of low-income housing and cannot make money off of students. The college is also touring other college district dorms. Dr. Ruys is developing an FAQ. The hope is that COC will break ground by the end of December or first part of January. This item will return for continued discussion.

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

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

4. Academic Integrity Taskforce
5. CTE Toolkit Rubrics
6. Self-Service Update and Continuous Discussion

#### **F. New Future Business**

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

3. Department Chair Training Workshops
4. Tenure Committee Training Workshops

#### **G. Announcements**

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- ASCCC CTE and Noncredit South Regional Workshop, March 20<sup>th</sup>, 2023, Compton College
- 2023 ASCCC Curriculum Institute-Hybrid Event: July 12<sup>th</sup> – 15<sup>th</sup>, 2023, Riverside Convention Center in Riverside.
- 2023 ASCCC Faculty Leadership Institute: June 15<sup>th</sup>-17<sup>th</sup>, 2023, Westin San Francisco Airport Hotel.
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**H. Adjournment:** 5:05 pm

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4. 1117 Walnut Street, Inglewood, CA 90301
5. 6405 SW Puppy Place, Bentonville, AR

**COLLEGE OF THE CANYONS  
ACADEMIC SENATE**

**TO:** Omar Torres, Assistant Superintendent/Vice President of Instruction  
**FROM:** David C. Andrus, President, Academic Senate  
**DATE:** March 14, 2023  
**RE:** Academic Senate Release Time – **2023/24 Academic Year**

The 2022 COCFA Contract, Article 12, Section J allows for 350% Reassign Time per Semester for the Academic Senate (to be allocated by the Academic Senate). A percentage of this release time for the Academic Senate must be used to support a CTE liaison position. **However, on March 8, 2023 the Board of Trustees approved the tentative agreement between the District and COCFA, as ratified by the full-time faculty. That tentative agreement increased the total annual Academic Senate release time to 410%. Consequently, the following amended reassigned times reflect the additional 60% allocation for the 2023/24 academic year:**

| Academic Senate Position                              | % FTF Reassign<br>Time<br>Fall 2023 | % FTF Reassign<br>Time<br>Spring 2024 |
|---|-------------------------------------|---------------------------------------|
| Academic Senate President, David Andrus               | 100                                 | 100                                   |
| Academic Senate Vice President, Lisa Hooper           | 20                                  | 20                                    |
| Curriculum Committee Chair, Tricia George             | 90                                  | 90                                    |
| Policy Review Committee Chair, Gary Collis            | 60                                  | 60                                    |
| CTE Liaison, Gary Quire                               | 40                                  | 40                                    |
| Program Review Committee Chair, Rebecca Eikey         | 20                                  | 20                                    |
| Faculty Professional Development Chair, Teresa Ciardi | 20                                  | 20                                    |
| Program Viability Chair, Garrett Rieck                | 20                                  | 20                                    |
| Non-Credit Subcommittee Chair, Garrett Rieck          | 20                                  | 20                                    |
| Academic Senate Communications Officer <i>(TBD)</i>   | 20                                  | 20                                    |

***\*Faculty Articulation Officer/Liaison, Julie Hovden 20% District release/reassign time.***

As a reminder, in consultation with Dr. Van Hook, it was agreed beginning spring, 2022 and thereafter, the position of "Faculty Articulation Officer/Liaison that serves on the Curriculum Committee shall receive 20% District release/reassign time rather than Academic Senate release time. Julie Hovden will continue to serve as Faculty Articulation Officer/Liaison for the 2023/24 academic year.



## **BP 5070 Attendance**

### **References:**

California Code of Regulations, Title 5, §§ 58003, 58004; California Community Colleges Chancellor's Office's Student Attendance Accounting Manual; HEA Sec. 103 and 484(l); 34 CFR 600.2; 34 CFR 668.3

Regular class attendance is an integral part of the learning process. Therefore, the Santa Clarita Community College District (District) expects its students to attend, and participate in, all classes in which they enroll.

The District shall comply with all attendance accounting requirements required by law, including, but not limited to, those regarding attendance monitoring and reporting.

The District shall adopt administrative procedures concerning both attendance accounting and attendance.



## **AP 5070 Attendance**

### **References:**

California Code of Regulations, Title 5, §§ 58003, 58004; California Community Colleges Chancellor's Office's Student Attendance Accounting Manual; HEA Sec. 103 and 484(l); 34 CFR 600.2; 34 CFR 668.3

### **Definitions**

**Absence:** Lack of physical presence during a class's scheduled meeting time either (1) in the location designated for an in-person class meeting to be conducted or (2), in the case of classes taught by the Partially Online Synchronous (POS) or Fully Online Synchronous (FOS) modalities, within sufficient physical proximity to an electronic device that is connected to the class session via the audio/visual technology platform required by the instructor to enable uninterrupted, distraction-free, two-way communication with the instructor.

**Academic Departments:** As defined by Board Policy 4023.

**Academic Freedom:** As defined by Board Policy 4030.

**Academically Related Activities:** Non-passive, interactive instructional activities occurring in a class taught by a Distance Education modality, which may include, but are not limited to, completing an academic assignment, exam, interactive computer tutorial, or online discussion on academic matters; engaging with the instructor of record synchronously or asynchronously on academic matters; attending a synchronous class meeting, study session, or supplemental learning activity conducted with the use of video or audio technology. Academically Related Activities excludes passive, non-interactive conduct, such as reading a textbook or other instructional material; accessing a class's digital instructional platforms, through the District's learning management system or otherwise; downloading/accessing assignments or other materials; watching videos. In addition, Academically Related Activities exclude participating in academic counseling or advisement.

**Census Date:** The third Monday of the class for semester length classes. For classes that do not meet for the length of the semester, the census date is 20% of the class. If the census date falls on a holiday, the census date shall move to the next succeeding instructional day.

**Census Drop:** Removal of a student from a class roster because the student stopped attending the class prior to Census Date.

**Distance Education:** As defined by Administrative Procedure 4105.

**Dual Enrollment:** As defined by Board Policy 5010.

**Excessive Absences:** An accumulation of Unexcused Absences - in a class not being taught through a Distance Education modality - amounting to 10% of more of the total number of regularly scheduled meetings of that class.

**Extenuating Circumstances:** Unexpected and sudden events beyond the reasonable control of a student that a reasonable person would conclude justified Absence from a college course including, but not limited to, illness/injuries, accidents, and the like.

**Intercollegiate Activity Participation:** Participation in competitions and similar events during which District students compete against, or otherwise engage with, students from other educational institutions in conjunction with a course for which District students may earn college credit, such as athletic, performing arts, and forensic team competitions.

**Last Date of Attendance:** For traditional classes and those taught using the not taught by a Distance Education modality, a student's Last Date of Attendance will be, if known, the date on which the student last attended the class or, if that date is not known, the midpoint of the financial aid period. For classes taught using a Distance Education modality, a student's Last Date of Attendance will be the last date on which a student completed an Academically Related Activity.

**No Show Drop:** Removal of a student from a class roster because the student failed to attend the class's first meeting, except for any student to whom the instructor of record granted express permission, in advance of the first class meeting, to miss that meeting.

**Unexcused Absences:** Any Absence lacking Extenuating Circumstance supported by adequate documentation.

### **Attendance Accounting**

Reporting Attendance Pursuant to Education Code Section 58000, the Department of Finance, the Auditor General, and the California Community Colleges Chancellor's Office, documentation requirements are maintained to promote standardized, accurate reporting of data used for calculating the state general fund apportionment and to facilitate annual audits required of the district. Attendance accounting requirements are administered by the appropriate District offices and include the following areas:

1. Computation of units of full-time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
2. Selection of a single primary term length for credit courses
3. Reporting of FTES during the "first period" (between July 1 and December 31) and "second period" (between July 1 and April 15)
4. Compliance with census procedures prescribed by the California Community College Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis
5. Preparation of census day procedure tabulations
6. Preparation of actual student contact hours of attendance procedure tabulations
7. Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations
8. Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.

9. Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he/she/they served.
10. Maintenance of the colleges in the District for at least 175 days during the fiscal year.

The Office of Institutional Research, in collaboration with Instruction, Business Services, and Student Services shall verify compliance with prescribed State procedures for reporting attendance according to valid census dates and FTES calculations for all classes. Attendance is reported on the Apportionment Form CCFS-320 and the Apprenticeship Form CCFS-321.

### **General Attendance Principles**

The Santa Clarita Community College District (District) expects students to attend, and participate in, all classes in which they have enrolled.

Students wishing to drop a class in which they have enrolled, those who have stopped attending or participating, and those who anticipate or encounter circumstances that will cause them to be absent from or otherwise unable to participate in a class for an extended time period (whether due to illness/injury, personal/family emergencies, otherwise) shall promptly drop themselves from the class. A student desiring or intending to withdraw from a class, or otherwise qualifying for involuntary withdrawal, may not anticipate or expect that faculty will implement his, her, or their removal from a class roster.

Only students enrolled in a class may attend a meeting of that class without receiving advance, express permission from the class's instructor of record, unless the law or District policy/procedure entitles attendance by others.

Absences from class accumulate from the first class meeting. Students must attend the first meeting of a class in which they are enrolled unless the instructor of record provides, in advance of the first class meeting, express permission to the student to be absent without being subject to withdrawal. Instructors of record may, but are not required to, (1) grant students permission, before the first meeting of a class, to miss the first class meeting without being subject to withdrawal or (2) add students who fail to attend the first meeting of a class (whether waitlisted or not) to a class roster.

Instructors of record must enter any No Show Drop into the District's MyCanyons system before the end of the first week of class.

Instructors of record must enter any Census Drop into the MyCanyons system prior to the Drop Date.

Students who receive federal financial aid, and who completely withdraw from a class or are dropped for non-attendance, will be responsible for repayment of unearned financial aid funds. The sum that students must repay will be calculated using the Last Day of Attendance. The Financial Aid Office will notify students of the sum that they must return. A Financial Aid Hold will be placed on the student's record, and students will not receive services from the District, until the full sum is repaid.

**Attendance Principles for Classes Taught by the Following Modalities: (1) Traditional (Not Distance Education), (2) Partially Online Synchronous (POS), and (3) Fully Online Synchronous (FOS)**

An instructor of record may withdraw a student from a class for Excessive Absences through the District's MyCanyons system prior to the expiration of 75% of the term in which the class is offered.

An instructor of record may enforce policies outlined in a class syllabus pertaining to the treatment of tardy arrival to, or premature departure from, a class meeting as an Unexcused Absence.

Promptly after any Absence from a class in which a student is enrolled, the student shall communicate any Extenuating Circumstances explaining the Absence, and shall transmit sufficient documentation evidencing those Extenuating Circumstances, to the class's instructor of record. The instructor of record shall have discretion to treat a student's failure to initiate such communication, or to provide such documentation, within a reasonable time after the Absence as consent to the instructor's treatment of the Absence as an Unexcused Absence.

The instructor of record shall have sole discretion to determine whether the circumstances offered by a student to justify an Absence constitute Extenuating Circumstances as defined herein, and to determine the adequacy of any documentation that a student has offered to evidence those circumstances. Instructors are strongly encouraged to exercise their discretion reasonably, equitably, compassionately, and consistently with the District's educational mission.

Students shall provide a fully completed Notice of Absence Due to Intercollegiate Activity Participation Form (IAP Form), as adopted by the Academic Senate, to the instructor of record of any class from which a student knows they will be Absent due to Intercollegiate Activity Participation. Students shall deliver the IAP during the first week of the term or, if a planned Absence is unknown at that time, at the earliest reasonable opportunity after the student learns of the planned Absence. An instructor who receives such an IAP Form from a student, in advance of a disclosed Absence denoted on the form, shall excuse the Absence and not treat it as an Unexcused Absence. If the information contained in a previously delivered IAP Form becomes inaccurate due to the addition of, or removal of, a planned Absence, students shall deliver a corrected IAP Form to their instructors at the earliest reasonable opportunity after the need for the correction becomes known to the student. Any intentional misrepresentation by the student on the IAP Form invalidates it. In addition, the District strongly encourages, but does not require, that instructors who have received an IAP Form to reasonably accommodate students who, due to their Intercollegiate Activity Participation, must miss assignments or graded work by, for example, allowing those students to complete work in advance of, or after, the Absence.

An instructor of record may, but is not required to, approve the reinstatement into a class of a previously withdrawn student.

**Attendance Principles for Classes Taught by the Following Modalities: (1) Distance Education (Other than POS and FOS) and (2) Correspondence**

An instructor of record may withdraw a student from a course taught by Distance Education (except for Partially Online Synchronous (POS) or Fully Online Synchronous (FOC) modalities) or correspondence (as defined by federal and state law) modalities, through the District's MyCanyons system and prior to the

expiration of 75% of the term in which the class is offered, if the instructor determines, in the instructor's sole judgment, that the student is no longer participating in the class.

Instructors of record shall determine participation by considering a student's completion of Academically Related Activities. Instructors are encouraged to exercise their discretion reasonably, equitably, compassionately, and consistently with the District's educational mission. To enable students to act in a manner that will allow their completion of the class, instructors are strongly encouraged to notify students, through the syllabus, of the instructor's particular methodology for measuring class participation by, for example, establishing a measurable limit on assignments a student may fail to complete without being withdrawn.

To reduce subjectivity and/or any inequity from the application of differing measures of class participation, Academic Departments may, but are not required to, create methods, rubrics, metrics, or standards, for use by instructors of record teaching classes within those departments. Any mandatory methods, metrics, or standards adopted by Academic Departments must be consistent with principles of Academic Freedom.

### **Attendance Principles Applicable to Student-Servicemembers**

The District shall accommodate students who are serving in the Armed Forces, including the reserve components of the National Guard (Student-Servicemembers), during absences necessitated by service in the Armed Forces (Military Absence).

Student-Servicemembers shall (1) communicate an anticipated or ongoing Military Absence to their instructors as promptly as circumstances permit and (2) provide their instructors with adequate documentation, such as written orders or similar, official communications, evidencing the dates of their military service.

For Student-Servicemembers enrolled in classes having a synchronous meeting requirement [i.e., face-to-face; Fully Online Synchronous (FOS); Partially Online Synchronous (POS)], accommodations of a Military Absence shall include (1) classifying Military Absences as Excused Absences until they exceed 15% of all class meetings scheduled during the term and (2) permitting Student-Servicemembers to complete graded assignments that were otherwise due during Military Absences. Permitted Military Absences shall be in addition to any other allowance of absences allowed by this procedure.

For Student-Servicemembers enrolled in a completely asynchronous Distance Education class (i.e., not including FOS and POS classes) or a Correspondence class, instructors shall reasonably accommodate Military Absences by, for example, permitting Student-Servicemembers to complete graded assignments that were otherwise due during a Military Absence, opening assignments early to permit Student-Servicemembers to complete them before their absence, and the like. Although faculty shall have discretion to determine the scope and extent of such accommodations (such as the number of assignments that a Student-Servicemember will be permitted to submit late and on what timeframe), they shall exercise that discretion reasonably under the circumstances and in the spirit of promoting the academic progress of Student-Servicemembers.

## BP 4233 Attendance

*Reference: Title 5, Sections 58003, 58004; Student Attendance Accounting Manual; HEA Sec. 103 and 484(l); 34 CFR 600.2; 34 CFR 668.3*

The Santa Clarita Community College District has adopted the following policy with regard to attendance. Nothing in this policy shall conflict with Title 5 section 58003 that pertains to state requirements for monitoring and reporting attendance for apportionment purposes. The Santa Clarita Community College District authorizes specified designated District personnel to develop and implement those procedures necessary to comply with state mandated attendance reporting requirements. This policy is applicable to all courses, regardless of delivery format, offered by the Santa Clarita Community College District.

### 4233.1 Definitions:

- A. No show drop – a drop that occurs as a result of a student not attending the first class meeting.
- B. Census drop - a drop occurs when a student stops attending a class prior to the first census drop or 20% of the course. The “drop date” shall be the end of business of the day immediately preceding the census day.
- C. Withdrawal drop –a withdrawal occurs when a student stops attending prior to 75% of the term or the 12<sup>th</sup> week of classes for full-term classes.
- D. Absences
  - 1) Excessive absences- an accumulation of excused and/or unexcused absences amounting to more than 10% of the class meetings.
  - 2) Excused absence- an absence caused by documented extenuating circumstances.
  - 3) Unexcused absence- an absence with no documented extenuating circumstance.
- E. Extenuating circumstances- verified cases of accidents, illness, and other circumstances beyond the control of the student. A student must have documentation to prove an extenuating circumstance.
- F. The last date of attendance - is either the mid-point of the financial aid payment period, as the effective withdrawal date, or the student’s last date of attendance as determined by his or her last known academically related activity. Academic related activity requires more than attendance in the student’s face to face or electronic classroom.
- G. Academically related activities include but are not limited to:
  - 1) Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
  - 2) Submitting an academic assignment;
  - 3) Taking an exam, an interactive tutorial or computer-assisted instruction;
  - 4) Attending a supplemental learning activity and/or study group that is assigned by the instructor;
  - 5) Participating in an online discussion about academic matters; and
  - 6) Initiating contact with the instructor of record to ask a question about the academic subject studied in the course.

- 7) Academically related activities do not include activities where a student may be present but not academically engaged, such as:
  - 1. Logging into an online class without active participation; or
  - 2. Participating in academic counseling or advisement<sup>1</sup>.
- H. Academic Engagement in Distance Education— is academically related activities, described in the relevant course outline of record, including, but not limited to regular or substantive interaction between the students and initiated by the faculty through discussion board posts, completed assignments, or electronic conversations with faculty. This does not include passive activity in the course; e.g. watching a lecture, downloading an assignment, or other non-interactive activities.
- I.
- J. Distance Education- courses that deliver instruction online using the Internet (synchronously and/or asynchronously), provide for regular and substantive contact and interaction online between instructor and students that is initiated by the instructor, and require online activities as part of a student's grade.

4233.2 For the purposes of attendance and in application of census procedures, the Santa Clarita Community College District shall clear the rolls of students with inactive enrollment for the following time periods:

- A. Been identified as a no show, or
- B. Stopped attendance prior to the Census date, or
- C. Stopped attendance prior to the Withdrawal date.

4233.3 A student shall be dropped if no longer participating in the course, except if there are extenuating circumstances. "No longer participating" includes, but is not limited to, excessive unexcused absences related to nonattendance.

4233.4 Regular and punctual attendance is an integral part of the learning process. Students of the Santa Clarita Community College District are expected to attend all scheduled classes in which enrolled. An instructor has the authority to drop a student who violates written attendance policies. Instructors are not obligated to hold seats for students who are enrolled but do not attend the first class meeting.

- A. Only persons who are registered for a class at the Santa Clarita Community College District may attend that class. Students are expected to attend all class meetings for those courses in which they are enrolled. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be dropped or withdrawn from the course.
- B. Students who fail to attend the first scheduled class meeting or fail to obtain permission from the instructor regarding absence before the first scheduled class meeting shall be dropped as a no show from the course.

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<sup>1</sup> Participation in academic counseling and advising are no longer considered to be academic attendance or attendance at an academically related activity. (*Federal Student Aid Handbook, June 2012; Chapter 1 – Withdrawals and the Return of Title IV Funds*)

- C. It is the student's responsibility to consult with the instructor regarding excused or unexcused absences. Absences begin to accumulate with the first scheduled class meeting.
- D. Any student with excused or unexcused absences amounting to more than 10% of the class meetings may be dropped or withdrawn from the class. An instructor may drop a student up until 20% of the course (the 2<sup>nd</sup> week of a full semester length class) or withdraw a student from a course up until 75% of the course (the 12<sup>th</sup> week of a full semester length class) due to excessive absences.
- E. Absence due to an extenuating circumstance may be accepted by the instructor as an excused absence for a limited period of time. Students are expected to notify their instructor by e-mail and/or phone message if they are absent for a medical reason. Students anticipating or encountering extended absences due to medical, personal or family emergencies should remove him or her from the course.
- F. The faculty member may establish a limit on tardy or leaving early from the course to equal an absence. This classroom procedure shall be established in the syllabus for students on the first day of the course.
- G. It is the student's responsibility to officially drop or withdraw from a course. Students failing to officially drop or withdraw from a course may receive an "FW" grade.

#### 4233.5 Distance Education Courses

- A. Faculty shall initiate regular and substantive interaction with students in distance education courses.
- B. A student's absence from a distance education course shall be determined by the last day on which the student was academically engaged and participated in an academically related activity in the class.
- C. The last date of attendance for students enrolled in a distance education course will be used in determining a student's absences and subsequent drop or withdrawal from a class.

#### 4233.6 Financial Aid Repayment

Any student who receives Federal financial aid and completely withdraws or fails to complete any units during the payment period or period of enrollment, will be required to repay any unearned financial aid funds.

See Administrative Procedure AP 4233

Approved 09/17/14

## AP 4233 Attendance

- 4233.1 (A) The faculty shall drop students for no-show and census drops. The faculty member will no show drop a student via My Canyons during the first week of the course if the student did not attend the first day of the course. Instructors are not obligated to hold a seat for a student that does not attend the first day of the course.
- (B) The faculty member will drop a student via My Canyons prior to the census date of the course if the student stopped attending the course after the first day of the course.
- (C) The faculty member has the opportunity to withdrawal a student from the course if the student stopped attending after the census date and missed more than 10% of the course meetings up until 75% of the course.
- (D) The faculty member may establish a limit on tardy or leaving early from the course to equal an absence. This classroom procedure shall be established in the syllabus for students on the first day of the course.
- 4233.2 Students must attend all courses, in person or on-line, that show on their schedule. If the student stops attending the course, it is the responsibility of the student to drop the course from his or her record.
- 4233.3 An instructor may approve a reinstatement for a student into their course if the student shows the excessive absences were a result of a documented extenuating circumstance. An instructor does not have to approve a reinstatement back into his or her course.
- 4233.4 Students must actively participate in online courses to prove attendance. Attendance in an online course will be counted when a student participates in an academically related activity. If the student does not participate in an academically related activity throughout the course, the instructor may drop the student for non-attendance.
- 4233.5 Students who receive federal financial aid, and are dropped for non-attendance, will be responsible for repayment of any unearned financial aid funds. The Financial Aid office will provide students with the repayment amount based on the last day of attendance in courses dropped. The student must repay the money back to the college or a hold will be placed on the student's record. The student will not receive college services until the unearned financial aid funds are repaid and the hold is removed.



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Dear Professor \_\_\_\_\_,

(Name/ID) is a member of the 2019/2020 (Team). (Team) has scheduled contests this term that may affect his/her academic schedule and result in them having to miss at least a portion of one class meeting. Collegiate team members are required to give this letter to each of their professors at the beginning of the course in which their class time participation may be affected.

The District sponsors a variety of student-driven activities that may be scheduled during class meeting times. While every effort is made to avoid such conflicts, we are requesting your understanding and support in accommodating this student. Accommodation may be to allow the student to complete work ahead of time, participate in another class section, or make up missed work. Our team members know that academics should be their *first priority*. This notification is to be delivered within the first week of your course and/or as soon as they learn of an upcoming conflict. Notifications after the first week may result from additional or rescheduled competitive events, or post-season play.

As College of the Canyons coaches and/or advisors, we place great emphasis on academics and strive to do all that is possible to ensure team members achieve academic success. We appreciate your consideration in this important matter. If you have any questions or concerns please do not hesitate to reach out.

Thank you, in advance, for your support,

\_\_\_\_\_, Coach/Advisor <contact information>

\_\_\_\_\_, Dean &/OR Athletic Director <contact information>

| Class Name & Section # | Date(s) Affected/Event | COC Departure Time |
|------------------------|------------------------|--------------------|
|                        |                        |                    |

<Finalized competition schedule attached>



## **BP 4226 Multiple and Overlapping Enrollments**

Reference:

Title 5 Section 55007

1. The CEO shall establish procedures to ensure that students may only enroll in two or more sections of the same credit course during the same term if the length of the course provides that the student is not enrolled in more than one section at any given time.
2. The CEO shall establish procedures to ensure that students may only enroll in two or more courses where the meeting times overlap under the conditions specified in Title 5 Section 55007.

See Administrative Procedure AP 4226

Approved by CPC XX/XX/XX

Approved by Board xx/xx/xx



## **AP 4226 Multiple and Overlapping Enrollments**

### **Reference:**

Title 5 Section 55007

### **1 Multiple Enrollments**

A student may enroll in two or more sections of the same credit course during the same term only if the length of the course sections in which the student has enrolled are such that the student will never be simultaneously enrolled in the same course.

### **2 Overlapping Enrollments**

- a. “Overlapping enrollment” refers to the circumstance in which a student is enrolled in two or more courses where any synchronous meeting time(s) for the courses overlap.
- b. A student’s course schedule may not include overlapping enrollment unless the student submits a completed Petition for Overlapping Classes (Petition) to the Office of Admissions & Records, prior to the District’s applicable deadline to add classes to a student’s schedule, that has been signed by (1) the petitioning student, (2) the instructor of record of the class from which the petitioning student seeks to be absent due to the overlapping schedule (Overlapped Course), and (3) the Dean having supervisory authority over the Overlapped Course.
- c. Enrollment in overlapping courses is disfavored and a student may enroll in overlapping courses only if (1) the student articulates good cause in the Petition for the need to enroll in overlapping courses for reasons that do not include mere scheduling convenience (“Good Cause Articulation”), (2) the student and the instructor of record of the Overlapped Course agree to a detailed plan, articulated in the Petition and which does not include the petitioning student’s attendance of a different section of the Overlapped Course, whereby the student and the instructor will meet synchronously for at least the same number of minutes of the Overlapped Class that the student will miss in a given week during that same week, such as attending office hours (“Make Up Plan”), and (3) the petitioning student will miss no more than 15 minutes, inclusive of both the period of overlap and any passing time that it will reasonably be expected for the petitioning student to travel from one class to the next, of any single class meeting of the Overlapped Class (“Missed Time”).
- d. The Office of Admissions & Records shall prepare a form Petition, and make it available to students, on which petitioning students must (1) identify the names, course and section numbers, classroom locations (if applicable), instructional modalities (i.e., traditional or Distance Education), and meeting times of the overlapping courses, (2)

denote the Missed Time, (3) provide their Good Cause Articulation, and (4) describe the Make-Up Plan.

- e. In addition to verifying the accuracy of all information that petitioning students have inserted on the Petition, students who sign a Petition (1) agree to be enrolled in the Overlapped Course, (2) represent to the District that they will comply with the Make-Up Plan, and (3) pledge to pay for the Overlapped Course at the time of registration.
- f. Instructors of record of an Overlapped Course who sign a Petition represent to the District that (1) they approve of the enrollment of the petitioning student in the Overlapped Course, (2) they will comply with the Make-Up Plan and (3) the petitioning student first attended the Overlapped Course prior to the District's deadline for students to add the class.
- g. A Dean may sign a Petition only if (1) the petitioning student has inserted all information required by the Petition, (2) the Dean is satisfied, despite the District's general disfavor overlapping classes, with the adequacy of the petitioning student's Good Cause Articulation, (3) the Dean is satisfied that the Make-Up Plan articulated in the Petition complies with the requirements of this procedure, (4) the Petition has been signed by the petitioning student and the instructor of record of the Overlapped Course, (5) the Dean has independently verified the accuracy of the Missed Time calculation that the petitioning student has provided, and (6) the Dean has verified that the instructor of record's signature on the Petition is genuine.
- h. The Office of Admissions and Records shall enroll the petitioning student in the Overlapped Course after the Petition is signed by the appropriate dean.
- i. The Office of Admissions and Records shall notify the petitioning student if the Petition is rejected.

Approved by the Academic Senate: xxxxxxxxx

Approved by CPC: xxxxxxxxx

## Office and Meeting Space Use at the Canyon Country Campus

2/24/23 DRAFT

The Canyon Country Campus has a variety of spaces for faculty use, including:

- Full-time faculty offices available for permanent assignment
- Drop-in office cubicles
- Group study rooms
- Conference rooms
- Technology center

General procedures to request/utilize these office and meeting spaces is summarized below, including pertinent contact information:

| TYPE   | DESCRIPTION   | LOCATION  | PROCESS  | CONTACT INFO  |
|--|---|---|--|---|
| <b>Full-time Faculty Offices</b>             | Single- and double-offices available                      | Science Center (3 <sup>rd</sup> floor);<br>CCC-700 (ATEC);<br><br>CCC-512;                      | Assigned by faculty request according to the Academic Senate office seniority policy | Marilyn Jimenez (x3058); Academic Senate  |
| <b>Drop-In Offices</b>                       | Partitioned workstations w/ desk, computer, phone         | CCC-204;<br><br>CCC-507;<br>CCC-700   | First-come-first-serve use   | N/A; Contact Communications Center (x3802) if questions   |
| <b>Temporary Swing/Drop-In Office Spaces</b> | double-offices available                                  | CCLB-329<br><br>CCLB-330  | First come, first serve use  | N/A; Contact Communications Center (x3802) if questions   |
| <b>Group Study Rooms</b>                     | Offices with tables or couches, chairs, TV/computer setup | Science Center (1 <sup>st</sup> -3 <sup>rd</sup> floor)<br>SSLRC (3 <sup>rd</sup> floor)        | First-come-first-serve use   | N/A; Contact Anthony Michaelides (x3253), Maria Sanchez (x3114) if questions  |
| <b>Conference Rooms</b>                      | Small and medium conference rooms                         | Science Center (3 <sup>rd</sup> floor);<br><br>SSLRC (1 <sup>st</sup> - 4 <sup>th</sup> floors) | Request via TAMIS facility request system online or contact CCC admin                | <a href="https://tamis.canyons.edu/FR">https://tamis.canyons.edu/FR</a><br>Anthony Michaelides (x3253)<br>Maria Sanchez (x3114) |
| <b>Technology Center</b>                     | Faculty/Staff computer lab                                | CCSS-403 (SSLRC 4 <sup>th</sup> floor)  | Computer Support will schedule regular hours beginning this semester                 | Computer Support (x3533)<br><br>Anthony Michaelides (x3253)<br><br>Maria Sanchez (x3114)  |



## **AP 4105 Distance and Correspondence Education**

### **References:**

Education Code Sections 66700 and 70901 et seq.;  
Title 5 Sections 55200 et seq.;  
Title 5 Sections 55260 et seq.;  
Title 34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);  
ACCJC Accreditation Standard II.A.1;  
ACCJC Policy on Distance and Correspondence Education (revised June 2021)

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

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

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

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

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

computerized applications.

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

2. Definitions:

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

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

- B. Substantive Interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:
  - i. Providing direct instruction.
  - ii. Assessing or providing feedback on a student's coursework.
  - iii. Providing information or responding to questions about the content of a course or competency.
  - iv. Facilitating a group discussion regarding the content of a course or competency.
  - v. Other instructional activities approved by the District's or a program's accrediting agency.
- C. Correspondence Education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence Education is not Distance Education.

Students receive packets of materials for them to complete the student learning outcomes of the course based on the Course Outline of Record (COR), that can include reading materials, assignments, quizzes, tests, projects, written discussion boards, and surveys, as well as feedback and question & answer forms. The student packets - or “touchpoints” - are the written portion of the courses and how the instructors communicate back and forth with the students. Lecture videos recorded by instructors are also used to enhance the learning environment, as well as to ensure students have as close to a Distance Education or face-to-face learning experience as is possible through the use of Correspondence Education.

3. Course Approval: Each proposed or existing course offered via Distance Education shall be reviewed and approved separately. Separate approval is required if any portion of the instruction in a course or a course section is designed to be provided through Distance Education.

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

The course design and all course materials must comply with the ICT and Instructional Material Accessibility Standard Statement in AP 3725.

4. Addendum to Course Outline: No new or existing course may be delivered through Distance or Correspondence Education before an addendum to the course outline of record has been approved according to the District’s curriculum approval procedures. The addendum shall address the following:
  - A. How course outcomes will be achieved in a Distance or Correspondence Education mode.
  - B. How the portion of instruction delivered via Distance Education provides regular and substantive contact between instructor and students, initiated by the instructor, and between students.
  - C. How the portion of instruction delivered via Correspondence Education documents and facilitates learning progression through a cycle of assignment submissions and feedback.
  - D. How the portion of instruction delivered via Distance Education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.
  - E. For any course that the District may offer by Correspondence Education, identification of the student population permitted to enroll in the course, such as, for example, incarcerated students.
5. Certification: When approving Distance Education courses, the Academic Senate shall certify

the following:

- A. Course Quality Standards: The same standards of course quality are applied to Distance and Correspondence Education courses as are applied to in-person courses.
  - B. Course Quality Determinations: Determinations and judgments about the quality of Distance and Correspondence Education courses were made with the full involvement of the curriculum committee and its established procedures.
6. Duration of Approval: All Distance Education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.
7. Instructor Contact: Each section of the course that is delivered through Distance Education shall include regular and substantive interactions between the instructor and students, initiated by the instructor, as well as among students, either synchronously or asynchronously. The District ensures regular interactions between a student and an instructor or instructors, prior to the student's completion of a course or competency, by:
- A. Providing the opportunity for substantive interactions with a student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.
  - B. Monitoring a student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactions with a student when needed on the basis of such monitoring, or upon request by a student.
  - C. Correspondence Education: Each section of a course conducted through Correspondence Education will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined by the curriculum committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

Students who participate in Correspondence Education will have access to student support services, including counseling, library searches, research assistance, and tutoring or other learning support through mail, email, telephone or in-person contact, as determined by the curriculum committee.

Instructor will have at least one (1) touchpoint with their students for every 10 “in-class” hours as detailed in the Course Outline of Record (COR). Locally, students receive student packets or “touchpoint” materials that include two (2) weeks’ worth of class assignments and materials for the course, every two (2) weeks for the duration of the class.

8. Correspondence Education Students: A student is considered to be “enrolled in correspondence courses” if correspondence courses constitute 50 percent or more of the courses in which the student is enrolled during a financial aid award year.

In order for a Correspondence Education student to be considered a full-time student at the District, at least one-half of the student’s coursework must be made up of non-

correspondence coursework that meets one-half of the District's requirement for full-time students.

Reviewed and Endorsed by the Academic Senate: XXXXXXXX

Reviewed and Endorsed by CPC: XXXXXXXX



## **AP 4105 Distance and Correspondence Education**

### **References:**

Education Code Sections 66700 and 70901 et seq.;  
Title 5 Sections 55200 et seq.;  
Title 5 Sections 55260 et seq.;  
Title 34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);  
ACCJC Accreditation Standard II.A.1;  
ACCJC Policy on Distance and Correspondence Education (revised June 2021)

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

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

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

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

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

or computerized applications.

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

9. Definitions:

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

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

- B. Substantive Interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:
  - i. Providing direct instruction.
  - ii. Assessing or providing feedback on a student's coursework.
  - iii. Providing information or responding to questions about the content of a course or competency.
  - iv. Facilitating a group discussion regarding the content of a course or competency.
  - v. Other instructional activities approved by the District's or a program's accrediting agency.
- C. Correspondence Education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence Education is not Distance Education.

Students receive packets of materials for them to complete the student learning outcomes of the course based on the Course Outline of Record (COR), that can include reading materials, assignments, quizzes, tests, projects, written discussion boards, and surveys, as well as feedback and question & answer forms. The student packets - or “touchpoints” - are the written portion of the courses and how the instructors communicate back and forth with the students. Lecture videos recorded by instructors are also used to enhance the learning environment, as well as to ensure students have as close to a Distance Education or face-to-face learning experience as is possible through the use of Correspondence Education.

10. Course Approval: Each proposed or existing course offered via Distance Education shall be reviewed and approved separately. Separate approval is required if any portion of the instruction in a course or a course section is designed to be provided through Distance Education.

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

The course design and all course materials must comply with the ICT and Instructional Material Accessibility Standard Statement in AP 3725.

11. Addendum to Course Outline: No new or existing course may be delivered through Distance or Correspondence Education before an addendum to the course outline of record has been approved according to the District’s curriculum approval procedures. The addendum shall address the following:

- A. How course outcomes will be achieved in a Distance or Correspondence Education mode.
- B. How the portion of instruction delivered via Distance Education provides regular and substantive contact between instructor and students, initiated by the instructor, and between students.
- C. How the portion of instruction delivered via Correspondence Education documents and facilitates learning progression through a cycle of assignment submissions and feedback.
- D. How the portion of instruction delivered via Distance Education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.
- E. For any course that the District may offer by Correspondence Education, identification of the student population permitted to enroll in the course, such as, for example, incarcerated students.

12. Certification: When approving Distance Education courses, the Academic Senate shall

certify the following:

- A. Course Quality Standards: The same standards of course quality are applied to Distance and Correspondence Education courses as are applied to in-person courses.
  - B. Course Quality Determinations: Determinations and judgments about the quality of Distance and Correspondence Education courses were made with the full involvement of the curriculum committee and its established procedures.
13. Duration of Approval: All Distance Education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

Instructor Contact: Each section of the course that is delivered through Distance Education shall include regular and substantive interactions between the instructor and students, initiated by the instructor, as well as among students, either synchronously or asynchronously. The District ensures regular interactions between a student and an instructor or instructors, prior to the student's completion of a course or competency, by:

- A. Providing the opportunity for substantive interactions with a student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.
- B. Monitoring a student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactions with a student when needed on the basis of such monitoring, or upon request by a student.
- C. Correspondence Education: Each section of a course conducted through Correspondence Education will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined by the curriculum committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

Students who participate in Correspondence Education will have access to student support services, including counseling, library searches, research assistance, and tutoring or other learning support through mail, email, telephone or in-person contact, as determined by the curriculum committee.

Instructor will have at least one (1) touchpoint with their students for every 10 "in-class" hours as detailed in the Course Outline of Record (COR). Locally, students receive student packets or "touchpoint" materials that include two (2) weeks' worth of class assignments and materials for the course, every two (2) weeks for the duration of the class.

- 9. Correspondence Education Students: A student is considered to be "enrolled in correspondence courses" if correspondence courses constitute 50 percent or more of the courses in which the student is enrolled during a financial aid award year.

In order for a Correspondence Education student to be considered a full-time student at the District, at least one-half of the student's coursework must be made up of non-correspondence coursework that meets one-half of the District's requirement for full-time students.

Reviewed and Endorsed by the Academic Senate: XXXXXXXX

Reviewed and Endorsed by CPC:

## ACADEMIC SENATE DISCUSSION ITEM

### DISCUSSION ITEM TOPIC:

Low Textbook Cost (LTC) designation implementation

### ISSUE BACKGROUND:

On September 26, 2019 the Academic Senate approved the \$40 LTC designation that was brought forth by the Bookstore Committee. There were questions about how it would be implemented, but the consensus was to approve the limit and then figure out how to implement it. No further action has happened to implement the designation for faculty in the textbook adoption process or in any way that is student-facing.

In Fall 2022, the Academic Senate for the California Community Colleges worked with the California Community College Student Senate to develop a statewide recommendation of Low-Cost course Materials per the resolution 03.04 passed in Fall 2021. Per Resolution 17.05, the Students Senate for California Community Colleges Board of Directors has recommended \$30 as the definition for “low-cost” and Academic Senate for California Community Colleges encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes.

Beginning in Fall 2023, California Community Colleges will be required to report textbook cost in the XB12 data element in the California Community Colleges Management Information System. Working with the Bookstore, the Office of Instruction has been gathering information on textbook cost. If the lowest cost option the bookstore offers is under \$40, that would be entered as having low textbook cost for the data element. This process is happening after the term.

### ISSUES TO BE DETERMINED:

Do we want to maintain the \$40 limit or change to the \$30 limit as recommended by ASCCC and the CCCSS?

Is the lowest price of the instructional resource (i.e., textbook) how we should be determining the LTC threshold?

How do we implement this so that it becomes a designation before registration and is student facing (like our current ZTC designation)?

How do we help students and faculty understand both the LTC and ZTC designation?

## **XB12 and the ZTC Program**

The [XB12, Instructional-Material-Cost](#), has been added to the California Community Colleges Management Information System Data Element Dictionary. The codes, A, B, C, D, Y, are defined below and the implementation date for the new code was summer 2022. [May 11 2022 Data Submission Update Memo; XB12, Instructional-Material-Cost](#).

A – Section has no associated instructional material

B – Section uses only no-cost digital instructional material (definition modified at some point between 8/22/22 and 9/22/22)

C – Section has instructional material costs none of which are passed on to students

D – Section has low instructional material costs (\*as defined locally)

Y – Section does not meet no-cost or low-cost instructional material criteria

[\\* California Community Colleges – Low-Cost Textbook Definitions](#) – If your college or district has a low-cost definition and it is not reflected in our list, [please contact the OERI and share your low-cost definition](#).

As was announced in the July 29, 2022 [“Zero Textbook Cost Program – Overview and Guidance”](#) memo that was distributed via email, the California Community Colleges Chancellor’s Office (CCCCO) hosted webinars and continues to host office hours to provide information regarding the new instructional materials cost section-level data element (XB12) and the ZTC Program. As the OERI receives new information about the data element and the program, it will be shared here on our [OER and ZTC page](#).

### **Tuesday, August 16, 2022, 1:30 pm, XB12 Instructional Materials Cost Informational Meeting**

On August 16, 2022, at 1:30 pm, join us for an overview of the new data element and its implementation schedule.

[XB 12: Instructional Materials Cost Informational Meeting – Unedited Recording](#)

[XB 12: Instructional Materials Cost Informational Meeting – Presentation PDF](#)

### **Friday, August 19, 2022, CCCCCO Update at DECO**

[CCCCO Slide Deck from DECO Meeting](#) – While most of these slides are about the Vision for Success, enrollment, and distance education, there are a few that relate to XB12 and ZTC.

### **Friday, February 3, 2023, 10:30 am – 11:30 am, ZTC, IMTF, XB12 – An Update**

Is there any new information about the Zero Textbook Cost Program? What happened at the first Instructional Materials Task Force meeting? What does an analysis of the summer 2022 XB12 [\(Instructional-Material-Cost section-level data element\)](#) data tell us? And how does it all fit together? Join this webinar for an overview of what we know, what we don’t know, and what we expect may happen in the future.

[Watch the “ZTC, IMTF, XB12 – An Update” recording](#)

[Access the “ZTC, IMTF, XB12 – An Update” presentation slides](#)

[CCCCO XB 12 Slides](#)

[Student Expenses and Resources Survey \(SEARS\) 2021-22](#)

[Zero Textbook Cost Program Overview and Guidance](#)

**Friday, March 10, 2023, 1:00 pm – 2:30 pm, XB12 – A Deep Dive**

Implementing a section-level data element has the potential to improve your local approach to marking no-cost sections. What distinctions between course section costs are allowed with XB12 and why are these distinctions important? What questions can be explored with XB12 data? What steps are colleges taking to ensure the integrity of their data? Join the OERI, your OER Liaison Colleagues, and representatives from the Chancellor's Office in this in-depth examination of XB12.

[XB12 – A Deep Dive – Unedited Recording](#)

[XB12 – A Deep Dive – OERI Slides \(PPT\)](#)

[XB12 – A Deep Dive – CCCCCO Slides \(PDF\)](#)

[XB12 Cross-Walk, Notes, and ASCCC Resolutions \(PDF\)](#)

Source: **This information was copied from the [OERI's website](#) on March 13, 2023.**

# Adopt Student Senate for California Community Colleges Low-Cost Recommendation

Fall

2022

**Resolution Number**

17.05

**Contact**

[Michelle Pilati](#)

**Assigned to**

Open Educational Resources Initiative (OERI)

**Category**

Local Senates

Whereas, Resolution 03.04 F21, “Develop Statewide Recommendation for Definition of Low-Cost Course Materials” tasked the Academic Senate for California Community Colleges to work with the Student Senate for California Community Colleges and the California Community Colleges Chancellor’s Office to identify a recommended definition of low-cost to be considered for adoption throughout the California Community College system; and

Whereas, The Student Senate for California Community Colleges Board of Directors has recommended \$30 as the definition for “low-cost”;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes.

M/S/C

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M/S/C

This was copied from the [ASCCC’s website](#) on March 13, 2023.

## Excerpt of Academic Senate Summary for September 26, 2019

This is what is in the [meeting summary for the September 26, 2019 meeting](#) regarding the endorsement of a LTC designation at COC.

### C. Action Items

2. Endorsement of Zero Textbook Cost (ZTC) & Low Cost Material (LCM) Definition of Categories & searchable option, Teresa Ciardi & Gina Bogna (pg. 31-32)
  - It was clarified that it should read as Low Textbook Cost (LTC) and not (ZTC). Low Textbook Cost does not have to do with classroom materials but more so for lab manuals. The \$40 amount came out of a survey and research. The current trend at other colleges is \$25-40 or less however, the higher end amount was selected based what the numbers look like in our area. The school of MSHP voted and approved the \$40 amount. There was a request to have school representation from Applied Tech on the Bookstore Committee. If the bookstore raises their prices the faculty will need to follow up with the bookstore to have them change the price back to what it was. Most contracts will hold for 2 years at the bookstore, however after the 2 years faculty will need to make sure to check the prices. If a course has been previously advertised to students at a lower cost and if a new instructor is now teaching this course and chooses to use a different textbook which is at a higher price Academic Affairs will not allow the change per the Higher Education Opportunity Act. It is also important to consider that taxes can raise the price. There may be a need to implement a policy which states that if a book is adopted at a particular price that after taxes are added that it will remain a LTC. The bookstore sends Academic Affairs a list of the classes which do not have the necessary materials denoted. This list is then sent to the deans and the deans forward to the department chairs. The next step is to work with Academic Affairs regarding the scheduling. Should the bookstore send faculty information regarding textbook costs?
  - Motion to approve the definition of low textbook cost of \$40 and that a searchable LTC function be created by Regina Blasberg, seconded by Sab Matsumoto.
  - Roll call vote: Andrus, David- ABSTAIN
    - Blasberg, Regina- AYE
    - Brill, David- AYE
    - Brill-Wynkoop, Wendy- AYE
    - Burgdorfer, Jason- AYE
    - Collis, Gary- AYE
    - Corbett, Mary- ABSENT
    - Eikey, Rebecca- NO VOTE
    - Hooper, Lisa- ABSTAIN
    - Karlin, Ron- AYE
    - Llaguno, Marco- AYE
    - Marcellin, Phillip- ABSENT
    - Matsumoto, Sab- AYE
    - Paris, Jennifer- AYE
    - Pearl, Carly- AYE
    - Rieck, Garret- AYE
    - Riviera, Benjamin- AYE
    - Seubert, Erica- NO
    - Shepherd, Rebecca- NO
    - Silverman, Aaron- AYE
    - Small, Jessica- AYE
    - Torgeson, Erika- AYE

The motion passed with 15 votes in favor, 2 against, and 2 abstentions