
California Community Colleges New Admissions and Records Directors Handbook



September 2018

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Authored by:

**California Association of Community College Registrars and Admissions Officers (CACRAO)
In conjunction with the
California Community Colleges Chancellor's Office**

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About CACCRAO

The California Association of Community College Registrars and Admissions Officers (CACCRAO) is the professional association for admissions and records staff from the 115 public community colleges in California. Throughout the years, CACCRAO has been instrumental in supporting and providing professional development opportunities to new and seasoned admissions and records managers and their staff. The association promotes best practices, provides legislative updates, and communicates information about innovative trends in technology through regional workshops, an annual conference, and partnerships with other professional organizations. In addition, we encourage and facilitate information exchange between our members through an admissions listserv. CACCRAO members are often sought out by other professional organizations in order to share their expertise at affiliated state and regional conferences.

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CHAPTER 1: ADMISSIONS AND RECORDS OVERVIEW

Admissions and Records Background

The Admissions and Records office (A&R) is responsible for all items from application to graduation pertaining to a student's record. This includes, application, MIS data elements, ensuring completion of matriculation steps, registration, prerequisite enforcement, registration rules, residency, records, transcripts, petitions, degree audit, grades, evaluation, graduation, and ensuring the college complies with the relevant Title 5 and Education Code standards. Some A&R offices are also responsible for noncredit, athletic eligibility, 320 reporting, participation in curriculum committees, cashiering, veterans' eligibility, and additional aspects of matriculation and beyond. A&R Offices are historically responsible for much of a college's accountability and its performance in state-mandated compliance audits.

Student Success and Support Program (SSSP)

In 2012, the California Legislature passed Senate Bill 1456, the Student Success Act of 2012. It is the first step to begin implementation of Student Success Task Force recommendations 2.2 (mandated services), 3.2 (BOG Fee Waiver conditions), and 8.2 (Student Support Initiative). This bill provides a policy framework that targets funding to the core matriculation services of orientation, assessment, counseling and advising, and development of education plans. The bill re-names the Matriculation program as the Student Success and Support Program.

Title 5 section 55520 outlines the required services that colleges are to provide. Section 55531 covers institutional responsibilities, including the requirement that colleges take steps to ensure that information regarding its matriculation policies are accessible and available to all students during or prior to enrollment. Section 55526 requires colleges to (where necessary) make modifications to the services provided or use alternative tests, methods or procedures to accommodate the needs of students with disabilities (including but not limited to DSPS), students served by Extended Opportunity Programs Services (EOPS) and for English language learners.

Admissions and Records functions that directly support the delivery of core SSSP services may include: education planning technology tools/software/support; priority enrollment; MIS data reporting related to core services; tracking of Academic and/or Progress probation; updating educational goal and course of study; transcript evaluation for education planning; and degree audit functions and tools.

More information about SSSP can be found on the Chancellor's Office website.

Funding History

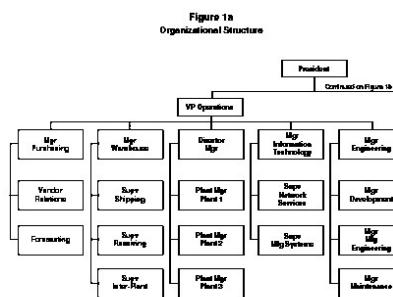
Admissions and Records offices are supported by the general fund of the college or district. A&R offices are typically not categorically or grant funded. However, there are many colleges who have positions or items paid for by various other means. For example, since the admissions office plays a role in matriculation and the delivery of some core services, many colleges have used SSSP funding to fund electronic education planning tools, as well as new evaluator positions to aid in the implementation of the Student Success Initiative. Admissions and Records funding not related to core services may be counted in the college match for SSSP.

Functions of Admissions and Records

The specific functions performed by A&R offices may differ across the state. However, some main functions remain generally the same. The following areas of responsibility normally fall within the A&R office: applications, collection of MIS Data Elements, residency, registration, enrollment and degree verification, transcripts, evaluation of external transcripts, grades collected from faculty, drops processed from students and faculty, degree audit, graduation and petitions. Petitions may include the following: overlapping classes, prerequisite challenge, repeating a course, removal of courses for nonattendance or late withdrawal, late add, pass/no pass grading option, and possibly more depending upon your campus.

Organizational Structure

The organizational structure of Admissions and Records offices vary across the state. An organizational chart is not available as it will be different from one school to the next. However, in each A&R office there will be positions with titles similar to the following:



Dean of Admissions and Records or Dean of Enrollment Services:

This position is usually the position that Directors, Supervisors, or another manager reports to within the A&R office. This position may have more than one office report to them, including the A&R office. Some schools may have Associate Deans lead A&R and the Enrollment function.

Director of Admissions and Records, Assistant Director of A&R, Supervisor of A&R:

This position is usually the manager within the Admissions and Records office. This position is typically in charge of the audit, ensuring everything in the A&R office is abiding by law, and is in charge of all personnel within the A&R office.

Registrar:

This position has historically been the manager within the A&R office. This position is also known as the academic record keeper.

Classified Staff within the A&R office:

Specialists, Technicians, Coordinators, Clerks, Line Staff, Counter Staff, Evaluators, Residency Specialists, Graduation Technicians, and many more. These positions have many names and there are many different positions your office may have. These people keep the A&R office and the college running. Classified staff are the ones who process every application, transcript, evaluation, petition, add, drop, grade, etc. in the office. They are the unsung heroes of A&R.

Role of the Chancellor's Office

The Chancellor's Office of the California Community Colleges provides leadership, coordination, and administrative and fiscal oversight of the California community college system. The



Chancellor's Office also provides technical assistance to the community colleges and promulgates policies and guidelines that are consistent with the Education Code, title 5, and Budget Act language. Chancellor's Office staff provides additional assistance through regional meetings, special workshops and presentations, and through conference participation. Ongoing technical assistance is that of the annual orientation and training for new directors, which takes place in September of every year. The new directors meet with experienced peers, are provided a review of Title 5 requirements, and a discussion of specific office issues and concerns.

Role of CACCRAO

The California Association of Community College Registrars and Admissions Officers (CACCRAO) is the professional association for admissions and records staff from the 114 public community colleges in California. Throughout the years, CACCRAO has been instrumental in supporting and providing professional development opportunities to new and seasoned admissions and records managers and their staff.



The association promotes best practices, provides legislative updates, and communicates information about innovative trends in technology through regional workshops, an annual conference, and partnerships with other professional organizations. In addition, CACCRAO encourages and facilitates information exchange between members through an admissions listserv. CACCRAO members are often sought out by other professional organizations in order to share their expertise at affiliated state and regional conferences.

The annual CACCRAO conference is the organization's premiere event where members benefit from a wealth of information that is pertinent to their areas of operation. The conference includes keynote speakers such as the Chancellor of the California Community Colleges, the President and CEO of the Community College League of California, and elected and appointed state officials. In addition, information on regulatory developments, budgetary issues, technology, and many other topics are presented and explored. With support of the association, CACCRAO members have an opportunity to gain important insights that will develop sound enrollment and record keeping practices that comply with the prescribed regulatory framework of the California Community College system. Please visit the CACCRAO website at www.caccrao.org. Your college is part of a region within the state. Each region has a Region Representative on the CACCRAO board. Please find your regional representative on the website and contact that person as a resource.

Communication

Updates and information regarding Admissions and Records offices are published on the Admissions and Records listserv. To subscribe to the listserv follow the instructions below. Instructions for other LISTSERV are also provided. These LISTSERV are provided as a service to the Educational Community by the California Community College Technology Center in conjunction with the Chancellor's Office and is located at Butte College.

Admissions and Records Listserv:

1. Send an email message to listserv@listserv.ccnnext.net
2. Do not put any words in the subject.
3. Put *SUBSCRIBE CCC-ADMISSIONS* in the body of a BLANK, NON-HTML email.
4. Do not use a signature or subject.

Matriculation Listserv:

1. Send an email message to listserv@listserv.ccnnext.net
2. Do not put any words in the subject.
3. Put *SUBSCRIBE CCC-MATRIC* in the body of a BLANK, NON-HTML email.
4. Do not use a signature or subject.

Assessment Listserv:

1. Send an email message to listserv@listserv.ccnnext.net
2. Do not put any words in the subject.
3. Put *SUBSCRIBE CCCAA* in the body of a BLANK, NON-HTML email.
4. Do not use a signature or subject.

Counseling Listserv:

1. Send an email message to listserv@listserv.ccnnext.net
2. Do not put any words in the subject.
3. Put *SUBSCRIBE CCC-COUNSELORS* in the body of a BLANK, NON-HTML email.
4. Do not use a signature or subject.

Veteran's Listserv:

1. Send an email message to listserv@listserv.ccnnext.net
2. Do not put any words in the subject.
3. Put *SUBSCRIBE CCC-VETS* in the body of a BLANK, NON-HTML email.
4. Do not use a signature or subject.

Advocacy Listserv:

1. Send an email message to listserv@listserv.ccnnext.net
2. Do not put any words in the subject.
3. Put *SUBSCRIBE CCC-ADVOCATES* in the body of a BLANK, NON-HTML email.
4. Do not use a signature or subject.

ACCRAO Listserv:

New subscribers can sign up at the following URL. The list serve will focus on all community college issues such as open and rolling admission, articulation, collaborations, transferability, prior learning assessment, placement issues, military credit, student services for non-traditional students of all kinds and any other relevant issues.

- <http://lists.aacrao.org/cgi-bin/mailman/listinfo/communitycolleges>

ACCRAO Transfer Listserv:

New subscribers can sign up at the following URL. This list serve will focus on issues such as articulation, transfer credits, military credit, evaluating international credits, and issues of accreditation, student services for transfer students and any other relevant **issues**:

- <http://lists.aacrao.org/cgi-bin/mailman/listinfo/transfer>

ACCRAO Admissions Listserv: To subscribe to the listserv, visit <http://lists.aacrao.org/cgi-bin/mailman/listinfo/admissions> and enter your email address and choose a password in the appropriate fields. Alternatively, email admissionsrequest@lists.aacrao.org with the word

subscribe in either the subject or the message body. Should you wish to cancel your subscription you can do so by visiting <http://lists.aacrao.org/cgi-bin/mailman/listinfo/admissions> and entering your subscription email address into the "unsubscribe or edit options" field. To post to the list, send an email to:

admissions@lists.aacrao.org

Resources

Name	Link
Chancellor's Office Admissions and Records Website	http://extranet.cccco.edu/Divisions/StudentServices/AdmissionsandRecords.aspx
Chancellor's Office Student Success Website	http://extranet.cccco.edu/Divisions/StudentServices/Matriculation.aspx
Student Success Task Force Report	http://www.californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-1712_Print.pdf
CACCRAO Website	http://www.caccrao.org
California Education Code	https://www.leginfo.legislature.ca.gov
Title 5	http://government.westlaw.com/linkedslice/default.asp?Action=TOC&RS=GVT1.0&VR=2.0&SP=CCR-1000

CHAPTER 2: LEGAL REQUIREMENTS

There are a number of legal, regulatory, policy, and procedural standards that govern the activities overseen in A&R on a daily basis. This section is intended to give new A&R Directors and other managerial and supervisory staff an overview of the resources that pertain to these requirements. Often times one must sort through multiple resources and apply more than one in order to determine entirely what is allowed, permitted, or prohibited.

Education Code and Pending Legislation

A complete electronic copy of the [California Education Code](#) can be found online by searching “California Education Code” or by visiting the [Legal Division Resources](#) page on the California Community College Chancellor’s Office website:

<http://extranet.cccco.edu/Divisions/Legal/Resources.aspx>

Education Code represents the laws enacted by the state legislature. Frequent topics of interest include:

- Admissions Requirements and Regulations 76000
- Fees 76300-76395
 - Enrollment Fees & Waivers 76300
 - Nonresident Fees, Waivers, & Calculations 76140-76143
 - Other Permissible Fees (Health, Parking, Transportation, Materials, Audits, etc.) 76350-76395
 - Noncredit Courses 76380
- Concurrent and Dual Enrollment 76001-76004 & 48800-48802
- Residency 68000-68001
- Removal, Suspension, or Expulsion 76030-76037
- Records, Privacy, and Student Access 76200-76246
- Flexible Calendar 84890

Title 5

[California Code of Regulations Title 5 Division 6](#) represents the body of regulations promulgated by the California Community College Board of Governors under the authority granted to it by the state legislature in the Education Code. These regulations are commonly referred to as Title 5. Title 5 can be accessed online by searching “California Code of Regulations” or by visiting the [Legal Division Resources](#) page on the California Community College Chancellor’s Office website. The topics covered in Title 5 are vast. The list below represents frequent topics of interest to A&R professionals but is not exhaustive:

- Open Courses – Chapter 2, Subchapter 1 §51006
- Residency (including requirements, exemptions, and waivers) - Chapter 5, Subchapter 1 §54000-54072
- Electronic Signatures by Students - Chapter 5, Subchapter 4.5 §54300
- Student Records - Chapter 5, Subchapter 6 §54600-54662
- Definition of a Credit Hour - Chapter 6, Subchapter 1, Article 1 §55002.5
- Prerequisites, Co-requisites, and Recommended Preparation - Chapter 6, Subchapter 1, Article 1 §55003
- Multiple and Overlapping Enrollments (aka Enrolling in Courses With Time Conflicts) - Chapter 6, Subchapter 1, Article 1 §55007
- Grades - Chapter 6, Subchapter 1, Article 2 §55021 & 55023
- Pass/No-Pass Options - Chapter 6, Subchapter 1, Article 2 §55022
- Withdrawal - Chapter 6, Subchapter 1, Article 2 §55024
- Grade Changes - Chapter 6, Subchapter 1, Article 2 §55025
- Probation and Dismissal - Chapter 6, Subchapter 1, Article 3 §55031-55034
- Course Repetition and Academic Renewal - Chapter 6, Subchapter 1, Article 4 §55040-55046
- Credit by Exam - Chapter 6, Subchapter 1, Article 5 §55050
- Articulation of High School Courses - Chapter 6, Subchapter 1, Article 5 §55051
- Advance Placement Examinations - Chapter 6, Subchapter 1, Article 5 §55052
- Minimum Requirements for the Associate Degree - Chapter 6, Subchapter 1, Article 6 §55063
- Academic Calendar and Flex Calendar - Chapter 6, Subchapter 8 §55700-55765
- Attendance Reporting Procedures (FTES) - Chapter 9, Subchapter 1, Article 2 §58003-58012
- Attendance Reporting Documentation - Chapter 9, Subchapter 1, Article 4 §58030
- Limitation on Enrollment for apportionment – Chapter 9, Subchapter 1, Article 1 §58106
- Limitations on Apportionment – Chapter 9, Subchapter 2 §51802 - 58108
- Course Repetition Chapter 9, Subchapter 2, Article 5 §58161
- Registration and Enrollment Priorities – Chapter 9, Subchapter 2, Article 4 §51808
- Loss of BOGFW – Chapter 9, Subchapter 7 §58621
- Retention and Destruction of Records – Chapter 10, Subchapter 2 §59020-59029
- Instructional Materials – Chapter 10, Subchapter 7 §59400-59408
- Student Financial Obligations (Outstanding Fees) – Chapter 10, Subchapter 7.5 §59410

Special note...do not be fooled by all the repealed sections. In 2006, Title 5 underwent a total reorganization and majority of repealed sections still exist, but were simply renumbered.

Legal Opinions and Advisories

Throughout the year, the Legal Division of the California Community College Chancellor's Office issues legal opinions and legal advisories. Legal Advisories are intended to keep college staff up to date with court cases, newly enacted laws and pending legislation or rule changes. Legal opinions outline the legal basis for the Chancellor's Office stance on certain issues. Colleges are expected

to conform to these standards as they are also applied during audits. Legal opinions and legal advisories are archived by year and available on the [Legal Division Resources](#) page.

Student Attendance and Accounting Manual

The [Student Attendance Accounting Manual \(SAAM\)](#) addresses the general requirements for collecting apportionment, residency, attendance accounting, audit accountability, and apprenticeship accounting. The SAAM also contains an addendum and a memo regarding academic calendars. It is a very useful document for detailed information on residency determinations, attendance accounting (including formulas) and various other A&R specific topics. This document can be found online by searching “Student Attendance Accounting Manual” or by visiting the Fiscal Services resource page of the California Community Colleges Chancellor’s Office. See the Residency and State General Apportionment and Student Attendance Accounting chapters of this manual for additional information.

Program and Course Approval Handbook

Many Admissions and Records Deans/Directors/Managers find themselves on the Curriculum Committee of their college and/or responsible for submission of their state apportionment report. Both roles require an in depth understanding of various elements of curriculum as they apply to scheduling and state apportionment funding. The Program and Course Approval Handbook will give you the necessary information to participate in program/course discussions and how they are submitted to the state for approval. Usually the Articulation Officer is more involved, but each district will have its own process that may result in the Admissions and Records manager being more involved.

At the very least the Program and Course Approval Handbook should be reviewed and then maintained for reference. Bookmark the Program and Course Approval Handbook (PCAH) to access it during Curriculum Committee or other related type meetings.

Introduction to the Program and Course Approval Handbook:

This handbook is intended to assist California Community Colleges’ administrators, faculty and staff, who are responsible for designing new programs or courses, and submitting those programs or courses to the Chancellor’s Office for approval.

“The Chancellor is required by law to produce and distribute a handbook for program and course approval (California Code of Regulations, Title 5 §55000.5). The Chancellor has delegated these responsibilities to the Academic Affairs Division of the Chancellor’s Office. The handbook is primarily oriented toward Chancellor’s Office approval requirements, but it also contains information relevant to local curriculum committees and Career Technical Education Regional Consortia. The third edition of the handbook was developed in consultation with the System Advisory Committee on Curriculum.”

Link to [Program and Course Approval Handbook](http://curriculum.cccco.edu/pcah_032009.pdf) (http://curriculum.cccco.edu/pcah_032009.pdf)

From the Program and Course Approval Handbook:

The organization of the handbook is designed to assist curriculum developers at colleges and districts to:

- Explain Chancellor’s Office procedures for monitoring the development of courses and approving programs on a statewide basis;
- Provide a framework for consistent documentation of the content and objectives of programs and courses;
- Determine the correct process to follow in order to expedite the course and program approval process;
- Foster the use of best practices in curriculum development as established in the field of curriculum design and instructional technology and as recommended by the Academic Senate for California Community Colleges.

The handbook opens with an introduction, history, legal authority and a list of acronyms. Then the handbook is organized into four chapters:

Chapter 1: General information about approval procedures for both credit and non-credit programs and courses, the Curriculum Inventory, definition of a program, Taxonomy of Programs (aka TOP) and other general curriculum topics.

Chapter 2: Comprehensive Curriculum Topics describes various types of courses, program development, goals and review requirements and information about open course requirements.

Chapter 3: Credit Curriculum describes the standards and criteria for credit course development, approval procedures for credit programs and courses, and instructions for completing applications for approval by the Chancellor’s Office.

Chapter 4: Noncredit Curriculum (under development) will describe the standards and criteria for the development of noncredit programs and courses, including procedures and instructions for completing applications for approval by the Chancellor’s Office.

Student Fee Handbook

The purpose of this section is to provide a basic understanding of student fees in the California Community College system and a reference for Admissions and Records managers to refer to in dialogue with other offices, departments, and divisions within their respective institutions. The Student Fee Handbook is a document that guides the Admissions and Records manager on what types of fees are mandated, allowed, not allowed, and when the amount of the fees change.

California Community College Enrollment Fees are derived from legislation housed in the California Education Code:

76300. (a) the governing board of each community college district shall charge each student a fee pursuant to this section.

(b) (1) The fee prescribed by this section shall be forty-six dollars (\$46) per unit per semester, effective with the summer term of the 2012 calendar year."

The Student Fee Handbook last printed in 2010 is a good reference on the application of fees beyond the Enrollment fee. Reference to the Education Code and the California Code of Regulations, Title 5, Division 6 should also be consulted for more timely information to the Admissions and Records manager.

- Education Code Fee Sections: 76300, 76350, 76355, 76360, 76361, 76365, 76370, 76375, 76380
- California Code of Regulations Title 5 Fee Sections: 51012, 58500, 58501, 58502, 58503, 58507, 58508 (refunds), 58509, 58510, 58520

The Education Code on Fees:

EC 76300: This is the basic California Community Colleges (CCC) fees code section and will have the basic Enrollment Fee information along with exceptions to the fees. This section also discusses penalties for not abiding by the fee code.

- EC 76350 – 76380: These sections are further discussed below. They cover the additional fees in EC such as health, parking, transportation services (shuttle or bus), materials, textbooks, course audit fee, building and operations fee, non-credit courses, non-apportionment students building maintenance fee, and non-district physical education fee such as bowling.

The California Code of Regulations (Title 5) on Fees:

- Chapter 2, Subchapter 1 §51012: Basic student fee authorization for district boards
- Chapter 9, Subchapter 6, Article 1:
 - o 58501: The Enrollment Fee's basis in legislation

- o 58502: When to charge or defer the Enrollment Fee; local board requirements.
- o 58503: Variable unit classes
- o 58507: Program changes, adding and dropping; relationship to fees. Addresses what local decisions are allowed.
- o 58508: Refunds: Critical information for every A&R manager.
- o 58509: Chancellor's ability to allow a refund in extreme circumstances such as natural disasters.
- Chapter 9, Subchapter 6, Article 2 §58510: Student Center Fee: requirements for increasing.
- Chapter 9, Subchapter 6, Article 3 §58520 Baccalaureate Pilot Program Fees

Links to the California Education Code and/or the California Code of Regulations (Title 5):

1. <http://www.caccrao.org/> then go to "Resources"
2. <http://www.cccco.edu/> then go to "Divisions" > "Legal Affairs" > "Resources"

The Student Fee Handbook can also be found on the Chancellor's Office Legal Affairs website.

The Student Fee Handbook provides the above information in a narrative, advisory format. It is created and overseen by the California Community College Chancellor's Office Legal Affairs Division.

Basic Law on Student Fees:

Express statutory authority is required to charge any mandatory student fee or optional student fee. Charges may, under certain circumstances, be assessed under the authority of the "permissive code" as set forth in section 70902(a) of the Education Code.

Under current law it is clear that a student may only be required to pay a fee if a statute requires it (such as the enrollment fee), or if a statute specifically authorizes a district to require it (such as the health fee). In either instance, a student cannot be required to pay a fee in the absence of express legislative authority (see the following opinions of the California Attorney General: 60 Ops. Cal. Atty. Gen. 353 (1977), and 61 Ops. Cal. Atty. Gen. 75 (1978)).

The Board of Governors has underscored this policy through the adoption of a minimum condition regulation (California Code of Regulations, title 5, § 51012) that provides that a district may only establish such mandatory student fees as it is expressly authorized by law to establish.

The statutes establishing many of the mandatory fees provide for exemptions that must be granted to qualifying students. Districts lack the authority to charge mandatory fees to those students who are entitled to an exemption.

If a fee must be paid as a condition of admission to a college; or as a condition of registration, enrollment, or entry into classes; or as a condition to completing the required classroom objectives of a course, or of access to critical functions of the college (such as financial aid), the fee is mandatory (required) in nature. As noted above, mandatory fees must either be required or authorized by law.

Link to [Student Fee Handbook](#):

- www.cccco.org then go to “Divisions” > “Legal Affairs”. The link to the most up to date Student Fee Handbook will be found in the left hand column.

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Appendix A: Application of Instructional Materials 38 Regulations to Specific Instances

TIP

An A&R manager should minimally be well versed on the following three fees related topics:

1. How enrollment fees must be charged
2. How adds, drops, and deadlines effect fees
3. Memorize the REFUND section of the code and the Student Fee Handbook

Contracted District Audit Manual

The Contracted District Audit Manual (CDAM) is one of the most important documents for an Admissions and Records Dean, Director, or Manager. Knowing what items will be reviewed during upcoming audits allows for critical planning, process adjustment/creation and necessary consultation with other departments of the college. These actions will help to ensure the absence of college/district “audit findings” which are further defined below.

In the CDAM, an A&R manager should pay particular attention to the following sections:

1. Audit Finding – section 280
2. Findings, Questioned Costs, and Recommendations – section 334
3. All of Section 400 – State Compliance Requirements but specifically:
 - a. 424: State General Apportionment Funding System
 - b. 425: Residency Determination for Credit Courses
 - c. 426: Still Actively Enrolled (clearing non-active students at census)
 - d. 427: Currently Enrolled K-12 Students in CCC
 - e. 435: Open Enrollment
 - f. 476: Curriculum and Instruction
 - g. 479: To Be Arranged (TBA)

View the CDAM for more information:

<http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandardsandAccountabilityUnit/FiscalAccountability/ContractedDistrictAuditManual.aspx#CDAM> for Fiscal Year 2016-17

Reference:

Education Code: 84040, 84040.3 – 84040.6

California Code of Regulations (Title 5): 59100, 59102, 59104, 59106, 59108, 59110, 59112, 59114, 59116, 59118

CHAPTER 3: ADMISSIONS & REGISTRATION

The purpose of this chapter is to provide an understanding of the basic principles and services associated with admitting and registering students.

CCCApply

CCCApply is a statewide online application for admission, international application for admission, and Board of Governors Fee Waiver application. The common admission application was established in 2001. Today, more than 100 community colleges currently use this application. Of those California Community Colleges using CCCApply, approximately 80% to 100% of their admission applications are received online.

CCCApply is governed by a Steering Committee who has an adopted set of by-laws. The committee is comprised of 14 districts from a cross section of community colleges in Northern California and Southern California, small and large colleges, and single college and multi-college districts. Committee members are typically Admissions professionals, IT professionals, Researchers, and Chancellor's Office Staff. The Steering Committee has an Executive Board consisting of a Chair, Vice Chair, Secretary, Past Chair and Director of CCC Technology Center. The Steering Committee reviews and approves enhancement requests to ensure the applications are compliant with current state regulations and MIS requirements. The committee is also responsible for organizing and hosting the annual CCCApply Workshop.

In July 2012, the CCC Technology Center began hosting CCCApply. This new application features ease of use, a cleaner look, and improved support services. CCCApply is owned by the CCC Chancellor's Office, and governed by the CCCApply Steering Committee. Colleges were requested to transition to the new CCCApply by May 30, 2015. As of June 30, 2015, the Chancellor's Office no longer supports the vendor contract for the older version of CCCApply.

Additional information, including the by-laws, data element dictionary, and annual updates can be found on the project website at www.cccapplyproject.org.

Community College Admission

Students who can be admitted (Education Code Sections 76000, 76001, 76002)

Admission Requirements

Education Code Section 76000 states community college districts:

- *Shall admit any California resident, and may admit any nonresident who possesses a high school diploma or equivalent.*
- *May admit any apprentice as defined in Section 3077 of the Labor Code.*
- *May by policy, admit any other person who is over 18 years old, and who in the judgment of the board, is capable of benefitting from instruction. These persons shall be admitted as provisional students and shall be required to comply with policies for scholastic achievement, and other standards to be met by provisional and probationary students as a condition of being admitted in succeeding semesters. This paragraph shall not apply to persons in attendance in special classes or programs established for adults pursuant to Education Code Section 78401 or to any persons attending on a part time basis only.*

**See Chapter 4 for specifics related to admission of concurrently enrolled K-12 students.*

Community College Registration

Education Code Sections 66025.8, 66025.9, 76001

Title 5 Sections 51006, 55024, 58004, 58051.5, 58051.6, 58108, 58508, 55007

Unless specifically exempted by statute, Title 5, Section 51006 requires all classes offered by a community college district be open to enrollment to every person who has been admitted to the college and who meets approved prerequisites. Generally, classes not open to the general public are not eligible for apportionment. Exceptions are made for special noncredit classes for disabled adults, for credit and noncredit courses for inmates of any city, county, or city and county jail, road camp, farm for adults, or federal correctional facility, for those in state hospitals, and for apprenticeship classes.

General Enrollment Requirements and Restrictions

Per Title 5, Section 58108(j)-(l) of the California Code of Regulations,

- Except as otherwise provided by state law, no student shall be required to receive permission to enroll in any class from any person other than those employed by the college in the district.
- Students will not be required to participate in any preregistration activity not uniformly required; nor shall the college or district allow anyone to place or enforce nonacademic requisites as barriers to enrollment in or the successful completion of a class.
- No student can be required to make special effort to enroll in classes held off campus not uniformly required of all students. Once enrolled, all students must have equal access to the site.

Mandatory Enrollment Priorities

Title 5 Section 58108:

Consistent with Student Success Task Force recommendation 3.1, the Board of Governors adopted regulations during their September 2012 meeting, requiring districts that implement a priority enrollment system to comply with specified requirements in that system. The Board of Governors amended the regulations in July 2014 to reflect statutory changes, exempt foster youth/former foster youth from specified academic requirements of eligibility, and to clarify some of the ambiguities revealed during the initial implementation.

- Are first time students within the meaning of section 55530(c) and have completed orientation, assessment, and developed student education plans
- Are not first time students within the meaning of section 55530(c) and have not lost registration priority pursuant to subdivision (h).
- Districts shall provide highest and equal* priority to students eligible for registration priority pursuant to subdivision (c) who are:
 - A member of the armed forces or a veteran pursuant to Education Code section 66025.8,
 - A foster youth or former foster youth pursuant to Education Code section 66025.9,
 - determined to be eligible for Disabled Student Program and Services as set forth in Education Code section 66025.91,
 - Receiving services through the Extended Opportunity Programs and Services as set forth in Education Code section 66025.91, or
 - Receiving aid from the California Work Opportunity and Responsibility to Kids Program as set forth in Education Code section 66025.92.
- A homeless person as defined by Education Code Section 66025.9(a)(2).

**If district servers lack the capacity to allow that many students to register on the same day and time, colleges may create subcategories of students. For example, all students listed in statute with over 50 units registering on day 1, 50 units and below on day 2. However, no one group may go before another. Districts may also establish additional registration priorities for students with priority lower than the student groups listed.*

Registration priority specified above shall be lost at the first registration opportunity after a student:

- Is placed on academic or progress probation, or any combination thereof, as defined in section 55031 for two consecutive terms
- Has earned one hundred (100) or more degree-applicable semester or quarter equivalent units at the district.

- For purposes of this section a unit is earned when a student receives a grade of A, B, C, D or P as defined in section 55023.
- The 100-unit limit does not include units for non-degree applicable ESL or basic skills courses as defined in section 55000(j) or special classes as defined in section 55000.
- Districts may set the unit limit lower than 100 units and may consider units from other higher education institutions.
- Districts may adopt policies to exempt from the 100-unit limit categories of students, including but not limited to, those enrolled in high unit majors or programs.
- Districts may exempt from the 100-unit limit units earned through credit by examination, advanced placement, International Baccalaureate, or other similar programs.
- Districts shall notify students who are placed on academic or progress probation, or who have earned 75 percent or more of the unit limit, of the potential loss of enrollment priority.
- Foster and former foster youth are exempt from the loss of registration priority.

Each district shall establish written procedures by which a student may appeal the loss of priority enrollment status:

- Due to extenuating circumstances (verified cases of accidents, illnesses, or other circumstances beyond the control of the student);
- Where a student with a disability applied for, but did not receive, reasonable accommodation in a timely manner;
- Where a student has demonstrated significant academic improvement as established in Section 55031.

The complete and amended Enrollment Priority regulations and analysis are on the Chancellor's Office website for review.

Adding and Dropping Classes

Regulations and procedures for adding and dropping classes will be covered in the following paragraphs. Since eligibility for refunds of enrollment fees are inextricably tied to dropping classes, refunds of enrollment fees paid is addressed.

Enrolled Student:

An Enrolled Student is any person who has been admitted to the college and is officially registered in one or more classes.

Multiple enrollments in sections of the same class or overlapping meeting times (Title 5, Section 55007):

- A community college district may not permit a student to enroll in two or more sections of the same credit course during the same term unless the student may be enrolled in two or more sections of the same course during the same term without being enrolled in more than one section at any given time. (i.e. 1st session, 2nd session assuming there is no overlap in dates of the two sessions.)
- Districts may not permit a student to enroll in two or more courses where the meeting times of the courses overlap, unless the district has established in its attendance accounting procedures a mechanism for the following:
 - The student provides a sound justification (not scheduling convenience) of the need for the overlapping schedule.
 - Appropriate district official approves the overlap.
 - The college maintains documentation describing the justification for the overlapping schedule and how the student made up the missed contact hours as result of the overlap during the same week under the supervision of the instructor for the course.

No Shows

Per Title 5, section 58004, districts are required to clear their rosters of students who are officially enrolled, but who are a no show or not actively participating as of census, except in the case of extenuating circumstances. Not actively participating includes, but is not limited to, excessive unexcused absences. Not actively participating must relate to nonattendance. Extenuating circumstances are verified cases of accidents, illness, and other circumstances beyond the control of the student. The “drop date” shall be the end of business of the day immediately preceding the census day.

Drop

Title 5, Section 58508:

A student who was officially enrolled, but a drop was initiated by either the student or the instructor from the class before the deadline for a “W” to be recorded on the transcript. Drops that occur during the first two weeks of semester or the 10% point of a short-term class are eligible for a refund of enrollment fees paid. Districts may retain up to \$10.00 per semester for the cost of processing the refund.

Refunds

Title 5, Section 58508:

Community college districts shall not refund any enrollment fee paid by a student for drops or withdrawals made after the first two weeks of instruction for a primary term-length course, or after the 10 percent point of the length of the course for a short-term course, unless the program change is a result of action by the district to cancel or reschedule a class, or the student was dropped due not meeting a prerequisite.

SSSP Core Services

Title 5, Sections 55502, 55520, 55521, 55523, 55524:

Districts are required to provide matriculation services to all non-exempt students with the goal of providing them with the support services necessary to assist them in achieving their educational goal and identified course of study. The core matriculation services outlined under SSSP are orientation, assessment, counseling, advising, and education planning.

Orientation:

Each college shall provide all students with information regarding policies, procedures, and information, including but not limited to the following:

- Academic expectations and progress/probation standards
- Maintaining registration priority
- Prerequisite/co-requisite challenge process
- Maintaining eligibility for Board of Governors Fee Waiver
- Available programs and services
- Academic calendar and timelines
- Registration and college fees
- Educational planning services
- Any additional information the college deems necessary

Assessment:

Colleges may not use just one single instrument for placement, but rather must use multiple measures. Test instruments approved by the California Community College Chancellor's Office are the only tests that may be used except in cases where the CCCCCO has approved limited field testing of new instruments.

Districts may use an instrument or process to determine admission to impacted programs such as nursing and allied health programs if it predicts the likelihood of success in the nursing program, has been approved for that purpose, and has established statewide proficiency cut-scores. Currently, the State Chancellor's Office is

mandating specific admission criteria, including assessment instruments that are to be used as selection criteria for admission to the RN program.

Counseling, Advising and Education Planning Services:

Services shall include information, guided by sound counseling principles and practices, using a broad array of delivery, to serve a continuum of student needs and abilities to enable students to make informed choices. Each District shall establish a process, considering the student services and instructional resources available, to assist students in selection of an educational goal and course of study within a reasonable time after admission. Education plans may either be abbreviated (one to two terms) or comprehensive.

Prerequisites

Title 5, Section 55003:

Colleges may adopt and enforce prerequisites (including placement testing levels), co-requisites, and advisories if the governing board adopts policies that ensure that: they are necessary and appropriate to the purpose for which they are being established; specify the level of scrutiny required; are based on content review; and are established only on the basis of data collected using sound research methods. Additional requirements include: courses must be taught in accordance with the course outline of record; they are reviewed at least every six years; and there is a process for students to challenge the prerequisite. Additionally, the prerequisites must meet one of the following: they are expressly required by statute or regulations; they will assure that the student has the necessary skills to succeed in the course; and/or they are necessary to protect the health or safety of students.

Chapter 4: Dual Enrollment K-12 Students

Concurrent and dual enrollments are synonymous terms (note: with the issuance of Legal Opinion 16-02 in March 2016, the Chancellor's Office only currently recognizes the term "dual enrollment," including in how it refers to this area in the Contracted District Audit Manual under state compliance test number 427.). Simply stated, they both mean a K-12 pupil admitted to a community college as either a "special part-time" or "special full-time" student under Education Code sections 48800 et seq. and 76001 et seq., which in most cases refers to a student that is dual enrolled in both k-12 and a community college. There are variety of requirements and restrictions for K-12 students dually enrolling at the community college in the Education Code and Title 5. Every A&R manager must understand these requirements and restrictions to ensure compliance at their college.

As described in Legal Opinion 16-02, there are two paths in which a community college may admit a special part-time or special full-time student: Non-CCAP and CCAP. After much published research showing the increased student success of dual enrollment programs, the California Legislature passed AB 288 (Holden, Chapter 618, Statutes of 2015) creating the second dual enrollment path titled CCAP (College and Careers Access Pathways), which is dual enrollment under a partnership agreement with school district as prescribed by Education Code section 76004. The purpose of a CCAP agreement is to expand dual enrollment opportunities to students who may not be college bound or who are underrepresented in higher education with the goal of creating seamless pathways from high school to college in career technical education or transfer. It is important to understand this CCAP pathway has some significant benefits toward providing enrollment to the community college's K-12 partner, but it also has some very specific requirements. These new provisions are intended to remove some of the fiscal and policy barriers, which restricted effective dual enrollment programs. However, a community college electing to offer a CCAP dual enrollment program must comply with ALL of the applicable requirements. Community colleges are not free to select on specific sections. The passages below are paraphrased and limited to specific admissions and enrollment related topics. Refer to [CCCCO Legal Opinion 16-02](#) and the AB 288 Dual Enrollment - March 2016 Partnership Agreement Guidelines for Apportionment Eligibility for detailed information. Districts should refer to the ["Dual Enrollment Toolkit" website](#), which provides important additional information on various aspects of implementing dual enrollment programs.

Admission

Education Code Section (ECS) 76001 states community colleges may admit special part-time or full-time students who are dual-enrolled in grades K-12 as defined in Education Code Sections 48400, 48800, 48800.5. However, if the community college denies a request for special admission, the board shall record its findings and the reason for the denial of the request in writing within 60 days. The written recommendation and denial shall be issued at the next regularly scheduled board meeting that falls at least 30 days after the request has been submitted.

ECS 48800(a) requires K-12 students obtain a recommendation from the high school principal and parental consent to attend the community college. However, many principals delegate this authority to assistant principals and/or counselors. Best practice for a CC Admissions Office is to maintain a list of authorized approvers for each high school. [Note: ECS 48800.5 permits a parent or guardian of a pupil who is not enrolled in a public school to directly petition the president of any community college to authorize the attendance of the pupil as a special part-time or full-time student on the ground that the pupil would benefit from advanced scholastic or vocational work that would thereby be available.]

Furthermore, ECS 48800(d)(3) restricts principals to recommending no more than 5% of the total pupils enrolled in the previous grade level to enroll in the summer session. This section was recently modified by AB 526 (Holden, Chapter 431, Statutes of 2016; Ed. Code, § 48800) which excludes qualified AB288 CCAP students from the 5% principal recommendation limit for summer courses. Community colleges are not expected to monitor this, but should have the principal or designee certify they are complying with the 5% limit. This certification can include language on the K-12 permission form.

Open or Closed Enrollment

Non-CCAP: Pursuant to ECS 76002, if the class is offered on the high school campus, the class must be:

1. Open to the general public
2. Advertised to the general public in one or more of the following ways:
 - a. The college catalog
 - b. The schedule of classes
 - c. Addendum to the catalog or class schedule
 - d. If it is decided to offer the class after the catalog/schedule has been published and it is advertised solely through electronic media, it must be advertised for a minimum of 30 continuous days.
3. If it is held on a high school campus, it shall not be held during the time in which the high school campus is closed to the public.
4. If the class is a physical education class, no more than 10% of its enrollment may be comprised of special part-time or special full-time students. This maximum is monitored by the community college. If your percentage exceeds 10%, you must remove those excess students from your 320 report apportionment totals.
5. A community college shall not receive state apportionment for special part-time or full-time students enrolled in physical education courses in excess of 5% of the district total reported full-time equivalent enrollment of special part-time and special full-time students. This maximum is monitored by the community college. If your percentage exceeds 5% of the district total, you must exclude them from your 320 report apportionment totals.

6. Community college districts may restrict the admission or enrollment of special part-time or full-time students during any session based on the following criteria:
 - a. Age
 - b. Completion of a specified grade level
 - c. Demonstrated eligibility using assessment methods and procedures

CCAP: Pursuant to ECS 76004, the community college governing board may enter into a CCAP partnership with the governing board of school district.

1. CCAP partnerships shall not provide physical education course opportunities or any other course opportunities that do not meet the goals stated in ECS 76004(a).
2. CCAP agreements shall include the following:
 - a. A certification that the CCAP agreement will not reduce the number of sections offered at the partner community college.
 - b. Any course that is oversubscribed or has a waiting list shall not be offered in a CCAP agreement.
 - c. CCAP agreement will not displace enrollment of otherwise eligible adults.
3. Enrollment in CCAP agreements may be limited to eligible high school students if the class is offered at the high school campus during the regular high school day (ECS 76004(o) (1)).
4. For other requirements that apply, be sure to review [Legal Opinion 16-02](#) and the [AB 288 Dual Enrollment - March 2016 Partnership Agreement Guidelines for Apportionment Eligibility](#)

Registration and Enrollment Restrictions

Non-CCAP: As to not displace regularly admitted students, Education Code Section 76001(a) requires the assignment of low priority enrollment to special part-time or special full-time students, except those who are enrolling in courses that are required for the students' middle college high school program requirements per Education Code Section 11300.

Dually enrolled special part-time students are limited to enrolling in up to 11.99 units per semester or the equivalent (ECS 76001(d)).

CCAP: in accordance with ECS 76004(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 ECS 11300 and consistent with middle college high school provision in ECS 76001(e)(2).).

Dually enrolled special part-time students may enroll in up to 15.00 units (ECS 76004(p)) under the following conditions:

1. The units constitute no more than four community college courses per term.
2. The units are part of the approved CCAP agreement.
3. The units are designed to award the students credit toward both a high school diploma and an associate degree or certificate or credential.

Pursuant to ECS 76002(b), community college districts may restrict the admission or enrollment of special part-time or full-time students during any session based on the following criteria:

- Age
- Completion of a specified grade level
- Demonstrated eligibility using assessment methods and procedures

Enrollment Fees, Nonresident Tuition and other student fees

Non-CCAP: Pursuant to ECS 76300(f), districts may exempt special part-time students from paying the Enrollment Fee.

CCAP: Pursuant to ECS 76004(q), community college districts must exempt special part-time students from the following fees:

1. Enrollment Fee (Section 76300)
2. Student Representation Fee (ECS Section 76060.5)
3. Apprenticeship Course Fees (ECS Section 76350)
4. Child Development Center Fees (ECS Section 79121)
5. Transcript Fees (ECS Section 76223)

Non-CCAP and CCAP:

Pursuant to AB 2364 (Holden, Chapter 299, Statutes of 2016; Ed. Code, § 76140) and effective January 1, 2017, a district must exempt all qualifying nonresident special “part-time” students (other than those with a non-immigrant status, such as those present in the United States on a B Visitor Visa *) from the nonresident tuition fee. This exemption applies to both Non-CCAP and CCAP students.

[* As an interpretation of AB 2364, please note that the Chancellor's Office has determined that nonresident special part-time students that hold a T or U non-immigrant visa would NOT be excluded from this required nonresident tuition fee exemption and that eligible special part-time students must reside in California during the period of attendance.] To reiterate what is noted above under the “Registration and Enrollment Restrictions” section, credit unit enrollment limitations for being classified as having special part-time status differ under CCAP and Non-CCAP. See above for more information on these unit limitations. For additional information on the AB 2364 nonresident tuition exemption, including related to apportionment eligibility

matters; please also refer to the Chancellor's Office Residency for Tuition Purposes General Overview document, question 23 part 2.

Pursuant to ECS 76004(f), CCAP students shall also not be charged any fee prohibited by ECS 49011, which includes textbooks, materials or equipment needed to participate in the course.

The Health Fee may or may not be charged depending on a districts' local board policy.

Allowable Apportionment and Restrictions

Attendance of special part-time or special full-time students enrolled in credit courses is eligible for apportionment if all applicable requirements are met. Districts may claim apportionment for resident and nonresident special part-time students exempted from the nonresident tuition pursuant to the provisions of AB 2364 described above (ECS 76002(a), 76004(o)/(s), 76140(j)). Governing boards of the school district and community college district shall determine credit for courses completed.

However, if the class is a physical education class,

1. Under Non-CCAP, no more than 10-percent of a section's enrollment may be comprised of special part-time or special full-time students.
2. Under both Non-CCAP and CCAP, a community college shall not receive state apportionment for special part-time or full-time students enrolled in physical education courses in excess of 5% of the district total reported full-time equivalent enrollment of special part-time and special full-time students.

Pursuant to ECS 76004(w), the statewide number of FTES of special admits shall not exceed 10-percent of the total FTES claimed statewide. The 10-percent dual enrollment FTES cap under AB 288 (Education Code section 76004(w)) is a statewide cap. As such, the state will monitor this limit and individual districts do not need to stay below 10-percent. An individual district or campus may have a higher percentage of Dual Enrollment FTES submitted for state apportionment funding. The Chancellor's Office, California Community Colleges will continue to monitor special admit FTES and advise districts as we approach the cap and/or if we believe it might be exceeded.

AB 2364 (Holden, Chapter 299, Statutes of 2016; Ed. Code, § 76140), effective January 1, 2017, expressly allows districts to report the attendance of exempted nonresident special part-time students as resident FTES for apportionment purposes.

CHAPTER 5: STATE GENERAL APPORTIONMENT AND STUDENT ATTENDANCE ACCOUNTING

The purpose of this chapter is to provide an understanding of the basic principles of attendance accounting and reporting for apportionment purposes, and related legal references.

Important Distinctions for Tabulating Full-Time Equivalent Student (FTES)

- **Students who are California residents** (Title 5, Section 54000, 54020, 54022, 54024, 54028 - Education Code Section 68000, 68017)
- **Students who are not residents of California** (Title 5, Section 54000 - Education Code Sections 68000, 68018, 76140)
- **Students enrolled in Credit courses**
- **Students enrolled in Noncredit courses**
- **Students enrolled in Career Development and College Preparation (CDCP) Noncredit courses**

For purposes of attendance accounting, every student is classified each term (primary term, summer, or intersession) as a California resident or nonresident. The “residency determination date” is the day immediately preceding the opening day of the term set by the district governing board. Courses with irregular meeting patterns (non-coterminous) still use the day immediately preceding the *term* for determining residency status.

Complex statutes and regulations guide the Office of Admission and Records in determining the residency status of students. The most basic of these regulations requires that a student has California residency (as defined in Education Code, Section 68017 and Title 5, Sections 54020, 54022, 54024, and the Student Attendance Accounting Manual, Section 3) for a full year (one year and one day) prior to the residency determination date in order to be classified as a resident for tuition purposes.

TIP

Only the attendance of California residents can be reported for State apportionment. Unless expressly exempted by statute, non-resident students are required to pay districts directly for the cost of their education (nonresident tuition fee). The nonresident tuition amount per unit is determined each year based on the total cost of education per student for the district or other basis as provided by Education Code, Section 76140.

The attendance of resident students enrolled in credit courses is reported separately from that of resident students enrolled in noncredit courses. There are similar reporting

categories for nonresident students. There are differential dollar amounts of apportionment per unit of FTES for credit and noncredit courses. Noncredit courses are reimbursed at about half the amount paid for credit courses. Apportionments per unit for noncredit courses are the same for resident and nonresident students.

Student contact hours (SCH) refer to face-to-face time between a student and an instructor in a lecture or lab setting. There are standards for determining the appropriate amount of student contact hours (SCH) per unit. A minimum of 48 hours of lecture, lab, or study are required per unit (Title 5 §55002.5).

TIP	Q. What is an FTES? - Full-time Equivalent Student	
	1 FTES	= 525 contact hours
	0.1 FTES	= 1 student
		3 hours per week (a three unit lecture course)
		1 semester of 17.5 weeks
		<hr/>
		52.5 SCH or 0.1 FTES
	1 FTES	= 1 Student
		5 sections, each meeting 3 hours per week (15 SCH)
		2 semesters of 17.5 weeks (35 Weeks)
	<hr/>	
	525 SCH or 1 FTES	

Key Terms: Full-Time Equivalent Student (FTES) Reporting

These key terms have specific definitions that must be understood and followed in calculating FTES to be reported for apportionment.

- Clock hour
- Class hour unit - (Title 5, Section 58023)
- Passing time/break
- Partial class hour
- Multiple hour class

The following sections cover them one by one, and explain these fundamental building blocks of the attendance accounting system.

Clock Hour

The “clock hour” is a 60-minute period that may begin at any time.

Class Hour Unit

The “class hour” is commonly called a “contact hour” or “Student Contact Hour (SCH).”

- It is a period of not less than 50 minutes of scheduled instruction or examination.
 - The minimum increment for course scheduling is 5 minutes
- There can be only one “class hour” in each “clock hour” of 60 minutes, except when the course is a multiple hour class
- The class hour is the basic unit used in calculating FTES. Simply stated, one unit of FTES corresponds to 525 contact hours (student contact hours - SCH)
- There are specific guidelines to ensure you do not over or under schedule courses. SCH are based on actual meeting patterns and cannot be generally derived from course outlines.

Ref: Title5, Section 58023; Student Attendance Accounting Manual (SAAM) – Section 4, Contact Hours Computation Chart.

http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/AttnDc_Acctg/General/ContactHrComputationTbl_FINAL_09132011_7.pdf

There can be only one class hour in each clock hour. There is an exception made for multiple hour classes.

TIP

Important point: a period of less than 50 minutes of instruction cannot be reported for State apportionment. Even if a class were scheduled to meet for 45 minutes each day of the semester, no FTES could be reported for it.

There would be no problem in reporting FTES for a class scheduled to meet for 55 minutes each day of the semester, but the apportionment would be the same as for a class scheduled to meet for 50 minutes each day. Why? Because there can be only one "class hour" in each "clock hour."

Passing Time/Break

The passing time/break is a 10-minute segment at the end of class.

- Each clock hour is composed of one class hour (or SCH) segment (50 min.) and a segment referred to as “passing time” or a “break (10 min.)”
- No additional attendance may be claimed for this 10 minute segment, except for a multiple hour class.

Only one class hour can be scheduled in each clock hour. That allows for a 50-minute class hour and a 10-minute passing time or break to equal one clock hour. The State gives us credit for an hour of instruction even though students may actually attend only 50 minutes.

Even if a class is scheduled for a full 60-minute class, apportionment is not awarded for more than a 50-minute class.

Multiple Hour Class

- Each 50 minutes exclusive of breaks is a class hour.
- No break is allowed in the last full clock hour or the partial class hour.
- The divisor for the partial class hour is 50.
- The total class hours cannot exceed the clock hours.

Each 50 minutes exclusive of breaks is a class/contact hour. When a class is scheduled for 65 minutes or more it is now scheduled as a multiple hour class. Therefore that fractional part of a class/contact hour beyond the last full clock hour may be counted from and including the 51st minute of the last full class/contact hour. There is no class break in the last full clock hour or the partial class hour. The divisor for this fractional part of a class hour shall be 50. The sum of class hours cannot exceed the total number of elapsed clock hours for which the class is scheduled. How are multiple hours calculated for contact hours? Here are some examples from the Student Attendance Accounting Manual:

Class meets from:	Contact hours:	Breaks
0900 to 0950	1.0	N/A
0900 to 1000	1.0	N/A
0900 to 1005	1.3	N/A
0900 to 1050	2.0	1
0900 to 1100	2.0	1

Class meets from:	Contact hours:	Breaks
0900 to 1105	2.3	1
0900 to 1130	2.8	1
0900 to 1150	3.0	2

A partial class hour is the fractional part of a class hour at the end of a class scheduled for more than one clock hour. The partial class hour is that time beyond the last full clock hour. The partial class hour is counted from the 51st minute of the last full clock hour.

Class meets from:	Contact hours:	Calculation
0900 to 0950	1.0	0900 to 0950 = 50 minutes = 1.0 SCH (excludes passing time)
0900 to 1000	1.0	0900 to 1000 = 50 minutes = 1.0 SCH (even though it is scheduled for 60 minutes)
0900 to 1005	1.3	0900 to 0950 = 50 min. = 1.0 SCH 0950 to 1005 = 15 min. partial SCH = $15/50 = .3$ SCH

In the example of 0900 to 1005, the contact hour is from 0900 to 0950. The second (and last) contact hour can be counted starting at the 51st minute and therefore is from 0950 to 1005. To figure out the contact hour for this partial class hour we use the divisor of 50 (for a full contact hour). Since this partial contact hour consists of 15 minutes, we divide 15 by 50 for a total of .3 contact hours. The total contact hours reported for a class scheduled from 0900 to 1005 would be 1.3.

Example	0900 to 1005 = 1.3 SCH
	0900 to 0950 = 50 min. = 1.0 SCH
	0950 to 1005 = 15 min. and is a partial SCH = $15/50 = .3$ SCH

To take full advantage of the partial class hour, no "fractional breaks" are taken. A course scheduled for three hours and ten minutes, for example, would have the right to two 10-minute

breaks (most often arranged by faculty as one 20-minute break at about the middle of the time period).

TIP

Important Reminder: Student contact hours (SCH) cannot exceed clock hours.

For additional information and guidance, refer to the Student Attendance Accounting Manual, Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics, which is intended to clarify Title 5 regulations and procedures and, in part, present appropriate related practices. This document is available at the State Chancellor's Office website (www.cccco.edu).

Link:

▶ http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Attndc_Acctg/SAAM/SAAM_Compresed_Calendar_and_Course_Scheduling_Addendum_FINAL_9-18-08.pdf

▶ http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Attndc_Acctg/General/Cont_actHrComputationTbl_FINAL_09132011_7.pdf

Attendance Accounting Methods in Title 5

What are the various Attendance Accounting Methods?

- Weekly Student Contact Hour (WSCH)
(Title 5, Sections 58003.1(b), 58004, 58020)
- Daily Student Contact Hour (DSCH)
(Title 5, Sections 58003.1(c), 58004, 58020)
- Actual Hours of Attendance - (Positive Attendance = PA)
(Title 5, Sections 58003.1(d), 58006, 58008, 58022)
- Alternative Attendance Accounting Method = applies to Credit distance education courses not using other attendance accounting procedures and Independent Study/Work Experience Education Courses (Title 5, Section 58003.1(f)(1)). Also applies to noncredit courses conducted under either distance education or independent study (Title 5, Sections 58003.1(f) (2). See also Title 5, Sections 58009, 58009.5, 58020)

Every class, to be reported for State apportionment, must be assigned a specific and single attendance accounting method as prescribed by Title 5 Section 58003.1.

In some cases, a class with a particular schedule can be assigned one or the other of two attendance methods. There are specific criteria for determining the appropriate

attendance accounting method that will be discussed later. In general, the weekly attendance method will yield more FTES than any other, so it is important to understand the characteristics and requirements of these methods so you can choose the most advantageous one. This is often done in consultation with academic and fiscal leadership professionals as well as curriculum and scheduling office staff.

Also, please see the Student Attendance Accounting Manual and the accompanying addendum for more information regarding Accounting Methods. It is important to also review the “Related Advisories” that are posted to the Student Attendance Accounting Manual webpage (several subject-area tabs are displayed, such as for Dual Enrollment, Distance Education, and Residency Determination).

<http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalServicesUnit/StudentAttendanceAccountingManual.aspx#SAAM>.

Term Length Multiplier (TLM)

Before going into the details of these different methods of attendance accounting and reporting, an understanding of the Term Length Multiplier (TLM) is needed. A TLM is:

The number of weeks in a primary term. In order for a week to count towards the TLM, it must have a minimum of three qualifying days of instruction or examination in primary term length courses that are conterminously scheduled for purposes of applying the Weekly Census Student Contact Hour Procedure (i.e., Saturday or Sunday instructional days would likely not be countable towards this requirement).

Generally, the value of a term length multiplier is equal to the length (number of weeks) of the corresponding primary term, plus flex days.

TIP	The maximum TLM is:	17.5 for semesters 11.67 for quarters
	TLM's can vary:	16.0 for sixteen weeks of instruction/examination
	16.6 for sixteen weeks, plus 3 flex days: <i>Ref: Title 5, Section 58003.1</i>	

Note: Flex days and compressed calendars require Chancellor’s Office approval.

Academic calendars should be carefully arranged in order to adhere to appropriate standards for term length, flex days, and to generate the appropriate amount of FTES.

Weekly Student Contact Hour (WSCH)

- Applies to Credit Courses Only
- Primary terms (Fall/Spring) only
- Course must be coterminous with the primary term
- Same number of days each week*
- Same number of hours each day*

**This is administratively interpreted by the State Chancellor's Office to mean any course scheduled for the same number of hours (including TBA) for each week of the primary term (at least 3 days), inclusive of final examination scheduling, and legal holidays (TBA will be discussed in detail later)*

No summer or other intersession courses can be assigned to this attendance method. It applies to only primary terms: Fall and Spring Semesters (or quarters for quarter system colleges).

Census Week/Date – Weekly Courses

- The week nearest to 20% of the number of weeks in the primary term
- For traditional semesters, usually the third week
- Census date is Monday of census week, unless Monday is a holiday

There is a census week established for each primary term. The census date, on which the active enrollment in weekly census classes is calculated for reporting purposes, normally falls on Monday of the third week of the semester. If the census falls on a holiday, the next succeeding instructional day is designated as the census date.

All WSCH classes in any term have the same census date. Daily Census classes have differing census dates depending on their particular scheduled meeting patterns.

Instructors are required to clear their rolls of inactive students as provided by Title 5, Section 58004(c) as of the census date so that the student count is accurate (i.e. The drop date shall be no later than the end of business of the day immediately preceding the beginning of the Census Date in weekly census procedure courses). Apportionment is based on the number of students actively enrolled as of the census date. No funding is lost for students who withdraw on or after the census date.

Note: If your withdrawal period begins after your census date and a student does not receive an evaluative (A, B, C, D, F, FW, P, NP) or non-evaluative (W or MW) no apportionment can be claimed for that enrollment.

TBA Hours with Weekly Courses

For weekly census classes, “To Be Arranged” or TBA hours can be stated in a number of hours per week, and the student must attend that number of hours *each week* for the duration of the course. The student cannot move hours from one week to another (e.g. for a 1 hour weekly TBA requirement, the student must attend one hour per week and can't attend two hours one week and none the next, etc.). Documentation of individual student attendance must demonstrate weekly participation for auditing purposes.

TIP

IMPORTANT NOTE: A student must begin attendance of any WSCH or DSCH TBA course prior to the census date. If a student has not attended prior to census, apportionment cannot be claimed for that student.

If a student is actively attending the scheduled hours of a class as of the census date, but has not attended any of the TBA hours by the census date, only the scheduled hours can be reported for apportionment.

For example, if a class meets Monday and Wednesday from 0800 to 0925 and has a requirement of one additional hour by arrangement (“to be arranged” or TBA hours) each week, it can be assigned to the WSCH method. These TBA hours must be required of all students, be supervised by instructors credentialed in the field of study, and must provide structured learning required of all students in the class. Remember, if the student does not begin attending the TBA portion of the course prior to census you cannot claim the SCH for the TBA portion of the course for apportionment.

TBA hours cannot be claimed for extra "help" hours for students who want or need special support. Some classes with an open lab requirement are handled this way. For additional guidance concerning TBA hours, please refer to Legal Advisory 08-02 and [related follow-up memorandums](#) distributed by the Academic Affairs Division of the State Chancellor’s Office.

FTES Calculation for Weekly (WSCH):

To calculate the FTES for a Weekly Student Contact Hour course: Multiply WSCH by the Term Length Multiplier (TLM), then multiply by the number of resident students at census, now divide by 525.

$$\text{FTES} = \frac{[(\text{TLM}) \times (\text{WSCH})] \times (\text{Students})}{525}$$

Example

A class meets from 0800 to 0925 on MW during the Fall Semester. The WSCH for this course is 3.4. Now assume there are 30 resident students enrolled in the class at the census date and that your campus TLM is 17.5. We would multiply 17.5 by 3.4 then multiply by 30, now divide by 525. The FTES for this course is 3.4.

$$\text{FTES} = \frac{[(17.5 \times 3.4) \times 30]}{525} = \frac{1785 \text{ SCH}}{525} = 3.4 \text{ FTES}$$

Note: When WSCH are reported on the CCFS-320 they are divided by the TLM (do not unintentionally over report FTES). For example, 1,000,000 WSCH would be divided by 17.5 (or the appropriate TLM) and would be reported as 57,142.86 WSCH.

Daily Student Contact Hour (DSCH)

- Applies to Credit Courses only
- Course meets five or more days
- Meets same number of hours on each scheduled day
- NOT coterminous with a primary (full) term

The Daily Student Contact Hour (DSCH) method of attendance is used for courses that meet at least five days, for the same number of hours on each scheduled day, and are not coterminous with the primary term. (Includes but not limited to courses scheduled for summer, intersession, independent study, and work experience education.) (Title 5, Section 58001.3)

Census – Daily Courses

The day nearest 20% of the number of days, the course is scheduled to meet.

For Daily Census courses only those days that the course is actually scheduled are counted for attendance purposes. This **excludes** holidays and would include any final examination, if one were scheduled. The students actively enrolled as of the census day are counted for the purpose of FTES calculation.

Census for these courses is taken on the scheduled day of the course that is nearest 20% of the scheduled meetings. Each course will have individual census days depending on their scheduled meeting pattern. In calculating the census day, use the standard rounding rule (up to .4, round down; .5 and up, round up). For short-term daily census courses where the census day falls on the first day of the course, the enrollment is to reflect the active enrollment as of the end of the first day, and the census is on the second day.

Example

A course that meets Monday, Tuesday, Wednesday, and Thursday for four weeks meets sixteen times. Calculating 20% of 16 meetings is 3.2 ($0.2 \times 16 = 3.2$). Rounding to the nearest 20%, the third meeting day, Wednesday, would be the census day.

For a course that has 18 meetings, the census day would be calculated as the fourth meeting day since $0.2 \times 18 = 3.6$, and 3.6 rounds to 4. If this course had two meeting days that fell on holidays, we would have 16 meeting days and census would be on the third meeting day ($0.2 \times 16 = 3.2$).

TBA Hours with Daily Courses

For DAILY census courses, TBA hours must be stated in a number of **hours per day**, not per week. Students must participate for the same number of TBA hours per meeting day so that the course in question continues to qualify for the Daily Census Attendance Accounting procedure. Documentation of individual student attendance must demonstrate daily participation for auditing purposes.

Example

A daily census course meeting Monday, Wednesday, and Friday for four weeks would have 12 meetings, if no holiday intervened. If the course were scheduled to meet from 10 a.m. to 11:50 a.m., that would constitute 2 contact hours per day for the basic class. If, in addition, 1 hour per day TBA were required, the student would have to attend one additional hour on every one of the 12 scheduled meeting days. It cannot be interpreted or published as a TBA requirement of 3 hours per week.

$$\frac{12 \text{ class meetings} \times (2 \text{ DSCH} + 1 \text{ TBA SCH}) \times 35 \text{ students}}{525} = \frac{1260}{525} = 2.4 \text{ FTES}$$

In this example, the student could come early or stay late each Monday, Wednesday, and Friday on which the class meets and attend one additional hour to meet the requirement. The student cannot attend two additional hours on Monday and none on Wednesday, etc. This rigidity makes TBA hours for daily census classes impractical in most cases, although in certain laboratory environments it could work. This also makes summer session scheduling a challenge for TBA courses since weekly census is not available. One alternative, to offer pedagogical flexibility, would be to offer the course as actual hours of attendance/positive attendance.

FTES Calculation for DAILY (DSCH)

To calculate the FTES for a Daily Student Contact Hour course, multiply the DSCH by the number of meetings scheduled which is the Course Length Multiplier (CLM- or number of actual meeting

days), then multiply by the number of students enrolled at the census day, and now divide by 525.

$$\text{FTES} = \frac{[(\text{DSCH}) \times (\text{CLM})] \times (\text{Students})}{525}$$

Example

A course scheduled 0800 to 0950 on Tuesday and Thursday for five weeks, and has 30 resident students enrolled on census day. The DSCH is 2.0 since the course meets for 2 hours each scheduled meeting day. There are 10 actual meetings. To calculate the FTES we multiply 2.0 SCH x 30 resident students, and then multiply by 10 (CLM-course length multiplier – or number of meeting days) since there are ten scheduled meeting days. Finally, divide by 525.

$$\text{FTES} = \frac{[2.0 \times 10] \times 30}{525} = \frac{600}{525} = 1.14 \text{ FTES}$$

FTES Apportionment Reporting for Weekly and Daily

For weekly and daily census courses in primary terms (fall and spring), the FTES is reported in the period in which the census accounting procedure is completed. For summer daily census courses that cross fiscal calendar years, the hours and FTES can be reported in the fiscal year in which the census occurs or when the course ends. This is often referred to as the “Summer Borrow.” These FTES can be pulled into the current accounting year or pushed into the next accounting year on a course-by-course basis (Title 5, Sections 58010).

Positive Attendance (PA)

Course sections must be designated as actual hours of attendance or positive attendance when they:

- Meet fewer than five days
- Are irregularly scheduled
- Are open entry/open exit courses (Title 5, Section 58003.1)
- Course sections can be (permissive) designated as actual hours of attendance or positive attendance at the discretion of the district/college. Be careful about the impact to FTES and the record keeping requirements.

The positive attendance (PA) or “actual hours of attendance” method of attendance is used for courses that are scheduled to meet fewer than five days, are irregularly scheduled with respect to the number of days per week or the number of hours on scheduled days, are designated as open entry/open exit, and/or are noncredit (except

those conducted under distance education or independent study - Title 5, Section 58003.1). The student contact hours (SCH) are the actual hours of attendance accumulated for each student during the reporting period.

Census – Positive Attendance Courses

For a Positive Attendance course, there is no census date. Apportionment is based on the actual accumulated hours from each student even if a student dropped after one class meeting. Accurate documentation of individual student attendance by day and hour must be kept for auditing purposes.

FTES Calculation for Positive Attendance

Positive Attendance is the simplest method in terms of FTES calculation, but the least attractive in terms of FTES generation and record keeping, because it is the ONLY method that causes a loss of apportionment funding when an actively enrolled student is absent from class on one or more scheduled meeting days. In practice, such a class would often have at least 10% fewer hours due to student absence, and would thus yield at least 10% less in State apportionment. Remember, students who drop WSCH or DSCH classes on or after the census date are counted as if they had perfect attendance in all scheduled meetings of the class. FTES differential between these methods and positive attendance usually far exceeds the 10% figure cited in the above example.

For courses in which actual student contact hours of attendance procedure is used, the fulltime equivalent student (FTES) is to be reported in the period in which the course is completed, even if the course overlaps fiscal years.

$$\text{FTES} = \frac{\text{(Summary of all hours per student)}}{525}$$

Example

A class scheduled to meet for two hours with ten meetings and has 30 students enrolled. Let us assume that all 30 students have a perfect attendance record. We add all of the student hours together; in this case, we have 30 students with 20 hours each or 600 hours.

$$\text{FTES} = 600 \div 525 = 1.14 \text{ FTES}$$

Alternative Attendance Accounting Procedure – Credit

Alternate Attendance Accounting Procedure applies to:

- Credit distance education courses not using other attendance accounting procedures and Independent Study/Work Experience Education (IS/WE) courses.
 - Use WSCH method for courses coterminous with primary term = IW (Independent Weekly)
 - Use DSCH method for all other courses = ID (Independent Daily)

Alternative Attendance method for student contact hour is used when the delivery method for a course is online, hybrid, or is an Independent Study/Work Experience course. Hybrid courses are defined by a mixture of face-to-face and online instruction, regardless of how the hours are split between the two modalities. Determining if a course should be Independent Weekly (IW) or Independent Daily (ID) depends on the scheduling pattern. An online course offered online for a full primary term would use the Independent Weekly (IW) method. If the same course were offered in the summer or short term, it would use the Independent Daily (ID) method. These procedures also apply to noncredit courses conducted either under distance education or independent study (Title 5, Sections 58003.1(f), 58009, 58009.5, and 58020).

The student contact hour for an Alternative Attendance method course (IW or ID) is equal to the unit value for that course found in the college catalog. Note: A Title 5 exception to this rule is provided for independent study lab courses (Section 58003.1 and 58009).

Census – Alternative Attendance Courses

- Independent Weekly (IW): Monday of the week nearest 20%, unless Monday is a holiday
- Independent Daily (ID): The day nearest 20% of the number of days the course is scheduled to meet

Note: For these classes use the term length multiplier (TLM) or course length multiplier (CLM) that produce the same number of WSCH or DSCH as would be generated in similar courses conducted in the primary term.

FTES Calculation for Alternative Attendance

One student contact hour is counted for each unit of credit for which the student is enrolled as of the census date or day. “Alternative Attendance Accounting Procedures” applies to credit distance education courses not using other attendance accounting procedures and for Independent Study/Work Experience Education courses.

Credit distance education courses that do not utilize other attendance accounting procedures and Independent Study and Work Experience classes are reported separately on the CCFS-320 report under the Alternative Attendance Accounting Procedure part of the report. The big difference is that there is no counting of meeting hours since there are no meetings. (It is possible to schedule a few required on-campus meetings of independent study classes, but those attendance hours are not counted or reported for apportionment purposes.)

Instead of requiring the counting of attendance hours, the FTES formula provides for the use of one student contact hour for each UNIT of credit for which the student is enrolled as of the census date or day. Essentially, the State considers a 3-unit IS/WE class to be equivalent to a class meeting 3 hours per week in a classroom. However, as provided by Title 5, Section 58009, WSCH in credit distance education or independent study laboratory courses is determined by counting student contact hours in the same manner as in credit face to face or campus based laboratory courses (e.g., the contact hours that would have been generated had the course been taught on campus). For detailed guidance and examples on the exception provided by Title 5, Section 58009, refer to the 2008 Distance Education Guidelines available at the Chancellor’s office website (www.cccco.edu).

Alternative Attendance Accounting Procedure (IS/WE) classes that extend for a full primary term (Fall Semester or Spring Semester) are assigned a WSCH based method of attendance as Independent Weekly (IW). Courses scheduled for less than a full semester, all summer, and other short term and intersession IS/WE classes are assigned a DSCH based method of attendance as Independent Daily (ID). (Title 5, Section 58003.1)

$$\text{FTES for IW} = \frac{(\text{units} \times \text{number of resident students @ term census}) \times \text{TLM}}{525}$$

$$\text{FTES for ID} = \frac{(\text{units} \times \text{number of resident students @ course census}) \times \text{TLM}}{525}$$

Reporting FTES: CCFS-320 and CCFS321

Apportionment/Revenue is allocated based on Full-time Equivalent Students (FTES) in attendance as reported to the California Community College System Office. There are **two student attendance reports** submitted to the State Chancellor’s Office at specified intervals each year:

- CCFS-320 (Apportionment Attendance Report)
- CCFS-321 (Apprenticeship Attendance Report)

The online CCFS-320 and CCFS – 321 Reporting System is used to enter attendance contact hours for the fiscal year and report period set by the Fiscal Services Unit of the State Chancellor’s Office. The program will calculate factored and un-factored attendance Full-Time Equivalent student (FTES) based on the contact hours, period annualizers, and “F-Factor” data entered by community college districts. For multi-college districts, the program will summarize a district composite from the individual college attendance reports.

Credit and non-credit course activity are reported on the CCFS-320 and apprenticeship is reported on the CCFS-321. The academic (fiscal) year is divided into three reporting periods for purposes of submitting the Apportionment Attendance Reports (CCFS-320) to the State Chancellor’s Office. The online CCFS-320 Reporting System implemented

beginning with the 2009-10 First Period Report, including user instructions, can be accessed at the following website:

<https://misweb.cccco.edu/ccfs320/login.aspx>

Both follow the same reporting calendar:

- First Period (P1): July 1 – December 31, due January 15th
- Second Period (P2): July 1 – April 15, due April 20th
- Annual Period: July 1 – June 30, due July 15th
- Recal Report: Revisions to the “Annual” Report are due by November 1 after the end of the Fiscal Year (**by October 1 for Lottery allocation purposes**)

Every course reported for apportionment on the CCFS-320 is assigned a particular **attendance accounting method** as appropriate for the particular course in question. Attendance accounting methods must be assigned with strict adherence to eligibility requirements. Although some classes can be structured with one of several methods, understanding the characteristics of these methods will facilitate the choice of the method that will yield the maximum Full-Time Equivalent Student (FTES) for the instructional activity involved.

Access to State Chancellor’s Office CCFS-320 reports is provided via the web connection shown on these pages (online CCFS-320 Reporting System). Access to this screen is limited. Entry is limited to one key individual on campus who prepares the reports. Access is now permitted for other college administrators to View the report, but they cannot alter entries. For multi-college districts, the District Office will merge college reports into one District composite report.

The CCFS-320 is the primary FTES report, and is prepared by each college and sent to the State Chancellor’s Office at least three times each fiscal year (First Period Report, Second Period Report, and the Third Period Annual Report). A fourth report, known as the Recal CCFS-320, is sometimes required when a district needs to revise its Annual Report as a result of significant FTES changes. Multi-college districts will merge college information into one District composite report. The amount of State apportionment funding given the district is largely based on this report. Apportionment funds are the largest single source of funding for community colleges, and are a major determinant of college operating budgets.

Access can now be given to other administrators on campus to VIEW the report. Only the designated college/district user can make entries, but this reduces the need for paper transmission of information to other parties.

"Partial year" (CCFS-320) are submitted to the State Chancellor’s Office following the end of each of the first two reporting periods and annual reports are submitted following the end of the academic year.

The reporting periods do not correspond to the semesters or quarters of a college's academic calendar, but are uniform for all colleges.

CCFS-320

First Period (P1) CCFS-320 reports are prepared in early January and submitted to the State Chancellor's Office no later than January 15. The report is the first official notification of the district's estimated FTES for the fiscal year (based on the first six months of actual data and an estimate of what will be generated in FTES during the remaining six months). Important local and State-level decisions are made based on these estimates; it is important that the projections be as accurate as possible.

CCFS-320

Second Period (P2) CCFS-320 reports, reflecting actual attendance data through April 15, are due on April 20. The P1 estimates of annual FTES are refined to reflect January 1 - April 15 actual data, with only the period after April 15 remaining for estimates. P2 estimates should be quite close to the actual totals that will be reported at the end of the fiscal year. Second period reports determine initial funding for the subsequent fiscal year.

Final Apportionment (P3) CCFS-320

Final Apportionment funding is based on the **Annual** CCFS-320 reports that are submitted no later than July 15 or Recal CCFS-320 reports, when applicable, reflecting the full fiscal year. At this point, no estimation is required; all actual data is reported.

In the event an error in calculating or reporting was made on the Annual CCFS-320 report, revisions must be submitted by November 1 or October 1 for lottery money distribution (Recal CCFS-320 Report).

Apprenticeship Attendance Accounting (CCFS-321)

- No FTES is calculated (must not be reported on CCFS – 320)
- Report actual hours of attendance
- Residents and nonresidents are reported together
- Estimate annual total at P1 (due January 15)
- Revise estimate from P1 at P2 (due April 20)
- Report actual annual hours by July 15
- Revise “annual” hours by November 1

The CCFS-321 is used to report apprenticeship hours of attendance to the State Chancellor's Office. Apprenticeship attendance is not measured in units of FTES, but is simply reported in hours. There is an established dollar amount of State reimbursement for each hour of attendance in apprenticeship classes.

Apprenticeship classes of related and supplemental instruction are reported separately from other courses on the CCFS-321 and are accounted for by the positive attendance method.

The POSITIVE ATTENDANCE (PA) or “actual hours of attendance” method of attendance is used for courses that are scheduled to meet fewer than five days, are irregularly scheduled with respect to the number of days per week or the number of hours on scheduled days, is an open entry/open exit course, and/or is a noncredit course (except those conducted under distance education or independent study - Title 5, Section 58003.1).

The student contact hour is the actual hours of attendance accumulated for each student during the reporting period.

Apprenticeship Report – Form 321

This form is a separate electronic report. You must secure access to this report from the State Chancellor’s Office and your college finance officer.

All apprenticeship classes are accounted for separately and reported on the CCFS-321 reports. Actual hours of attendance are collected and reported, and State reimbursement is based on a fixed per-hour dollar rate.

It is helpful to have annual estimates at P1 and P2 that are as accurate as possible since funding projections for the year are made at these intervals. Verify and share your estimate with the department that administers your Apprenticeship program(s). They may have separate entities using numbers reported, so it is important to match the numbers being reported to the State as closely as possible.

One important point: If students enrolled in apprenticeship classes also attend non-apprenticeship classes, their attendance hours are reported with those classes (i.e., reported as FTES on the CCFS-320 Report), and their residency determination is a factor in whether or not apportionment funding can be claimed for their attendance.

By contrast, the residence status of an indentured apprentice is irrelevant in determining State reimbursement for apprenticeship instruction. The apprenticeship hours of instruction are reported for all students, residents and nonresidents, for this special category of classes.

Reporting Date Procedures

- For weekly or daily census in primary terms, the FTES is to be reported in the period when the census accounting procedure is completed, even if the course is not completed by the reporting deadline.
- For summer intersession daily census courses that cross fiscal years, the FTES are to be reported in the fiscal year in which the census occurs **OR** when the course ends.
- Positive attendance courses are reported in the period in which the course is completed, even if the course overlaps fiscal years.

Colleges have tremendous flexibility in scheduling classes that will be reported for apportionment. Classes may be scheduled on any **non-holiday** day of the week, including days not counted toward meeting the 175-day calendar requirement.

All courses are either census courses or positive attendance courses, as discussed in the attendance accounting methods section of this handbook.

Other than summer intersession daily census courses as described above, all **census courses** are reported in the period (P1, P2, or P3) when the census day occurs, even if the course is not completed by the reporting deadline.

For example, semester-long spring semester census classes have a census date in P2 but do not end until after April 15 (in P3). They are reported in P2. By contrast, positive attendance courses are reported in the period in which the course is completed, even if the course overlaps fiscal years.

Example

1. Semester-long spring positive attendance classes end in P3 and are reported in P3.
2. If a special positive attendance course were scheduled to meet from May 1 through July 5, even though it was considered to be a Spring Semester class, it would be reported in P1 of the subsequent academic year since it ends after July
3. If this same class were a census class, it would instead be reported in P3/Annual since the census date would fall within P3.

It is important to recognize that the term associated with a course may differ for scheduling and attendance accounting purposes. Actual hours of attendance (PA) course that begins in March and ends in June may be listed as a spring class for scheduling and registration purposes based on its beginning date. However, the attendance would be accounted for in the summer period based on the course end date.

CCFS-320 & CCFS-321 Reporting

Below is an example of the 320 and 321 procedures followed by one school. Procedures will vary by school to varying extents.

- A. CCFS-320 Report parameters are reviewed
- B. Runs system reports that generate CCFS-320 report information
- C. Reports are distributed to Division Deans, Division Assistants, Vice President of Instruction, Research office for review and adjustments within the division. Key items to review may include:
 - (1) Method of attendance report
 - (2) Enrollment hours reported
- D. Enrollment numbers are input on CCCC electronic report

- E. FTES calculations, as calculated on the official report, are compared to college calculations extracted by the Research Department and historical data provided by the District Business Office.
- F. Discrepancies between CCFS-320 and college calculations are reviewed to determine cause or differences.
- G. Final entries/adjustments are made to the electronic report
 1. P1 annualizers are determined based on projected enrollment within a range + or – 2.
 2. P2 annualizers move to 1
- H. The Apprenticeship Report is completed and submitted.
- I. The CCFS-320 Report entries are cleared for release to the District Office.
- J. District Office submits District CCFS-320 report

You should also be prepared to report on the following:

- Center FTES
- AB 540 Headcount
- Special Admit PE FTES ratios
- Basic Skills FTES (credit and noncredit)
- In-service Training FTES
- CDCP (enhanced noncredit) FTES
- Flex activity hours (Faculty Contact Hours Report within the CCFS-320 reporting system)

These categories may vary based on things like college, district, centers, reporting period, and types of courses offered/approved.

Considerations & Caveats

- Accurate estimates needed for annualizers for P1
- Coordination of efforts between A&R, Research and Instructional Deans – all information generated in database reports is a result of all the processes that have been documented up to that point.
- Aligning CCFS-320 FTES reported numbers to MIS data

Resources

- Attendance Accounting Manual
- Reporting instructions for CCFS-320 Report
- System produced CCFS-320 reports
- Reporting instructions for the Apprenticeship report
- MIS Data Element Dictionary

Other Factors in Attendance Accounting

Annualizers:

- Used to estimate annual FTES at P1 and P2
- A separate annualizer may be used for each attendance method at each reporting period

Remember that the P1 and P2 reports are estimates, and the Annual Reports are based on actual data with no estimation required.

The annualizers are multipliers used to estimate annual FTES for each attendance accounting method at P1 and P2.

Example

The calendar has two primary terms in a semester system college:
 All fall semester WSCH reported in P1
 All spring semester WSCH reported in P2
 If attendance is essentially equal for fall and spring:
 WSCH annualizer at P1 would be 2.0 (FA x 2 = Estimated Annual Total)
 WSCH annualizer at P2 would be 1.0 (FA + SP = Estimated Annual Total)

Flex Factor

For credit courses, a flex factor is applied to daily and positive attendance FTES. When colleges have flex weeks prior to the semester start, the flex factor attempts to match the attendance of instructors at flex week with the time away from the classroom. This approach assumes that without flex week, classes would have started a week earlier. The flex factor formula varies from college to college as it attempts to measure the instructors time away from the classes (numerator) from the total instructional hours for the semester (denominator). This result is multiplied by the number of sections to reach instructional hours for all classes, except WSCH courses that are already factored, for the semester. The fall and spring semesters are combined to provide the annual factor. The mechanics of updating the FTES factor adjustments for instructors time away from the classroom because of flex week is not documented anywhere.

Units of FTES for daily and positive attendance ONLY are adjusted by a factor to provide same FTES as would have been generated by regular instruction instead of flextime activities. Reports of flex hours and total contact hours by attendance method are reported at each reporting period (P1, P2, Annual, and Recal, if applicable).

Academic Calendar:

There are a number of requirements for establishing the annual **academic calendar** that are mandated by State regulation.

- Minimum of 175 days of instruction in the academic year (the “175-Day Rule” pursuant to Title 5, Sections 55701, 58120 and 58142)

- Up to 15 flex days may be designated for staff, student and instructional improvement activities (“Flexible Calendar” option pursuant to Title 5, Section 55700, et. seq.)
- At least 3 hours of instruction between 7 a.m. and 11 p.m. are required for a day to count toward the 175-day requirement (Title 5, Section 58120).

The traditional community college academic year calendar consists of at least 35 (either two semesters averaging 17.5 week each or 3 quarter averaging 11.67 weeks each) weeks of instruction and evaluation. Contingent on approval from the State Chancellor’s Office, a community college district may shorten (compress) its academic calendar, but in no case may a district adopt an academic calendar which results in provision of less than 32 weeks (16 week semester x 2) of instruction (inclusive of days of final examination) during the primary terms of each academic year. Each community college district must establish the length of the primary term (at least ten weeks). There are two primary terms each academic year for semester system colleges and three primary terms for quarter system colleges.

Colleges may maintain winter/spring intersessions (including summer intersessions), in addition to primary terms.

As provided by Title 5, Section 55702, prior to any change in academic year configuration (including the addition, deletion, shortening or lengthening of any primary term), approval of the State Chancellor's Office is required.

All districts must maintain a minimum of 175 days of instruction each academic year. With advance approval from the State Chancellor’s Office, flexible calendar districts may designate an amount of time during the year for instructors to participate in approved flextime activities (up to 8.57 percent of contractual obligation for hours of apportionment eligible classroom instruction in the academic year). Flexible calendar districts must schedule at least 160 days of instruction or examination each academic year, with a maximum of 15 flex days.

As provided by Title 5, Section 58120, for a day to count toward the 175-day requirement, courses of instruction must be offered for a minimum of three (3) hours during the period of 7 a.m. and 11 p.m.

Days of final examinations (administered under the immediate supervision and control of an instructor who is an employee of the district) may be counted toward the 175-day requirement, with a maximum of fourteen (14) days of final examinations for any academic year.

Open Enrollment Requirement:

Violations of the open enrollment requirement, or other conditions for claiming attendance, can lead to a loss of funding for the courses involved.

**Courses reported for apportionment must be open to the public unless specifically exempted by statute.*

Exceptions:

- Special noncredit classes for disabled adults (Title 5, Section 58051.5)
- Open course provisions in statute or regulations of the board of governors shall be waived for any governing board of a community college district for classes the district provides to inmates of any city, county, or city and county jail, road camp, farm for adults, or state or federal correctional facility (Education Code Section 84810.5 (a)(1))
- Closed community college courses conducted on high school campuses during the regular school day that are offered as part of an AB 288 CCAP partnership agreement with a school district (Education Code Section 76004 and Legal Opinion 16-02)
- Space, staff, funding limitations, see Title 5, Section 58106, Limitations on Enrollment

**Apprenticeship courses may be restricted*

Attendance in courses not open to the public cannot be reported for apportionment. Title 5, Sections 58102, 58104, and 58106, outline certain requirements that districts must meet to ensure that their courses are open and available to all qualified students. There are several specified exceptions, as noted.

Registration as an indentured apprentice is an acceptable prerequisite to enrollment in a class of related and supplemental instruction.

Each district must provide access to its services, courses, and programs without regard to race, religious creed, color, national origin, ancestry, disability, or gender.

Course descriptions must be clear and understandable to the prospective student, and must be published in the official catalog, and/or schedule of classes, and/or addenda. The description may indicate that the course is designed to meet certain specialized needs, but must indicate that the course is available to all qualified students.

No group or individual can receive notice prior to the public for purposes of preferential enrollment limiting accessibility, or exclusion of qualified students.

Announcement of course offerings must be reasonably well publicized and not limited to a specialized clientele. No registration procedures may be used that result in restricting enrollment to a specialized clientele; however, students may be required to meet prerequisites established pursuant to Title 5 regulations. Districts may limit enrollment based on some school specific circumstances: health and safety considerations, facility limitations, faculty workload, and availability of qualified instructors, funding limitations, or legal requirements imposed by statute, regulations or contracts.

The College shall adopt fair and equitable policies and procedures for determining who may enroll in courses with special circumstances. Such courses may limit enrollment on a "first come, first served" basis or use some other non-evaluative selection technique.

The following registration procedures are permissible: special/priority registration assistance to disabled (DSPS) or disadvantaged students (EOPS), CALWORKS and veterans as defined by statute (to provide equalization of educational opportunity); foster youth, and enrollment of students in accordance with a priority system established by the local governing board (e.g. continuing students, athletes, honors).

Conditions Affecting Apportionment:

- Immediate Supervision (Title 5, Sections 58050(a)(6), 58051, 58055, 58056)
- Instructional Aides (Title 5, Sections 58056(c) and Education Code Section 88240 et seq.)
- Minimum Qualifications for Instructors (Title 5, Sections 55002(a)(4), 55002(b)(4), 58050(a)(7)
- Course Approval (Title 5, Sections 55100 et seq., 58050(a)(1)
- Improper Claiming of Apportionment for Equipment or Facility Use (Title 5, Section 58050(a)(5)
- Open Enrollment Requirement (Title 5, Sections 58050(a)(3), 58051.5(a)(3), 58102, 58104, 58106)
- Proper Advertising of Courses in Class Schedules and/or Addenda (Title 5, Sections 58102, 58106)
- Tutoring (Title 5, Sections 58168, 58170)
- Intercollegiate Athletic Courses (Title 5, Section 58162)
- Distance Education (Title 5, Sections 55200 et seq., 58003.1(f), 58009)
- Course Repetition and Withdrawal (Title 5, Sections 55024, 55040 et seq., 55253, 58161, 58161.5)
- Instructional Service Agreements (Title 5, Sections 58050(a)(4), 58051.5, 58058(b) and Education Code Section 84752)
- Multiple and Overlapping Student Enrollments (Title 5, Section 55007)

Immediate supervision by an academic employee is required for a course to be reported for State apportionment funding. ALL of the following are required:

1. The academic employee must be able, in terms of physical proximity and range of communication, to provide immediate instructional supervision and control; and
2. The academic employee must be in a position to provide the supervision and control necessary for the health and safety of students; and
3. The academic employee must not have any other assigned duty during the instructional activity for which attendance is being claimed.

Instructional aides are NOT academic employees. Attendance generated solely under an instructional assistant or aide does not qualify for apportionment. Attendance for individual student tutoring may be claimed for apportionment through a noncredit course in certain specified circumstances. Recent regulations, however, require an enrollment in order to record and claim the time. Programs and courses must be approved by the State Chancellor's Office to be claimed for apportionment. Equipment and facilities must be appropriately used as part of a course to claim apportionment. All courses must be open for enrollment and properly advertised. Colleges may claim apportionment for classes providing learning assistance if registration is a part of the process.

Attendance of students in approved intercollegiate athletics may be claimed for apportionment up to a maximum of 175 hours of attendance per student per fiscal year in any single sport. This limit does not relate to the number of courses in which a student is enrolled. Thus, this rule applies for any student enrolled in any course involving intercollegiate athletics. Whether the student takes only that one course in that sport during that year, or multiple courses in that sport that year, there is an absolute cap on the number of hours that can be claimed.

Distance Education courses, for attendance accounting and apportionment purposes, are no longer considered independent study courses. Due to recent changes, distance education courses can apply any attendance accounting procedure that they are eligible to use based on the specific criteria applicable to each procedure. For detailed guidance, refer to the 2008 Distance education guidelines available at the Chancellor's Office website (www.cccco.edu) Course repetition and withdrawal has experienced some major changes in sections of Title 5 over the last few years. It is critical that individuals responsible for these areas review all applicable title 5 regulations. A comprehensive explanation of the title 5 regulations governing when a district may claim apportionment for a course repetition can be found in the "Credit Course Repetition Guidelines," issued by the Chancellor's Office. Key changes: attendance in credit courses in which a student has previously received a grade may be repeated twice (three times) for apportionment purposes, exceptions have been outlined for certain "repeatable" courses and withdrawal criteria. **It is very important to "code" your software system to deal with claiming apportionment for course repetitions correctly.** The guidelines are available on the Chancellor's Office website as noted above. You can also refer to Title 5 § 58161.

Final Apportionment funding is based on the **Annual** CCFS-320 reports that are submitted no later than July 15 or Recal CCFS-320 reports, when applicable, reflecting the full fiscal year. At that point, no estimation is required; all actual data is reported.

In the event that an error in calculating or reporting was made on the Annual CCFS-320 report, revisions must be submitted by November 1 (Recal CCFS-320 Report).

Attendance Accounting Resources

- When in doubt, check the Student Attendance Accounting Manual (SAAM), including the 2008 Addendum to the SAAM related to academic calendars, course scheduling, and related

topics, which can be accessed at the [Chancellor’s Office Attendance Accounting and Reporting webpage](#) (be sure to also review the information displayed under “Related Advisories” as it may include updated related guidance)

- Check the Education Code and the California Code of Regulations (CCR), Title 5 accessible from the CCCCO Legal Affairs Division webpage under [“Resources”](#)
- Check the Contracted District Audit Manual which can be accessed at the [Chancellor’s Office Fiscal Accountability webpage](#) and/or
- Program and Course Approval Handbook, which can be accessed at the [Chancellor’s Office Academic Affairs Division webpage](#)
- Check CCCCO Legal Advisories and Opinions – available at the CCCCO Legal Affairs Division webpage under [“Legal Opinions”](#) and [“Legal Advisories”](#)
- Check other Title 5 Implementation Guideline documents, including those related to Course repetition and withdrawal, distance education, learning assistance, and tutoring. Many of these guidelines are available at the [Student Attendance and Reporting webpage](#) (see corresponding subject tab).

Always refer to applicable Education Code sections and related Title 5 regulations to assure that administrative guidance information is current.

- Selected Legal Advisories: 03—15 (Academic Renewal), 08-02 (TBA Hours), Legal Advisory 07-01 (Note: Legal Advisory 07-01 is current only through October 2003 and does not reflect analysis related to subsequent legislation that impact the application of this nonresident tuition exemption, including AB 2000 (2014), AB 1899 (2012), and the California Dream Act under AB 130 and AB 131 (2011)).
- Selected Legal Opinions: 16-02 (Dual Enrollment and AB 288 CCAP), 10-07 (Cohorts of Students), 11-04 (Involuntary Drop after Census Date), 07-02 (Offering Courses Outside of District Boundaries), 06-07 (Incarcerated students residency)
- CCR, Title 5 Related Sections (others may apply):
 - 51000 et seq. (Minimum Conditions)
 - 54000 et seq. (Student Residence Classification)
 - 55000 (Definitions)
 - 55002 (Standards and Criteria for Course)
 - 55002.5 (Credit Hour)
 - 55005 (Publication of Course Standards)
 - 55007 (Multiple and Overlapping Enrollment)
 - 55021 (Grading Policies)
 - 55023 (Academic Record Symbols and Grade Point Average)
 - 55025 (Grade Changes)
 - 55035 (30 Unit Remedial Coursework Limit)
 - 55040 - 55043 (Course Repetition)
 - 55044 (Repetition of Variable Unit Courses)
 - 55200 (Distance Education)
 - 55250-55257 (Cooperative Work Experience and Repetition)

- 55700 et seq. (Academic Calendar)
 - 55720 et seq. (Flexible Calendar Operations)
 - 55728 (Flexible Calendar Attendance Reporting)
 - 55729 (FTES Units; Adjustments to Reflect Activities)
 - 58003.1 (FTES – Computation)
 - 58003.3 (Alien Students)
 - 58004 (Census)
 - 58006 (Positive Attendance)
 - 58009 (Application of Alternative Attendance Accounting Procedure for Independent Study, Work-Experience and Certain Distance Education Courses)
 - 58009.5 (FTES Computation for Work-Experience Education Programs)
 - 58010 (Reporting Date Procedures)
 - 58012 (Rounding Off FTES)
 - 58020 (Census Day Procedure Tabulations)
 - 58022 (Positive Attendance Tabulation)
 - 58023 (Class Hour Unit)
 - 58030 (Support Documentation)
 - 58050 (Conditions for Claiming Attendance)
 - 58051 (Method for Computing FTES)
 - 58051.5 (Prohibited Classes for Apportionment)
 - 58051.6 (FTES and Inmate Education)
 - 58052 (Basic Requirement)
 - 58055-56 (Immediate Supervision and Control)
 - 58058 (Employee of the District)
 - 58060 (Valid Employment Qualifications)
 - 58022 (Course Description)
 - 58104 (Dissemination of Information)
 - 58106 (Limitations on Enrollment)
 - 58107 (Facilities and Opportunities for Participation)
 - 58108 (Registration and Enrollment Procedures; Priority Registration)
 - 58120 (175-Day Rule; Conditions for Inclusion as a Day)
 - 58142 (175-Day Rule; Withholding of Apportionment)
 - 58146 (Emergency Conditions and FTES Allowances)
 - 58160 (Noncredit Course Funding)
 - 58161 (Apportionment for Course Enrollment)
 - 58162 (Intercollegiate Athletics)
 - 58164 (Open entry, Open Exit Courses)
 - 58166 (Field Trips – Apportionment)
 - 58168, 58170, & 58172 (Apportionment for Tutoring/Learning Assistance)
 - 59020 et seq. (Retention and Destruction of Records)
 - 59100 et seq. (Audits and Reviews)
 - 59410 (Withholding Grades, Transcripts, etc. for Non-Payment)
- Selected Education Code sections:

- 48000 et seq. (attendance at community college as a special part-time or special full-time student)
- 68000 et seq. (Uniform Student Residency Requirements)
- 76000 et seq. (Admission of Students, including as special part-time and special full-time students and as part of College and Career Access Pathways-CCAP- partnerships under EC section 76004)
- 76140 (Nonresident Tuition)
- 76200 et seq. (Student Records)
- 78020 et seq. (Contract Education)
- 78030 (Inter-district Attendance)
- 79020 (Mandated Holidays and Observances)
- 84501 (Attendance – Commencing with the 1991–92 fiscal year, the term “community college average daily attendance” (ADA) means full-time equivalent student (FTES) as that term is defined by regulations adopted by the Board of Governors of the California Community Colleges)
- 84760.5 (Noncredit Career Development and College Preparation Classes)
- 84810.7 (Inmate Education)
- 84890 (Flexible Calendar)

Distance Education Guidelines and Attendance Accounting (Source: Chancellor’s Office Distance Education Guidelines (2008 Omnibus Version))

Section 58003.1: Full-time Equivalent Student; Computation:

- (a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.
- (b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the week nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, if the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

- (c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.
- (d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.
- (e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.
- (f) For distance education courses not computed using other attendance accounting procedures described in this section and for independent study and cooperative work-experience education courses, the following alternative attendance accounting procedure shall be used:
- (1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by the term length multiplier as provided for in subdivision (b), and dividing by 525.
 - (2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

- (A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,
 - (B) the weekly student contact hours as derived above in this section, by
 - (C) the primary term length multiplier of 17.5, and
 - (D) dividing by 525.
- (g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study and cooperative work-experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

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

Guideline for Section 58003.1:

Distance Education (DE) offerings have been mainstreamed. To make this change, section 58003.1 was revised, effective July 2002, to reflect the ability of colleges to compute DE Full Time Equivalent Student (FTES) using the same attendance accounting procedures available to a classroom-based course/section (traditional delivery). Additionally at that same time, section 55370, which previously stated, “all distance education is independent study” was deleted. Section 58056 was also revised to exempt DE courses from the “immediate supervision and control” requirements prescribed by that section. It should be noted that prior to the revision of section 58003.1, section 55370, which as noted above has been deleted, did permit “fully interactive” DE courses to use attendance procedures other than the Independent Study/Work Experience Education procedure.

The July 2002, revision to section 58003.1 made it even clearer that DE courses can apply any attendance procedure that they are eligible to use based on the specific criteria applicable to each procedure.

This section, which describes the several available attendance accounting procedures, has then been further amended in subsection (f) to make technical changes that clarify the treatment of distance education courses. All other provisions of the section remain unchanged. The amendment establishes an “alternative attendance accounting procedure” (previously referred to as the Independent Study or Work–Experience Attendance Procedure) which can be used to calculate FTES for apportionment purposes for independent study, cooperative work experience, and most importantly in this context also for distance education courses not computed using the other attendance accounting procedures described in this section. For credit distance education courses this alternative method generally consists of counting one weekly student contact hour (WSCH) for each unit of credit for which a student is enrolled (an exception to this general rule is discussed below). For noncredit distance

education courses this alternative method consists of determining a WSCH factor from the quotient of the total hours of instruction or programming, plus other allowable instructor contact, plus authorized outside-of-class work expected as noted in the course outline of record, divided by 54. The resultant figure becomes the WSCH to be used when calculating census FTES for noncredit distance education courses.

In spite of the changes noted above, other essential requirements and criteria applicable to the various attendance accounting procedures continue to apply. For example, Title 5 sections 58003.1(b) and (c) relative to counting the student contact hours of active enrollment in the census based attendance procedures have not been amended--and as indicated above, they speak of "regularly scheduled" days and hours. In addition, Title 5 section 58023 requires that the class (contact) hour unit for classes be not less than 50 consecutive minutes. Title 5 sections 58000 and 58030 also continue to require detailed tabulations of all course enrollment and attendance and appropriate support records. The Actual Hours of Attendance procedure (Positive Attendance) provided by Title 5 section 58003.1(d) can be used if the course is irregularly scheduled and all applicable requirements are met. If the DE courses cannot meet all of the criteria applicable to the attendance procedures provided by section 58003.1(b), (c), or (d) they must be accounted for using the alternative attendance accounting procedure detailed in section 58003.1(f) and section 58009. The majority of asynchronous online DE courses will likely use this alternative attendance accounting procedure as they are not regularly scheduled nor adhere to the guidelines for "to-be-arranged" (TBA) scheduling. It should be noted that there will typically be no loss of FTES when the alternative method as described in section 58003.1 (f) is employed, unless students are being granted fewer units of credit than would be typical (e.g. if students earned three units for a course that meets for 4 hours each week of the term). A complete explanation of these and other essential attendance accounting and reporting requirements are provided in the *Student Attendance Accounting Manual* (Chapters 1 and 3.)

Thus, Credit DE courses can calculate FTES in one of four ways:

Weekly Student Contact Hour Procedure (Weekly Census)

Credit DE courses that are regularly scheduled with respect to the number of days of the week and the number of hours the course meets on each scheduled day and scheduled coterminously with the primary term can compute FTES under Section 58003.1(b).

Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via some sort of communication technology. An example of a regularly scheduled Credit DE course might be a tele course that is broadcast at the same time(s) every week of the primary term.

Daily Student Contact Hours Procedure (Daily Census)

Credit DE courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the primary term can compute FTES under section 58003.1(c). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via some sort of communication technology.

[Note: The Student Attendance Accounting Manual (Chapter 3) provides specific guidance for the “To Be Arranged” (TBA) scheduling option as applicable to Weekly or Daily Census procedure courses. Under this scheduling option, students adhere to individual schedules for meeting with the instructor as opposed to a single scheduled time for all students. However, each individual schedule continues to be based on regular weekly or daily contact hours depending on the applicable census based attendance procedure. In the case of DE courses, the regular contact could be met through online chat rooms, e-mail discussions, or other communication technology that allows for actual interaction between the student and the instructor. Please review the Student Attendance Accounting Manual (Chapter 3) for additional guidance on the TBA scheduling option. While the TBA scheduling option is permissible for credit DE courses, it is not anticipated that this would commonly be used.]

Actual Hours of Attendance Procedure (Positive Attendance)

Credit DE courses scheduled for fewer than five days or that are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days can use the Positive Attendance procedure under section 58003.1(d). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via some sort of communication technology. If a college/district wishes to use this attendance procedure for the computation of FTES, the college/district must keep track of the actual student contact hours for the course. It is possible for some Internet-based DE courses to apply to the Positive Attendance procedure. As with the weekly and daily census accounting procedures, this is an option not likely to be commonly employed for credit DE courses.

Alternative Attendance Accounting Procedure

If a DE course is not structured so that it will qualify to use either the weekly or daily census procedure, and the college/district does not wish to keep track of actual student contact hours of attendance for the purposes of computing FTES, the college/district may choose to conduct the course using the alternative attendance accounting procedure under section 58003.1(f).

The appropriate attendance procedure for the computation of FTES must be determined by considering the applicable criteria for Weekly Census, Daily Census, Positive Attendance, or Alternative Method such as one offered in a lab on campus, sections 58003.1 (b), (c), (d) or (f). Weekly and Daily Census computations are similar and, therefore, have been combined for the purposes of illustration.

The following are examples of the FTES computation:

Example

Computation of per student FTES for a three unit course**A. Weekly/Daily Census**

3 hours of weekly student contact x 17.5 weeks in semester = 52.5 hours

$52.5/525 \text{ hours} = .10 \text{ FTES}$

B. Positive Attendance

$52.5 \text{ actual student contact hours of attendance}/525 = .10 \text{ FTES}$

C. Alternative Method

3 units of credit x 17.5 weeks in semester = 52.5 hours

$52.5/525 \text{ hours} = .10 \text{ FTES}$

Example

A. Weekly/Daily Census

Each student would generate three hours of weekly student contact as of the census. The computation of FTES in a traditional one-unit term-length (17.5 weeks) course is:

$3 \text{ hours} \times 20 \text{ students} \times 17.5 \text{ weeks} = 1,050 \text{ hours}$

$1,050/525 = 2 \text{ FTES}$

B. Positive Attendance

In this example, each student can generate a maximum of 52.5 contact hours of attendance if the student is not “absent” for any of the instruction. In this example, all students were in attendance for all the hours of instruction.

$52.5 \text{ total actual hours of attendance per student} \times 20 \text{ students} = 1,050 \text{ hours}$
 $1,050/525 = 2 \text{ FTES}$

C. Alternative Method

The computation is based on the number of units of credit in which the student is enrolled as of the census. The computation of FTES in a three-unit term length (17.5 weeks) course is: $3 \text{ units} \times 20 \text{ students} \times 17.5 \text{ wks.} = 1050 \text{ hr.}$

$1050/525 = 2 \text{ FTES}$

In any of the above situations, the students will need to engage in an additional two (2) hours per week of educational activity for each one (1) hour of “lecture” time in order to meet the Credit Hour/Carnegie Unit requirements for academic credit. For information on minimum credit to hour ratios refer to §55002.5).

Application of Actual Student Contact Hours of Attendance Procedure

Section 58806:

The actual student contact hours of attendance procedure is based upon a count of students present at each course meeting, and shall apply to:

- (a) All credit courses (exclusive of independent study, work experience and distance education courses computed using the alternative attendance accounting procedure described in subdivision (f) of section 58003.1) scheduled to meet for fewer than five days, or credit courses of five or more days which are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets;
- (b) All open entry/open exit courses;
- (c) All noncredit courses otherwise eligible for state aid except those computed using the alternative attendance accounting method described in subdivision (f)(2) of section 58003.1;
- (d) In-service training courses in the areas of police, fire, corrections, and other criminal justice system occupations as defined in subdivision (c) of section 58051.
- (e) The attendance of students other than indentured apprentices who are actively enrolled in apprenticeship courses of related and supplemental instruction.
- (f) A district may use, but shall not be required to use the actual student contact hours of attendance procedure for any other credit course, exclusive of independent study and work experience education courses, which it offers.

NOTE: Authority cited Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 84500, Education Code.

Guideline for Section 58006:

This section provides additional detail concerning the positive attendance accounting procedure. It is amended to clarify the application of that procedure to distance education courses to conform with changes made to section 58003.1. All other provisions of the section remain unchanged.

Noncredit Courses

Section 58007:

Contact hours of enrollment in noncredit courses, except for noncredit courses using the Alternative attendance accounting procedure described in subdivision (f)(2) of section 58003.1, shall be based upon the count of students present at each course meeting. Full-time equivalent student in noncredit courses shall be computed by dividing the sum of contact hours of enrollment by 525, except for noncredit courses using the alternative attendance Accounting procedure described in section 58003.1(f)(2).

Nonresidents may be claimed for purposes of calculating full-time equivalent student only if they are living in California during the period of attendance and are otherwise eligible for such purposes as provided in this chapter.

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

Guideline for Section 58007:

This section provides additional detail concerning the attendance accounting procedure to be used for noncredit courses. It is amended to conform with changes made to section 58003.1. All other provisions of the section remain unchanged.

The primary student attendance accounting procedure for all but DE noncredit courses consists of a count of students present at each class meeting (positive attendance); with the FTES measure being achieved by dividing that sum of contact hours by 525. For DE noncredit courses an alternative method is authorized for determining full time equivalent student attendance, as described in section 58003.1 (f) (2). For purposes of determining weekly student contact hours, the procedure consists of adding together the total hours of instruction or programming, plus any additional "regular effective contact" as described in section 55204, plus any outside-of-class work noted in the course outline of record and approved by the curriculum committee, and then dividing that sum by 54. Detailed guidance applicable to this procedure is provided in the Student Attendance Accounting Manual (Chapter 3).

Application of Alternate Attendance Procedure for Independent Study, Work-Experience and Certain Distance Education Courses

Section 58009:

- (a) *For independent study, cooperative work-experience and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study or distance education laboratory courses. For independent study or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1. For purposes of this section only, a "distance education laboratory course" means a distance education course which consists partly or exclusively of laboratory work.*
- (b) *For credit courses, full-time equivalent student in courses described in subdivision (a) offered during primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subdivision (a), generated as of the census date prescribed in section 58003.1(b) by the term length multiplier as provided for in section 58003.1, and dividing by 525.*
- (c) *For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f) (2).*
- (d) *Full-time equivalent student in credit courses described in subdivision (a) which are conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such Courses conducted in the primary terms, and dividing by 525.*

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

Guideline for Section 58009:

This section provides additional detail concerning the attendance accounting procedure to be used for independent study and work-experience courses. It is amended to also cover certain distance education courses so as to conform with changes made to section 58003.1 Full-time Equivalent Student; Computation.

Weekly Student Contact Hours (WSCH) in credit distance education laboratory courses shall be determined by counting student contact hours in the same manner as in credit non-distance education laboratory courses (e.g., the contact hours that would have been generated had the course been taught on campus). Non-laboratory credit distance education or independent study courses on the alternative attendance accounting procedure must still determine WSCH based on the number of units of credit. For purposes of this provision only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work. The following are examples of the FTES computations for a credit distance education or independent study laboratory course on the alternative attendance accounting procedure.

Example 1:

Computation of a 1 unit distance education or independent study laboratory course (semester length course)

3 WSCH to represent the contact hours that would have normally been generated had the 1-unit laboratory course not been on the alternative attendance accounting procedure – 3 WSCH x 30 students x 17.5 Term Length Multiplier (TLM) = 1,575 hours 1,575/525 = 3.0 FTES.

Example 2:

Computation of a 1-unit Distance Education or Independent Study Laboratory course (Short Term Course)

3 WSCH to represent the contact hours that would have normally been generated had the 1-unit laboratory course not been on the alternative attendance accounting procedure and had actually been conducted during a primary term – 3 WSCH x 30 students x 17.5 TLM* = 1,575 hours 1,575/525 = 3.0 FTES.

* Section 58009(d) allows districts to use a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary term. In this example, the course length multiplier used is 17.5 even though the shortened term is only 8 weeks in length).

FTES for non-credit distance education laboratory courses shall be computed on a census basis as prescribed in section 58003.1 (f) (2).

See Guideline for section 58003.1 for additional information concerning the alternative attendance accounting procedure.

Method for Computing Full-Time Equivalent Student (FTES)

- (a)(1) Except as otherwise provided, in computing the full-time equivalent student of a community college district, there shall be included only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the district authorized to render service in the capacity and during the period in which he or she served.*
- (2)(A) A community college district may also include the attendance of students enrolled in approved courses or programs of independent study who are under the supervision, control, and evaluation, but not necessarily in the immediate presence, of an academic employee of the district who is authorized to render such service.*
- (B) The community college district shall determine the nature, manner, and place of conducting any independent study courses or program in accordance with the requirements of this section and article 3 (commencing with section 55230) of subchapter 3 of chapter 6.*
- (C) Each district conducting independent study courses shall ensure that the components of each independent study course or program for each student shall be set out in a written record or program, including the number of units (if applicable) and hours of study required, the arrangements for consultation with the instructor, and the work product to be evaluated.*
- (1) A community college district may also include the attendance of students enrolled in approved distance education in accordance with the provisions of article 1 (commencing with section 55200) of subchapter 3 of chapter 6.*
- (b) For the purpose of work-experience education programs meeting the standards of the Carl D. Perkins Career Technical Education Act of 2006 California State Plan (or any successor agreement related to career technical education), "immediate supervision" of off-campus work training stations means student participation in on-the-job training as outlined under a training agreement, coordinated by the community college district under a state-approved plan, wherein the employer and academic school personnel share the responsibility for on-the-job supervision. The student/instructor ratio in the work-experience education program shall not exceed 125 students per full-time equivalent academic coordinator.*
- (c) For purposes of computing the full-time equivalent student of a community college district, attendance shall also include student attendance and participation in in-service training*

courses in the areas of police, fire, corrections, and other criminal justice system occupations that conform to all apportionment attendance and course of study requirements otherwise imposed by law, if the courses are fully open to the enrollment and participation of the public. However, prerequisites for the courses shall not be established or construed to prevent academically qualified persons who are not employed by agencies in the criminal justice system from enrolling in and attending the courses.

- (d) Notwithstanding subdivision (c) and any regulations related thereto, a community college may give preference in enrollment 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 training at the community college in cooperation with any fire protection or fire prevention agency or association. Preference shall only be given when such persons could not otherwise complete the course within a reasonable time and when no other training program is reasonably available. At least 15 percent of the enrollment in in-service fire training courses shall consist of persons who neither are volunteers of, nor employed by, a fire protection or fire prevention agency or association, if the persons are available to attend a course. Full-time equivalent student for the courses may be reported for state aid.*
- (e) Subdivision (d) shall apply only to the following:*
- (1) Community colleges which, in cooperation with any fire protection or fire prevention agency or association, have been, as of January 1, 1980, the primary source of in-service fire training for any fire protection or fire prevention agency or association.*
 - (2) Community colleges which, in cooperation with any fire protection or fire prevention agency or association, establish in-service fire training for any fire protection or fire prevention agency or association which did not have in-service fire training, prior to January 1, 1980.*
- (f) In the event that in-service training courses are restricted to employees of police, fire, corrections, and other criminal justice agencies, attendance for the restricted courses shall not be reported for purposes of state apportionments. A community college district which restricts enrollment in in-service training courses may contract with any public agency to provide compensation for the cost of conducting such courses.*
- (g) Positive records of student admissions and full-time equivalent student in all in-service training courses in the areas of police, fire, corrections, and other criminal justice system occupations, as described in subdivision (c), shall be maintained by each district.*

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

Guideline for Section 58051:

Subdivision (a) (3) has been added to existing language to allow the inclusion of all courses offered through distance education as eligible for FTES apportionment.

CHAPTER 6: RESIDENCY

The purpose of this chapter is to provide an understanding of the basic principles of residency determination, highlight exceptions and exemptions, and provide sources for additional information. The following information is not a comprehensive representation of the laws and regulations governing residence determination.

Residency in California for Tuition Purposes

- Education Code Section 68000 et seq., 76001(d)
- California Code of Regulations, Title 5, Sections 54000, et seq.
- Student Attendance Accounting Manual (SAAM) and related Fiscal Advisories

Residency determination is one of the most complicated parts of the A&R manager's job, primarily because determining residency can be subjective and ambiguous depending on the student's circumstances. The Student Attendance Accounting Manual is the primary resource for residency determination guidance. This section will provide only a cursory description of the residency determination regulations.

Residency determination is made for each student at the time an application for admission is accepted and whenever a student has not attended for more than one semester or quarter. Applicants shall certify under oath or penalty of perjury that their answers on residence questions are true and accurate. Community college districts shall require applicants to supply information as specified and may require additional information as deemed necessary. Community colleges shall notify the student of their residence classification with 14 calendar days after the application has been received, or with 14 days after the beginning of the term for which the student has applied, whichever is later.

Each community college shall use a residence questionnaire in making residence classifications; for those colleges using the CCCApply admissions application, the residency questionnaire is built into the application. This questionnaire will ask each student where the student has maintained his or her home for the last two years and whether the student engaged in activities inconsistent with a claim of California residency. The questionnaire will also ask any student who is under 19 years old where their parent has lived for the last two years and if the parent has engaged in actions inconsistent with a claim of California residency.

Every person by law has a residence. A person can have only one residence. A person's residence is considered to be where that person is most settled and has a permanent connection. It is also the place where a person intends to remain, and during absences, intends to return. One residence cannot be lost until another one is gained. Residency requires physical

presence coupled with intent to make California one's permanent home. Since intent is a subjective state of mind, it must be measured through objective measures.

Pursuant to ECS 68062(f), Students who are under 18 years of age (minors) automatically derive their residence from their parents or legal guardian. Where the residence of the student is derived, the California residence of the person or persons from whom it is derived must satisfy the one-year waiting period requirement. A minor adopted by a California resident who has been a resident for one year immediately prior to the residence determination date, immediately takes that resident status and no waiting period applies. A minor child of permanently separated parents takes the resident status of the parent with whom he or she lives, without any waiting period applying. If the minor lives alone, he or she takes the resident status of the parent with whom he or she last lived.

When both parents are deceased, and no legal guardian has been appointed, a minor may establish his or her own residence. Until the minor does so, his or her residence remains that of the last parent to die. The one-year waiting period runs from the date of arrival or one year from the date of the parent's death. If the residence of the last parent to die was California, the minor's derived residence may be tacked to the newly established residence. If a guardian is appointed for a minor any time after the death of the minor's parents, the minor takes the residence of the guardian. If that were California, the one-year waiting period runs from the date of appointment, subject to applicable tacking. The term "tacking" refers to the process of adding one period of resident student qualification to another to satisfy the one-year waiting period requirement.

Age of majority is defined in Chapter 2 of the Student Attendance Accounting Manual as "Eighteen years of age or older". Students who are 18, but not yet 19 are eligible to establish their own residence. However, since it takes one year to establish residence, it may be necessary to combine some of a student's pre-majority derived residence (residence derived from their parents when they were under 18 years old) with their post-majority residence (residence established after turning 18) in order to have the one year of California residence necessary to satisfy the physical presence and intent requirement. The CCCCO Student Attendance Accounting Manual, Chapter 2, contains additional information on the types of residence classification cases in which tacking may be utilized.

Physical presence for the sole intent of attending school does not allow a student to establish the requisite intent.

A married man and woman establish their residency independently. The presence of a spouse can be considered in determining intent.

Objective measures of intent to establish California residence includes, but is not limited to:

1. Ownership or residential property or continuous occupancy of rented or leased property in California.
2. Registered to vote and voting in California
3. Professional practice licensure
4. Active membership in service or social clubs
5. Presences of spouse, children, or other close relatives in the state
6. Showing California as home address on federal income tax returns
7. Payment of California state income tax as a resident
8. Possessing California motor vehicle license registration
9. Possessing valid California driver's license
10. Establishing and maintaining active California bank accounts
11. Maintaining permanent military address, or home of record in California while serving in the Armed Forces
12. Being a petitioner of divorce in California
13. Remaining in California during academic breaks.

Conduct inconsistent with a claim of residence in California includes, but is not limited to:

1. Maintaining voter registration and voting in another state.
2. Being a petitioner for divorce in another state.
3. Attending an out of state institution as a resident of that other state.
4. Declaring non-residence for state income tax purposes.

No one factor is controlling. The burden of proof is on the student for demonstrating the requisite intent. When a student does not answer all the residency questions on the Admissions Application or the Supplemental Residency Questionnaire, and residency cannot be determined, the student may be classified as a nonresident.

Mandatory Exemptions from Nonresident Tuition:

The following are legally mandated or permissible exemptions from payment of nonresident tuition, but it is important to know that they do not change a student's resident status. It is equally important to note whether the attendance of students under each of these provisions can be claimed for FTES.

AB 540

- Education Code Section 68130.5
- California Code of Regulations, Title 5, Section 54045.5
- Legal Advisory, 07-01 (Please note that Legal Advisory 07-01 is current only through October 2003 and does not reflect analysis related to subsequent legislation that impact the application of this nonresident tuition exemption, including AB 2000 (2014), AB 1899

(2012), and the California Dream Act under AB 130 and AB 131 (2011)). Legal Advisory 06-02, 05-09,

- Updated AB 540 Questionnaire/Affidavit - July 2015 (Reflects AB 540 updates related to AB 2000 (2014), AB 1899 (2012), and the California Dream Act under AB 130 and AB 131 (2011), which allows undocumented and nonresident documented students who meet certain provisions to apply for and receive private scholarships funded through public universities, state administered financial aid, University grants, community college fee waivers, and Cal Grants.

Any student who is not a nonimmigrant alien under U.S.C. 1101(a)(15) (other than students holding a T or U visa in accordance with EC section 68122) shall be exempt from paying nonresident tuition at any community college if he or she meets both of the following:

1. Attended a high school in California for 3 or more years
or

Effective January 1, 2015 pursuant to AB 2000, attained credits earned in California from a California high school equivalent to three or more years of full-time high school coursework and attended a total of three or more years in California elementary schools, California secondary schools, or a combination of those schools

2. Graduated with a high school diploma from a California high school or attained the equivalent thereof.

Any student requesting the AB540 exemption must submit an affidavit attesting to eligibility for the exemption. Districts are free to establish requirements for supporting documentation to verify eligibility. This exemption is not available to students who are not physically present in California and wishing to enroll in distance education classes.

The state Chancellor's office has revised the AB540 form to reflect the newly enacted AB 540 eligibility provided to T and U visa holders and AB 2000 provisions noted above. Colleges cannot change this form on their own and must use the form provided by the state Chancellor's office.

Attendance of students under this provision may be claimed for FTES.

SB 141 U.S. Citizen Children of Deported Parent:

- Education Code 76140

Effective January 1, 2014, districts are required to exempt from nonresident tuition a nonresident student who is a U.S. citizen and meets all of the following requirements:

1. Demonstrates a financial need for the exemption

2. Has a parent or guardian who has been deported or was permitted to leave voluntarily under the federal Immigration and Nationality Act (must provide USCIS documentation)
3. Moved abroad as a result of the parent/guardian departure
4. Lived in California immediately before moving abroad (must provide documentation)
5. Attended public or private high school in California for at least three years (must provide documentation to support three years of attendance)
6. Upon enrolling, will be in his/her first academic year as a matriculated student in a California public college or university
7. Will be living in California and will file an affidavit with the college that he/she intends to establish residency in California as soon as possible
8. Provides documentation as required by statute under EC 76140 – see above

Attendance of students under this provision may be claimed for FTES.

AB 2364 Special Part-time Students (modified the provisions of previously approved SB 150 (Lara, Chapter 575, Statutes of 2013)):

- Education Code 76140(a)(4)

Pursuant to AB 2364 (Holden, Chapter 299, Statutes of 2016; Ed. Code, § 76140) and effective January 1, 2017, a district must exempt all qualifying nonresident special “part-time” students (other than those with a non-immigrant status, such as those present in the United States on a B Visitor Visa *) from the nonresident tuition fee. In accordance with AB 2364, the attendance generated by exempted students is eligible to be reported for state apportionment purposes. Under an AB 288 (Holden, Chapter 618, Statutes of 2015) College and Career Access Pathways Partnership (CCAP) dual enrollment agreement with a school district, qualifying special part-time student status permits enrollment up to 15 credit units and the units may not constitute more than four community college courses per term in accordance with Education Code section 76004(p). Under non-CCAP dual enrollment, qualifying special part-time student status permits enrollment up to 11.99 credit units per term in accordance with Education Code section 76001(d). Please refer to Legal Opinion 16-02 for more information on the two types of dual enrollment.

It is important to note that the AB 2364 provisions described above modified the provisions of previously approved SB 150 (Lara, Chapter 575, Statutes of 2013). However, the population of students that are eligible for the exemption under AB 2364 is the same population of students that was eligible for the exemption under SB 150 (i.e., all qualifying nonresident special “part-time” students, other than those with a nonimmigrant status*, such as those present in the United States on a B Visitor Visa). SB 150 stated the nonresident tuition exemption applicable to eligible special part-time students was permissive, which under AB 2364 has now been modified to be mandatory. Additionally, under SB 150, the attendance generated by exempted students

was not eligible to be reported for apportionment purposes, but under AB 2364 attendance generated by exempted students is eligible to be reported for apportionment purposes.

[* As an interpretation of AB 2364, please note that the Chancellor's Office has determined that nonresident special part-time students that hold a "T" or "U" non-immigrant visa would NOT be excluded from this required nonresident tuition fee exemption and that eligible special part-time students must reside in California during the period of attendance.]

Veterans Access, Choice and Accessibility Act (VACA):

- Education Code 68075.7
- [CCCCO Memorandum dated August 4, 2017: Compliance with Veterans Access, Choice and Accountability Act](#)

Effective July 1, 2015 (and modified July 1, 2017) under the federal Veterans Access, Choice and Accountability Act (VACA), colleges are required to exempt "covered individuals" from paying nonresident tuition in order to maintain their VA approval to administer GI Bill educational benefits. "Covered individuals" are defined as persons who reside in California and are:

1. Military veterans eligible for the Montgomery GI Bill-Active Duty (MGIB-AD) or Post 9/11 GI Bill educational benefits programs who had at least 90 days of active duty service and enroll within three years of their honorable discharge
2. Individuals eligible to receive transferred educational benefits under either the MGIB-AD or Post 9/11 GI Bills who enroll within three years of the transferor's honorable discharge from a period of at least 90 days active duty
3. Individuals eligible for transferred Post-9/11 G.I. Bill benefits while the transferor is on active duty who reside (live) in California (regardless of his/her formal state of residence) as described in 38 USC 3679(c)(2)(B)(ii)(II). The 3-year enrollment period limitation does not apply to eligible dependents of active duty service members.
4. Individuals eligible for benefits under the Marine Gunnery Sgt. John David Fry Scholarship. The Fry Scholarship provides Post-9/11 benefits to the children and surviving spouses of service members who died in the line of duty while on active duty. Prior to the December 2016 VACA Act change, individuals using the Marine Gunnery Sergeant John David Fry Scholarship were required to enroll within 3 years of the service members death, and there was a requirement that the deceased service member's death in the line of duty followed a period of active duty service of 90 days or more. These requirements were deleted effective July 1, 2016.

Districts will need to verify that the student meets the above criteria. Students may provide either a DD214 discharge record, a Certificate of Eligibility for one of the GI Bill programs or proof of acceptance for the Fry Scholarship award. Students who qualify under this exception will continue to be exempt from paying nonresident tuition after the expiration of three-year period following discharge or death as long as they remain continuously enrolled at the college.

Attendance of students under this provision may be claimed for FTES.

Immigrant and Nonimmigrant Visas:

- Education Code Section 68062
- Title 5, Section 54045
- Student Attendance Accounting Manual
- [CCCCO Residency for Tuition Purposes General Overview](#)

An alien, including an unmarried minor alien, may establish his/her residence unless precluded by the Immigration and Nationality Act [8 U.S.C. 1101, et seq.] from establishing domicile in the United States; provided that the student has had residence in California for more than one year prior to the residence determination date for the semester, quarter, or other session for which attendance at the college is proposed.

In general, an alien is precluded from establishing domicile in the United States if he/she entered the United States illegally, or under a visa that requires residence outside the United States, or if he/she entered the United States solely for a temporary purpose. Such an alien shall not be classified as a resident unless and until he or she has taken appropriate steps to obtain a change of status from the U.S. Citizenship and Immigration Services (“USCIS,” formerly Immigration and Naturalization Services) to a classification which does not preclude establishing domicile, and has residence in California for more than one year as noted above. (Ed. Code, § 68062 (h) and (i); California Code of Regulations., tit. 5, § 54045, 8 U.S.C. 1101 (a)(15), and Regents of the University of California v. Superior Court [Bradford], 225 Cal.App.3d 972 (1991).)

The SAAM has an extensive list of immigrant and nonimmigrant visas, and the types of actions that eligible immigrants and nonimmigrants may take to begin the establishment of California residency. Caution: There are always new visas being approved. The CCCCCO will provide guidance as to how to classify these visas.

Reclassification for Students in Attendance:

- Education Code Section 68044
- California Code of Regulations, Title 5, Section 54032
- Student Attendance Accounting Manual (SAAM)
- [CCCCO Residency for Tuition Purposes General Overview](#)

A student seeking reclassification as a resident, who was classified and attended in the preceding term as a nonresident, shall be determined to be financially independent or dependent in accordance with ECS 68044 and CCR, Title 5 section 54032.

A student who has established financial independence may be reclassified as a resident providing they can demonstrate both physical presence and demonstrated intent to make California the

home for other than a temporary purpose through objective manifestations as described by CCR, Title 5 section 54024.

A student shall be considered financially independent for purposes of this section if the applicant meets all of the following requirements:

1. Has not and will not be claimed as an exemption for state and federal tax purposes by his or her parent in the calendar year the reclassification application is made and in any of the three preceding calendar years.
2. Has not and will not receive more than \$750 per year in financial assistance from his or her parent in the calendar year the reclassification application is made and in any of the three prior calendar years.
3. Has not lived and will not live for more than six weeks in the home of his or her parent during the calendar year the application for reclassification is made and in any of the three calendar years prior to the reclassification application.

Financial dependence in the current or immediately preceding year shall weigh more heavily against finding California residence than shall dependence in earlier calendar years. Financial independence in the current or preceding year shall only be overcome if:

1. The parent on whom the student is dependent is a California resident, OR
2. There is no evidence of the student's continuing residence in another state.

For additional clarifying guidance, please be sure to review clarifying guidance in the Student Attendance Accounting Manual and the [CCCCO Residency for Tuition Purposes General Overview Document](#).

Permissive Waivers of Nonresident Tuition:

- Education Code Section 76140

Districts may authorize an exemption from nonresident tuition, in whole or in part for:

1. Foreign students who have demonstrated financial need for the exemption and not more than 10% of the nonresident foreign students are so exempted. Exemptions may be made on an individual basis.
2. All nonresident students enrolling in six or fewer units.
3. A student who, as of August 29, 2005, was enrolled, or admitted with an intention to enroll, in the fall term of the 2005-06 academic year in a regionally accredited institution of higher education in Alabama, Louisiana, or Mississippi, and who could not continue his or her attendance at that institution as a direct consequence of damage sustained by that institution as a result of Hurricane Katrina.

If the district authorizes either of these permissive exemptions, the FTES generated may not be reported for apportionment.

Exceptions

Foster Youth:

- Education Code Section 68085

A student who currently resides in California and is 19 years old or under at the time of enrollment, and who is currently a ward of the state through California’s child welfare system or was served by California’s child welfare system and is no longer being served due to emancipation or aging out may be entitled to resident classification until he or she has resided in California the minimum time necessary to become a resident.

Two Year Care and Control:

- Education Code Section 68073
- California Code of Regulations, Title 5, Section 54047

Any student who has not reached the age of majority and has not lived in the state the minimum time to become a resident, may be classified as a resident if they have lived and been in continuous direct care and control with an adult who is not their parent for at least two years provided that the adult or adults having such control have been domiciled in California during the year immediately prior to the residence determination date. This exception shall continue until the student has attained the age of majority and has resided in the state the minimum time necessary to be classified as a resident, so long as continuous attendance is maintained at the institution.

Military Members and Dependents:

- Higher Education Act of 1965 (20 U.S.C. section 1001, et seq.)
- Education Code Section 68074, 68075, 68075.5
- California Code of Regulations, Title 5, Section 54041, 54042
- Legal Opinion 10-05: Waiver of Student Fees for Armed Forces Members
- For the nonresident tuition exemptions related to the Veterans Access, Choice and Accountability Act of 2014 and ECS 68075.7 please see “Veterans Choice and Accountability Act (VACA)” within the “Mandatory Exemptions from Nonresident Tuition” section

Where federal law conflicts with state law, the federal law supersedes state law. If the federal law is silent, then the state law applies. Read Legal Opinion 10-05 very carefully.

Generally speaking, a student who is the natural or adopted child, stepchild, or spouse who is a dependent of the member of the Armed Forces of the United States stationed in California on active duty shall be entitled to resident classification. If the active duty member of the U.S. Armed Forces is transferred on military orders outside this state where the member continues to serve in the Armed Forces, or has retired as an active member, the student dependent shall not lose their residence classification.

A student who is a member of the armed forces of the United States domiciled or stationed in California on active duty is entitled to resident classification for purposes of determining the amount of tuition and fees for the duration of their attendance at a community college as long as they remain on active duty as of the residence determination date. If that member of the armed forces of the United States who is in attendance at an institution is thereafter transferred on military orders to a place outside this state where the member continues to serve in the Armed Forces of the United States, he or she shall not lose his or her resident classification so long as he or she remains continuously enrolled at that community college. See ECS 68075 and [Legal Opinion 10-05](#).

A student who was a member of the armed forces of the United States stationed in California on active duty for more than one year immediately prior to being discharged shall be exempt from paying nonresident tuition for up to one year if he or she files an affidavit with the community college stating that he or she intends to establish residency in California as soon as possible. This one year exemption shall be used while the student lives in this state and within two years of being discharged (effective January 1, 2013, AB 2478 amended Education Code section 68075.5 to give the student two years to start the one year exemption period as the student may need to temporarily to return to their home state after discharge and may not be able to immediately start their education in California). A former member of the armed forces of the United States who received a dishonorable or bad conduct discharge shall not be eligible for this exemption.

Students Employed by a Public Agency (Police Academy Training; Classification as a Peace Officer):

- Education Code Section 76140, 76140.5
- Government Code Section 811.2

A student who has been hired by a “public agency” may be classified as a resident for enrollment in and completion of a police academy training course. Public agency is defined as the state, city, county, district or other local authority of public body within the State of California. This exemption requires that the student has passed all requirements of the public agency and a written assurance by the public agency that it intends to employ the student as a peace officer upon successful completion of the police academy training course.

Self-Supporting:

- Education Code Section 68071

- California Code of Regulations, Title 5, Section 54040

Any student claiming self-supporting shall provide evidence such as, W-2 forms, letter from employer showing earnings for the year immediately preceding the residence determination date, a statement that the student has been present in California for said year (excluding temporary absences) and a statement showing all expenses for said year.

Nonresident Employees of Institutions or State Agencies and their Dependents

- Education Code Section 68011, 68079

A student who is a full time employee of an institution or any state agency, or a student who is a child or spouse of a full time employee of an institution or any state agency may be entitled to resident classification until he or she has resided in California the minimum time necessary to become a resident. Employee of any state agency means a person employed by the state, who is assigned to work outside of California.

Education code section 68011 states that an “Institution” means the University of California, the California State University, or a college of the California Community Colleges.

CHAPTER 7: REPEATS, WITHDRAWALS, AND REPEATABILITY

This chapter provides an overview of the processes and restrictions on course repetition, withdrawals and repeatable courses. The most recent Credit Course Repetition Guidelines were effective in November 2013 and are included in this binder. They can also be found on the CCCC website under Curriculum and Instruction.

- California Code of Regulations, Title 5, Sections 55000, 55023-55024, 55040-55046, 56029, 58161-58162, 58509, 59300
- Credit Course Repetition Guidelines (November 2013) CCCC

Enrollment

An enrollment in a course occurs when a student receives an evaluative or non-evaluative symbol pursuant to section 55000(n), 55023 (W grades count!). Courses are divided into three main groupings based on the applicable repeat policy.

- Non-repeatable courses allow students to satisfactorily complete coursework and earn credit one time –one and done policy.
- Enrollment in variable unit courses are limited to the number of times necessary for the student to complete the entire curriculum of the course as described in the corresponding course outline of record one time.
- Repeatable courses allow students to enroll and satisfactorily complete courses and earn credits multiple times.

Each grouping has a specific set of rules and policies that govern total number of allowable attempts, total number of attempts that are eligible for apportionment, and total number of substandard grades that can be alleviated. In general, for non-repeatable credit courses, unless an exemption applies, a student who receives a satisfactory grade in a credit course is permitted to enroll in that course only one time. If a student receives a substandard grade and/or withdraws from the course, the student is allowed to enroll in the course no more than three, total times. (Section 58161).

Course Repeat

A course repeat occurs when a student who has previously received an evaluative or non-evaluative symbol in a particular course re-enrolls in that same course and receives another evaluative or non-evaluative symbol (Section 55023). Title 5 regulations specify the circumstances under which a student may repeat a course and when and how a district may allow exceptions. (See sections 55040-45, 55253, 56029)

Repeatability

Current regulations became effective in 2011, and final implementation guidelines were published in November 2013 (found on CCCCCO website). They specify the types of courses that can be designated by a district as repeatable in section 55041. Districts may only receive apportionment for a maximum of four enrollments for semester courses and six enrollments for quarter courses (see 58161). Further, this limitation applies even if the student receives a substandard grade or a “W” during one or more of the enrollments [up to two substandard grades can be alleviated consistent with section 55042(c), as long as no additional repetitions are permitted beyond the limit specified in 55041].

Enrollment Limits:

Section 55024, 55040-46 all set the limits of what districts can and cannot let students do when repeating a course. These sections establish the ceiling, and the district can set the floor locally. In other words, title 5 dictates the most lenient you can be as a district. However, each district can choose to be stricter than CCR title 5 regulations in regards to their policy.

Section 58161 sets the apportionment limits of what a district can claim on the CCFS-320.

Withdrawals -Section 55024

A student’s attendance in a course still counts as an enrollment even if the student withdrew from a course and the student received a W or other evaluative or non-evaluative symbol. (§55000(n).

District policy may permit the student to enroll again in that course as long as the student’s total enrollments in the course do not exceed three or until an applicable limitation is reached, such as receiving a satisfactory grade in a course not designated as repeatable. (§55024(a)(9).

District policy may permit a student to enroll in the same course after having previously received the authorized number of “W” symbols (not to exceed three times) in that course pursuant to a petition filed by the student, but apportionment shall not be claimable for that additional enrollment. (§ 55024(a)(9). The petition must be approved by the chief instructional officer, chief student services officer, or other district official designated in the district policy. A student that is permitted to enroll in that course again by petition as discussed here cannot receive another “W” and must receive a different evaluative or non-evaluative symbol.

“Military Withdrawal” occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Students withdrawing because of military orders shall be permitted to withdraw from the course even if the time permitted by the district for withdrawal from a course has passed, upon verification by

the district of the orders. (§ 55024(d)(1).) A grade of MW is assigned. Military withdrawals with W grades shall not be counted in progress probation and dismissal, or in the permitted number of withdrawals or the student enrollment limit.

SUMMARY: Section 55024 authorizes districts to establish policies on withdrawal & specifies requirements – it establishes the “ceiling”.

- Limit of three “W’s” allowed.
- “W’s” allowed through last day of 14th week or 75% of term (whichever is less).
- Allows districts discretion in setting final “without W” date between the 4th week or 30%, whichever is less. (Districts can set the drop without a W deadline to align with the census date.)
- Enrollment occurs when student earns an evaluative or non-evaluative symbol (55023).
- If your “drop without W” deadline falls after census (between 20%-30%), students who are actively enrolled as of the census point, but drop the course by the “without W” point if falling after census (typically between the 20-30% point of a course) are not eligible for apportionment funding.
- Student has an extenuating circumstance. District may allow “W” beyond 14th week based on petition.
- “W’s” are not counted in GPA, but are considered in progress probation & dismissal.
- District governing board adopted policies must be published in college catalogs.
- Defines allowable exclusions – i.e., MW (military withdrawal), extraordinary condition, etc. May allow that “W’s” not assigned if conditions met.
- Can be removed from student’s record if student files & district confirms discrimination complaint.
- Based on student petition, a district may approve a student to enroll four or more times *without* claiming apportionment (unless “+1” appeal by petition condition met).
- As long as all applicable apportionment eligibility conditions are met, a district is entitled to claim apportionment for the enrollment of a student in the same course if a satisfactory grade is not received for a maximum of three enrollments per credit course. (§ 58161(c).

Course Repetition – Section 55040

Districts are required to adopt policies on course repetition:

Course repetition means a student previously enrolled in course and received an evaluative or non-evaluative symbol and then re-enrolls in the same course.

- Defines substandard academic work as D, F, FW, NP, or NC.
- Repetition is allowed for:

- Alleviation of substandard grade (55042) two times.
- Significant lapse of time (55043) (District must have a board policy defining this period and it cannot be less than three years).
- Extenuating circumstance (55045) one time.
- Disability related accommodation (special class) unlimited times. (55040(b)(7))
- Legally mandated courses (55040 (b)(8))
- Significant Change in Industry or Licensure Standards (55040(b)(9))
- Cooperative Work Experience Education Courses (55253)
- If a student earns a satisfactory grade in a non-repeatable class, they are generally ineligible to retake the class. Significant lapse of time could be the one exception, if the proper criteria are met.
- Repetition must be noted on the permanent academic record (transcript). Each attempt and the resulting grade or W must be visible on the transcript. In instances where a grade is alleviated the original grade must remain visible with an annotation next to it explaining the alleviation.
- On repetition to alleviate substandard grades, first two substandard grades may be excluded from GPA calculation.

Repetition to Alleviate Substandard Academic Work – Section 55042

Districts may allow students up to two additional enrollment attempts (three enrollments) to alleviate substandard grades in non-repeatable courses, and up to three additional enrollment attempts (four enrollments) to alleviate substandard grades courses that are designated as repeatable. The following standards apply:

- Substandard academic work is course work for which a student is assigned a D, F, FW, NP or NC.
- For courses that are not designated as repeatable within the meaning of section 55041, the first two substandard grades may be excluded in computing the student's grade-point average. (§ 55042(c).) For courses that are designated as repeatable, only the most recent substandard grades may be excluded in computing the student's grade-point average. (§ 55042(c).)
- Districts cannot claim apportionment for any enrollments beyond the maximum allowable number for repeatable courses (3) or non-repeatable courses (4) under this section. This is true even if district policy allows for approval of additional enrollments.
- The district must honor similar, prior course repetitions to alleviate substandard grades from another college in determining transfer of a student's credits.

Significant Lapse of Time – Section 55043

Significant lapse of time may only be used to repeat a course when the course is required: (1) when the course is required by the District/College as a recency prerequisite (see section 55003) or (2) by another institution of higher education to which the student seeks to transfer and that institution requires the student to have taken the course more recently than the student's last enrollment. The significant lapse of time exception cannot be used if the student earned a substandard grade the last time s/he enrolled in the course.

- At least 36 months, or more if required by district policy, must have elapsed since the student previously received a grade in the course.
- A student must have received a satisfactory grade in order to repeat a course pursuant to the significant lapse of time exception.
- District policy may allow previous grade and credit to be disregarded without limit.
- District policy may allow a student to petition to repeat a course under this section when less than 36 months has elapsed since the previous grade only if a shorter length of time is specifically required by the institution of higher learning to which the student seeks to transfer. Verifying documentation is required.
- May repeat “activity course” but counts toward limit of four activity course enrollments. If four exhausted may repeat one more time. See Title 5 Section 55041 for additional information on “activity courses”.

District policy may permit a student who has properly repeated a course pursuant to the significant lapse of time exception to repeat the course an additional time if the district finds that the student's previous grade (i.e., the grade assigned on the repetition allowed pursuant to the significant lapse of time exception), was due, at least in part, to extenuating circumstances as set forth in section 55045.

Variable Unit Course Repetition – Section 55044

District policy may permit students to enroll multiple times in a variable unit open-entry/open-exit courses meeting the requirements of section 58164, including the awarding of one unit of credit for approximately 48 hours of recitation, study, or laboratory work (§58164(b)). The enrollments are limited to the number of times necessary for the student to complete the entire curriculum of the course as described in the corresponding course outline of record one time.

- Repetition of a portion of the course is allowed in only four circumstances:
 - Legally mandated
 - The course is a special class for students with disabilities
 - Extenuating circumstances, or
 - Alleviation of substandard work.

Extenuating Circumstance – Section 55045

District policy may permit a student to enroll again in a course if the student’s previous grade in that course was due, at least in part, to extenuating circumstances. The grade achieved in the previous enrollment can be substandard or passing, including FW if used by the district. Non-evaluated symbols (W, I, IP, RD, MW) may not be repeated because of extenuating circumstances.

- Extenuating circumstances are student specific and are verified cases of:
 - Accident
 - Illness
 - Or other verifiable circumstances beyond control of student
- Extraordinary conditions are those circumstances in which student would be entitled to full refund (58509)
 - College and/or classes inaccessible
 - Student responding to certain events (flood, fire...)
 - Student had to evacuate home because of an event (flood, fire...)
- Prior grade and credit may be disregarded pursuant to district policy in any of the above cases.

Legally Mandated Courses – Section 55040 (b)(8)

District policy may permit students to re-enroll in courses that it determines are legally mandated any number of times as long as the requirements are met. Legally mandated means the course is “required by statute or regulation as a condition of paid or volunteer employment”. The repetition must meet the following criteria:

- The course is required by statute or regulation as a condition of employment, AND
- The student is employed or actively seeking to be employed for a paid or volunteer job for which the course is required.

The intent of this exception is to assist students in getting or keeping employment that requires regular renewal of specific courses or course types. Usually, but not always, the course is required to get or renew a work-related license or certificate. The most common example is a CPR class that is required for lifeguard re-certification at every renewal. Students must demonstrate the connection – the “nexus” – between the legal mandate to repeat a course and their employment through documentation.

Note that only a legal mandate can qualify course repetition under this section. Local policy cannot be used to approve repetitions hereunder.

Students may repeat a course under this exception regardless of whether their last grade in the course was substandard. District policy may not allow previous grades and credits to be disregarded in computing the student's GPA.

Apportionment may be claimed for repetitions under this section as long as the requirements are satisfied.

Significant Change in Industry or Licensure Standards – Section 55040(b)(9)

District policy may permit students to re-enroll in courses in courses where there has been such a change in industry or licensure standards that repetition of the course is necessary for employment or licensure. Any number of repetitions may be allowed providing the requirements of this section are met. The requirements are:

- Documentation to support that there has been a significant change in the industry or licensure standards since the student previously took the course, AND
- Documentation to support that the student must take the course again for employment purposes.

The student must demonstrate that the change is one that without the updated course, the student could not get or keep his or her employment or license. An example of acceptable documentation would be a letter from the student's employer verifying that the student must take the course again to keep his job and documentation of the significant change in industry standards since the student last took the course. Repetition of a course in building codes may be allowable if the student demonstrates that codes have changed significantly since he last took the course, and that he will not remain state licensed without repeating the course.

The intent of this exception is NOT to allow repeats that would make the student more employable or promotable.

District policy may not allow previous grades and credits to be disregarded in the GPA calculation. Apportionment may be claimed for repetitions under this section providing the meet the requirements.

Cooperative Work Experience – Section 55040(b)(6), 55250-55257

General and Cooperative Work Experience courses may be repeated under section 55253 providing they meet the indicated requirements for repetition.

General Work Experience: - is supervised employment that does not have to be related to student goals but rather can focus on desirable general work habits, attitudes and career awareness.

Occupational Work Experience – is supervised employment that must be directly related to a student’s goals.

Occupational Work Experience Education

- A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education.
- The district policy on course repetition adopted pursuant to section 55040 may permit a student to repeat a cooperative work experience course any number of times so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a). Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

All repetitions under this section must be counted in the GPA calculation, and apportionment funding may be claimed for all repetitions that meet the requirements of this section.

For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:

General Work Experience Education

- A maximum of six semester credit hours or nine quarter credit hours may be earned during one enrollment period in general work experience education.

Academic Renewal without Course Repetition – Section 55046

Academic renewal is the process by which a district allows a student to alleviate previously recorded substandard academic work that is not reflective of a student’s demonstrated ability. Academic renewal allows qualifying students to have previous substandard academic work disregarded in the computation of their GPA.

The “semi-clean slate” provision:

- For a student who failed courses earlier in their college career and demonstrates later those earlier courses were “not reflective of demonstrated ability”.
- Districts have discretion in establishing “academic renewal” policies & procedures.
- Permanent academic record must be noted– “true academic history”
- Board adopted policies must:
 - Indicate the amount of coursework that may be alleviated.
 - Length of time elapsed since coursework was recorded.
 - Amount of work that must be completed at a satisfactory level

Apportionment for Course Enrollment – Section 58161

Apportionment is limited to three enrollments for non-repeatable courses, any which way the student gets there.

- If a student petitions and the district approves, a district may collect apportionment for 1 additional enrollment for:
 - Extenuating circumstance
 - Significant lapse of time

Exceptions:

- Military Withdrawal
- Legally mandated training
- Significant change in industry or licensure standards
- Disability related accommodation for special classes
- Variable unit open entry/open exit courses (note: evaluative/non-evaluative symbol must be recorded)
- Cooperative work experience
- Extraordinary condition

Repeatable Courses – Section 55041

Beginning January 2013 districts may designate only three types of courses as repeatable:

- Courses for which repetition is necessary to meet the major requirement of CSU or UC for competition of a bachelor’s degree,
- Intercollegiate athletics (state apportionment limited to 350 hours in fiscal year), and
- Intercollegiate academic or vocational competition.

The district may establish courses that are repeatable for no more than four attempts:

- Course content differs each time the course is offered.
- Activity courses
 - Physical education courses
 - Visual or performing arts in music, fine arts, theatre, or dance. If these are part of a sequence for transfer, they are not limited to the four attempts.
 - Foreign language courses, ESL, and non-degree applicable courses are not considered activity courses in this section.
 - Family of courses are limited to the four attempts (levels of the same type of activity, ex: Tennis 1- beginning, Tennis 2- intermediate, Tennis 3- advanced – all limited to a total of four attempts combined).
- Students are limited to four enrollment attempts, even if they petition for repetition based on extenuating circumstances or to alleviate a substandard grade.
- When a grade is received under this section, all grades shall be included for purposes of calculating the student's grade point average.
- In the event a student receives a substandard grade in a repeatable course, the student may, pursuant to section 55042(c) take the course again for the purpose of alleviating the previous substandard grade. Pursuant to this provision, the student may alleviate up to two substandard grades. However, a subsequent passing grade may only alleviate the immediately preceding grade, and only if that immediately preceding grade is substandard.

Resources

California Community Colleges Guidelines for Title 5 Regulations on Repeats and Withdrawals
Adopted by the Board of Governors of the California Community Colleges on July 11, 2011 and effective October 12, 2011 - This document summarizes and provides guidelines for select title 5 regulations regarding repetition and withdrawal enrollment limitations for non-repeatable courses. This was updated in November 2013. The link below is to the November 2013 regulations.

<http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/CreditCourseRepetitionGuidelinesFinal.pdf>

CHAPTER 8: FERPA

Family Educational Rights and Privacy Act of 1975

FERPA helps protect the privacy of student education records. The *Act* provides for the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The *Act* applies to all institutions that are the recipients of federal aid administered by the Secretary of Education. Institutions that fail to comply with FERPA may have funds administered by the Secretary of Education withheld.

FERPA is enforced by the Family Policy Compliance Office within the U.S. Department of Education in Washington DC.

College students must be permitted to inspect their own education records. School officials may not disclose personally identifiable information about students nor permit inspection of their records without written permission unless such action is covered by certain exceptions permitted by FERPA.

Key Terms

Education Record:

Any record, with certain exceptions, maintained by an institution that is directly related to a student or students. This record can contain a student's name(s) or information from which an individual student can be personally identified.

Personally Identifiable:

Data or information that includes:

- The name of the student, the student's parent, or other family members;
- The student's campus or home address;
- A personal identifier (such as a social security number or student number);
- A list of personal characteristics or other information that would make the student's identity known with "reasonable certainty."

School Officials:

A school official can be a person:

- Employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement and health staff personnel),
- Elected to the Board of Trustees,

- A company employed by or under contract to the college to perform a specific task, such as, an agent, an attorney, an auditor, or an outsourced service provider;
- Serving as a student representative on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

FERPA's 7 Key Concepts

FERPA has seven key concepts:

- Annual Notification ○ “Musts” and “Mays”
- Written Consent
- Exceptions to Written Consent
- Legitimate Educational Interest
- Students’ right to access their records
- Parents/Parental Disclosure
- Directory Information

Annual Notification

Provide annual notification to students of their right to:

- Inspect and review their education records
- Request an amendment to their education records
- A hearing if the request for an amendment is unsatisfactory
- Request that the institution not disclose directory information items about them
- File a complaint with the U.S. Department of Education
- Know which information the institution has designated as public or directory information
- Provide annual notification to students of their right to know:
 - a. That school officials within the institution may obtain information from education records **without obtaining prior written consent,**
 - b. The criteria for determining who will be considered school officials,
 - c. What legitimate educational interest will entitle school officials to have access to education records

“Musts and Mays”

- FERPA dictates that there are things you **must** do and things you **may** do in order to be in compliance. “If in doubt, don’t let it out.”

Written Consent

Institutions **must** obtain written consent from the student before disclosing any personally identifiable information from their education records (with exceptions...)

The written consent must:

- Specify the records to be released
- State the purpose of the disclosure
- Identify the party or parties to whom disclosure may be made
- Be signed and dated by the student.

FERPA does not provide for blanket disclosure of student information that is not directory information. Institutions must retain records of written consent for disclosure as a Class 3 record (please refer to Chapter 9 – Records Retention and Transcripts) for at least three years.

Exceptions to Written Consent

Institutions **must** disclose education records **without written consent** of students to the following:

- a. Students who request to see information from their own records. Students have the right to access their education records within 45 days of their request per federal law, but CA law (EC 76230) requires releasing them within 15 working days (state law takes precedence due to shorter timeframe).

However, there are limitations:

- Parental financial information
- Confidential letters and recommendations to which the student has waived his/her right of inspection
- Education records containing information about more than one student
- The institution **must permit access** to that part of the record which pertains only to the inquiring student

Institutions **may** disclose education records **without written consent** of students to the following:

1. School Officials with legitimate educational interest

- a. **Legitimate Educational Interest:** The demonstrated need to know by those officials of an institution who act in the student's educational interest, including faculty, administrators, clerical and professional employees, and other persons who manage student record information.

- b. Although FERPA does not define “legitimate educational interest”, it states that institutions must specify the criteria for determining it.
2. Authorized representatives for audit, evaluation, or enforcement of federal and state supported programs
 3. Officials of other institutions in which the student seeks to enroll, on condition that the issuing institution makes a reasonable attempt to inform the student of the disclosure
 4. Persons or organizations providing to the student financial aid, or determining financial aid decisions
 5. Organizations conducting studies to develop, validate, and administer predictive tests, to administer student aid programs, or to improve instruction
 6. Accrediting organizations carrying out their accrediting functions
 7. Parents of a student who have established that student’s status as a dependent as defined by the IRS Code
 8. Persons in compliance with a judicial order or a lawfully issued subpoena provided the institution first make a reasonable attempt to notify the student.

Exception:

If a subpoena is issued from a federal grand jury, or for a law enforcement purpose, and orders the institution not to notify the student.

9. if the student has initiated legal action against the institution or the institution has initiated legal action against the student
10. Persons in an emergency, if it is determined that there is a rational basis to believe there is a significant threat to a student or other persons
11. An alleged victim of any crime of violence or the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime
12. The public regarding the **final results** of an institutional disciplinary proceeding so long as the student has been determined to be the alleged perpetrator of a crime of violence or non-forcible sex offense

What do final results include?

Must include only the name of the student, violation committed, and any sanction imposed by the institution against the student.

The institution **may not** disclose the name of any other student, including a victim or witness, without prior written consent of the other student.

Parents/Parental Disclosure

When a student reaches the age of 18 or begins attending a postsecondary institution regardless of age, FERPA rights transfer to the student.

Institutions **may** disclose education records of students to their parents by any of the following:

1. By obtaining the student's written consent
2. By having the parents establish the student's dependency as defined by Internal Revenue Code
3. By exercising its disclosure option on any students under age 21 regarding a violation of an institutional rule or federal, state, or local law regarding the use of alcohol or controlled substance as long as state law permits.
4. In a health or safety emergency.

Directory Information

Institutions may release directory information without written consent only if:

1. The institution informs the students of those categories designated as directory information
2. That students be given the opportunity to refuse disclosure of any or all categories
3. That the students be given a reasonable period of time in which to state such refusals in writing

Records of requests and disclosures:

All institutions are required to maintain records of requests and disclosures of education records. These records will include the names and addresses of the requestor and his/her indicated interest in the records. These records are considered part of the student's education records and maintained by the institution. Records of requests and disclosure do not have to be kept for:

1. Requests from students for their own use
2. Disclosures in response to written requests from students
3. Requests made by school officials
4. Those specified as directory information
5. Any release of non-directory information made to a third party who is not a school official.

Subpoenas

A subpoena is a command from a court to require the person named in the subpoena to appear at a stated time and place to provide testimony or evidence.

There are two main types of subpoenas

- A subpoena to testify (also called a witness subpoena), which requires the person named in the subpoena to appear for the purpose of giving testimony; and
- A subpoena to produce documents (also called a document subpoena or subpoena *duces tecum*), which requires the named person to appear and produce documents.

The subpoena that you, as a school employee, receive may not be specifically labeled as a witness subpoena or document subpoena, but it will state which you are within the document.

What to do when you are issued a subpoena:

- Review the subpoena or order to ensure it is legitimate and enforceable. The subpoena must be issued by a court or agency that has authority to issue an order or subpoena in California. If you have concerns about the subpoena or order, contact your Campus Legal Counsel.
- Gather the materials that specifically respond to the subpoena, review the materials and remove information that the requester is not entitled to receive.
- Notify the student of the subpoena unless the subpoena directs otherwise. You must give the student enough time to go to court to contest the subpoena prior to your release of information.
- Update the record of disclosures if appropriate.

Resources

Department of Education, FERPA Website:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

AACRAO:

<http://www.aacrao.org/professional-resources/compliance/ferpa>

Questions? Email: ferpa@ed.gov

CHAPTER 9: RECORDS RETENTION AND TRANSCRIPTS

Definition of Records

“Records” means all records, maps, books, papers, data processing output, and electronic documents that a Community College district is required by law to prepare or retain by law or official duty. “Records” includes “student records” as defined in section 76210 of the Education Code and subsection (c) of section 54606 of this title.

Records Retention and Transcripts

Records retention is the identification, classification, storage, retention, and destruction of records. There are four regulations regarding records retention; title 5 section 59020-33 section 54600, Student Attendance Accounting Manual section 4, and Education Code section 76200.

Title 5 Section 59020-33 to 34:

This section explains how to handle all records. First, you must classify your documents. Section **59022-26** classifies records into three classifications. In addition, section 4.08 of the Student Attendance Accounting Manual helps define the records. Records originating during a current academic year shall not be classified during that year.

Class 1- Class 1 documents are permanent.

Class 2- Class 2 documents are optional.

Class 3- Class 3 documents are disposable.

Once you have classified the documents, you will also need to retain the records.

Class 1 – Records must be retained indefinitely, unless photographed, micro photographed, or otherwise reproduced on film. If you image a Class 1 document, you can reclassify the paper document as a Class 3 document. This must be done through Board action.

Class 2 – Records must be kept indefinitely until they are reclassified as a Class 3 document. This must be done through Board action.

Class 3 – Records may be destroyed after the third year in which the record was originated. Class 3 documents cannot be destroyed until after the third July 1 succeeding completion of an audit required by Ed Code section 84040 or of any other legally required audit, or after the ending date of any retention period required by any agency other than the State of California, whichever is later.

Destruction of Records

When it comes time to destroy records, a chief administrative officer or designee must personally supervise the classification of records and supervise the destruction of records. The governing board must have a list of records ready for destruction and they must approve the destruction in board minutes. These records must be permanently destroyed through methods such as shredding, burning, or pulping.

Transcript

The transcript is the college's official record of the student's academic history. Education Code section 76200-76246 states that we must have a student record that reflects the courses the student has taken at the college. Title 5 section 54604 states the community college may establish and maintain an accurate student record relevant to admission, registration, academic history, career, student benefits or services, extracurricular activities, counseling, guidance, discipline or matters related to student conduct. Degrees and Chancellor's Office approved certificates (18 units or more) are posted on transcripts. Locally approved certificates, fewer than 18 units are not posted on the transcript.

Note: When ordering transcript paper make sure to review and update the transcript legend that appears on the back of your official transcripts.

CHAPTER 10: OTHER AREAS WITHIN A&R

The following paragraphs will briefly describe the various types of credit that can be awarded. In addition, best practices and important considerations will be noted.

Alternative Methods of Awarding Credit

Acceptance and posting of transfer course work is exclusively a local decision, often involving faculty and the Office of Instruction, and typically highly reliant on past practice. To avoid challenge, it is important to have policies and procedures documented. Students are responsible for submitting “official” transcripts/records from the college, university, or organization sponsoring exams.

Advanced Placement (AP):

- California Code of Regulations, Title 5, section 55052

Students typically take an AP course in high school. They may opt to take an AP exam offered by the College Board with the hope of earning college credit. Typically, a score of three is considered a passing score, but this is exclusively a local decision. Some colleges and universities require a score of four or five before college credit will be awarded.

Because the acceptability of these exams is entirely a local decision and varies widely, best practice for posting to the official transcript is to record only the exam and score, not your local equivalency. Posting credit for local equivalency can mislead a student as to its transferability.

CSU Memorandum coded AA-2008-28 stipulates the system wide applicability of AP Exams for GE Certification. Each CSU retains the authority to determine how AP Exams will satisfy requirements for the major or local graduation requirements.

More information can be found at www.collegeboard.com.

College Level Examination Program (CLEP):

Like AP, CLEP is offered by the College Board. Essentially, CLEP is a nationally recognized credit by exam process. Acceptance and transferability is a local decision. Like AP, best practice is to record only the exam and score on official transcripts and not your local equivalency. Additional information can be found on the College Board’s website at www.collegeboard.com.

International Baccalaureate (IB):

The International Baccalaureate is a program started in 1968 in Geneva, Switzerland. The mission of the IB “aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” The IB is offered around the world. The program typically consists of a common pre-university curriculum and a common set of external examinations for students throughout the world,

seeking to provide students with a truly international education. The first IB schools were predominantly private international schools. However, this has changed over the years and today over half of all IB World Schools are state schools.

Like AP and CLEP, the acceptability is exclusively a local decision. Additional information can be found at www.ibo.org.

Military Credit:

Many colleges award credit for military training and service. The American Council on Education publishes post-secondary credit recommendations. Historically, recruiters promise potential recruits more acceptability of credit than what most colleges are willing to grant.

Local decisions include how much credit your institution will grant, what documentation (DD214, ACE transcripts, etc.) your college will require. Is credit contingent on specific type of discharge (honorable, general, or dishonorable)? When will your college actually award credit? Is there a minimum or maximum amount of credit that will be awarded?

One important consideration, too many elective credit may hurt veteran students as it can adversely affect their VA educational benefits impeding achieving the educational goals.

More information can be found at www.acenet.edu.

Credit by Exam:

- California Code of Regulations, Title 5, section 55050

The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college. Many colleges have interpreted this to be 12 units attempted with a grade point average of 2.00 (presuming that less than 12 units attempted does not have an academic standing). However, the Chancellor's Office has clarified that good standing can be defined very liberally (e.g., not on probation).

The content of the examination shall be determined by faculty who normally teach the course for which credit is to be granted. The faculty shall determine that the examination adequately measures mastery of the course content set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.

Districts that offer Credit by Exam, shall:

1. Conduct a separate examination for each course for which credit is to be granted.
2. The student's academic record is to be clearly annotated to reflect that credit was earned by examination.

3. Grade according to the regular grading system approved by the governing board, except that student shall be offered a "pass-no pass" option if that option is ordinarily available for the course.
4. Units awarded through Credit by Exam shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

Districts may charge the student a fee for administering an examination provided the fee does not exceed the enrollment fee that would be assessed for enrollment in the course.

High School Course Articulation:

- California Code of Regulations, Title 5, section 55051

Districts are encouraged to use a high degree of care when articulating community college courses with high school courses. If the course is a baccalaureate level course, many CSUs and UCs will not accept articulated high school courses.

Districts may adopt policies to permit articulated high school courses to be applied toward community college requirements. Articulated high school courses may be accepted in lieu of comparable community college courses to satisfy:

1. Requirements for a certificate program.
2. Major area of emphasis requirement in a degree program.

Articulated high school courses used to partially satisfy certificate or major/area of emphasis requirements shall be clearly noted as such on the student's academic record. Notations of community college course credit shall be made only if community college courses are successfully completed or if credit is earned via credit by examination.

Except through credit by examination, high school courses may not be used to satisfy:

1. 60 semester (or 90 units) completed to receive an associate degree, or
2. Any general education requirement for the associate degree established by the district.

Conferring Awards

- California Code of Regulations, Title 5, sections 55061, 55062, 55063, 55064, 55070, 55072

General Philosophy for the Associate Degree and Appropriate Courses

Community colleges are authorized to award Associate Degrees. The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is intended for students to demonstrate the ability to think and communicate effectively both orally and in writing, use mathematics, understand modes of inquiry in the major disciplines, be aware of other cultures and times, achieve insights in thinking about ethical problems, and develop the capacity for self-

understanding. The student shall also possess depth of knowledge to contribute to lifelong interest.

The types of courses appropriate toward meeting Associate Degree requirements are:

1. All lower division courses accepted toward the baccalaureate degree by the CSU or UC or designed for transfer.
2. Courses that apply to the major or area of emphasis for non-baccalaureate career technical fields.
3. English composition or reading courses not more than one level below the first transfer level course. ESL courses that teach reading and composition are not considered English composition or reading courses.
4. All mathematics courses above and including Elementary Algebra.
5. Credit courses in English and mathematics taught in or on behalf of other departments that determine the level necessary for English composition, reading, or mathematics.

These basic principles will guide decisions for accepting transfer credit from other institutions toward meeting Associate degree requirements.

Minimum Requirements for the Associate Degree

Colleges are required to publish their degree requirements in the annual catalog. Colleges can also add requirements (in many cases have) in addition to the Title 5 minimum requirements. It is important to know these minimum requirements when considering exceptions/waivers or the imposition of local requirements.

1. Completion of 60 semester or 90 quarter units in associate degree level course work.
2. A cumulative grade point average in all Associate degree level work of 2.00 or higher.
3. Completion of an English composition course with a satisfactory grade or an assessment with an achievement score comparable to satisfactory completion (grade of D or Pass) of the specific English course. For students admitted fall 2009 or later this course shall be equivalent to the course typically known as Freshman Composition.
4. Completion of a mathematic course with a satisfactory grade (grade of D or Pass) or an assessment with an achievement score comparable to satisfactory completion of the specific mathematics course. For students admitted fall 2009 or later this course shall be equivalent to the course typically known as Intermediate Algebra. Before fall 2009, Beginning Algebra was the minimum requirement.
5. Within the 60 semester or 90 quarter units, 18 semester or 27 quarter units must be in general education in the following areas:

- a. Natural Sciences (3 semester or 4 quarter units): Course in the natural sciences that examine the physical universe, its life forms and natural phenomena. Disciplines satisfying this requirement include astronomy, biology, chemistry, physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.
- b. Social and Behavioral Sciences (3 semester or 4 quarter units): Course that focuses on people as members of society. Disciplines satisfying this requirement include cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.
- c. Humanities: Courses (3 semester or 4 quarter units) which study the cultural activities and creative expressions of human beings. Disciplines satisfying this requirement include arts, foreign language, literature, philosophy, and religion.
- d. Language and Rationality: Course that develop principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication.
 - i. English Composition (3 semester or 4 quarter units): Course fulfilling written composition requirement shall include both expository and argumentative writing.
 - ii. Communication and Analytical Thinking (3 semester or 4 quarter units): Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages, programming and related disciplines.

While a course may satisfy more than one general education area, the student may not use one course to satisfy more than one area. In other words, students may not “double count” a single course and use it to satisfy more than one general education requirement.

- 6. Completion of 18 semester or 27 quarter units in a major or area of emphasis in a single discipline as listed in the community college “Taxonomy of Programs” (TOP) consisting of lower division coursework which prepares the student for a field of study or specific major at the CSU or UC. All students admitted to a community college for fall 2009 or later must have completed all courses toward the major with a grade of C (P if taken on Pass-No Pass grade option) or better.

Until 7/1/2009, with the governing board’s approval, colleges could allow noncredit courses to satisfy Associate degree requirements if instructor of the noncredit course certified the student had achieved competency in the subject matter at the level and with the academic rigor equivalent to that of the degree applicable course. After 7/1/2009, a student may only obtain credit through the Credit by Exam procedures. Additionally, all degree programs must be approved by the Chancellor’s Office.

Credit Certificates

Districts may offer certificate programs. Credit certificates are to be a sequence of courses totaling 18 semester or 27 quarter units or more of associate degree applicable courses. These certificates must first be approved by the Chancellor's Office. No grouping of courses may be approved if it consists solely of basic skills and/or ESL courses.

Shorter programs may be established by districts without review and approval; however, such certificates cannot be posted to a student's transcript.

Districts may submit certificates consisting of 12 semester units or 18 quarter units or more for Chancellor's Office approval. Once approved, such certificates may be posted to a student's transcript.

CSU General Education Certification

October 29, 1980, the California State University issued Executive Order (EO) 338 establishing the General Education Breadth Requirements. These requirements established the criteria and units required for Area A through E and were implemented beginning fall 1982. The intent of the requirements was to standardize the general education breadth requirements for baccalaureate candidates graduating from the CSU. Campuses were authorized to meet reasonable adjustments in the number of units required, but in no case would it be less than 48 semester units.

Executive Order 595 was issued on April 1, 1981 and superseded EO 338. This Executive Order was the result of "extensive discussion and consultation" between the California Community Colleges and system office granting regionally accredited postsecondary institutions the authority to "certify" 39 units of the lower division General Education Breadth Requirements. The primary purpose was to ensure that general education objectives were realized by transfer students, the same as native students. Fall 1981 was the first semester students' general education requirements could be certified. Community colleges had autonomy in approving courses to satisfy GE Certification so long as the course satisfied the intent of requirement. This general education pattern still exists today.

California Community Colleges easily certified all course completed at their college, but implemented a myriad of restrictions and procedures for certifying completed course work at other colleges. Typical restrictions were a requirement to complete a minimum number of units in residence or completion of an associate degree. This led to complications for students being fully or partially certified by community colleges. Additionally, CSU campuses had a myriad of restrictions on accepting partial general education certification. Therefore, students, who completed courses at more than one community college, more often than not, experienced challenges in achieving full general education certification.

EO 1033 issued on June 18, 2008 and EO 1065 issued on September 16, 2011 made minor changes to EO 595. EO 1033 leaves EO 595 virtually intact, but instead of focusing on curriculum requirements, moves to learning outcomes through regular review. EO 1065 stipulated that students who satisfy the general education requirements shall not be required to complete additional lower division general education courses as a requirement for graduation.

CSU Memorandum coded AA-2008-28 stipulates the system wide applicability of AP Exams for GE Certification. Each CSU retains the authority to determine how AP Exams will satisfy requirements for the major or local graduation requirements.

Intersegmental General Education Transfer Curriculum (IGETC)

The Intersegmental Committee of the Academic Senate issued a memorandum dated November 8, 1990 implementing the Intersegmental General Education Transfer Curriculum (IGETC). Faculty representatives from all three systems developed IGETC with the goal of reducing the transfer complexities experienced by students. IGETC was intended to facilitate curricular advisement, ensuring students could keep their transfer options open, not committing early in an academic career to one system or another. IGETC was implemented in fall 1991. Some UC majors were exempted from accepting IGETC.

Significant differences between CSU GE Certification and IGETC include:

- The inclusion of a course from Area 1.B Critical Thinking and 2nd semester English Composition. Community colleges had to develop curriculum to satisfy this requirement.
- The addition of certifying the UC's Language Other than English requirement.
- Disallowing the double counting of CSU's U.S. History and Political Institutions requirement from meeting the Social Sciences requirement.
- For a course to be IGETC certifiable, both the CSU and UC had approving authority.
- Requires the last community college attended certify all units completed (even those completed at other community colleges)
- Establishes the applicability of AP Exams for satisfying IGETC requirements for both the CSU and UC.

Several sets of IGETC notes were developed to answer questions for the implementation. More information, including archived documents about IGETC can be found on the Transfer Counselors Website found at <http://ccctransfer.org/igetc/main-page>.

SB 1440 Student Transfer Agreement Reform Act

SB 1440 signed into legislation on September 29, 2010 and directs the California Community Colleges and the California State University to establish transfer Associate degrees that require no more than 60 semester or 90 quarter units which also fulfill the lower division general education requirements, guarantee a student ability to transfer to the CSU System (not necessarily campus of choice), and completing their baccalaureate degree by completing an

additional 60 semester or 90 quarter units at the CSU. The law prohibits the CSU from requiring a transferring student to repeat courses similar to those taken at the community college that counted toward their associate degree for transfer. Many of the implementation details of SB 1440 requirements are still being worked out. Refer to www.sb1440.org for more information.

Probation and Dismissal

The standards for probation and dismissal are governed by Title 5 §55023, 55031-55035, and 58621.

- Occurs when a student has *attempted* at least 12 semester units or 18 quarter units and has a GPA of less than 2.0.
- Occurs when a student has *enrolled* in at least 12 semester units or 18 quarter units and more than 50% of the coursework is graded with “W,” “I,” “NP,” or “NC”.
- The district has the discretion to begin the probationary status with fewer than 12 semester units or 18 quarter units attempted or enrolled. The standard cannot be higher than 12 units.
- The district has the discretion to define a standard for GPA greater than 2.0 (e.g., students with a GPA of less than 2.5 can be put on probation) but not less than 2.0.
- The district has the discretion to define a standard of progress less than 50% (e.g., students who receive an I, W, NP or NC in 40% of enrolled courses can be placed on probation) but never greater than 50%.
- Students are removed from academic probation when their cumulative GPA is above a 2.0 (or whatever standard the district has defined) and they are removed from progress probation when their cumulative completion rate is greater than 50% (or whatever standard the district has defined).
- Occurs when a student earns less than a 1.75 GPA (or whatever standard the district has defined) in three consecutive semesters or five consecutive quarters.
- Occurs when entries of W, NP, NC, and I exceed 50% for three semesters or five quarters.

Again, districts have discretion to have standards greater than those set forth in Title 5. It is also important to note, “semesters or quarters shall be considered consecutive on the basis of the student's enrollment, so long as the break in the student's enrollment does not exceed one full primary term.” In other words, students who sit-out two or more primary terms do not have consecutive terms of enrollment. Districts also have the discretion to reduce the number of consecutive terms of probation prior to dismissal but they may not increase them beyond three semesters or five quarters.

Districts are also required by §55034 to notify students about probation, dismissal, reinstatement, and to include information about probation, dismissal, and reinstatement policies in their college catalogs.

Section 58621 requires that students be notified of their status no later than thirty days following the end of the term that resulted in the student being placed on academic or progress probation. This notice shall clearly state that two consecutive primary terms of probation will lead to loss of the BOG Fee Waiver until the student is no longer on probation. This notice shall also advise students about the available student support services to assist them in maintaining eligibility.

Athletic Eligibility

Persons responsible for athletic eligibility or the oversight of athletic eligibility need to be familiar with the [California Community College Athletic Association Constitution and Bylaws \(http://cccaasports.org/services/constitution\)](http://cccaasports.org/services/constitution). Of particular importance is [Bylaw 1](#), which lays out the standards for student-athlete eligibility. Students are evaluated for athletic eligibility on a number of levels including: prior participation on an athletic team, whether this is their first or second season of a particular sport, GPA, units completed (overall), units completed towards a degree, attendance at other institutions, units enrolled during the season of competition, transfer from another institution, participation in a varsity athletics course, and a number of other factors.

In March of 2010, the Chancellor's Office sent out a memo concerning [Out-of-State Athletes, Residency Determination and Nonresident Tuition Fees](#). Persons responsible for reviewing and certifying Form 1's (individual student-athlete eligibility certification) and form 3's (team eligibility certification) should be aware of the statewide concern and emphasis on residency determinations for athletes recruited from out-of-state. Specifically staff should review the college application, Form 1's, Form 3's, Form C's, and any available transcripts or tracers for insight into the student's residency status and/or reports of conflicting information.

Catalog

Required Information:

Access Statement

Clery Act Information (Crime Statistics)

Policies

 Probation/Dismissal

 Student Conduct

 Catalog Rights

 Degree, General Education, and Certificate Requirements

 FERPA/Directory Information

 Grade Challenge

 Academic Policies, Petition Processes, and Exceptions

ACCJC Accreditation Standard I.C.2:

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies and procedures.

The following list of required information must be included in the college catalog:

a) General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC, and with programmatic accreditors, if any
- Course, Program and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b) Requirements

- Admissions
- Student Tuition, Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c) Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d) Locations or Publications Where Other Policies may be Found

Other useful information that should be included:

- Fees and Fee Payment Policies
- Course Repetition and Renewal Policies
- Enrollment Process including Registration, Waitlists, and other procedures for adding and dropping courses
- Important dates and deadlines
 - Registration Times
 - Add/Drop Periods
 - Withdrawal Period
 - Refund Deadline
 - Beginning and End of Term
 - Holidays
 - Finals Week

Class Schedule

The Schedule of Classes should include all the information necessary for students to enroll. Day, time, location, and duration of courses offered are the most significant. Students additionally demonstrate great demand for:

- Important dates and deadlines
- Fee & Payment Info
- Prerequisite Information
- Clery Act Information (Crime Statistics)
- Access Statement

INSTRUCTIONAL SERVICE AGREEMENTS

Instructional Service Agreements are arrangements between a college and a third party. The third party can be either the provider of the instruction (the college contracts with an individual or an entity to teach a class) or the recipient of the instruction (a local business hires the college to provide training directly to employees). When establishing instructional service agreements a number of important factors and decisions need to be kept in mind. The most critical issue is typically on apportionment (when it can or cannot be collected). The documentation below outlines the guidelines and requirements for instructional service agreements:

- [Legal Opinion 11-01](#) - Establishes that “the community college district can receive apportionment and fully fund a private entity for the cost of instruction.” Also references Title 5 §58051.5 conditions under which apportionment cannot be claimed.
- [Legal Advisory 04-01.5](#) - This legal advisory addresses the two most common pitfalls associated with ISA's: 1) Double Dipping and 2) Third Party Profits.

- [Contract Guide for Instructional Service Agreements between College Districts and Public Agencies](#) - A-Z checklist for establishing and administering ISA's.

Board Action

In a number of instances, regulations require Board action in order to proceed.

- Nonresident Tuition – Education Code §76140-76143. The Board must set the fee by February 1 of each year. There are a number of methodologies outlined for determining what the fee should be.
- Student Health Fee – Education Code 76355. The Board must establish the Health Fee and approve any changes.
- Destruction of Records – Title 5 §59020-59029. Also, see subsequent section in this manual on retention and destruction of records.

Records must be classified as Class 1 - permanent, Class 2 - temporary, or Class 3 - disposable. The Board must approve the proposed destruction of records listed as Class 3. Class 1 and 2 records cannot be destroyed and must be retained permanently or until they can be reclassified as Class 3. The retention period for Class 3 records is 3 years after the year the record was created.

CHAPTER 11: PROFESSIONAL ASSOCIATIONS

The following professional organizations are highly recommended for Admissions & Records professionals. These organizations foster professional development opportunities, broaden knowledge, provide collective efforts for advocacy and enhance the A&R professional's network.

American Association of College Registrars and Admissions Officers

www.aacrao.org

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) is a nonprofit, voluntary, professional association of more than 11,000 higher education admissions and registration professionals who represent more than 2,600 institutions and agencies in the United States and in over 40 countries around the world.

The mission of the American Association of Collegiate Registrars and Admissions Officers is to serve and advance higher education by providing leadership in academic and enrollment services.

Association of California Community College Administrators

www.accca.org

ACCCA, The Association of California Community College Administrators, is the foremost member-supported professional organization for administrators and managers of California's 112 community college campuses. ACCCA seeks to provide its members with services, benefits, products and programs that will enhance their professional lives.

Association of Community and Continuing Education

www.acce.org

The Association of Community and Continuing Education (ACCE) strives to develop and promote desirable policies, practices, and support for the educational constituencies within community, continuing, and contract education providers and to promote professional growth of the membership.

California Association of Community College Registrars and Admissions Officers

www.caccrao.org

The California Association of Community College Registrars and Admissions Officers (CACCRAO) is the professional organization for admissions and records officers and staff for all 112 California Community Colleges. CACCRAO provides support, professional development opportunities, legislative updates, promotes best practices, communicates information and innovative trends in technology and advocates on behalf of its constituents.

California Community Colleges Matriculation Professionals Association

www.cccmpa.org

The California Community Colleges Matriculation Professionals Association (CCMPA) is an educational association of dynamic professionals who cultivate professional development, embrace standards of excellence and facilitate a research agenda that serves to promote a statewide focus on student learning, access, success and institutional effectiveness.

Community College League of California

www.cclc.org

The Community College League of California (CCLC) is a nonprofit public benefit corporation whose voluntary membership consists of the 72 local community college districts in California. Within the League are two major organizations that share a common mission, staff and fiscal resources: the California Community College Trustees (CCCT) and the Chief Executive Officers of the California Community Colleges (CEOCCC). The League provides leadership in the education and development of community college governing board members, chief executive officers and staff to ensure the continued strength, diversity, vitality and effectiveness of the college's educational programs and services.

Pacific Association of College Registrars and Admissions Officers

www.pacrao.org

The Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO) is a non-profit association representing more than 350 regionally accredited 2-year, 4-year, and graduate schools with an individual membership of 1,500 professional admissions officers and registrars.

The Association provides conferences and other professional development opportunities for the consideration of professional issues common to its members. PACRAO also provides an avenue for members to contribute to the general advancement of higher education, their professions, and their individual careers.