



District Technical Review Workgroup
Student Services – DTRW-SS
AGENDA

January 14, 2016 – DAC Lakin Boardroom
3:00 p.m. – 5:00 p.m.

- Approval of December 10, 2015 Meeting Notes

Time Certain Items for Guests

- Enrollment Priorities/Loss of BOGW - BP/AP 5050 Student Success and Support Programs – Registrars/Financial Aid Officers
- BP/AP 3430 Prohibition of Harassment and Discrimination – Gary Maehara/Michael Shanahan

Old Business

- BP/AP 5070 Attendance – Oxnard College Academic Senate
- BP/AP 5075 Course Adds and Drops – Oxnard College Academic Senate

New Business

- AB 288 Dual Enrollment – Review Assembly Bill
- Student Activity Fee Waiver – Lori Bennett
- Future suggested agenda items (standing item)

Next Meeting Date: February 11 – 3 pm – DAC Lakin Boardroom
Submission deadline: February 5, 2015

Ventura County Community College District

District Technical Review Workgroup – DTRW-SS Meeting Notes

December 10, 2015 – DAC Lakin Boardroom

3:00 p.m. – 4:30 p.m.

MEETING NOTES PRIOR TO APPROVAL AT JANUARY 14, 2015 DTRW-SS MEETING

Members:

Chancellor’s Designee: Oscar Cobian, Chair (OC)
 Co-Chair: Traci Allen, Co-chair (VC)
 Executive Vice President and Vice Presidents: Lori Bennett (MC), Oscar Cobian (OC), Pat Ewins (Interim) (VC)
 Academic Senate Presidents: Linda Kama’ila (OC), Mary Rees (MC), Alex Kolesnik (VC)
 Deans/Assistant Dean of Student Services: Karen Engelsen/Assistant Dean (VC), Vacant, Dean (MC)
 Registrars: Dave Anter (MC), Joel Diaz (OC), Celia Rodriguez, Assistant Registrar (VC)
 Non-instructional designee: Marnie Melendez (Counselor, OC), Traci Allen (Counselor, MC), Angelica Gonzalez (Counselor, VC)
 Associated Student Government: ASG Rep vacant (OC), ASG Rep vacant (MC), ASG Rep vacant (VC)
 Policy and Administrative Procedures: Clare Geisen (Policy/procedure, Chancellor’s Cabinet Liaison/guest)

Absent:

Karen Engelsen, Clare Geisen

Guests:

Rick Post, Interim Vice Chancellor, Educational Services

Recorder:

Laurie Nelson-Nusser

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Welcome and Approval of November 12, 2015 Meeting Notes	Oscar Cobian welcomed everyone to DTRW-SS. The meeting commenced at 3:12 pm. The November 12, 2015 meeting notes were approved as presented with a minor change to attendance.			
OLD BUSINESS				
BP/AP 5070 Attendance – Proposed/Registrars	“Section C2 FTE reporting” was discussed in the November meeting regarding in-service training courses in the areas of police, fire,			

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
	<p>corrections, and other criminal justice occupations. These areas are specific to state law pertaining to people providing emergency services according to Ed Code.</p> <p>After research regarding this issue, it was decided the courses must be open to anyone meeting the requirements and the administrative procedure will not be revised.</p> <p>Ventura and Moorpark College Academic Senates have reviewed and approved BP/AP 5070. L. Nusser will verify whether Oxnard College has approved BP/AP 5070.</p>	<p>Verify approval by OC Academic Senate</p>	<p>January 8</p>	<p>Laurie Nusser</p>
<p>BP/AP 5075 Course Adds and Drops – Proposed/ Registrars</p>	<p>DTRW-I reviewed AP 5075 and these revisions were shared with DTRW-SS in the subsequent meeting. Further revisions included the following:</p> <ul style="list-style-type: none"> • Adding the phrase “if so, documentation must be attached” • Changing “after the census date” to “as of the census date” • Consultation with instructor was discussed and it was decided to use Title 5 language as follows: “after consultation with appropriate faculty, shall be recorded as a “W. (6) For purposes of withdrawal policies, the term “appropriate faculty” means the instructor of each course section in question or, in the event the instructor cannot be contacted, the department chair or appropriate administrator.” 	<p>Revise documents</p>	<p>ASAP</p>	<p>Laurie Nusser</p>

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
BP/AP 5030 – Fees	This issue has been put on hold until AB 288 goes into effect which will clarify the matter of fees.			
Title IX Policies and Procedures – 2nd Reading BP/AP 3500 Campus Safety BP/AP 3510 Workplace Violence Plan BP/AP 3515 Reporting of Crimes BP/AP 3540 Sexual and Other Assaults	<p>The policies and procedures were reviewed by the group and the following were further requested revisions:</p> <ul style="list-style-type: none"> • The word “campus” will be replaced by “college” in all Title IX BP/APs. • Revise the first bullet in AP 3540 to delete “on campus.” • AP 3540 – Second paragraph PIO change “which” to “who.” Grammatical change. <p>Ventura and Moorpark College Academic Senates have reviewed and approved the Title IX policies and procedures. L. Nusser will verify whether Oxnard College have approved these policies and procedures. If the Oxnard College Academic Senate has reviewed and approved the policies and procedures, they will move forward to the next Policy Committee.</p> <p>BP/AP 3430 Prohibition of Harassment and Discrimination will be reviewed in the January DTRW-SS meeting. Implementation issues of the procedure were discussed.</p>			
BP/AP 4230 Grading	Sent to Academic Senates 12/8.			
BP/AP 5013 Students in the Military	Sent to Academic Senates 12/8.			
BP/AP 5020 Nonresident Tuition	Sent to Academic Senates 12/8.			
NEW BUSINESS:				

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
Future Suggested Agenda Items	<ul style="list-style-type: none"> • AB 288 – add to agenda for next meeting • Update to BP/AP 5050 – Registrars – invite Financial Officers BOG issues – 3SP related • AP 3430 Prohibition of Harassment and Discrimination – Gary Maehara <p>It was noted that Trulie Thompson, Ventura College Counselor, will be the replacement for Traci Allen as Co-Chair for the balance of the academic year.</p>			
NEXT MEETING	Thursday, January 14, 2015 – 3:00 p.m. – DAC Lakin Boardroom – Submission deadline January 8, 2015			



Book VCCCD Board Policy Manual
Section Chapter 5 Student Services
Title BP 5050 STUDENT SUCCESS
Number BP 5050
Status Active
Legal [California Education Code, Sections 78210 et seq.](#)
[Title 5, Section 55500](#)
Adopted April 18, 2006
Last Reviewed September 9, 2014

The District shall provide matriculation services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of matriculation is to bring the student and the district into agreement regarding the student's educational goal through the district's established programs, policies and requirements.

The Chancellor shall establish procedures to assure implementation of matriculation services that comply with the Title 5 regulations.

See [Administrative Procedure 5050](#).

Last Modified by Laurie Nusser on September 29, 2014



Book VCCCD Administrative Procedure Manual
Section Chapter 5 Student Services
Title AP 5050 STUDENT SUCCESS AND SUPPORT PROGRAM
Number AP 5050
Status Active

Legal [California Education Code, Section 76001](#)
[California Education Code Sections 78210 et seq.](#)
[Title 5, Section 54600](#)
[Title 5, Section 55003](#)
[Title 5, Section 55023](#)
[Title 5, Section 55031](#)
[Title 5 Section 55500 et seq.](#)
[Title 5, Section 55520](#)
[Title 5, Section 55521](#)
[Title 5, Section 55522](#)
[Title 5, Section 56000](#)
[Title 5, Section 56200](#)
[Title 5, Section 58108](#)
[Title 5, Section 58612](#)
[Title 5, Section 59300](#)
[Title 5, Section 59327](#)

Adopted April 14, 2009
Last Reviewed September 9, 2014

The Student Success and Support Program (3SP) in the Ventura County Community College District recognize that student success is the responsibility of the District's three colleges and its students. The program creates a framework for the provision of core matriculation services, including orientation, assessment and placement, and counseling/advising/educational planning services that are intended to increase student access and academic success. 3SP services also include the provision of intervention and follow-up services to academically at-risk students such as those that are on academic or progress probation, or are otherwise identified as at-risk students.

College and District Responsibilities

The District and its colleges shall develop processes to ensure that information regarding its matriculation policies under the Student Success and Support Program are accessible and available to all students during or prior to enrollment, and are included in class schedules, catalogs or other appropriate communications describing student rights and responsibilities under the 3SP. The colleges shall make reasonable effort to avoid duplication of services

that are funded through the 3SP or funded through other programs.

Each of the District's colleges shall develop internal processes for the delivery of 3SP services to students. Appropriate college and District staff shall collaborate in the development of such processes to ensure accurate data collection and MIS reporting. No 3SP process will subject a person to unlawful discrimination as prohibited by subchapter 5 (commencing with section 59300) of chapter 10. Failure of a nonexempt student to meet the requirements of the 3SP may result in a hold placed on registration or loss of registration priority.

At a minimum the colleges and District shall provide students, as mandated and except as exempted, with of the following 3SP services:

- a) Orientation (via online or in-person delivery modes or a combination thereof);
- b) Assessment through placement tests, evaluation of external course work, evaluation of other colleges' assessment test scores, evaluation of other types of test instruments and scores, and other multiple measures;
- c) Counseling, advising and/or other educational planning service culminating in the development of an abbreviated and/or comprehensive student educational plan, identification of the student's educational goal, and course of study;
- d) Follow-up services to at-risk students;
- e) Referral of students to appropriate support services including but not limited to financial aid, support services for foster youth and military veterans, tutorial or other instructional support services, campus child care services, EOPS and/or DSPS programs and services; and to appropriate curriculum offerings that may be available including, but not limited to basic skills, ESL and noncredit instructional programs.

Orientation (Title 5, section 55521)

Each college shall provide students with information on a timely basis, as determined by the college, regarding policies, procedures, and information including, but not limited to:

- 1) Academic expectations and progress and probation standards pursuant to section 55031;
- 2) Maintaining registration priority pursuant to section 58108;
- 3) Prerequisite or corequisite challenge process pursuant to section 55003;
- 4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612;
- 5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- 6) Academic calendar and important timelines;
- 7) Registration and college fees;
- 8) Available education planning services;
- 9) Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.

Assessment (Title 5, section 55522)

Each college will provide assessment and placement services using multiple measures that include, but are no limited to:

- 1) Assessment test instruments for use in placing students in English, mathematics or English as a Second Language (ESL) courses that are approved by the California Community Colleges Chancellor's Office and appropriately validated for the college;
- 2) Self-assessment instruments;
- 3) Evaluation of college coursework, assessment scores and placement recommendations from other colleges and universities;
- 4) Evaluation of other test scores including but not limited to AP, SAT, IB tests and EAP results.

No assessment test process shall be used in a manner or for a purpose other than that for which it was developed or has been otherwise validated; assessments tests including the TOEFL, in conjunction with multiple measures may be used to determine the admission of minors as special part-time or full-time students, and of international students. No assessment test, method, or procedure shall be used to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002

and 55003.

The colleges may use an assessment test to select students for its nursing program, provided that:

- 1) They comply with all other provisions of this subchapter;
- 2) The assessment test or other measures are used in conjunction with other assessment tests, methods, or procedures to select students for enrollment in the nursing program; and
- 3) The Chancellor has determined that the assessment test predicts likelihood of success in nursing programs, has approved use of the assessment test for that purpose and has established statewide proficiency cut-off scores for that test pursuant to Education Code section 78261.

Counseling, Advising, and Other Educational Planning Services

Each college shall provide counseling, advising and educational planning services which include, but are not limited to:

- 1) Assistance to students in the identification of an education and career goal and course of study, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses;
- 2) The provision of information, guided by sound counseling principles and practices, using a broad array of delivery, including technology-based strategies, to serve a continuum of student needs and abilities to enable students to make informed choices;
- 3) Guidance and assistance in the development of an education plan to accomplish a course of study related to a student's education and career goals;
- 4) Assistance to students in the exploration of education and career interests and aptitudes.

Each college shall make a reasonable effort to do all of the following:

- 1) Ensure that all nonexempt students who are on academic or progress probation or facing dismissal participate in counseling as provided in section 55023;
- 2) Ensure that all nonexempt students who do not have a course of study participate in counseling, advising, or other education planning services to assist them in the process of selecting an educational goal and course of study pursuant to section 55520;
- 3) Ensure that all nonexempt students who are enrolled in non-degree-applicable basic skills courses participate in counseling, advising, or other education planning services.

Notifications: Requirements of the Student Success and Support Program and Loss of Eligibility for the Board of Governors' Fee Waiver

The District and its colleges notify students who are at risk of losing their enrollment priority due to their academic standing or due to exceeding the maximum unit limit as established under Board Policy and Administrative Procedure 5055. The District and its colleges will, beginning spring 2015, notify students about the requirements of the Student Success and Support Program including notifying students who are at risk of losing Board of Governors Fee Waiver eligibility due to their being placed on academic or progress probation for two consecutive terms.

The colleges will ensure that, within a reasonable time of receiving such notice, students shall have the opportunity to receive appropriate counseling, advising, or other educational planning services in order to provide students with an opportunity to maintain enrollment priority and fee waiver eligibility.

Student Education Plan

Each college shall provide students with an opportunity to develop student education plans that either:

- 1) Abbreviated. Abbreviated student education plans are one to two terms in length, designed to meet the immediate needs of entering students and those for whom a comprehensive plan is not appropriate; or
- 2) Comprehensive. The comprehensive student education plan is tailored to meet the individual needs and interests of the student and may include other elements to satisfy participation requirements for programs such as EOPS, DSPS, CalWORKS, veterans' education benefits, athletics. It will address a student's education goal and

program of study requirements, applicable course prerequisites or co-requisites, assessment for placement results, potential transfer institutions, the need for basic skills, and the need for referral to other support and instructional services as appropriate; and will include the steps the student needs to take on their educational path to complete their identified course of study. The planning process will take into account a student's interests, skills, and career goals.

Each college shall develop processes to ensure that all continuing, nonexempt students have selected an educational goal, program of study and have developed a comprehensive student educational plan once they have completed 15 units of degree-applicable college coursework.

The District and its colleges will ensure that comprehensive educational plans are accessible and recorded in electronic form, and will make a reasonable effort to not duplicate educational planning processes for students participating in special programs.

If a student believes the District or college has failed to make good faith efforts to develop a plan, has failed to provide programs and services specified in the student education plan, or has otherwise violated the requirements of this section, the student may file a complaint pursuant to section 55534(a). See the section on Violations and Appeals further down in this document for complaint procedures.

Accommodations

a) Student Success and Support Program services for students with disabilities shall be appropriate to their needs, and colleges shall, where necessary, make modifications to the services provided or use alternative tests, methods, or procedures to accommodate the needs of such students. Colleges may require students requesting such accommodations to provide proof of need. Disabled Students Programs and Services (DSPS) is authorized consistent with the provisions of subchapter 1 (commencing with section 55600) to provide specialized services and modified or alternative services as identified in section 55520. Notwithstanding this authorization, participation in the DSPS program is voluntary and no student may be denied necessary accommodations in the assessment process because he or she chooses not to use specialized matriculation services provided by these programs.

b) Student Success and Support Program services for students served by the Extended Opportunity Programs and Services (EOPS) who are disadvantaged by economic, social, and educational status shall be appropriate to their needs, and colleges shall, where necessary, make modification to the services provided or use alternative supports to meet the needs of such students. EOPS is authorized, consistent with the provisions of subchapter 2.5 (commencing with section 56200) of chapter 7 to provide services that are over, above, and in addition to services otherwise provided to all credit-enrolled students. Notwithstanding this authorization, participation in the EOPS program is voluntary and no student may be denied necessary supports because he or she chooses to not use specialized services provided by this program.

c) Colleges shall ensure that Student Success and Support Program services are accessible for English language learners and are appropriate to their needs. Colleges shall, where necessary, make modifications to the services provided to accommodate the needs of such students. Modified or alternative services for limited or non-English speaking students may be provided in English as a Second Language programs.

Student Responsibilities, Exemptions, and Appeals

Student Responsibilities

a) All students shall be required to:

- 1) identify an education and career goal;
- 2) diligently engage in course activities and complete assigned coursework; and
- 3) complete courses and maintain progress toward an education goal and completing a course of study.

b) Nonexempt first time students shall, within a reasonable period of time, be required to:

- 1) identify a course of study;
- 2) be assessed to determine appropriate course placement;
- 3) complete an orientation activity provided by the college;
- 4) participate in counseling, advising, or another education planning service pursuant to section 55523 to

develop, at a minimum, an abbreviated student education plan.

c) For the purposes of this section, a first time student is a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education. For purposes of this section, first time enrollment does not include concurrent enrollment during high school. To the extent that a college has the capacity to require and provide the services identified in (b)(1) through (4) to other students, nothing in this section would preclude a college from doing so.

d) Nonexempt students who have completed the services identified in (b)(1) through (4) shall be required to complete a comprehensive education plan after completing 15 semester units of degree applicable credit course work or prior to the end of the 3rd semester.

e) Failure to fulfill the required services listed in (b) may result in a hold on a student's registration or loss of registration priority pursuant to section 58108 until the services have been completed.

f) Information obtained from the matriculation process shall be considered student records and shall be subject to the requirements of subchapter 6 (commencing with section 54600) of chapter 5.

Exemptions

Students may opt to exempt themselves from orientation, assessment, counseling, advising, or education plan development services if they meet one or more of the following criteria:

- 1) has completed an associate degree or higher;
- 2) has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards;
- 3) has enrolled at the college as a special part-time or full-time admit student pursuant to Education Code section 76001.

Exempt students shall be notified that they may participate in those services.

Students who opt to exempt themselves from one or more of the services shall be advised that they will not receive priority registration that is granted to students who complete all of the services.

Violations and Appeals

The District and its colleges shall notify students of their right to challenge any alleged violation of the provisions of this administrative procedure, and the steps required to do so.

- 1) Challenges and complaints relative to this administrative procedure shall be submitted pursuant to the requirements of the District Student Grievance Process.
- 2) If a challenge contains an allegation that a college or the District has violated the provisions of Title 5, section 55522(2), the District shall, upon completion of the challenge procedure established herein, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at information resolution of the complaint under section 59327.

Book	Administrative Procedures
Section	Chapter Five, Student Services
Title	Attendance
Number	AP 5070
Status	PROPOSED
Legal	Title 5 Sections 58000 et seq

Adopted

AP 5070 Attendance

References:

~~Title 5 Sections 58000 et seq.~~

This procedure implements Board Policy 5070, as well as section 70901.5 of the California Education Code and section 58000 et seq of Title 5, California Code of Regulations to ensure accurate Attendance Accounting practices.

A. The District shall develop and adopt an academic calendar annually.

1. The calendar shall contain at least 175 days during the fiscal year, shall identify and include holidays and other non-instructional days.
2. The calendar will include at least 32 weeks.
3. Adult or continuing education calendars may be scheduled differently than the college calendar due to facility use and program need.
4. Class hours will be scheduled in accordance with State regulations, regardless of the number of weeks in the session.

B. The District shall schedule classes in accordance with State regulations including observance of the following attendance accounting methods and requirements.

1. Census Week – credit classes that meet on a regular basis each week for a full semester (primary term); applicable only to fall and spring semesters. The enrollment count is taken on the Census date as determined by attendance accounting requirements.
2. Census Day – short-term credit classes which meet on a regular basis for at least 5 days but do not meet for a full semester (primary term). This includes classes held during summer sessions and Intersession. The enrollment count is taken on the census day which is 20% of the class meeting days, excluding holidays.
3. Positive Attendance – classes which do not meet on a regular basis or which operate on an open entry/open exit basis. Requires the collection and reporting of the actual hours of attendance of each student for each hour are counted. The following classes are always positive attendance: in-service academy, non-credit, and apprenticeship.
4. Independent Study or Work Experience – classes which are identified as independent study or work experience during the curriculum approval process.

C. FTES reporting

1. All scheduled classes shall be advertised and open to the public unless special circumstances provide for an allowable restriction of enrollment in accordance with state regulation.
2. In-service training courses in the areas of police, fire, corrections, and other criminal justice system occupations will conform to all apportionment attendance and course of study requirements imposed by law, and be fully open to the enrollment and participation of the public. Prerequisites for these courses

shall not be established or construed so as to prevent academically qualified persons who are not employed by agencies in the criminal justice system from enrolling in and attending the courses.

a. Preference in enrollment may be given to persons who are employed by, or serving in a voluntary capacity with a fire protection or fire prevention agency in any course of in-service fire prevention agency or association.

b. In-service training courses which are restricted to employees of police, fire, corrections, and other criminal justice agencies, shall not report attendance for the restricted courses for purposes of state funding.

3. Scheduled classes where the full cost of instruction is paid by an organization, ~~or~~ agency or third party may not be claimed for apportionment.

CD. Faculty shall maintain accurate attendance records.

1. Faculty shall take and record attendance at each regularly scheduled class meeting up to the census date for census week based (full-semester length) and census day based (short-term) classes.

2. Faculty shall record the actual attendance hours of each student for each class meeting for positive attendance classes. The records must be in a legible manner that can be clearly interpreted by others. The attendance records must be submitted to the division office and/or the Admissions and Records Office.

3. Where a class has both scheduled meeting times and ~~positive attendance hours~~ hours by arrangement, faculty shall record the attendance hours of each student for both the scheduled meeting times and the ~~positive attendance hours~~ hours by arrangement, and shall document the instructional activities that take place during the ~~positive attendance hours~~ by arrangement.

4. Any student absent from the first class meeting may be dropped by the instructor.

5. All rosters must be cleared of inactive enrollment (drop students) as of the ~~end of the business day~~ census deadline, which is the day before the census date (full semester classes) or census day (short-term classes). Inactive enrollment is defined as:

a. "No shows" or

b. "Is no longer attending or actively participating" such as students who have accumulated excessive unexcused absences.

6 Instructors of distance education classes, especially those that are 100% online, must incorporate drop policies into their syllabus that include the following:

- Students enrolled in online classes must meet a standard of participation to be considered actively enrolled by regularly logging in and actively participating in the course, or they may be considered inactive and may thus be dropped by the instructor.
- Specific assignments within an online course can act as attendance or student activity indicators. If the assignment or activity is not completed by a given date, then a student may be considered inactive and may be dropped. Attendance assignments or student activity indicators will be determined by individual instructors.

7. Faculty may include a statement in the course syllabus to the effect that it is the student's responsibility to drop or withdraw from the class; however, this does not alleviate the faculty member from the requirement to clear his/her roster of inactive enrollments ~~before the census day/date~~ as of the census deadline of each course.

8. Faculty may, but are not required to drop students for lack of attendance or participation after the census date deadline and are not required to notify the student after having provided every student access to the drop policy in the course syllabus. ~~After the census date, it is the instructor's discretion to drop students who have accumulated excessive absences as stated in the course syllabus.~~

9. Tardiness and/or leaving class early may be treated in the same manner as absences per the class syllabus.

10. Final grades may be affected by attendance to the extent that the instructor has included attendance, noted as participation, in the "method by which the final grade is determined," and has provided this information in the class syllabus.

11. Faculty may excuse absences when the absence results from illness, accident, other circumstances beyond the student's control, or participation in authorized professional or college activities.

12. Faculty will determine if work missed during any absence can be made up.
13. All drops (administrative, instructor or student initiated) shall be recorded in the same manner.
14. Students remaining in a class beyond the published withdrawal deadline as stated in the class schedule will receive an evaluative grade.
15. Faculty will be required to enter the last date of ~~known activity~~ attendance and/or participation for all students ~~enrolled in specified Federal programs~~ who receive F or NP grades.

DRAFT

AP 5075
COURSE ADDS AND DROPS
Status: PROPOSED
Legal [Title 5 Sections 55024 and 58004](#)

The District may allow students to add and drop courses pursuant to policy.

Adding Courses

A. Students may add courses during the first two weeks for a full term course, or the first 15% of a short term course contingent upon the course having available space.

- ~~1) the course still having available space~~
- ~~2) the instructor's judgment regarding pedagogical and safety issues~~

~~B. After the add period concludes:~~

- ~~1) students may add a course only with an add authorization code through the last business day before the census date/day.~~
- ~~2) students not officially registered in a course shall not be permitted to attend that course.~~

~~B. After the first week of a full-term course, or the first day of a short-term course, students may add a course only with an add authorization code through the census deadline.~~

C. Late Enrollment Procedures:

Students who were in attendance prior to census and have extenuating circumstances that prevented them from registering by add deadlines may petition to add classes by submitting a Late Add Petition. Verifiable documentation of extenuating circumstances may be required and, if so, documentation must be attached to the petition at the time of submission. Students not officially registered in a course shall not be permitted to attend the course after the census deadline.

- ~~1) The Late Add petition can be picked up in the Admissions and Records Office or downloaded from the Admissions and Records website college website.~~
- ~~2) Students must obtain approval from the instructor, subject area Dean and/or the EVP/VP or designee.~~

Withdrawal/Military Withdrawal

Students may withdraw from class using the online process described in the current class schedule or they may submit a Drop Form to the Office of Admissions and Records **as of the census date.** It is the student's responsibility to withdraw from class

by the official deadline dates published in the most recent Catalog, Schedule of Classes, and the website.

A. Withdrawal Prior to Census (20% of instruction)

Students who withdraw or are withdrawn from weekly census sections prior to census (or 20% of the instructional time frame for all other section accounting methods) shall have no notation made to the permanent record.

B. Withdrawal 20% - 75% of Instruction

Students who withdraw or are withdrawn from weekly census sections on or after census (or 20% of the instructional time frame for all other section accounting methods) and through the end of the fourteenth week (or 75% of the instructional time frame) shall have a "W" posted to the permanent record.

The "W" shall not be used in calculating grade point averages, but shall be used in determining probation, dismissal, and the number of course attempts.

C. Withdrawal After 75% of Instruction

The permanent record of students who remain in class beyond the fourteenth week of the term in a weekly census section (or 75% of the instructional time frame for all other section accounting methods) must reflect an evaluative grade symbol other than W.

D. Extenuating Circumstances

Students who withdraw from weekly census sections after the fourteenth week of the term (or 75% of the instructional time frame for all other sections accounting methods) may, in the case of extenuating circumstances, be assigned the W. Such cases will require verification and ~~will be handled by the appropriate college official in consultation with the instructor(s)~~ after consultation with appropriate faculty, shall be recorded as a "W. (6) For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course section in question or, in the event the instructor cannot be contacted, the department chair or appropriate administrator. Extenuating circumstances are defined as illness, accident, and other circumstances beyond the control of the student. Withdrawal under these provisions may also be allowed prior to the 75% of instructional time frame, and after the census deadline may be notated as "Medical Withdrawal" if student is dropping due to an accident or illness and is approved by the appropriate college official.

A "W" symbol shall not be assigned, or if assigned shall be removed, from a student's academic record when a:

- Determination is made pursuant to Title 5 Sections 59300 et seq. that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleging discriminatory treatment.
- Student withdrew from one or more classes, where such withdrawal was necessary due to fire, flood or other extraordinary conditions and the withdrawal is authorized by the district pursuant to section 58509.
- The “W” shall not be used in calculating grade point averages, but shall be used in determining probation, dismissal, and the number of course attempts.

E. Military Withdrawal

An MW (Military Withdrawal) shall be assigned for students who are members of an active or reserve United States military service who receive orders compelling a withdrawal from courses. Upon verification of such orders, the symbol may be assigned at any time. The MW attempts shall not be counted in progress probation and dismissal calculations.

The “W” shall not be used in calculating grade point averages, but shall be used in determining probation, dismissal, and the number of course attempts.

Instructor Initiated Drops Prior to Census

Instructors shall drop students due to inactive enrollment by the census deadline.

See BP/AP 5070 for more information about census and attendance records.

~~A. For purpose of census collection, instructors shall drop students due to inactive enrollment not later than the end of the last business day before the census day for all students who have:~~

- ~~1) Been identified as a no show~~
- ~~2) Students who are no longer attending or participating in the course~~
- ~~3) Students who have officially withdrawn~~

~~Faculty may, but are not required to, drop students for lack of active participation after the census date of a course has passed.~~

~~The requirement to clear rosters of inactive enrollment is predicated by state law and applies to all courses regardless of the mode of instruction delivery including distance education.~~

~~Instructors of distance education classes, especially those that are 100% online, must incorporate drop policies into their syllabus that include the following:~~

- ~~• Students enrolled in online classes must meet a standard of participation to be considered actively enrolled by regularly logging in and actively participating in~~

~~the course, or they may be considered inactive and may thus be dropped by the instructor.~~

- ~~• Specific assignments within an online course can act as attendance or student activity indicators. If the assignment or activity is not completed by a given date, then a student may be considered inactive and may be dropped. Attendance assignments or student activity indicators will be determined by individual instructors.~~
- ~~• Faculty may but are not required to drop students for lack of participation after the census date and are not required to notify the student after having provided every student access to the drop policy in the course syllabus.~~

Course Repetition

The District will comply with Title 5 regulations regarding course repetition and withdrawals.

See BP/AP 4225 and 4227 for more information about course repetition policy and procedures.

See BP/AP 4230 for more information about grading and academic record symbols.

Assembly Bill No. 288

CHAPTER 618

An act to add and repeal Section 76004 to the Education Code, relating to public schools.

[Approved by Governor October 08, 2015. Filed with Secretary of State October 08, 2015.]

LEGISLATIVE COUNSEL'S DIGEST

AB 288, Holden. Public schools: College and Career Access Pathways partnerships.

Existing law authorizes the governing board of a school district to allow pupils whom the district has determined would benefit from advanced scholastic or vocational work to attend community college as special part-time or full-time students, subject to parental permission. Existing law requires credit to be awarded to these pupils, as specified, authorizes a school principal to recommend a pupil for community college summer session if the pupil meets specified criteria, and prohibits the principal from recommending more than 5% of the total number of pupils from any particular grade level who completed that grade immediately before the time of recommendation for summer session attendance.

This bill would authorize the governing board of a community college district to enter into a College and Career Access Pathways partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill would require the partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses.

The bill would authorize specified high school pupils to enroll in up to 15 units per term if those units are required for these pupils' partnership programs and specified conditions are satisfied, and would authorize a community college district to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specified fee requirements. The bill would prohibit a district from receiving a state allowance or apportionment for an instructional activity for which the partnering district has been, or will be, paid an allowance or apportionment under a concurrent enrollment partnership agreement. The bill would require, for each partnership agreement entered into under the bill, the affected community college district and school district to provide an annual report, containing specified data, to the office of the Chancellor of the California Community Colleges. The bill would require the chancellor to prepare a summary report, no later than January 1, 2021, that includes an evaluation of the partnerships, as specified. The bill's provisions would be repealed on January 1, 2022.

Digest Key

Vote: MAJORITY Appropriation: NO Fiscal Committee: YES Local Program: NO

Bill Text

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

The Legislature finds and declares all of the following:

- (a) Research has shown that dual enrollment can be an effective means of improving the educational outcomes for a broad range of students.
- (b) Dual enrollment has historically targeted high-achieving students; however, increasingly, educators and policymakers are looking toward dual enrollment as a strategy to help students who struggle academically or who are at risk of dropping out.
- (c) Allowing a greater and more varied segment of high school pupils to take community college courses could provide numerous benefits to both the pupils and the state, such as reducing the number of high school dropouts, increasing the number of community college students who transfer and complete a degree, shortening the time to completion of educational goals, and improving the level of preparation of students to successfully complete for-credit, college-level courses.
- (d) California should rethink its policies governing dual enrollment, and establish a policy framework under which school districts and community college districts could create dual enrollment partnerships as one strategy to provide critical support for underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.
- (e) Through dual enrollment partnerships, school districts and community college districts could create clear pathways of aligned, sequenced coursework that would allow students to more easily and successfully transition to for-credit, college-level coursework leading to an associate degree, transfer to the University of California or the California State University, or to a program leading to a career technical education credential or certificate.
- (f) To facilitate the establishment of dual enrollment partnerships, the state should remove fiscal penalties and policy barriers that discourage dual enrollment opportunities. By reducing some of these restrictions, it will be possible to expand dual enrollment opportunities, thereby saving both students and the state valuable time, money, and scarce educational resources.

SEC. 2.

Section 76004 is added to the Education Code, to read:

76004.

Notwithstanding Section 76001 or any other law:

(a) The governing board of a community college district may enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

(b) A participating community college district may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.

(c) (1) The CCAP partnership agreement shall outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP partnership agreement shall also establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses.

(2) The CCAP partnership agreement shall identify a point of contact for the participating community college district and school district partner.

(3) A copy of the CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department before the start of the CCAP partnership. The chancellor may void any CCAP partnership agreement it determines has not complied with the intent of the requirements of this section.

(d) A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils pursuant to this section or any other course opportunities that do not assist in the attainment of at least one of the goals listed in subdivision (a).

(e) A community college district shall not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.

(f) A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.

(g) A community college district participating in a CCAP partnership may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001.

(h) The CCAP partnership agreement shall certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Section 87010, or any controlled substance offense as defined in Section 87011.

(i) The CCAP partnership agreement shall certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.

(j) The CCAP partnership agreement shall certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.

(k) The CCAP partnership agreement shall include a certification by the participating community college district of all of the following:

(1) A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus.

(2) A community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership.

(3) Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.

(l) The CCAP partnership agreement shall certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.

(m) The CCAP partnership agreement shall specify both of the following:

(1) Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education.

(2) Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.

(n) The CCAP partnership agreement shall certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative

effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

(o) (1) A community college district may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

(2) For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus pursuant to paragraph (1) of subdivision (p) shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils.

(p) A community college district may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:

(1) The units constitute no more than four community college courses per term.

(2) The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article.

(3) The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

(q) The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.

(r) A district shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.

(s) The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

(t) (1) For each CCAP partnership agreement entered into pursuant to this section, the affected community college district and school district shall report annually to the office of the Chancellor of the California Community Colleges all of the following information:

(A) The total number of high school pupils by schoolsite enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.

(B) The total number of community college courses by course category and type and by schoolsite enrolled in by CCAP partnership participants.

(C) The total number and percentage of successful course completions, by course category and type and by schoolsite, of CCAP partnership participants.

(D) The total number of full-time equivalent students generated by CCAP partnership community college district participants.

(2) On or before January 1, 2021, the chancellor shall prepare a summary report that includes an evaluation of the CCAP partnerships, an assessment of trends in the growth of special admits systemwide and by campus, and, based upon the data collected pursuant to this section, recommendations for program improvements, including, but not necessarily limited to, both of the following:

(A) Any recommended changes to the statewide cap on special admit full-time equivalent students to ensure that adults are not being displaced.

(B) Any recommendation concerning the need for additional student assistance or academic resources to ensure the overall success of the CCAP partnerships.

(3) The chancellor shall ensure that the number of full-time equivalent students generated by CCAP partnerships is reported pursuant to the reporting requirements in Section 76002.

(u) The annual report required by subdivision (t) shall also be transmitted to all of the following:

(1) The Legislature, in compliance with Section 9795 of the Government Code.

(2) The Director of Finance.

(3) The Superintendent.

(v) A community college district that violates this article, including, but not necessarily limited to, any restriction imposed by the board of governors pursuant to this article, shall be subject to the same penalty as may be imposed pursuant to subdivision (d) of Section 78032.

(w) The statewide number of full-time equivalent students claimed as special admits shall not exceed 10 percent of the total number of full-time equivalent students claimed statewide.

(x) Nothing in this section is intended to affect a dual enrollment partnership agreement existing on the effective date of this section under which an early college high school, a middle college high school, or California Career Pathways Trust existing on the effective date of this section is operated. An early college high school, middle college high school, or California Career Pathways Trust partnership agreement existing on the effective date of this section shall not operate as a CCAP partnership unless it complies with the provisions of this section.

(y) This section shall remain in effect only until January 1, 2022, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2022, deletes or extends that date.