



COMMITTEE ON CURRICULUM & INSTRUCTION

Minutes – March 25, 2022, 10:00 am – 12:00 pm

Confer ZOOM

Empowering Students to Achieve Their Personal Best Through Excellence in Education.

I. Call to Order (1 minute)

The meeting was called to order at 10:03 a.m. by chairperson E. Vasquez.

II. Roll Call (1 minute)

Members Present – Eduardo Vasquez, Bret Sage, Jaime Rodriguez, Rudy Duque, Kyri Freeman, Duy Tran, Jennafer Worland, Elsa Greenlee (joined at 10:17 am; item V.), Apineru Lealofi (joined at 10:22 a.m.; item VI.)

Members Absent – Lilia Franco, Andrew Rehfeld

Guests – Jessica Tainatongo, Penny Shreve, Tim Botengan, Heather Brang, Devin Vargas, Karen Kane, Jennifer Rodden, Bryan Asdel, Lena Orozco Gonzalez

III. Approval of Agenda (1 minute)

A motion was made and then seconded to approve the agenda. 1st – J. Worland / 2nd – J. Rodriguez. Agenda was amended to remove item c from VIII. Old Business. (7, 0, 0)

IV. Approval of Minutes

A motion was made and then seconded to approve the minutes from the 2/25/2022. 1st – J. Worland / 2nd – J. Rodriguez (7, 0, 0)

V. Opportunities to Address the Committee (2 minutes each)

J. Tainatongo reported to the group that the One Drive folder that houses the Final CORs is not longer viewable by the public. This ability was lost about a year ago and was discussed with Dr. Rodden earlier in the week. The Public View site for eLumen is up-to-date and the link can be added to the website quite easily.

R. Duque shared with the group that he attended the ASCCC Virtual Launch and Chat of the Hyflex classroom. A Canvas shell was shared for instructional faculty and language and scheduling options. This was shared at the DEITC Committee and will be shared at the Summit so all faculty is aware of this technology. R. Duque sent out an email with the link for this meeting.

VI. Reports (2 minutes each)

a. Curriculum Committee Chair – Eduardo Vasquez

E. Vasquez reported to the group that he collaborated with Dr. Rodden, Jaime Rodriguez, and Instructional faculty in addressing the findings during routine peer review. E. Vasquez congratulated counseling faculty, Dr. Christa Banton and Dean Tanesha young for winning the Healthy Campus Award. He also met with the statewide ASCCC TASSC (Transfer, Articulation, and Student Success Committee) where we discussed implications of AB 928, AB 1111, Transfer Alignment Project, and the Mental Health Awareness and Trauma Informed Teaching. Timelines also needs to be discussed in regards to programs and courses. Also wanted to remind the group that the Vision for Success should always be kept in mind when developing programs and courses. When developing programs, it's best to keep the total units needed between 60 and 70 units; when transferring, only 70 units are accepted and this can affect their financial aid, so this needs to be kept in mind.

b. Vice President, Academic Affairs – Tim Botengan

T. Botengan took this opportunity to thank the Program Review Subcommittee, along with faculty, managers, and classified professionals who took part in the program review process. As you know, the College took a pause in program reviews and a new process was developed. As members of the Program Review Subcommittee can attest, they have learned a quite a bit, not just about the programs and services themselves, but also about the process, the forms, the timing, the approach, etc....And I know committee members are already tweaking forms and making other changes to make the process even better for the next cycle.

Summary of Program Previews Submitted: Full Program Reviews, Instructional – 25, Non-Instructional – 8. Program Review Updates, Instructional – 18, Non-Instructional – 3. Resource Requests (Budget Allocation Proposals), Instructional – 8 programs, Non-Instructional – 3 programs. The Budget Allocation Proposals (BAPs) are now being reviewed and prioritized for approval. This was a tremendous amount of work, so again, I want to thank the Program Review Subcommittee. Tri-Chairs: Dr. Jennifer Rodden, Eric Blaine and Jessica Tainatongo. Members: Heather Brang, Nancy Olson, Sona Vartanian, Carole Blake, Keiry Borruel and Dr. Crystal Nasio. And a special thanks to our Director of Research, Development & Planning/Accreditation Liaison Officer and Advisory member to the Program Review Committee, Lisa Holmes.

T. Botengan continued that alternate options for the bookstore are being explored. There have been challenges with the existing bookstore so Dr. Rodden and VP Botengan will be reaching out to faculty to get their feedback.

c. Vice President, Student Services – Karen Kane

K. Kane reported to the group that 522 awards will be given at the commencement ceremony. This includes the summer of 2021, fall of 2021 and spring of 2022 terms and over 400 graduates receiving these awards. These are pre-pandemic numbers so you can see how much work went into all of this. Our Curriculum Chair and our Articulation Officer keep us up to date and our counselors keep our students on track to reach their goals. Transfer is one of our goals and in IEC we discussed this and we're not quite hitting this target for transfer but the fact that Dr. Vasquez is sitting on the state committee is going to be very helpful. At the last Board meeting, the BOT approved Dr. Henry Covarrubias as the Vice President of Student Services and he will be starting April 15. He is currently a Vice President at Imperial Valley College and is very excited to get started at BCC.

d. Dean of Instruction, Academic Support & Online Learning – Dr. Jennifer Rodden

Dean Rodden reported that the Chancellor's Office will continue to fund Canvas, Canvas Studio, and Zoom for the CCC System. There are currently two faculty members, Jill Murphy and Paloma Duran, utilizing the Hyflex classroom setup in S9 for their ESL classes in the second nine weeks. Bryce Prutsos provided initial training and is also providing ongoing support. At the DEITC meeting on Tuesday, the Committee passed unanimously to offer a Cultural Responsiveness course, which was written by @ONE, as another optional training for faculty and to pilot a trial run on Honorlock (an online proctoring tool) during the summer to test it out; see if it works with students' Chromebooks. The Program Review subcommittee met on Monday to review revised documents, handbook, and trends from the 2021-22 cycle. Training for the 2022-23 cycle will take place in April.

e. Dean of Instruction, Economic & Workforce Development – Dr. Crystal Nasio

Dean Nasio was unable to attend the meeting but sent in a report. The Dean reported that CTE and Student Services have been doing an awesome job with the College Rush events at Barstow High School. Thank you to all who are a part of the events including our faculty

members Dr. Esperanza and Professor Pasley. There are three events coming up that are important. 1) Silver Valley High will be on campus for a field on April 11th; 2) our Program Advisory Committee meets on April 5-7, and 3) BCC is hosting a Job Fair in partnership with the City of Barstow and County Workforce Development Board on April 21. Please email Dean Nasio if you would like promotional material for any of the events.

f. Articulation Officer – Jaime Rodriguez

J. Rodriguez reported to the group that she is working with discipline faculty to update the Chemistry, English and Sociology ADTs as each template/TMC (Transfer Model Curriculum) underwent a 5-year review per the ASCCC (Academic Senate California Community College). Sociology and English do not necessarily have changes in coursework, the course(s) on the template now belongs in another area. Chemistry, however, has individual changes within specific courses such as organic chemistry units increasing to 5. The faculty will make changes to the CORs and then the program. She also mentioned the work in maintaining articulation agreements and the delay of information reflected in ASSIST due to various issues in the last few years. The larger universities do not always have the most recent agreements which does not mean that BCC courses do not articulate. Feeder schools take priority but J. Rodriguez continues to contact individual campuses for an updated status and/or request to review course outlines. CSU Long Beach was used as an example as there was email communication in 2020 regarding approved articulation with BCC Arts courses and were not displayed in ASSIST. A recent email from Long Beach stated that only requests would be accepted based on C-ID. J. Rodriguez sent CSULB sixty-nine course outlines that were equivalent to CSULB's C-ID approved courses. The director of admissions replied quickly apologizing for the delay and explained that this would be reviewed as soon as possible. J. Rodriguez emphasized the positive outcome of BCC curriculum reset and how maintaining each change and update is just as important to remain in compliance.

g. OAC Chairs – Penny Shreve

P. Shreve reported out that the OAC met on March 7th to plan on leading and moderating the two March faculty meetings. The first meeting was held on March 8th and was initially to discuss weave into programs and eLumen. After this meeting and a discussion with administration, the second meeting was changed to focus primarily on the assessment cycle and mapping; primarily cross-discipline program mapping. Technical issues were discovered as well as other problems; the OAC is meeting on March 28th to debrief and best plan how to avoid these problems and to complete the tasks started at the March meetings.

P. Shreve continued that there is an OAC meeting tentatively scheduled for April 12th that will be two hours as it will also combine the April 28th meeting into one meeting. The hope for the April 12th meeting is to debrief information to resolve problems, stream-line breakouts, resolve technical issues, and complete the cross-discipline program mapping that has been started. The OAC has regularly requested training and compensation for faculty; especially PT faculty in this process. The OAC believes the administration is taking this seriously, but the faculty standing meetings even with compensation for PT faculty is not long enough to complete all the tasks needed. The OAC is aware there is discussion on creating an extended paid training that will combine OAC, Program Review, and other related groups and work, but are unable to confirm at this time.

VII. Consent Agenda from March 11, 2022 Tech Review

A motion was made and then seconded to approve the Consent Agenda. 1st – J. Worland / 2nd – A. Lealofi (7, 0, 2) B. Sage and E. Greenlee not preset for the vote. **Passed. Move to Board of Trustees April 20 agenda.**

VIII. Old Business

- a. How to disseminate information to the different groups on campus (*Discussion*) - Eduardo Vasquez
E. Vasquez just wanted to remind the group that when they are in their different meetings to update everyone on what is going on with curriculum.
- b. Program and Course Viability (*Discussion*) - Eduardo Vasquez/Tim Botengan
T. Botengan let the group know that we are deep into the Program Review process and program viability is looked at Programs might need to be reimagined and if not, they might need to be discontinued. Discontinued programs could be due to it not being aligned to the 4-year universities anymore, low enrollment; but this is what Program Review is for.
E. Vasquez added that the data needs to show that these programs are providing our students with gainful employment or transferring.
- ~~c. Fully Online Programs (*Discussion*)—Eduardo Vasquez/Tim Botengan~~

IX. New Business

- a. Associate of Arts Degree for Transfer, Theatre Arts – 2nd Read (*Action*)
A motion was made and then seconded to approve the item. 1st – R. Duque / 2nd – J. Rodriguez. (9, 0, 0) B. Sage and E. Greenlee not preset for the vote. **Passed. Move to Board of Trustees April 20 agenda.**
- b. Policy Change: International Baccalaureate (IB), College-Level Examinations Placement (CLEP) Examinations, and Advanced Placement (AP) Examination Chart Update (*Discussion*) - Eduardo Vasquez
E. Vasquez shared with the group the update that was received from the state (attached). Changes were made for the Introductory Business Law (CLEP examination passing score corrected to state 50) and Music (corrected to state Music Theory).
- c. AP 4105: Distance Education (*Discussion*) - Eduardo Vasquez
E. Vasquez shared the AP with the group (attached). This AP hasn't been updated since 2012; will share this AP with the DEITC.
- d. AP 4225: Course Repetition (*Discussion*) - Eduardo Vasquez
E. Vasquez shared this AP with the group (attached). This AP was last updated in 2015 and would like to review it to ensure it is updated.
- e. AP 4229: Course Repetition-Variable Units (*Discussion*) - Eduardo Vasquez
E. Vasquez shared this AP with the group (attached). This AP was last updated in 2015 and focuses on the open entry/open exit courses.

X. Announcements (2 minutes each)

E. Vasquez and R. Duque will be attending the Spring Plenary.

T. Botengan pointed out a message that K. Freeman left in the chat in regards to using OER; an option that is currently being looked at would integrate OER into the bookstore.

XI. Future Agenda Items

- a. Fully Online Programs
- b. Putting Courses into Disciplines

XII. Next Regular Meeting

- a. April 22, 2022

XIII. Adjournment

A motion was made and then seconded to adjourn the meeting. 1st – J. Rodriguez / 2nd – J. Worland. The meeting was adjourned at 11:07 a.m.

POLICY & PROCEDURE SERVICE

AP 4105 Distance Education

References:

Title 5 Sections 55200 et seq.;

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

NOTE: *This procedural language is legally required in an effort to show good faith compliance with the applicable Federal Regulations if the District offers distance education or correspondence education. The Federal Regulations require districts to have processes in place to ensure that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives academic credit. A district will meet this requirement if it follows the language below. Note that the Federal Regulations do not require districts to charge students fees associated with the verification of the student's identity. However, any district that does charge a fee, must notify the student in writing of the estimated amount of those fees in addition to a statement of the processes used to protect the student's privacy.*

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The [**Chief Instructional Officer**] shall utilize one or more of these methods to authenticate or verify the student's identity:

NOTE: *Insert local practice here: the following approaches are specifically referenced in the federal regulation as appropriate. The key is to utilize an accepted procedure for verifying a student's identity.*

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

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The [**Chief Instructional Officer**] shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

NOTE: *The following procedure is legally required if the District has implemented distance education courses. Local practice may be inserted, but it must include the following minimum requirements contained in Title 5.*

Definition: Distance education means instruction in which the instructor and student are separated by time or distance and interact through the assistance of technology.

Course Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification: When approving distance education courses, the [**designate authority**] will certify the following:

Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to in-person classes.

Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the [**designate authority, e.g. faculty, curriculum committee**] approval procedures.

Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students, as well as among students, either synchronously or asynchronously.

Addendum to Course Outline: An addendum to the official course outline of record shall be made if any portion of the instruction of a new or existing course is provided through distance education. The addendum must be approved according to the District's curriculum approval procedures. The addendum **must** address the following:

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- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and effective contact between instructors and students; and
- 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.

Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Revised 7/02, 8/03, 8/06, 8/07, 2/08, 7/11, 4/15, 4/17, 10/19

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AP 4105 Distance Education

Reference:

Title 5 Sections 55200 et seq.; 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; 34 Code of Federal Regulations Section 602.17.

Distance education is defined as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Each course proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures; gaining approval under the same conditions and criteria as all other courses.

When approving distance education courses, the Vice President of Academic Affairs will certify the following:

The same standards of course quality are applied to the distance education courses as are applied to traditional classroom course;

Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee and the Academic Senate.

Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.

All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

POLICY & PROCEDURE SERVICE AP 4225

AP 4225 Course Repetition

References:

Education Code Section 76224;
Title 5 Sections 55040, 55041, 55042, 55043, 55253, 56029, and 58161

NOTE: *This procedure is legally required. Local practice may be inserted here, which must include the following:*

Students may petition for approval to repeat up to a total of [**insert number**] courses in the following courses:

- Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree;
- Intercollegiate athletics courses; and
- Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses or six times for quarter courses.

Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated for more than [**four semesters or six quarters**]. This limit applies even if the student receives a substandard grade or "W" during one or more enrollment or if a student petitions for repetition for repetition due to extenuating circumstances.

[**Insert local processes for petitioning for approval**]

When a student repeats a course designated as repeatable to alleviate substandard academic work (a "D," "F," "FW," "NP," or "NC"), the previous grade and credit shall be disregarded in the computation of grade point averages. No more than two substandard grades may be alleviated.

When a student with a disability repeats a class, the previous grade and credit shall be disregarded in the computation of grade point averages.

Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol.

Annotating the permanent academic record shall be done in a manner that all work remains legible, insuring a true and complete academic history.

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Nothing can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or District procedures relating to retention and destruction of records.

NOTE: *Inclusion of the following depends on District practice. The elements are suggested as good practice/optional.*

If the District is claiming apportionment under Title 5 Section 58161, students may petition for approval to repeat up to a total of [**insert number that is not more than four times for semester courses or six times for quarter courses**] courses designated as repeatable, including courses in which substandard grades (less than “C,” and including “FW,” “NP,” or “NC”) were awarded in one or more enrollments. If the student is repeating the course to alleviate substandard academic work, the District may disregard the first two substandard grades if the student repeats the class two or more times. Students may also petition for approval to repeat up to a total of [**insert number that is not more than four times for semester courses or six times for quarter courses**] active participatory credit courses that are related in content, in physical education, visual arts, or performing arts, including courses in which substandard grades (less than “C,” and including “FW,” “NP,” or “NC”) were awarded in one or more enrollments.

[**Insert local processes for petitioning for approval, which may include**]

- A list of the specific courses or categories of courses, if any, which are exempt from course repetition.
- Requirements to repeat courses after a significant amount of time [**include a definition of significant lapse of time, no less than 36 months**] or the District has established a recency prerequisite.
- An institute of higher learning established a recency requirement, which the student will not be able to satisfy without repeating the course. A student may petition for repetition if less than [**set period of time, such as 36 months**] have elapsed and the student provides documentation that the repetition is necessary for transfer.
- Provisions for repeating a course taken at another accredited college or university for which substandard academic performance is recorded.
- Circumstances under which students may repeat courses in which a C or better grade was earned. Such course repetition requires a finding that extenuating or extraordinary circumstances exist which justify such repetition. Extraordinary circumstances are those which would justify the District providing the student a refund. Extenuating circumstances are verified cases of accidents, illness, or other

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POLICY & PROCEDURE SERVICEAP 4225

circumstances beyond the control of the student. Grades awarded for courses repeated under these provisions [**NOTE: When a course is repeated pursuant to this section, the District may allow the previous grade and credit to be disregarded in computing the student's GPA -- select shall or may**] be included when calculating a student's grade point average.

- Limits on the number of times students may repeat a course.
- Students may not enroll in a course more than three times, except in limited circumstances, described below. Enrollments include any combination of withdrawals and repetitions.
- Students may repeat an cooperative work experience course pursuant to District policy any number of times as long as they do not exceed the limits on the number of units of cooperative work experience set forth in Title 5 Section 55253(a).
- Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029. [**NOTE: The District may allow the previous grade to be disregarded when computing the GPA each time the course is repeated. If the District determines to do so, include: The District will disregard previous grades in computing the student's GPA each time the course is repeated.**]
- Students may repeat a course any number of times where it is required for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, regardless of whether the student recorded substandard work. [**Insert local procedure for students to certify the course is legally mandated.**]
- Students may petition to repeat a course needed for employment or licensing because of a significant change in the industry or licensure standards. Students may take these courses any number of times. [**Insert policy to require students to certify the course is needed because of a significant change in the industry or licensure standards.**]

Revised 7/02, 8/03, 8/06, 8/07, 2/08, 4/09, 9/12, 10/13, 10/15, 10/16, 4/17, 10/17

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Book: Administrative Procedure

Section: Chapter 4 – Academic Affairs

Title: Course Repetition

Number: AP 4225

Legal Reference:

1. Title 5 Sections 55040, 55041, 55042, 55043, 55253 and 56029
2. California Education Code Section 76224

Adopted: 03/13/2008

Last Revised: 05/13/2015

Last Reviewed: 05/13/2015

A student earning a satisfactory grade in a course may not enroll in that course again unless one of the following exceptions applies:

- In courses designated by the District as repeatable in accordance with AP 4227.
- In enrollments based on lapse of time in accordance with AP 4228.
- In variable unit courses offered on an open-entry/open-exit basis in accordance with AP 4229.
- In documented cases of extenuating circumstances for one additional enrollment as determined by the Academic Exceptions Committee. Extenuating circumstances are verified cases of accidents, illness, or other circumstance beyond the student's control.
 - Students must have received a passing or substandard grade on the prior enrollment, but not a withdrawal.
 - Prior grades will be disregarded in computing the student's GPA.
- In an occupational work experience course, if the College offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course.
 - No more than 8 credits hours of occupational work experience in a given field may be taken during the enrollment period. The student may not exceed a total of 16 credit hours of cooperative work experience education.
 - The exception applies only to occupational work experience and not to general work experience.
 - All previous grades and credits must be factored in computing the student's GPA.
- In classes designated as "special classes" as a disability-related accommodation for reasons specified in Title 5 Section 56029.
 - All previous grades and credits must be factored in computing the student's GPA.



Book: Administrative Procedure

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- In a course that is required by statute or regulation as a condition of an individual student’s paid or volunteer employment. Verification that the course is required by statute or regulation must be documented.
 - All previous grades and credits must be factored in computing the student’s GPA.
- In cases of significant change in industry or licensure standards such that repetition of the course is necessary for the student’s employment or licensure. Verification that the course is required for employment or licensure must be documented.
 - All previous grades and credits must be factored in computing the student’s GPA.

A student receiving a substandard grade may enroll in the credit course again under the following specified circumstances. Substandard academic grades include the grading symbols “D,” “F,” “FW,” “NP,” or “NC.” Withdrawals from courses count toward the total enrollment limitation.

- A student whose prior enrollment resulted in a substandard grade or who withdrew from a course and received a “W.”
 - The student may enroll on additional time and may be recommended to use available College resources to pass the course.
 - If the student receives a substandard grade or withdrawal in the second enrollment, the student may petition the Academic Exceptions Committee to enroll in the same course a third time through Admissions and Records.
 - A student may only enroll in the same course a fourth time if authorized by another provision of this policy.
 - A student may not receive a fourth Withdrawal in a course.
 - Military withdrawal, withdrawals due to extraordinary conditions (Title 5 Section 58509), and withdrawals where the district determines discriminatory treatment has occurred do not count toward the enrollment limit.
 - When a student repeats a course in which they received a substandard grade and the student receives a letter grade upon completion of the course, the prior grades will be disregarded in computing the GPA.

In addition to the foregoing enrollment limitations, a student’s enrollment in active participatory courses in physical education and visual or performing arts is limited to four enrollments in levels and/or variations if the course the student is seeking to enroll in is related in content to one that he or she has previously been or is currently enrolled in unless an exception applies. All grades and credits received count in computing GPA, unless an exception applies. A course related in content includes any course with similar primary educational activities in which skill



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levels or variations are separated into district courses with different student learning outcomes for each level or variation.

- Enrollment based on significant lapse of time in accordance with AP 4228 count toward the four enrollment limit, except that if a student has exhausted the four enrollment limit, one additional enrollment may be permitted.
- In variable unit courses offered on an open-entry/open-exit basis in accordance with AP 4229, except that if the course is an active participatory course in physical education, in which case each enrollment in a portion of the course counts toward the limitation for courses that are related in content.

Courses designated by the District as repeatable in accordance with AP 4227 that are active participatory courses in physical education, visual arts, or performing arts are subject to the enrollment limitations for courses that are related content. Students may only have four enrollments in one course or a combination of courses related in content. All grades and credits received count in computing the student's GPA.

A student may repeat a course at another accredited college to alleviate a substandard grade earned at Barstow Community College. The student shall verify the grade by submitting an official college transcript for evaluation.

Grades disregarded through academic renewal in accordance with AP 4240 are not subject to the limitation outlined in this policy.

Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol. Annotating the permanent academic record shall be done in a manner that all work remains legible, ensuring a true and complete academic history. Nothing herein shall be construed in such a way that it conflicts with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, with Title 5, or District procedures relating to retention and destruction of records.

POLICY & PROCEDURE SERVICE

AP 4229 Course Repetition – Variable Units

Reference:

Title 5 Section 55044

NOTE: *This procedure is legally advised.*

Students may be permitted to enroll in variable unit open-entry/open-exit courses as many times as necessary to enable them to complete the entire curriculum of the course once.

Students may not repeat variable unit open-entry/open-exit courses unless:

- The course is required for legally mandated training; or
- The course is a special class for students with disabilities which needs to be repeated; or
- Repetition of the course is justified by extenuating circumstances; or
- The student wishes to repeat the course to alleviate substandard work.

A student may not enroll in a variable unit open-entry/open exit active participatory course in physical education, visual arts, or performing arts more than one time.

New 9/08; Revised 10/17

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Book: Administrative Procedure

Section: Chapter 4 – Academic Affairs

Title: Course Repetition – Variable Units

Number: AP 4229

Legal Reference:

1. Title 5 Section 55040

Adopted: 05/13/2015

Last Revised: 05/13/2015

Last Reviewed: 05/13/2015

Students may be permitted to enroll in variable unit open-entry/open-exit courses as many times as necessary to enable them to complete the entire curriculum of the course once.

Students may not repeat variable unit open-entry/open-exit courses unless:

- The course is required for legally mandated training; or
- The course is a special class for students with disabilities which needs to be repeated; or
- Repetition of the course is justified by extenuating circumstances as determined by the Academic Exceptions Committee; or
- The student wishes to repeat the course to alleviate substandard work.

Whenever a student enrolls in a physical education activity course offered for open-entry/open exit, the enrollment will count as a repetition of the course.



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents

FROM: Raul Arambula, Dean, Educational Services & Support

RE: (revised) Policy Change: International Baccalaureate (IB), College-Level Examinations Placement (CLEP) Examinations, and Advanced Placement (AP) Examination Chart Updates

This revised memorandum contains the following corrections:

- Appendix C: CLEP Examination Passing Scores Chart – Introductory Business Law passing score corrected to state 50
- Appendix D: AP Examination Passing Scores Chart – Music corrected to state Music Theory

This memorandum is to provide guidance regarding title 5, §55052.5 regulations that went into effect May 1, 2021 pertaining to IB and CLEP examinations. Title 5, §55052.5 requires the Chancellor of the California Community Colleges, in collaboration with the Academic Senate of California Community Colleges, to develop and require each community college district to implement a uniform policy regarding IB and CLEP credit.

In accordance with the regulation, the policy stipulates that any student who passes an International Baccalaureate Organization IB examination and/or a CLEP examination with a minimum passing score in the subject matter (see Appendices B & C), is awarded general education area credit. Where no general education area credit matches are available, the college may award elective credit. Each community college shall also note on the student's academic record that the credit was earned through an IB and/or CLEP examination.

The text for title 5, §55052.5 is attached as a reference (Appendix A). Also included for reference is an updated Advanced Placement (AP) Examination chart (see Appendix D), which also requires a uniform policy per title 5, §55052.

If you have any questions regarding this guidance, please contact Dean Raul Arambula (rarambula@CCCCO.edu) and Specialist Bob Quinn (bquinn@CCCCO.edu).

cc: Daisy Gonzales, Acting Chancellor
Marty Alvarado, Executive Vice Chancellor, ESS
Aisha Lowe, Vice Chancellor, ESS
Rebecca Ruan-O'Shaunessey, Vice Chancellor, ESS

Policy Change: International Baccalaureate and College-Level Examinations Placement Examinations
March 21, 2022

Dolores Davison, ASCCC President
CCCCO Staff

Appendices:

- Appendix A: Title 5, §55052.5
- Appendix B: IB Examination Passing Scores Chart
- Appendix C: CLEP Examination Passing Scores Chart
- Appendix D: AP Examination Passing Scores Chart

Appendix A: Title 5, Section 55052.5

§ 55052.5. International Baccalaureate and College Level Examination Program Examinations.

The Chancellor, in collaboration with the Academic Senate for the California Community Colleges, shall develop policy guidelines on the minimum passing scores for the International Baccalaureate and/or College Level Examination Program examinations. The policy guidelines shall be distributed to community college districts on an annual basis.

The governing board of a community college district shall adopt policies to grant credit for satisfactory completion of International Baccalaureate and/or College Level Examination Program examinations typically recognized by colleges and universities as measuring competencies comparable to those achieved in baccalaureate level courses or general education areas.

The faculty in the appropriate discipline must approve International Baccalaureate and/or College Level Examination Program examination scores deemed to constitute satisfactory performance for direct course credit and/or general education area credit. Credit may be awarded for the California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements, as most appropriate. Where no direct course or general education area matches an International Baccalaureate or College Level Examination Program exam, the college may award elective credit. Requirements may be met by such examinations in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002.

The student's academic record shall be clearly annotated to reflect that credit was earned through an international baccalaureate and/or college level examination program examination.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Appendix B: IB Examination Passing Scores Chart

| IB Examination | Passing Scores | CCC Title 5 GE Areas | Minimum Semester Units¹ |
|--|-----------------------|---|---|
| Biology HL | 5 | Natural Science | 3 |
| Chemistry HL | 5 | Natural Science | 3 |
| Economics HL | 5 | Social/Behavioral Sciences | 3 |
| Geography HL | 5 | Social/Behavioral Sciences | 3 |
| History (any region) HL | 5 | Social/Behavioral Sciences or Humanities | 3 |
| Language A Literature HL | 4 | Humanities | 3 |
| Language A Language and Literature HL | 4 | Humanities | 3 |
| Language B (any language) HL | 4 | Not Applicable | 0 |
| Mathematics HL | 4 | Language & Rationality | 3 |
| Physics HL | 5 | Natural Science | 3 |
| Psychology HL | 5 | Social/Behavioral Sciences | 3 |
| Theatre HL | 4 | Humanities | 3 |

¹ Minimum Units: 3 semester/4 quarter

Appendix C: CLEP Examination Passing Scores Chart

| CLEP Examination | Passing Scores | CCC Title 5 GE Areas | Minimum Semester Units² |
|--|-----------------------|---------------------------------|---|
| American Government | 50 | Social/Behavioral Sciences | 3 |
| American Literature | 50 | Humanities | 3 |
| Analyzing and Interpreting Literature | 50 | Humanities | 3 |
| Biology | 50 | Natural Sciences | 3 |
| Calculus | 50 | Language and Rationality | 3 |
| Chemistry | 50 | Natural Sciences | 3 |
| College Algebra | 50 | Language and Rationality | 3 |
| College Algebra – Trigonometry | 50 | Language and Rationality | 3 |
| College Composition | 50 | Not Applicable | 0 |
| College Composition – Modular | 50 | Not Applicable | 0 |
| College Mathematics | 50 | Not Applicable | 0 |
| English Composition (no essay) | 50 | Not Applicable | 0 |
| English Composition (with essay) | 50 | Not Applicable | 0 |

² Minimum Units: 3 semester/4 quarter

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| CLEP Examination | Passing Scores | CCC Title 5 GE Areas | Minimum Semester Units |
|---|-----------------------|---------------------------------|---------------------------------------|
| English Literature | 50 | English | 3 |
| Financial Accounting | 50 | Not Applicable | 0 |
| French Level I | 50 | Not Applicable | 0 |
| French Level II | 59 | Humanities | 3 |
| Freshman College Composition | 50 | Not Applicable | 0 |
| German Level I | 50 | Not Applicable | 0 |
| German Level II | 60 | Humanities | 3 |
| History, United States I | 50 | Social/Behavioral Sciences | 3 |
| History, United States II | 50 | Social/Behavioral Sciences | 3 |
| Human Growth and Development | 50 | Social/Behavioral Sciences | 3 |
| Humanities | 50 | Humanities | 3 |
| Information Systems and Computer Apps | 50 | Not Applicable | 0 |
| Introduction to Educational Psychology | 50 | Not Applicable | 0 |
| Introductory Business Law | 50 | Not Applicable | 0 |
| Introductory Psychology | 50 | Social/Behavioral Sciences | 3 |
| Introductory Sociology | 50 | Social/Behavioral Sciences | 3 |

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| Natural Sciences | 50 | Natural Sciences | 3 |
|-------------------------------|-----------------------|--|-----------------------------------|
| CLEP Examination | Passing Scores | CCC Title 5 GE Areas | Minimum Semester Units |
| Pre-Calculus | 50 | Language and Rationality | 3 |
| Principles of Accounting | 50 | Not Applicable | 0 |
| Principles of Management | 50 | Not Applicable | 0 |
| Principles of Marketing | 50 | Not Applicable | 0 |
| Principles of Macroeconomics | 50 | Social/Behavioral Sciences | 3 |
| Principles of Microeconomics | 50 | Social/Behavioral Sciences | 3 |
| Social Sciences and History | 50 | Not Applicable | 0 |
| Spanish Level I | 50 | Not Applicable | 0 |
| Spanish Level II | 63 | Humanities | 3 |
| Spanish with Writing I | 50 | Not Applicable | 0 |
| Spanish with Writing Level II | 63 | Humanities | 3 |
| Western Civilization I | 50 | Humanities or Social/Behavioral Sciences | 3 |
| Western Civilization II | 50 | Social/Behavioral Sciences | 3 |

Appendix D: AP Examination Passing Scores Chart

| AP Examination | Passing Scores | CCC Title 5 GE Areas | Minimum Semester Units³ |
|-------------------------------------|-----------------------|---|---|
| Art History | 3 | Humanities | 3 |
| Biology | 3 | Natural Sciences | 4 |
| Calculus AB | 3 | Language and Rationality | 3 |
| Calculus BC | 3 | Language and Rationality | 3 |
| Chemistry | 3 | Natural Sciences | 4 |
| Chinese Language and Culture | 3 | Humanities | 3 |
| Comparative Government and Politics | 3 | Social/Behavioral Sciences | 3 |
| Computer Science A | 3 | Not Applicable | 0 |
| Computer Science Principles | 3 | Language and Rationality | 3 |
| English Language and Composition | 3 | Language and Rationality | 3 |
| English Literature and Composition | 3 | Language and Rationality and Humanities | 6 |
| Environmental Science | 3 | Natural Sciences | 4 |

³ Minimum Units: 3 semester/4 quarter (except Biology, Chemistry, Environmental Science, Physics I & II, Physics C mechanics, Physics C electricity/magnetism: 4 semester/5 quarter), and (English Literature & Composition: 6 semester/8 quarter).

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| AP Examination | Passing Scores | CCC Title 5 GE Area | Minimum Semester Units |
|--------------------------------------|-----------------------|---|-----------------------------------|
| European History | 3 | Social/Behavioral Sciences or Humanities | 3 |
| French Language and Culture | 3 | Humanities | 3 |
| German Language and Culture | 3 | Humanities | 3 |
| Human Geography | 3 | Social/Behavioral Sciences | 3 |
| Italian Language and Culture | 3 | Humanities | 3 |
| Japanese Language and Culture | 3 | Humanities | 3 |
| Latin | 3 | Humanities | 3 |
| Macroeconomics | 3 | Social/Behavioral Sciences | 3 |
| Microeconomics | 3 | Social/Behavioral Sciences | 3 |
| Music Theory | 3 | Humanities | 3 |
| Physics 1 | 3 | Natural Sciences | 4 |
| Physics 2 | 3 | Natural Sciences | 4 |
| Physics C (mechanics) | 3 | Natural Sciences | 4 |
| Physics C (electricity/magnetism) | 3 | Natural Sciences | 4 |
| Psychology | 3 | Social/Behavioral Sciences | 3 |

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| AP Examination | Passing Scores | CCC Title 5 GE Area | Minimum Semester Units |
|--------------------------------|-----------------------|--|-----------------------------------|
| Seminar | 3 | Not Applicable | 0 |
| Spanish Language and Culture | 3 | Humanities | 3 |
| Spanish Literature and Culture | 3 | Humanities | 3 |
| Statistics | 3 | Language and Rationality | 3 |
| Studio Art – 2D Design | 3 | Not Applicable | 0 |
| Studio Art – 3D Design | 3 | Not Applicable | 0 |
| Studio Art – Drawing | 3 | Not Applicable | 0 |
| U.S. Government and Politics | 3 | Social/Behavioral Sciences | 3 |
| U.S. History | 3 | Social/Behavioral Sciences or Humanities | 3 |
| World History Modern | 3 | Social/Behavioral Sciences or Humanities | 3 |