



## Form 1: Presentation Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Department: \_\_\_\_\_

COCC Contact Information: \_\_\_\_\_

Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

### PROPOSAL OVERVIEW

#### TYPE OF AGENDA ITEM

- Information Item (requires approval of AA Chair)
- Action Item
  - Information and committee feedback
  - Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)
  - Procedure—new  
Identify suggested location in *GPM*: \_\_\_\_\_
- Policy—revision (Attach current policy with proposed changes illustrated with track changes)
- Policy—new  
Identify suggested location in *GPM*: \_\_\_\_\_
- New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)
- Other: \_\_\_\_\_

**BUDGET**

**INSTRUCTIONAL REQUIREMENTS**

**OPERATIONAL NEEDS, CURRENT AND FUTURE**

**STUDENT IMPACT**

**ANTICIPATED IMPLEMENTATION TIMELINE**



# Petition to Challenge a Course

If you feel that you have the knowledge and experience similar to a particular course, you may challenge a course and receive credit for that course. Students should discuss course requirement waivers with the program faculty. There is no limit on the number of credits which may be earned by challenge. However, note the following:

Students cannot challenge a course:

- At a lower level than ones in which they have already demonstrated competency, nor at a lower level than ones in which students have already registered.
- Course/s which they have already taken.
- Course/s in which experiencing the course itself is essential.
- In order to meet residency requirements for a degree.

\*Also note that challenged courses do not count in determining financial aid eligibility.

A student must receive permission from a faculty member and the department chair in the subject area prior to challenging the course. If approved, the student and department should complete this form and submit it within the first six weeks of the term to Enrollment Services – Admissions and Records.

Challenged courses are charged the regular tuition rate payable at the time the completed petition is submitted to Enrollment Services. It is the student's responsibility to schedule the challenge examinations with the instructor. The exam may only be rescheduled, at the instructor's discretion, in extraordinary circumstances. Challenged courses must be completed by the end of the term in which the course was registered and fall under normal grade-reporting deadlines. A grade of "Pass" or "No Pass" is assigned by the instructor and will appear on the student's transcript in the term in which it was submitted. "No Pass" grades are not eligible for a refund, so students should be sure of their ability to pass the challenge exam before signing up.

Student Name: \_\_\_\_\_ COCC ID: \_\_\_\_\_  
(please print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

State your request clearly: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Division/Department Chair: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Administrative Assistant: \_\_\_\_\_

Name of Course: \_\_\_\_\_ Course No: \_\_\_\_\_ CRN: \_\_\_\_\_



# Petition to Challenge a Course

Students that have knowledge and experience similar to a particular course may challenge a course and receive credit for that course. Course challenges are charged \$70 per course at the time this completed petition is processed in Enrollment Services in the Admissions and Records Office. Course challenges are subject to the following:

- Students cannot challenge courses at a lower level than ones in which they have already demonstrated competency, nor at a lower level than ones in which the students have already registered.
- Students may not challenge courses they have already taken.
- Challenged courses do not count in determining financial aid eligibility, but do meet residency requirements toward a certificate or degree.

Students must receive permission from a faculty member and department chair in the respective subject area in the space below, prior to challenging a course. Not all courses may be challenged, as faculty may decide that certain courses are foundational or essential to experience. Upon receipt of the required signatures, this form should be returned to Enrollment Services in Boyle Education Center.

It is the student's responsibility to schedule the challenge examinations with the instructor. The exam may only be rescheduled, at the instructor's discretion, in extraordinary circumstances. Challenged courses must be completed by the end of the term in which the course was registered and grades fall under the normal deadlines for reporting. Upon completion of the course challenge, a grade of Pass or No Pass is assigned, where a Pass is earned for performance equivalent to a letter grade of C or better. Students may not re-challenge a course if they do not pass the first attempt.

Student Name: _____ (please print)	COCC ID: _____
Signature: _____	Date: _____
State your request clearly: _____ _____ _____	

Instructor: _____	
Signature: _____	Date: _____

Division/Department Chair: _____	
Signature: _____	Date: _____

Department Administrative Assistant: _____		
Name of Course: _____	Course No: _____	CRN: _____

STANDARD VIII

## Fees Charged for Assessment Are Based on the Services Performed in the Process Rather Than the Credit Awarded

### WHAT THIS STANDARD MEANS AND WHY IT IS IMPORTANT

This standard is intended to ensure both the integrity and the sustainability of the institution's CPL assessment services. Credit-based tuition (for enrolled courses) is based on the full service of the institution, including curriculum development and instruction as well as the costs associated with providing academic and administrative support services. By developing a separate CPL fee structure, predicated on the cost of delivering and supporting the assessment process, the institution can ensure its capacity to comply with this standard and provide sufficient assessment options for its students.

Institutions should be careful to avoid the moral hazard of linking fees to the awarding of credit; institutions that use a fee structure based on credits awarded run the risk of being perceived as selling credits without adequate service or educational value. Fees for assessment, when used, should reflect the cost of assessment services, and should be used to support and communicate that the institution regards assessment as an essential component of the academic process. When considering a fee structure that will ensure high-quality assessment, it is critical to consider all transactional costs, including stipends or compensation to faculty assessors. CPL program administrators should also consider fixed costs, such as having a dedicated CPL or assessment office staff. Other expenses may be more integrated into the larger system, such as enrollment management, technology or LMS support staff, and professional development.

### APPLICATION

It is important to recognize that the fees associated with CPL can be an issue of equity and access for the students who would likely benefit most. The fact that CPL fees are not eligible expenses for Pell grants and federal student loans can present a significant obstacle. It is important to consider how fee structures for assessment can not only provide financial stability for your CPL program but also encourage and foster diversity, equity, and inclusion.

Due to equity concerns, many institutions offer CPL free of charge or maintain a scholarship fund to cover CPL fees.

Innovative institutions have found outside sources of funding for CPL by partnering with:

- Corporations offering tuition benefits that extend beyond tuition to cover CPL fees
- Community organizations with established scholarship funds (e.g., local and regional nonprofits and charities; also American Legion or Veterans of Foreign Wars, for military-affiliated students)
- Existing and potential institutional donors and supporters
- Grants from government agencies designed to support key adult learner groups (e.g. Department of Education)

