



College of the Canyons Academic Senate

October 29, 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: (pg. 3)
5. Approval of the Consent Calendar

Academic Senate meeting, Oct. 15, 2020 Summary (pg. 4-10)	Curriculum Committee Summary Oct. 22, 2020
Program Viability Committee Summary, Oct. 8, 2020 (pg. 11-15)	

B. Reports

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

1. ISP Report, Sab Matsumoto & Brent Riffel
 - https://www.canyons.edu/academics/isp/int_forum_youth.php
2. CASL Jeff Baker & Cindy Stephens (pg. 16-18)
3. Program Review Committee Report, Jason Burgdorfer (pg. 19)
4. Academic Senate Presidents Report, David Andrus

C. Action Items

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

1. Credit for Prior Learning Policy, Gary Collis
 - BP 4235: A “clean” version of the Credit by Examination policy (pg. 20)
 - AP 4235: A “clean” version of the Credit by Examination policy (pg. 21-22)
 - BP 4235 Credit for Prior Learning (pg. 23)
 - AP 4235 Credit for Prior Learning (pg. 24-29)

D. Discussion

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

1. Camera Policy, David Andrus & Gary Collis
 - BP 3535 (pg. 30)
 - AP 3535 (pg. 31-35)
2. School Senator Report Out-Issues

E. Unfinished Business

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

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.

G. Announcements

- Next Academic Senate Meetings Fall 2020: Dec. 3. Spring 2021: Feb. 18, March 4, March 18, April 1, April 22, May 6 & May 20
- [ASCCC 2020 Fall Plenary Session, Nov. 5 – Nov. 7, 2020, Virtual Event](#)
- [ASCCC 2021 Part-Time Faculty Institute, Feb. 18-Feb. 19, 2021, Virtual Event](#)
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, TBD](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, TBD](#)

H. Adjournment

Committee Appointments

Collegial Committees

Equity Minded Practitioners	
Committee Chairs	
Katie Coleman	Faculty Co-Chair

Hiring/Selection Committees

Hiring/Selection Committees		
First Name	Last Name	FTF or Adjunct
Kelly	Cude	Full-Time Faculty
Jane	Feuerhelm	Full-Time Faculty
Matt	Teachout	Full-Time Faculty
Sab	Matsumoto	Full-Time Faculty
Stephanie	Lee	Full-Time Faculty
Susan	Ling	Full-Time Faculty

Academic Senate Summary for October 15, 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	X	At Large Senator	Ambika Silva	X
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	X
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							
Anzhela Grigoyan	X	Dr. Diane Fiero	X	Kelly Burke	X	Jerry Danielsen	X
Ashley Murphy	X	Dr. Edel Alonso	X	Maral Markarian	X	Wendy Brill	X
Brandon Ashford	X	Dr. Jasmine Ruys	X	Maria Sanchez	X	James Glapa-Grossklag	X
Chad Peters	X	Dustin Silva	X	Matthew Carter	X	Patti Haley	X
Daylene Meuschke	X	Lori Marie Rios	X	Miriam Golbert	X		

A. Routine Matters

1. Call to order: 3:03 pm
2. Public Comment
 - There was an announcement that AFT has reached an agreement with the district for 2018-2019 and 2019-2020 contract. As part of the new contract adjunct senators will now receive payment for their attendance at the Academic Senate meetings and this

will be retroactive for those adjunct senators who have served in the past. The hope is that through the changes that were made to the constitution that the term of adjunct senators and the new compensation will help build more institutional awareness amongst the adjuncts. This will also help give a greater voice to the Academic Senate. Currently adjuncts make up 75% of the faculty at COC and adjuncts teach 50% of the courses. Having the voices from the adjunct faculty pool is very important. Special thanks to the District and to everyone who was involved in the negotiations. If anyone knows of adjuncts that should be retroactively compensated they should reach out to Dr. Aaron Silverman. Dr. Silverman is working with Dr. Omar Torres to identify the exact procedure that will provide ongoing retroactive pay for adjuncts.

3. Approval of the Agenda

- Motion to approve the agenda by Tamera Rice, seconded by Lauren Rome. Voting done through the participant’s window. Unanimous. Approved.

4. Committee Appointments:

- Nicole Faudree, College Policy Council (CPC) Committee
 - Motion to approve the committee appointment by Erica Seubert, seconded by Gary Quire. Voting done through the participant’s window. Unanimous. Approved.
 - There was clarification that committee appointments are approved as part of the agenda unless someone objects, per a previously adopted Senate standing policy.

5. Approval of the Consent Calendar

- Motion to approve the consent calendar by Erica Seubert, seconded by Lisa Hooper. Voting done through the participant’s window. Unanimous. Approved.

Academic Senate meeting, Oct. 1, 2020 Summary (pg. 3-10)	Curriculum Committee Summary Oct. 8, 2020
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B. 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)
 - Motion to adopt this discipline memo by Rebecca Eikey seconded by Garrett Rieck. Voting done through the participant’s window. Unanimous. Approved.
2. Time, Place & Manner Policy, Gary Collis
 - BP 3910: A “clean” version of the current proposal (pg. 12)
 - Motion to adopt BP 3910 by Carly Perl, seconded by Peter Hepburn. Voting done through the participant’s window. Unanimous. Approved.
 - AP 3910: A “clean” version of the current proposal (pg. 13-15)
 - Motion to adopt AP 3910 by Tamera Rice, seconded by Jennifer Paris. Voting done through the participant’s window. Unanimous. Approved.
 - Gary Collis presented this policy and procedure at the last meeting which referenced not only the new BP and AP but also three other existing BP’s. These existing BP’s would be repealed by the newly proposed BP and AP and would now be part of those new documents. Special thanks to all involved in the revisions to this policy as this has been in the works for a long time. There was a question regarding the blank space that is highlighted in BP 3910. This space was intentionally left blank. Once the document is approved it will go to College Policy Council (CPC). It is always possible more changes will be made to the document at CPC. It will then be decided if these documents need

to return to Academic Senate for another approval process. The blank space was thus merely, “just in case.”

- This policy is an example of one that does not only live in the faculty ranks. The Policy Committee worked very well with administration to develop this. Classified Senate also has its own interest in this policy, and all policies. More discussion will take place with Classified Senate colleagues to figure out a way to obtain greater collaboration in a more efficient way. Another process can be to forward these policies to CPC and work simultaneously with various groups before a vote is taken independently.
3. Annual Curriculum Approval Certification Form, Lisa Hooper (pg. 16-20)
- This document was not listed first as a discussion item due to the fact that the deadline is at the end of the month. This form will need the signature from various campus leaders to continue to allow local control of the curriculum, including the Senate President and Faculty Curriculum Chair. The college has engaged in local control over the past few years. This allows for Academic Senate and Curriculum Committee to essentially streamline the processes to obtain curriculum approval quicker because of local control.
 - The Curriculum Committee goes through a mandatory training each year which is run by Lisa Hooper. This is to ensure the Curriculum Committee is in compliance with both Education Code and Title 5.
 - This version of the 2020 Certification document has not deviated much from the 2019 version. There was the ability to automate non-credit last year. This will go into effect once the local approval certification form is signed and submitted to the Chancellors Office. This will be included with the Board Policy related to the existing credit policy. There are still the external standard bearers of CSU and UC transfer ability. There are some timelines which have slowed down and there are other local process and timelines that have provided the flexibility to speed up.
 - Motion to adopt the Annual Curriculum Approval Certification Form by Rebecca Eikey, seconded by Ambika Silva. Voting done through the 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. Faculty Mentors, Garrett Rieck & Liz Shaker
- [THE ROLE OF COUNSELING FACULTY AND DELIVERY OF COUNSELING SERVICES IN THE CALIFORNIA COMMUNITY COLLEGES](#)
 - Guest, Brandon Ashford was welcomed. Brandon’s main role at the campus is focused on diversity and inclusion, including the faculty member work group. Liz Shaker shared a [“Student Success Teams and Faculty Mentors”](#) slide presentation. Liz is currently working as the Guided Pathways Student liaison. Garret works as the faculty liaison for Guided Pathways Instruction and serves as a non-credit faculty lead.
 - One of the main priorities is to move forward with developing student success teams. There has been discussion in the past with how to set up pathways and how those can be broken up into Meta Majors. Both student and faculty came together to form Focus Groups. However, after some discussion it was agreed to keep the Schools. The idea is to attach a Student Success teams to every single major and program on campus to better serve students. This, however, is not possible in terms of staffing. There is not extra funding. After some research it was decided to focus first on disproportionately impacted students of color. In particular African American/Black student populations.

The team will focus on those students which are close to completion and which have completed 45 units and are not associated with any other special population.

- The hope is to also have a counselor and faculty mentor associated with each of the success teams. Discussion will also take place with the Alliance advisors. This is a program where everyone can be involved collaboratively to help students succeed. All services and resources should as equitable as possible to all students.
- There has been research which demonstrates that mentoring programs can be effective for supporting students developmentally and academically. Some notable outcomes include increase in academic performance, involvement in program activities on campus, attainment, persistence and developmental outcomes. Students are also better able to adjust to college life, look into career development, social responsibility/leadership and a potential to promote social justice. Faculty mentors play strong roles in these areas by helping students feel connected and engaged. Mentorship is already happening on campus through the alliance programs, advisors, peer mentors through the RISE student outreach and faculty. The idea is also to formalize the program so it is more equitable to students. Both Counseling and Faculty mentors will work together and each will have their own roles and responsibilities. Good mentors will need to make a commitment to students even after graduation, serving as advocates.
- A training program will be developed for any faculty who are interested in becoming mentors. For those who are already mentoring feedback will be requested. This will help develop the training with both CETL and Professional Development. Adjunct faculty are interested but are limited due to their limited number of FLEX hours. Negotiation for 2021-2022 are currently in discussion and more discussion will take place regarding FLEX compensation. Adjunct faculty mentors would be very valuable as many are already working in their respective fields. There are concerns with single member department and this idea becoming a work load issue. It was clarified that this mentorship program will not be forced upon academic departments.
- The Senate will continue looking for input from faculty as to what will be the defining qualities needed for a faculty mentor.

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)
- In March there was an amendment to Title 5 which revamped this policy. The newly re-written policies are a response to those changes. This is a revision to the current Credit By Exam policy and procedure. This is the statewide Chancellor’s Vision for Success initiative which has prioritized certain changes. One of them being opening up avenues for students who have demonstrated competency and mastery of their material or the learning objectives of a particular course to earn college credit. This would be for experiences and work achievements outside of the classroom. Special thanks was also given to Garrett Rieck and the other committee members for their work on this policy.
- Some of the changes to the BP and AP include the following:

- Expanding the available avenues that a student can employ to demonstrate mastery, such as through the AP exam. This particular option is also accepted through other college policies and procedures. This option is not embodied in the AP exam.
- Evaluation of student created portfolios.
- Evaluation of exams from other entities such as state level licensing.
- It was emphasized that not every single one of these options will be available for every single course. As the policy grants discretion to disciplinary faculty to decide whether or not to consider disciplinary mastery through this assessment process.
- The State Chancellor's office commissioned pilot studies and one was at Palomar College which created a Credit for Prior Learning Toolkit. While this was a year long pilot study there were some gaps. Title 5 requires that colleges have a policy and procedure by the end of the year. There was a reminder that this policy will go through CPC and then to the Board of Trustees.
- In some departments that have only one full-time faculty member, that member is the person that conducts all the Credit by Exams as it may be inappropriate to ask an adjunct to do this who is not being paid for their additional time.
- There are various steps a student has to take to begin the process for Credit for Prior Learning, such as:
 - The fee will be based on the units the student is trying to obtain credit for.
 - Students will be required to pay the fee prior to being assessed.
 - The student will be required to meet with the student prior so that the student does not themselves up to have a "Fail" on their transcript.
 - Title 5 will also allow the student to reject the grade but they would still be out of the money they paid for the course.
- An equivalency could be used as an assessment but how would the grade be determined? There are some licenses which may allow some students to bypass more than one course. It is also important to keep in mind equity, transparency and consistency in terms of ensuring everyone is using the same grading rubric. In terms of equity all students would be made aware of a list of courses where faculty would entertain Credit for Prior Learning and its procedural aspects.
- The assessment rubric would be determined by discipline faculty and departments to ascertain. This new task will also need to be discussed in negotiations as this will involve changes in the job descriptions. Title 5 does explicitly indicate a grade has to be assigned. However, the policy does grant maximum discretion within a department to make decisions regarding how credit is awarded.
- It is important that Senate give some guidance to academic departments in terms of best practices for adopting uniform standards within this policy. This item will return as "Action."

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

- Many of the committee members attended the Curriculum Institute last summer. Over the past 5 years almost all of the members have attended the Curriculum Institute. There is currently a long

term substitute for Julie Hovden who is out on maternity leave. Julie is the Articulation Faculty member and Jesse Vera is the adjunct Veterans counselor.

- The main objective of the Curriculum Committee is to make sure that programs and courses offered at COC serve the mission. In addition, that courses demonstrate the need to conform to the internal and external standards and have adequate resources to be delivered effectively. Lastly, that they comply with Educational Code and Title 5 regulations. The recommendations are then made to the Board of Trustees as a subcommittee of the Academic Senate. With local approval, once courses are passed by the Board, they can conceivably be offered to students. There are, however, some external standard barriers that prevent that from happening. These courses would be sent out for articulation for what is referred to as CID or courses which are part of the Associates Degree for Transfer. The courses will also be considered for CSU and IGETC. There are limited times during the years when it is allowed to submit for those considerations. Once these items are determined then consideration is given as to whether or not the courses can be marketed. The Curriculum Committee ensures that things that are catalogued are in the course outline of record.
- Highlights from 2019-2020 were shared. There were 300 courses reviewed last year in tech review. The Committee members have been trained to understand the committee's purpose and work, including how AB705 solutions have been implemented for Math and English. There are non-credit supplementary courses and there is some discussion to increase the support courses offered in non-credit Math. ESL was given more time to implement their solutions and those will be in place for fall 2021.
- The existing non-credit program has doubled for the past two terms. Program Revitalization is part of the Program Viability Committee and this is the first opportunity to re-examine an existing program. Program Viability will continue to work closely with Curriculum. Program MAPS are also being categorized for historical records. These MAPS are added to the agenda so there is public record.
- The Curriculum Committee's role and response to COVID-19 pandemic was outlined. An emergency addendum was granted for summer through fall. There will be no more emergency blanket addendums offered by the State. They will expire after the fall 2020 term. There will be an application of permanent learning addenda, distance learning addenda or provisional DLA's. The provisional DLA's were enacted in the event of an emergency where face to face instruction was to be disrupted. The emergency DLA may live in perpetuity and will extend for the spring as part of a provisional or FOMA DLA option.
- The permanent DLA will be revised so that it captures all the options. Information was shared regarding correspondence education. C-ID descriptors are evaluated on a 5-year cycle as well; often descriptors are left unchanged, but sometimes they are revised forcing revisions in our articulated courses. Lastly, a list of upcoming areas were outlined that the committee is working on, such as the Curriculum Cultural Competency Checklist, New CSU Area "F", Ethnic Studies, New DLAs, updates to the Operating procedures and consideration of a non-credit Curriculum Sub-committee.

2. Academic Senate Presidents Report, David Andrus

- The next meeting agenda will list report first as Sab Matsumoto and Brent Riffel will return to present a follow up report on the International Youth Forum Conference.

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: 4:58 pm

Program Viability Committee Summary

October 8, 2020, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Albert Loaiza (Student Services, Counselor), Dr. Omar Torres (VPAA), Jason Burgdorfer (MSHP), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor & Erik Altenbernd (Humanities, filling in for Julie Hovden)

Guests: Harriet Happel (CE Dean), Marilyn Jimenez (Academic Senate Administrative Assistant), Sarah Ehsam (Student Services)/ KPET), Sanghu Beak (ASG Student Representatives)

I. Routine Matters

1. Call to order: 10:02 am
 - Introductions were made to welcome new Program Viability members and guests.
2. Approval of the Agenda
 - Motion to approve the agenda by Chris Boltz, seconded by Nicole Faudree. Unanimous Approved by roll call vote.
3. Approval of 9/24 minutes
 - The minutes have been previously posted in the Program Viability CANVAS shell. However, it is standard practice by many sub-committees to approve previous meeting minutes and list on the agenda. This practice will continue going forward with PV.
 - Motion to approve the 9/24 minutes by Lisa Hooper, seconded by Nicole Faudree. One abstention from Albert Loaiza. Approved by roll call vote.

Notes: The agenda was re-ordered and item #3 was moved up to item #1.

II. Reports

1. (Previously item #3) [Cooperative Work Experience \(CWE\)](#) – Nicole Faudree
 - Background: There was a reminder that CWEE stands for Cooperative Work Experience & Education which is also known as the Internships program. For many years Internships and CWEE were intertwined student services and academic affairs or instruction. This was due to the fact that on the faculty side there is a need for Curriculum, Program Review, Evaluation of faculty and 10+1. There is also the student services side, very similar to counseling, where there's assistance with enrolling and promoting internships. The programs were merged in the past however, after the program review was conducted it was recommend that these programs be pulled apart. This would allow for better separation as there was not a faculty member in charge of the duties of 10 + 1. There was a clarification that this is an existing department and now it existing on its own separately.
 - COVID-19 impact to the CWEE program: There are typically between 45 and 60 students in the first session. There are two session, one is scheduled at 12 weeks and the second session is at 8 weeks long. There are now currently 30 student enrolled in the Internships program. There are some students doing virtual and there are others doing on ground with safety measures in place. This is given the current COVID-19 crisis. Usually the spring enrollment is smaller than the fall enrollment. Out of the 60 students who are enrolled in the spring 2020 1/3 have requested an

Incomplete “I.” Many students will be finishing up their hours during the fall 2020 semester. A 1/3 of the student were able to convert to some kind of remote or virtual internship. Another 1/3 of students requested an “EW” as an option. This is really great news for a program which offers internships at work sites. The FOMA has been submitted and all who teach in CWEE are certified.

- NEW CWEE curriculum: There is also some new curriculum coming up through conversations with faculty currently teaching in CWEE.
 - SIGN Language Program: Brittany Apple teaches SIGN Language and has realized her generic query for sign language isn’t enough for interpreting students. Curriculum needs to be developed to meet the needs of the students.
 - Culinary Arts Department: Work being done to create a CWEE Baking internship. This course would be specific to the baking certificate. Nicole will reach out to Curriculum to discuss what impact these courses would have on the student’s degrees/certificate programs and what is required from Curriculum in terms of Ed Code.
- Current CWEE Faculty: There is an additional faculty member teaching, Jeannie Chair. There is also a part-time faculty member who has been teaching in CWEE and has worked in the office for many years.
- Is there a need to write additional courses or is there a need to be more strategic with the units and allow students to take 2-4 sections? It would be a great option to allow faculty to pre-approve internships. Currently faculty do not discourage students from obtaining their own internship or applying for their own internships. As there may be some students who want to obtain experience early on or later in their career.
- Title 5 Requirements: Title 5 requires that there be a plan submitted to the Chancellors office for internships and how those will be delivered for the community. The plan was submitted two years ago but it was not submitted to the Board of Trustees. The form will be ready to submit soon. In the past this plan was submitted by the Student Services department. The new process will be for the office of Instruction (Formerly Academic Affairs) along with Nicole to present to the board. In addition, the plan needs to outline how the requirements for Title 5 will be met. Including, legal requirements such as:
 - Timesheet signed by the student and their supervisor confirming hours worked.
 - A form stating what the current project or work will be. This form needs to be triple signed by the student, the supervisor and the internship CWEE faculty supervisor.
 - Submission of a resume by the student.
 - Established communication between the CWEE faculty member and the supervisor at the job site to verify the legitimacy of the internship.
- Non-Credit CWEE Courses: There has been some discussion at the statewide [ASCCC Non-Credit Committee](#) regarding possibly offering non-credit internships. This is an idea that has been lobbied for some years and a presentation was made back in fall 2017. There was a resolution passed in support of [Internship Opportunities for Students Enrolled in Noncredit Courses and Programs](#). There has not much movement regarding this resolution and more advocacy is needed to make changes to Title 5. There is a professional lobbyist who works on lobbying for different efforts. It is import to discuss how non-credit internships can mirror credit internships and also how Credit for Prior learning will have an effect on these possible new courses.

2. Year One Status Report: Physical Therapy Assistant – Sarah Ehram

- Background: Many of the students who are interested in Sport Medicine Programs over the years are also interested in Athletic Training or Physical Therapy. Two presentation regarding the PTA program were made in 2019 to Program Viability. The PTA program was also brought forth to Academic Senate in the fall of 2019. There was also a presentation made to the Academic Staffing

Committee (ASC). This program was listed under the “strongly recommended” column by the ASC. Sarah completed a developing nine hour workshop. This workshop has been divided into three days and held by the American Physical Therapy Association.

- Accreditation Requirements:

1. Determine how many community colleges in California offer PTA programs.
 - a. Mendocino College who has been granted candidacy. Shasta College has submitted their application as well as Bakersfield College has hired a *Program Director*. The closest PTA program is located at Cerritos College. This college has over 300 applicants every year but they only accept 24.
 - b. Both Glendale and Pasadena community colleges are also interested in starting a PTA program. This information is important to determine which schools are in close competition as that can determine the number of graduates and the number of those who obtain employment within six months of graduation.
2. There is a limitation to the number of people that can be enrolled as you cannot provide the appropriate lecture and lab experiences so students can actually graduate and be successful.
3. Accreditation is typically not granted until the first cohort of student graduates and these cohorts must be done within 4 semesters. The idea is for students to be done with their required classes for the Associates degree within 5 semesters.
4. There’s a need to obtain letters of support from local Physical Therapy Clinics.
 - There is support from the Southern California Orthopedic Institute to be a clinical rotation site.
- There is strong support from the Advisory Committee as the labor market data shows there is need for this program.
5. Submission for a letter of intent which demonstrates evidence that there is the appropriate state approval to offer the program.
6. Submit evidence that there is an approval from an institutional accrediting agency such as College of the Canyons.
7. In order to advance to candidacy there needs to be a director in place. Currently, the hiring of the director is on hold at COC. There is a possibility of utilizing Strong Workforce funds to hire a *PTA Program Director* for fall 2021. Categorical funding can be used. Colleges have 18 months to get to the point where the first cohort can begin. For accreditation purposes both a *Program Director* and a *Clinical Education Coordinators* need to be involved in the curriculum process. If a director were to be hired for fall 2021 courses could not be offered until past 2024. The *Program Director* also needs to have been employed for 18 months full-time.
 - a. Dr. Omar Torres will connect with Sarah regarding the status of hiring a *Program Director*. Sarah will submit a step by step process needed to obtain accreditation to Dr. Torres.
8. Currently both Perkins and Strong Workforce funds have been used to work with a PTA consultant. This is highly recommended to ensure that all standard requirements are met during the application process. Initially the goal was to get on an accreditation cycle for Dec. 2020 it is now Dec. 2024. Only 6 programs are reviewed in the spring and 6 in the fall semester. It may be challenging to obtain approval from the Chancellor if courses cannot be offered until 2024.
9. There is also a difference between the notification of intent and when an application is official submitted. This is due to the need to re-submit intent as it may take colleges up to 21 months to put curriculum through. The entire process can take up to 2 years. The

Program Director needs to be on board with the curriculum process.

10. There is a suggestion to hire a temporary *Program Director* to help get this program started. As permanent contracts do not need to be seen until a college is planning to offer courses.
 11. Once a program reaches year 3 of pilot status then the committee can take a vote as to whether or not to move a program from pilot to permanent status. The committee will explore different descriptors for phases of pilot status versus the years of pilot status. Changes may need to be made to the committee procedures and brought forth to Academic Senate.
3. (Previously item #1) Year Two Status Report: Human Resources Academy (noncredit) – Christina Chung
- **Background:** A marketing flyer was shared for the [Human Resources Academy](#). This program currently lives in non-credit as part of the school of Personal & Professional Learning. This program began in 2018. Some focus group meetings took place with both the Business Advisory Committee and local business leaders to determine what their HR needs are. There are different levels of HR that companies may need depending on the roles they play in an organization. Three certificates were developed as part of the HR Academy.
 1. **Gateway Human Resources Assistant Certificate:** This certificate is made up of three courses, which includes *Foundations of Human Resource Management*, *Employment Law Fundamentals* and *Human Resources Management Support Activities*. This certificate is made for someone that is just starting off and wants to get a foot into human resources.
 2. **Supervisors Roadmap Certificate:** This certificate consists of two classes which includes *Supervisors Role in Workplace Compliance* and *People Management*. These courses are offered to those in supervisory roles so they can obtain not necessary just technical skills but people skills or knowledge of laws.
 3. **Human Resources Professional Certificate:** These courses are for those who already work in HR and want to move up in the profession. This program provides a boost in their knowledge and skills. This program was launched in the fall of 2019.
 - There is a lot of scheduling and staffing for non-credit courses and because of this there are many waitlist courses which need to be created. The back of the flyer lists the courses. The idea is to build curriculum and focus on understanding what HR laws of employment are.
 - Due to large interest in HR classes there was a waitlist created so a determination could be made regarding how many students were trying to get into a course. Many of these courses were being offered one section per semester. Many of the sections had to be offered in twice for fall and continue offering additional for winter intersession. The question is how to continue sequencing the classes that work for students.
 - All courses in the beginning were in hybrid format. This format was selected to allow students to learn online and obtain the in person, hands on experience. All courses have been successfully moved to online. Due to many organizations being on hold many are suggesting to have their HR personnel learn additional skills.
 - An additional instructor has been hired to help teach the courses and there is still a need for more instructors so that more sections can be offered.
 - There is a possibility of offering these courses to entire organizations. This will allow for organizations to refer employees to COC rather than build the sections specifically for them. Yasser was brought in as another instructor to help teach courses. Yasser is teaching both career skills and HR non-credit courses in overload. This is allowed only every 2 years for instructors. Some of the certificate programs are also being offered in both credit and non-credit.

- There are also some employers who offer education incentive program to their employees for participating in these types of programs.

III. Discussion

1. Program Viability Proposal Forms

- There is a new program viability form. This form was reviewed in September in fall of 2019. There was a reminder that the Program Viability Committee specializes in program initiation (starting a new program), program modification (modifying an existing program) and program revitalization (revitalization of program). The revitalization process can be triggered by an administrator if anyone feels a program is no longer thriving. The last specialization of the committee is the proposal updates. The program justification is a form used to request labor market data from the Centers of Excellence. Garrett requested that all committee members take a look at the forms, review them and provide some feedback. There was also a suggestion to have a separate CTE program initiation form. The goal is to make some changes to the forms during the winter intersession to make the forms more user friendly. The other idea is to break the program initiation modification form into two forms. This will create one form for program initiation and one for program modification.
- The other goal is to not have faculty dread coming to the Program Viability Committee. As there are many faculty who attempt to circumvent the process whenever possible. PV is triggered when there are 3 or more new courses created that require substantial resources from the college. Many times faculty will only offer 2 courses at a time to not have to present to Program Viability and instead go straight to Curriculum Committee. The objective is create forms that are less confusion and more user friendly.
- Garret is interested in continuing to be Program Viability committee chair for the next upcoming years.

CASL REPORT TO ACADEMIC SENATE EXECUTIVE COUNCIL (FALL 2020)

Below is the range of activities undertaken by the CASL Committee for up to the Fall semester 2020. This list does not include ongoing work with the ePortfolio subcommittee to integrate ePortfolios/PebblePad into assessment usage.

The CASL/PR committee meets the second and fourth Wednesday's from 1:30pm to 2:50pm

Cindy Stephens and Jeffrey Baker are Co-Chairs of CASL. Jason Burgdorfer is Chair of PR (Program Review)

See table below for list of current members

The purpose of the CASL committee was and is to oversee faculty involvement in the creation, use and evaluation of Student Learning Outcomes and assessments. The committee continues to update best practices, share information and advocate for faculty involvement in course, program and institutional assessment. This committee serves the important function of acting as faculty voice in the assessment of teaching and learning.

The following are the activities since last Senate Report.

- ISLO Loop Closing Fall 2019 –
 - Critical Thinking (Nov. 2019)
 - Effective Oral Communication (Dec 2019)
- ISLO Loop Closing Spring 2020
 - Despite the COVID 19 shutdown and disruption the decision by faculty was to continue the loop closing discussions. These discussions illuminated the fact that the students who remain enrolled post shutdown were just as likely to attain mastery of ISLOs as pre- shutdown.
 - Quantative Literacy (June 2020)
 - Community Engagement (May 2020)
- Next two ISLO Loop closings – Fall 2020
 - Global Responsibility
 - Effective Written Communication

- Re-design of CASL/PR website
 - Website re-design work is currently mostly complete (Evis Wilson lead)
 - Website includes updated links to SLO creation, ISLOs and ISLO mapping, best practices in assessments (including Faculty Handbook)

- Faculty Handbook revised
 - The faculty handbook was revised as of Summer 2019
 - It is being reviewed and edited for use by end of Fall 2020.

- Faculty using Open Assessment Labs
 - After a brief spring shutdown of Open Labs, these continued in Fall 2020.
 - Labs are done via Zoom weekly with both the SLO Tech and one of the two SLO Co-Chairs assisting faculty
 - Questions range from a discussion about SLO writing from new chairs/coordinators to advanced questions about report writing and disaggregation.

- Reporting and disaggregation of data
 - A few departments (English, Sociology and Math for example) have begun looking at disaggregation of data.
 - However, the CASL group has identified areas where eLumen either cannot or does not easily provide information. This is partially due to our unique method of disaggregating at the course level; but also how eLumen works.
 - Solution was to bring eLumen training to campus for 4 two hour sessions. These sessions will cover, reporting data (with our IR office), report writing, integration into Canvas, etc.
 - Two sessions will be held Fall 2020 (the first is scheduled for the CASL meeting on 10/28/20)
 - Two sessions will be held Spring 2020

- CASL Chairs Presentations
 - Day of Assessment held during Fall 2020 FLEX period. Topics included:
 - Discussion of how COVID shutdown effected CSLO assessment

- Data Coaches to provide and interpret eLumen (esp. assessment) information
- Open Lab
- Note: One session was cancelled due to overlap with the Online Institute
- Chairs plan to attend division/school meetings beginning Spring 2020 The biggest challenge the

committee faces is:

- (1) Faculty participation in assessment in general is a bit lacks
- (2) Faculty participation in ISLO loop closing is very poor.

Academic Program Review Committee Update: Fall 2020

The Academic Program Review Committee continues to meet twice a month and is integrated with the CASL and e-Portfolio committees. We are still looking for additional committee members. This fall semester faculty chairs will be completing a third year update to their program reviews. Due to the delayed district adopted budget deadline of the end of October, the budget section of program review will not be available until early to mid-November. Fall 2021 will mark the start of a new three year program review cycle. By next fall it is the goal to have academic/classified staffing forms and 5 year equipment replacement lists embedded with data prepopulated fillable forms within Program Review. Automated communication of when budget request items are forwarded or not forwarded to the next level are also in progress of being programmed in to the program review interface.

This fall semester is a challenging time for program review. It is more difficult to share ideas with your colleagues, get training, and address the difficult budget situation. To help facilitate the completion of program review this year, two “Program Review Days” are being hosted by the program review committee using Zoom. The first will take place on Friday November 20, 2020 from 10am to 12pm immediately following the IAC meeting. This first meeting will focus on training with break out rooms dedicated to different areas of the program review such as Budget, SLOs, data trends, CE addendum, objectives, and staffing/facilities. Each break out room will be staffed with experts in those areas and faculty can fill out some of their program review while the live help is there. The second “Program Review Day” will take place on Friday December 4th from 10am to 12pm. Additional training opportunities will be available at this event, but the main focus of this second day is for faculty to work on their program reviews with their fellow faculty chair colleagues and share ideas between departments and academic divisions.

Jason Burgdorfer

Chair, Academic Program Review Committee

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 entertain 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](#)

BP 3535 Public Safety Camera System

References:

Constitution of the United States 4 Am.;

California Constitution Declaration of Rights Article I, Section 1; Searches And Seizures Article I, Section 13;

Government Code 6250-6270

Penal Code 627-627.10, 632

New Jersey v. T.L.O., 485 U.S. 325 (1989)

The Santa Clarita Community College District (“District”) authorizes the use of a public safety camera system for the purpose of deterring and/or detecting crime and misconduct, to help safeguard against potential threats to the public, to help manage emergency response situations during natural and man-made disasters, aid in the apprehension of suspects, enhance the overall safety and security of property and individuals at the District, and to assist District officials in providing assistance to public safety services for the college community. Cameras may be placed in strategic public locations. The District will not place cameras in **any** areas where there is a "reasonable expectation of privacy" as defined by law.

The public safety camera system may or may not be monitored in real time, and individuals should not expect that images captured by the cameras are contemporaneously monitored by the District. District reserves the right to use the public safety camera system and/or a separate stationary camera in case of an investigation. The CEO shall establish procedures that provide guidelines for the implementation of this policy.

AP 3535 Public Safety Camera System

References:

Constitution of the United States 4 Am.;
California Constitution Declaration of Rights Article I, Section 1; Searches and Seizures Article I, Section 13;
Government Code 6250-6270
Penal Code 627-627.10, 632
New Jersey v. T.L.O., 485 U.S. 325 (1989)

1. DEFINITION

The Santa Clarita Community College District (“District”) operates a public safety camera system (“System”), which is comprised of digital cameras operating without audio. One exception is the cameras at the Early Childhood Education Center(s) used for academic purposes which record video and transmit live audio: such System cameras will be operated pursuant to written releases and consent agreements. The System may produce video recordings, without audio, or still photos (“Images”). The District shall not access cameras embedded in District-issued equipment without the permission of the employee.

2. PURPOSE AND SCOPE

The purpose of the System is to create a safer environment for all students, employees, visitors and guests.

The System will be implemented in locations where it is determined that its use will enhance the security and safety of either individuals or property without violating the reasonable expectation of privacy as defined by law. The System may or may not be monitored in real time, therefore individuals should not expect that System Images captured by the cameras are contemporaneously monitored by the District.

The System can be used to deter and/or detect crime or misconduct, to help safeguard against potential threats to the public, and to help manage emergency response situations during natural and man-made disasters. Public safety cameras may be used in conjunction with campus access control and two-way communications to enhance access to buildings and emergency notification.

The District may install cameras, in compliance with the law, if there is a need for an investigation arising from the “reasonable suspicion” of a violation of the law, Board Policy, or Administrative Procedures. In no case will cameras be used by a supervisor to monitor employee compliance with regular daily job responsibilities. Any cameras installed for investigative purposes shall comply with the law and not be placed in Private Spaces. Images from cameras installed for employee investigations may only be accessed for viewing under the authority of the Vice-President, Human Resources and Campus Safety Management.

3. DELEGATION

The implementation of this procedure will be delegated based on the subject matter. The CEO may designate the individual(s) required to implement this procedure and/or perform the necessary duties reference herein. Those individuals will receive the applicable legal and regulatory training to perform those duties. The “Designee” shall be defined based on the area of responsibility, as listed below:

- Vice-President, Human Resources
 - Vice-President, Student Services
 - Vice-President, Business Services
 - Vice-President, Technology
- District Employee Matters
 - Campus Safety & Student Matters
 - 3rd Party Liability Matters
 - Technological Support
(Installation, maintenance and camera support)

4. CAMERA LOCATIONS AND EXCLUSIONS

Camera Location Plan & Inventory: The CEO or designee shall be responsible for reviewing and approving or denying all aspects of the System, including installation of new cameras, adjusting or removing existing cameras, administration, and operation. Information Technology, in coordination as appropriate with Human Resources, Student Services, Risk Management, Campus Safety, or Facilities, will prepare and present a plan identifying the appropriate locations of each camera for approval by the CEO or designee. Information Technology will maintain a master inventory of all existing and approved public safety cameras.

Private Space: The District will not place cameras in **any** areas where there is a "reasonable expectation of privacy" as defined by law including but not limited to bathrooms, locker rooms, private offices, shared offices, changing rooms and other areas where a person may reasonably expect to change clothes with the expectation of privacy. Additionally, areas dedicated to medical, physical, or mental therapy or treatment are private areas for the purpose of this policy. Furthermore, System cameras will not be used in classrooms without the prior consent of the faculty member and the CEO or designee (Education Code 78907).

Public Space: The System will be implemented in public locations where it is determined that its use will enhance the security and safety of either of either individuals or property. Cameras may generally be used in hallways, lobbies, stairwells, parking lots, fields, gymnasiums, stadiums, common areas, cafeterias, auditoriums/theatres, loading docks, indoor and outdoor assembly areas, building exteriors and outdoor public areas, points of public ingress and egress that are located within areas owned or controlled, via leases or other contractual arrangements, by the District.

High Value Locations: The District reserves the right to use the System to monitor legitimate business concerns including but not limited to storage areas for supplies and equipment, or cash handling areas. Employees assigned to such spaces will be notified that System cameras are installed in these locations. System cameras placed in high value location will be used, to the extent possible, narrowly to protect persons, money, real or personal property, documents, supplies, equipment, or pharmaceuticals/chemicals from theft, destruction, or tampering.

5. NOTIFICATION OF CAMERA SURVEILLANCE

Except for cameras used for public safety investigatory purposes, the District shall provide reasonable written notice to the public, visitors, employees, and students by posting signage at entrances to District locations or other high traffic exterior areas that a System has been installed indicating that the area may be monitored or recorded. The signage will also inform individuals that the “premises are protected by video surveillance and cameras are recording, but not continually monitored”. Signs shall be installed in reasonably lit and visible locations. The District reserves the right to conduct confidential investigations that may require the use of cameras without providing notice; such surveillance will be limited in duration to meet a specific objective, and will not be used in a Private Space.

6. RECORDING AND VIEWING

System Images will be recorded and stored on a 24-hour basis every day of the week. Recordings not otherwise needed for official reasons shall be retained for a period of not less than six (6) months and thereafter shall be erased. Any recordings, including involving litigation, violation of District regulations or needed as evidence in a criminal or civil proceeding, shall be retained by Information Technology on original storage medium until the issue has been resolved. (Government Code 34090.6)

When activity warranting further investigation is reported or detected at any camera location, Campus Safety officers or a Designee may selectively view the appropriate camera live stream or recording and relay any available information, as relevant, to Law Enforcement, a Risk Management Administrator, a Human Resources Administrator or a Student Services Administrator. If, during the course of viewing the camera live stream or recording, an employee is identified as being involved in an incident, Designee will immediately alert the Vice-President, Human Resources. Use of System Images in employee discipline shall be implemented with the guidance of the applicable collective bargaining agreement and in accordance with applicable law.

System Images obtained by the District may be viewed by authorized District management personnel or Campus Safety officers as necessary. The CEO or Designee shall review and approve or deny requests for individuals to have access and viewing privileges of System Images. Employees at the District will be authorized to operate the System or view System Images if they meet the following:

- possess a legitimate business need for access consistent with the purposes of the District’s policies and procedures, including but not limited to, criminal, legal, health, or safety concerns;
- are appropriately trained and supervised in the technical, responsible, legal, and ethical use of the public safety cameras; and,
- sign a written acknowledgement that they have read, understood, and will comply with the District’s policies and procedures.

The District may rely on the System Images in connection with the enforcement of District policies, administrative procedures, and other applicable law including but not limited to student and employee disciplinary proceedings, matters referred to local law enforcement agencies, or in litigation or other proceeding involving person(s) whose activities are shown on the System Images and relate to the proceeding. System Images may become part of a student’s educational record or an employee’s

personnel record in accordance with applicable law, AP 7145 – Personnel Files, and collective bargaining agreements

System Images may be used for a variety of purposes, including administrative and criminal investigations and monitoring of activity around high value or high threat areas.

7. PROHIBITED ACTIVITY

No Audio Recording: Under no circumstances shall the District’s System be equipped to record audio or other sound(s). Any audio capability in District’s System shall be permanently deactivated prior to use by the District. Furthermore, audio shall not be part of any System recordings made, reviewed or stored by the District, except with two-party consent.

8. STUDENT OR PERSONNEL RECORDS

To the extent System Images create student records or personnel records, the District shall comply with all applicable state and federal laws related to record maintenance, retention and disclosure including the Family Educational Rights and Privacy Act (“FERPA”), the California Public Records Act and applicable student records and personnel file sections of the California Education Code, AP 7145 – Personnel Records, as well as relevant provisions from existing collective bargaining agreements (20 USCA 1 23 Education Code 49060-49079, 44031; Government Code 6250-6270).

9. RELEASE OF SYSTEM IMAGES, INCLUDING THROUGH A CALIFORNIA PUBLIC RECORDS ACT REQUEST

If the District receives a request for the release of recorded System Images under the California Public Records Act, such requests will be submitted to the Public Information Office per BP/AP 3300 Public Records Act Request. The Vice-President, Public Information, in consultation with and authorization from the respective Vice-President and District legal counsel, will review each request and determine whether to release the recordings, or whether the System Images are legally exempt from release by law, including under the California Public Records Act, as discussed in more detail below.

Requests for recorded System Images from other entities or via court order, subpoena, or other legal process shall be promptly submitted to the CEO or designee to allow the District to consult with the District’s legal counsel as needed. Every reasonable effort will be made to preserve the data requested pending the review and response by the District’s legal counsel.

System Images that are requested by the public or media will be made available only to the extent required by law. All requests for real-time System Images, review of recorded video footage, and/or copies of recorded video footage will generally be evaluated in accordance with the following guidelines:

	Request by Public or Media	Request by Entities or Law Enforcement Agencies
Request to Observe	Restricted and not subject to	Will be evaluated on a case-

Real Time System Images	requirements set forth by the California Public Records Act.	by-case basis subject to applicable law
Request to View Stored System Images and/or for Copies of Stored System Images	Will be evaluated subject to requirements set forth by the California Public Records Act.	Will be evaluated subject to requirements set forth by the California Public Records Act, and/or pursuant to federal; and state law.

The District may withhold the requested System Images if the public’s interest in disclosure is outweighed by the public’s interest in non-disclosure, including certain instances when releasing the System Images would compromise a police investigation.

The District will provide assistance to persons making California Public Records Act requests as required by law, and may fill in and submit Request for Release of Recorded Images Form if the person does not wish to do so. Although preferable, the form need not be fully completed in order to initiate the request. The District shall respond to all requests for System Image review and copies of System Images in the timeframes required by applicable laws and regulations.

The District reserves the right to assess fees for the actual costs of copies, including CDs, DVDs, or other media devices.

10. ANNUAL REVIEW OF THE SYSTEM

Information Technology will conduct an annual review of the System. The review will include an inventory of cameras and the date of installation. The review may include processes and records pertaining to the System and to confirm the System has been operated and maintained in compliance with District policies and procedures. The results of each inventory or audit will be maintained by the Information Technology Administrator, and will be reported to the CEO’s office.

Annually, a presentation will be made by the Vice-President, Human Resources and the Vice-President, Business Services to the Workplace Safety Committee regarding the number and types of incidents on campus and the location.

Per the respective collective bargaining agreement, COCFA and CSEA “will receive notice of the number and location of video recording devices to be used on campus. This will be updated each year as devices are added.” In conjunction with the Workplace Safety Committee, feedback may be provided and additional information shared.