



COLLEGE COUNCIL AGENDA

September 24, 2020 | 2:30-4:30 pm | Zoom

Agenda Item

LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

LPC Planning Priorities

- ❖ Implement the integration of all ACCJC standards throughout campus structure and processes.
- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.
- ❖ Coordinate resources and provide professional development for effective online instruction and remote delivery of student support services and college processes to advance equitable student outcomes.

College Council

Quorum: 9

Non-Voting Members:

Dyrell Foster, President (Chair)

Voting Members:

Kristina Whalen, V.P., Academic Svc &

Accreditation. Steering Cmte

Anette Raichbart, V.P., Administrative Services

& Budget Development Cmte

William Garcia, V.P., Student Services

Rajinder Samra, IPEC

Tom Orf, CEMC

Mike Ansell, Facilities & Sustainability

Titian Lish, Resource Allocation

TBD, Technology

Kristy Woods, Guided Pathways

Sarah Thompson, Academic Senate President

Craig Kutil, Academic Senate V.P.

David Rodriguez, Classified Senate President

TBD, Classified Senate V.P.

Saba Salehifar, LPCSG President

Esmay Elgarguri, LPCSG Vice President

Mike Alvarez, LPC SEIU

1. Call to Order Whalen

2. Review and Approval of Agenda (1) Whalen

3. Review and Approval of Minutes (8/27/20) (3) Whalen

4. Action Items

- Career Technical Education Committee (7) Korber

5. Old Business

- Start of Fall Semester Whalen
- CARES Act Allocation (11) Raichbart
- Educational Master Plan Update Samra
- Start of the Fall Semester Whalen
- 20-21 Budget Whalen
- Task Force/Call to Action Whalen
- Accreditation Expanded Steering Committee Whalen

6. New Business

- Blanket Curriculum Development Scope of Work (12) Whalen
- BPs and APs Whalen
 - BP 4230 Grading & Academic Record Symbols (14)
 - AP 4230 Grading & Academic Record Symbols (15)
 - BP 4231 Grade Changes (19)
 - AP 4231 Grade Changes (20)
 - BP 4232 Pass/No Pass (22)
 - AP 4232 Pass/No Pass (23)
 - BP 4235 Credit for Prior Learning (24)
 - AP 4235 Credit for Prior Learning (25)
 - AP 4236 Advanced Placement Credit (28)
 - BP 4240 Academic Renewal (29)
 - AP 4240 Academic Renewal (30)
 - BP 4250 Probation, Dismissal, & Readmission (31)
 - AP 4250 Probation, Dismissal, & Readmission (33)
 - BP 4260 Prerequisites and Co-Requisites (36)
 - AP 4260 Prerequisites and Co-Requisites (37)

7. Information Items

8. Updates

- VP Academic Services Whalen
- VP Administrative Services Raichbart
 - Co-Curricular Budgets
 - New Forms Online

- VP Student Services Garcia
 - Update on Maxient Software Implementation
 - Wheels Bus Update
- Accreditation Steering Committee Whalen
- Budget Development Committee Raichbart
- College Enrollment Management Committee Orf/Whalen
- Facilities and Sustainability Committee Ansell
- Institutional Planning and Effectiveness Committee Samra
- Resource Allocation Committee Lish
- Technology Committee TBD
- Guided Pathways Committee Woods
- Academic Senate Thompson
- Classified Senate Rodriguez
- LPC Student Government Salehifar
- Faculty Association Kutil
- SEIU Alvarez

9. Adjournment

10. Next Regular Meeting: October 22, 2020



DRAFT COLLEGE COUNCIL MINUTES

Thursday, August 27, 2020 | 2:30 – 4:30 p.m. | Confer Zoom

Meeting Minutes

LPC Mission Statement

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LPC Planning Priorities

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- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

College Council

Quorum: 7

Members Present (non-voting):

Dr. Dyrell Foster, President

Members Present (voting):

William Garcia, V.P., Student Services
Kristina Whalen, VP Academic Svcs & Accreditation Steering Cmte
Anette Raichbart, V.P., Admin. Services & Budget Development Cmte
Rajinder Samra, IPEC
Titian Lish, Resource Allocation
Kristy Woods, Guided Pathways
TBD, Technology
Sarah Thompson, Academic Senate President
Craig Kutil, Academic Senate VP & F/A
Saba Salehifar, LPCSG President
David Rodriguez, Classified Senate President

Members Absent:

Mike Ansell, Facilities & Sustainability
Jean O'Neil-Opipari, Classified Senate VP
Mike Alvarez, LPC SEIU
Esmaa Elgarguri, LPCSG V.P.

Guests:

Melissa Korber

1. Call to Order

Dr. Foster called the meeting to order at 2:33 p.m.

2. Review and Approval of Agenda

Mr. Kutil/Ms. Woods/amend agenda to include Program Proposal Process as an Information Item/unanimous.

3. Review and Approval of Minutes (5/21/20)

Mr. Samra/Ms. Raichbart/two abstentions.

4. Action Items - none

5. Old Business

• Professional Development Planning (District-wide)

Dr. Foster indicated that the district-wide Professional Development planning process continues. He encourages professional development opportunities that can be shared across campuses and the district as well as opportunities that align with our college priorities.

• CARES Act Allocation

Dr. Foster reminded the committee that LPC has received over \$1.4 million in federal funds and \$1.2 million has been allocated to 1,694 students to provide direct assistance to those eligible students to help with the financial impact of the Covid-19 virus. Ms. Raichbart presented the CARES Act Institutional Portion year-to-date expenditures. The data does not include the August payroll but will be included when available.

• Values Statement Review

Mr. Samra reminded the committee that the Mission, Vision, and Values Statements were approved by College Council in February, 2020. Given the social justice movement, the EMP Task Force recommends modifying the Values statement to include "committing to anti-racist policies and practices." The committee agreed and also suggested that it be part of the glossary. Mr. Samra will present the modifications to each of the Academic, Classified, and Student Senate Committees and bring it back to College Council.

• Educational Master Plan Update

Mr. Samra shared the Draft EMP Goals and Strategies 2021-2026 and posed the question to the committee on whether metric goals should be set. The committee expressed concern over including metric goals. Mr. Samra indicated this question would also be asked of IPEC and Academic Senate.

6. New Business

- **Start of the Fall Semester**

Dr. Foster asked the committee for feedback with regard to how they feel the semester is going as we are entering the second week. The following comments were shared:

- There was a small number of student services used.
- While there has been evidence of resilience and adaptability, the Performing Arts Department, as a whole, is definitely experiencing complications. This is becoming clear in relation to getting items needed for instructions or learning, such as microphones. (Titian Lish)
- There is a large inequity of Math students that have a stylus and that don't have stylus. Active learning is harder in a virtual world. (Kristy Woods)
- Concern that teaching and learning in a virtual environment is not sustainable for faculty or students. Suggest thinking about interventions in late September/early October. (Sarah Thompson)
- Some classes have been cancelled due to low enrollment, such as Jujitsu (Craig Kutil)
- Faculty have invested their own money on items, some of which have been large scale (such as technology), to support their ability to teach online. (Titian Lish)
- Staff are prohibited from taking home their office ergonomic items to work at home.
- Some Classified Professionals are supporting two positions due to vacancies. (David Rodriguez)
- Part-time faculty do not have an office space to go to at LPC. (Titian Lish)
- Students are experiencing challenges and frustrations in participating in Zoom at home (siblings in the next room making noise). (Titian Lish)
- Challenge on how to grade when students have difficulty participating due to home issues, technology issues, resource issues, etc.

Dr. Foster indicated that he will research how we can get some movement on some of the issues and better support our employees during this time.

- **Budget for 20-21**

Not discussed.

- **Task Force/Call to Action**

Dr. Foster thanked College Council members that are able to work on the Task Force. A monthly meeting will be set that does not conflict with other LPC and District Shared Governance meetings.

- **Accreditation Expanded Steering Committee**

Ms. Whalen indicated that there were 25 participants in the Accreditation Expanded Steering Committee kick-off meeting. She shared the list of committee members and indicated that David Rodriguez and Tim Druley are also on the Expanded Committee. She is in the process of making some adjustments to the proposed timeline and will repost when completed.

- **Career Technical Education Committee**

Ms. Korber shared the charge, reporting relationship, and committee membership for the proposed Career Technical Education Committee. She indicated that one of the goals is to increase and improve career education program outcomes throughout the college. Another goal is to create an Economic and Workforce Development Plan. The CTE Committee will be an action item at the September 9 Academic Senate meeting. It will be an action item for the September 24 College Council meeting.

- **BP and AP 4235:**

After some discussion, it was determined that the version of BP and AP 4235 presented at this College Council meeting (and August 24's SLT meeting) may not be the most current. Mr. Kutil indicated that he and Ms. Bennie had previously worked with VC Rowland on modifications to the Credit for Prior Learning. Dr. Foster and Ms. Moore will inform the District of this issue.

7. Information Items

- **Program Review Process**

Mr. Kutil shared the draft "Program Proposal Process" document which lists the scope as "This process outlines the initial program proposal process for new programs with respect to the roles of the Academic Senate and the Curriculum Committee." Ms. Thompson shared that up to this point, programs have been initiated from a lot of different places such as the Curriculum Committee, Deans' Offices, Planning Committees, etc. It was determined that there is a need for a more standardized way for programs to emerge and a need for a more structured process of approval for the programs. This draft strives to provide that standardization and structure. After much discussion, it was agreed that it be presented to College Council for endorsement after Academic Senate approval.

8. Updates

- **VP Academic Services:** no update per Ms. Whalen.
- **VP Administrative Services:** no update per Ms. Raichbart.
- **VP Student Services:** no update.
- **Accreditation Steering Committee:** no additional update per Ms. Whalen.
- **Budget Development Committee:** Ms. Raichbart indicated that the committee is continuing with the budget development process.
- **Facilities and Sustainability Committee:** no update.
- **Institutional Planning and Effectiveness Committee:** Mr. Rajinder indicated the committee would meet for the first time this academic year in a couple of weeks.
- **Resource Allocation Committee:** Ms. Lish indicated RAC has its first meeting on September 3. An email was sent to faculty to remind them the Instructional Equipment Requests are due to the Division Deans on September 9 and the Classified and Administrative Position Requests are due to the Division Deans on October 14.
- **Technology Committee:** no update.
- **Guided Pathways Committee:** Ms. Woods presented the [Guided Pathways Main Initiatives](#) for 2020-2021 to the committee. Ms. Woods indicated that the committee has some big initiatives this year and as part of Clarifying the Path, they are going to be working on academic program maps, linking to careers and academic clusters on campus. They will be exploring some technology options, include perhaps a collaboration with Cal State East Bay as part of the EBCAN project, developing career exploration resources. Ms. Woods shared that despite the fact that the SCFF project was unfunded, they have leads that will pay for Joel Gagnon's and Jill Oliveira's work. They also have the Persistence Project with a large number of students and faculty attending her Guided Pathways office hours during summer. Ms. Woods has challenged the leads to think of three achievable ways to move the initiatives forward this semester and then three more for the spring semester.
- **Academic Senate:** Ms. Thompson shared that the Classified Appreciation Celebration will be held after Town Meeting and that Ms. Ashley Young has been working very hard on this celebration.

Academic Senate is reconvening the Academic Honesty Subcommittee. They have also created a joint Academic Senate/Faculty Association Committee with the focus being to create strategies for diversifying part-time faculty at LPC.

- **Classified Senate:** Mr. Rodriguez shared current Classified Senate priorities: 1) engage more directly with equity, anti-racism efforts, and the work of Guided Pathways; 2) explore the Caring Campus Initiative to promote connection to the college as well as help close the achievement gaps; 3) help Classified Professionals adjust to the pandemic and how they can support the institution. Two additional members have been appointed to the Classified Senate Governing Council – Daisy Valle as Treasurer and Carmen Ortiz as Ambassador.
- **LPC Student Government:** Ms. Salehifar thanked the committee for everything that the college faculty and staff has done for the students. She shared that Student Government has vacant officer and senator positions that they are trying to fill. Their next LPCSG Student Senate meeting is scheduled for September 3, 2020 at 4:30 p.m.
- **Faculty Association:** no update per Mr. Kutil.
- **SEIU:** no update.

9. Adjournment – Dr. Foster adjourned the meeting at 4:37 p.m.

10. Next Regular Meeting: September 24, 2020

LPC GOVERNANCE WORKSHEET FOR 2020-2021

Committee Name: Career Technical Education Committee

Form Completed by: Melissa Korber, Vicki Shipman **Position:** Faculty, Administrator

LPC Mission Statement:
Las Positas College is an inclusive learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career technical goals while promoting life-long learning.

Instructions

The purpose of this worksheet is to allow each Committee, Subcommittee, Senate, or Union to review its charge and membership yearly. It is important to review the current committee charge and responsibilities in the LPC Governance Handbook. Ensure that the Charge supports the LPC Mission Statement. If changes are needed, please make changes on this document, receive approval from any constituency groups involved, and send to the President's Office. Once changes are received, the document will be brought to College Council for review and approval.

Committee Academic Year Timeline

Month	Activity
February	<ul style="list-style-type: none"> • Committees discuss and finalize committee changes and/or structure. • Chair completes Governance Worksheet with or without changes and signs on behalf of the committee.
March	<ul style="list-style-type: none"> • Governance Worksheet goes forward to Academic Senate (if appropriate). • Governance Worksheet goes forward to College Council for approval. • College Council Meeting – Approvals of Governance Committee Changes. • If there are significant changes, Committee Chair or Designee must attend the Council Meeting.
April	<ul style="list-style-type: none"> • Shared Governance Participants' Document and Governance Handbook updated with committee changes. • President's Office sends reminder to Academic and Student Services Divisions, Classified Senate, and Administrators to update membership. • Student Services Division Meeting agenda item: committee memberships. • Admin Staff Meeting agenda item: committee memberships. • Classified Senate Meeting agenda item: committee memberships. • Academic Divisions Meeting agenda item: committee memberships.
May	<ul style="list-style-type: none"> • Admin Staff finalizes committee memberships. • Student Services Division finalizes committee memberships. • Classified Senate finalizes committee memberships. • Academic Divisions finalizes committee memberships. • Academic Divisions, Student Services Divisions, Classified Senate, and Admin Staff sends committee representation to President's Office.
August	<ul style="list-style-type: none"> • President's Office posts DRAFT Governance Participants on website.
September	<ul style="list-style-type: none"> • Faculty Association sends list of appointments. • LPCSG sends list of appointments to President's Office. • Committees send President's Office Committee Chair selection. • President's Office posts FINAL Governance Participants on website. • Committee Chair/Support updates committee webpage with changes and committee representation.

Career Technical Education (CTE) Committee

Charge

The Career Technical Education (CTE) Committee will help coordinate, lead, and support efforts and initiatives to increase and improve Career Education program outcomes. Using data and complying with applicable regulations, the CTE Committee will identify, prioritize, allocate, and report on funding for state (Strong Workforce), federal (Perkins), and CTE grants in alignment with college goals and plans and accreditation standards. The CTE Committee will create an Economic and Workforce Development Plan, relying on college and district data and plans and informed by applicable regulations, and will communicate the plan to the college.

Membership

VOTING MEMBERS

Administrator – Career Technical Education Program Manager
Administrator – Academic Services, At-large
Administrator – Student Services, At-large
Administrator – Vice President of Academic Services
Administrator – Director of Research, Planning, and Institutional Effectiveness
Classified Professional – Arts & Humanities Division
Classified Professional – Business, Social Science, and Learning Resources Division
Classified Professional – Science, Technology, Engineering, and Math Division
Classified Professional – Public Safety, Advanced Manufacturing, Transportation, Health & Kinesiology
Classified Professional – Counseling
CTE Faculty – Arts & Humanities Division
CTE Faculty – Business, Social Science, and Learning Resources Division
CTE Faculty – Science, Technology, Engineering, and Math Division
CTE Faculty – Public Safety, Advanced Manufacturing, Transportation, Health & Kinesiology Division
Faculty - Counseling
Student – Las Positas College Student Government

Term

Two Years

Reporting Relationship

The CTE Committee will report to the Academic Senate and to College Council via the Vice President of Academic Services.

Quorum:

Voting Members = 16; Quorum = 9

LPC GOVERNANCE WORKSHEET FOR 2020-2021

1. Charge:

The Charge is satisfactory, no changes.

The Charge will change. The updated Charge is attached. New Committee

2. Reporting Relationship:

It is recommended the reporting relationship remains the same.

It is recommended the reporting relationship changes.

The committee will report to:

Academic Senate College Council

Faculty Association President

Vice President of Academic Services

Other _____

3. Chairmanship:

It is recommended that the chair:

Selection remains the same

Selection method changes to: _____

4. Membership:

It is recommended membership remains the same.

It is recommended membership changes to:

Voting Members (list positions, not actual names): (e.g., V.P. of Student Services, 4 Classified, 1 faculty from each Division, etc.)

1. See attached.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

LPC GOVERNANCE WORKSHEET FOR 2020-2021

Total Voting Members: 16 Quorum (50% + 1): 9

Non-Voting Members: (e.g., President, 2 students, 1 faculty from each Division, etc.)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Members appointed by: (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Academic Senate | <input type="checkbox"/> Faculty Association |
| <input checked="" type="checkbox"/> Classified Senate | <input type="checkbox"/> SEIU |
| <input checked="" type="checkbox"/> Administration | <input checked="" type="checkbox"/> Student Senate |

5. Term: (check one)


- 1 year 2 years Other


Committee Chair/Co-Chair Approval

Printed Name	Signature	Date
_____	_____	_____
_____	_____	_____


CARES Act Allocation

<https://www2.ed.gov/about/offices/list/ope/heerfinstitutional.html>

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U.S. Department of Education



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OPE

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Higher Education Emergency Relief Fund- Institutional Portion

*Notice: You must complete and submit the CARES HEERF Certification and Agreement Student's Portion before submitting the CARES HEERF Certification and Agreement for the Institution's Allocation of HEER Funds.

How to Apply for Funding: HEERF-Institutional Aid

- Grants.gov Submission Procedures and Tips for Applicants
- Guide for how to apply for funding in Grants.gov
 - Visual Aid
 - How to upload a Workspace

Letter from the Secretary (April 21, 2020)

CARES HEERF Certification and Agreement- Institutional Portion

Formula allocations

- Allocations for Section 18004(a)(1) of CARES Act
- Methodology for Calculating Allocations

FAQs

- Cares Act HEERF Institutional Portion of the HEERF under Section 18004(a)(1) and 18004(c) FAQs (April 9, 2020)
 - Please see the updated statement referencing this document on our HEERF Litigation Updates Page Here.
- CARES Act HEERF Supplemental FAQs (Issued June 30, 2020 and Revised September 8, 2020)

Contact

The funding opportunity number is ED-GRANTS-042120-004. If you have questions concerning this program, please submit them via e-mail to HEERF@ed.gov, or by phone, at 202-377-3711.

How Do I Find...

- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA
- 1098, tax forms

More >

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning
- Constitution Day

<NAME OF FUNDING SOURCE>
Scope of Work – CTE Curriculum Development
<DATE>

Faculty Member:

Hourly Amount: F-Hour not to exceed <XX> hours

Time Frame: <DATE> through <DATE>

Assumptions:

Curriculum is supported to move forward by the Academic Dean.
Fiscal Year 20/21 F-Rate \$50.26/hour per faculty contract.

Preface:

As per the Chabot-Las Positas Community College faculty contract, curriculum development is part of a faculty member's professional responsibility. When the development of curriculum: a) is needed in a timely fashion to meet college priorities, b) is a component of a grant funded project; and/or c) there is a labor market occupational education in demand, compensation may be available.

Funding Options:

- New Short-Term Certificate (new courses developed): Up to 7 hours per course.
Note: A typical course should take 5 hours per course.
- New "Packaged" Short-Term Certificate (existing courses packed into a new certificate):
Fixed fee of 5 hours.
- Academic Senate Case Statement and Presentation: 2 hours per program
- New Program Development: Up to 20 hours for coordination based on finalized scope of work.

Typical Scope of Work (to be revised based on curriculum level of development):

Objective: Development of Curriculum for a <NAME> Career Technical Education Program.

Task 1: Present <PROGRAM NAME> curriculum concept to the Academic Senate for approval to move forward.

Activity 1.1: Prepare a case statement to include the following information about the <PROGRAM NAME> curriculum: (a) needed resources, (b) relationship to mission, (c) course sequence, (d) LMI, (e) FTEF required, (f) implementation schedule, (g) PSLOs, and (h) program map.

Activity 1.2: Request to be placed on the Academic Senate Agenda

Activity 1.3: Present information to Academic Senate

Task 2: Coordinate a <PROGRAM NAME> Advisory Board Consisting of Faculty, Industry Leaders, ROP/High School Teachers/Counselors, Workforce Agencies, and Community-Based Organizations. If an existing program, skip to Activity 2.4

- Activity 2.1: Identify, interview and secure partnerships
- Activity 2.2: Solidify program Advisory Board lineup
- Activity 2.3: Schedule initial Advisory Board meeting
- Activity 2.4: Present curriculum concept to Advisory Board for recommendation and inclusion in meeting minutes

Task 3: Research and Document Requirements of any Accrediting Bodies Required for <PROGRAM NAME> (if applicable).

- Activity 3.1: Make initial contact and join accrediting body
- Activity 3.2: Document, file and calendar requirements
- Activity 3.3: Make recommendations of findings to Dean and CTE Project Manager

Task 4: Develop Curriculum Based on Guidelines Set Forth by the Advisory Board, Accrediting Body, and the California Community College Chancellor's Office to Include Student Learning Outcomes.

- Activity 4.1: Survey and document all model programs at neighboring colleges (bay area region – see www.baccc.net)
- Activity 4.2: Interview and/or visit lead faculty of model programs at neighboring colleges
- Activity 4.3: Obtain model curriculum from other colleges for reference
- Activity 4.4: Create program curriculum using Curriculum Handbook

Task 5: Prepare Application for Curriculum Approval with the LPC Curriculum Chair and the California Community College Chancellor's Office.

- Activity 5.1: Work with CTE Project Manager to gain approval from the Bay Area Regional Consortia
- Activity 5.2: Work with LPC Dean, Curriculum Chair, and Division Tech Reviewer for internal approval in CurricuNet

Academic Affairs

BP 4230 GRADING AND ACADEMIC RECORD SYMBOLS

Reference:

Title 5 Section 55023 and 55024

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in college catalogs and made available to students.

Adopted: February 18, 2014

~~(This policy replaces current CLPCCD
Policies 5211, 5231, and 5232~~

Academic Affairs

AP 4230 GRADING AND ACADEMIC RECORD SYMBOLS

Reference:

Title 5 Section 55023 and 55024

Grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols.

Evaluative symbols:

A – Excellent – grade point of 4

B – Good – grade point of 3

C – Satisfactory – grade point of 2

D – Passing (Less than satisfactory) – grade point of 1

F – Failing – grade point of 0

P – Passing (At least satisfactory) – units awarded not counted in GPA

NP – No Pass (Less than satisfactory, or failing) – units not counted in GPA

SP – Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol)

Non-Evaluative symbols:

I – Incomplete

IP – In progress

RD – Report delayed

W – Withdrawal

MW – Military withdrawal

EW – Excused Withdrawal; Withdrawal for Extenuating Circumstances (Ref. FA Contract Article 9L.2; Title 5 Section 55024)

The Academic Grade Point Average is an index of the quality of a student's work.

To enable the calculation of grade point average, eligibility for honors and recognition, and other scholastic status, letter grades are converted to numerical form. The grade point average (G.P.A.) is calculated by dividing total grade points by total units attempted:

$$\text{G.P.A.} = \frac{\text{Total Grade Points}}{\text{Total Units Attempted}}$$

Administrative Symbol "IP" – In Progress Mastery Learning Courses

The administrative symbol "IP" is established to indicate coursework "in progress." Its use is limited to mastery learning courses. It may be used only for a student who is making satisfactory progress toward the completion of a course but who has not completed all of the modules by the end of the semester or session.

The symbol "IP" is not a grade; therefore, it has no value in calculating unit credit, grade point average, or grade point balance. Only one symbol "IP" may be received by a student for any one mastery learning class; therefore, the class must be completed within two academic terms (semester or session). The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed.

Administrative Symbol "RD" - Report Delayed

The administrative symbol "RD" may be assigned by the responsible Admissions and Records Administrator or designee. It is to be used only when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent grade/symbol, as soon as possible.

"RD" shall not be used in calculating grade point averages.

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Administrative Symbol "I" – Incomplete

Incomplete academic work for unforeseeable emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered by the instructor on the student's permanent record. The following documentation shall be maintained in writing by the responsible Admissions and Records Administrator or designee:

- The condition(s) stated by the instructor for removal of the "I."
- The letter grade to be assigned when the stipulated work has been completed or the letter grade to be assigned if the work has not been completed within the designated time limit.

The "I" shall be made up by the end of the term or semester following the date it was granted. The student may petition to extend this deadline date because of extenuating circumstances, but it will require the approval of the Chief Instructional Officer or designee, and the instructor of record.

The "I" symbol shall not be used in calculating units attempted nor for grade points.

Administrative Symbol "W" – Withdrawal

The "W" symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024. Withdrawal from a course or courses shall be authorized through

the last day of the fourteenth week of instruction (or 75 percent of a term, whichever is less).

Withdrawals from a course or courses in extenuating circumstances after the last day of the fourteenth week (or 75 percent of the term, whichever is less) can occur upon petition of the student or representative and after consultation with the appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first four weeks or 30 percent of a term, whichever is less. The "W" shall not be used in calculating grade point averages, but shall be used in determining probation and dismissal pursuant to Title 5 Section 55024.

A student may withdraw and receive a "W" symbol on record no more than three times in the same course. In this case, to re-enroll for the same course, a student would need to petition with approval by the Chief Instructional Officer to enroll again in a course after having reached the limit on the authorized number of "W" symbols in the same course in colleges within the district.

~~Administrative Symbol "I" – Incomplete~~

~~Incomplete academic work for unforeseeable emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered by the instructor on the student's permanent record. The following documentation shall be maintained in writing by the responsible Admissions and Records Administrator or designee:~~

- ~~• The condition(s) stated by the instructor for removal of the "I."~~
- ~~• The letter grade to be assigned when the stipulated work has been completed or the letter grade to be assigned if the work has not been completed within the designated time limit.~~

~~The "I" shall be made up by the end of the term or semester following the date it was granted. The student may petition to extend this deadline date because of extenuating circumstances, but it will require the approval of the Chief Instructional Officer or designee, and the instructor of record.~~

~~The "I" symbol shall not be used in calculating units attempted nor for grade points.~~

Administrative Symbol "MW" - Military Withdrawal

The Military Withdrawal ("MW") symbol is part of the Academic Record Symbols and Grade Point Average regulations to assist students who are members of an active or reserve military service, and who receive orders compelling withdrawal from courses. The "MW" symbol shall not be used in calculating units attempted for grade points or progress. There shall not be any charge for Military Withdrawal, and a full refund of enrollment fees shall be made for all class(es) from which the student must withdraw.

Upon verification of such orders, this symbol shall be assigned at any time after the No Grade of Record (NGR) period - end of second week of classes.

The "MW" shall not be counted in progress probation and dismissal calculations. Military withdrawals shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

Upon petition of a student who receives an order compelling a withdrawal from courses, the District shall refund the entire enrollment fee unless academic credit is awarded.

Administrative Symbol "EW" - Excused Withdrawal

Excused Withdrawal occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting ~~his or her~~ course completion ability to complete a course(s). These events and may include an accident or illness, job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other circumstances making course completion impracticable. Upon consultation with the course faculty and verification of these conditions or reviewing documentation substantiating the condition, an excused withdrawal symbol may be assigned. The withdrawal symbol so assigned shall be an "EW."

Excused withdrawal shall not be counted in progress probation and dismissal calculations.

Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

Approved: February 18, 2014

Edited August 21, 2018

Academic Affairs

BP 4231 GRADE CHANGES

Reference:

Education Code Sections 76224 and 76232;
Title 5 Section 55025

The Chancellor shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- Assurance that in the absence of mistake, bad faith, fraud, or incompetence, the grades awarded by faculty shall be final.
- Procedures for students to challenge the correctness of a grade.
- The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- Limitations on access to grade records and grade storage systems.
- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.
- Notice to students, faculty, transfer institutions, accreditation agencies, and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

Also see BP 3310 titled Records Retention and Destruction, AP 4231 titled Grade Changes, and BP/AP 5040 titled Student Records.

Adopted: February 18, 2014

~~(This is a new policy recommended by the
Policy and Procedure Service)~~

Academic Affairs

AP 4231 GRADE CHANGES

Reference:

Education Code Sections 76224 and 76232;
Title 5 Section 55025

Changing Grades

The instructor of the course shall determine the grade to be awarded to each student.

The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence. "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade and instructor errors. "Fraud" may include, but is not limited to, inaccurate recording or change of a grade by any person who gains access to grade records without authorization.

The removal or change of an incorrect grade from a student's record shall only be done pursuant to Education Code Section 76232 or by an alternative method that ensures that each student shall be afforded an objective and reasonable review of the requested grade change.

If the procedure requires that a student first request a grade change from the instructor, provisions shall be made to allow another faculty member to substitute for the instructor if the student has filed a discrimination complaint, if the instructor is not available or where the District determines that it is possible that there may have been gross misconduct by the original instructor. The grievances process as described in [Administrative Procedure Policy 5530](#) and FA Contract Article 16-3.2.c shall be followed.

In the case of fraud, bad faith, or incompetence, the final determination concerning removal or change of grade will be made by the VP of [Academic Services-Instruction](#).

In all cases, the instructor who first awarded the grade will be given written notice of the change ~~by the Office of Admissions and Records addressed by the Academic Fairness Committee~~ and documents for grade change submitted and signed by the appropriate manager. (Ref. FA Contract Article [9L.3 and 9L.4](#)).

Security of Grade Records

The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.

The measures implemented by the District shall include, but not necessarily be limited to, password protection for all student grade data bases, locking mechanisms for computer stations from which student grade data bases can be viewed, and strict limits on the number of persons who are authorized to change student grades.

Persons authorized to change grades shall be designated by the responsible Admissions and Records Administrator. No more than five District employees may be authorized to change student grades. Only regular full-time employees of the District may be authorized to change grades. Student workers shall not have access to grade records, and student workers may not change grades at any time.

Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the responsible Admissions and Records Administrator immediately. The responsible Admissions and Records Administrator shall immediately take steps to lock the grade storage system entirely while an investigation is conducted.

If any student's grade record is found to have been changed without proper authorization, the District will notify:

- 1) the student;
- 2) the instructor who originally awarded the grade; (Ref. FA Contract Article 9L.3)
- 3) any educational institution to which the student has transferred;
- 4) the accreditation agency; and
- 5) appropriate local law enforcement authorities.

Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred.

Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.

Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

Also see BP 3310 titled Records Retention and Destruction and BP/AP 5040 titled Student Records.

Approved: February 18, 2014

Academic Affairs

BP 4232 PASS/NO PASS

Reference:

Title 5 Section 55022

In accordance with the Education Code and Title 5 Regulations, the District has established a grading policy which adds the "P" (pass) and "NP" (no pass) grades to the standard letter grades (A, B, C, D, F) used in colleges and universities. Courses in which a "P" (pass) grade is earned will apply toward the 60 semester units required for graduation, but will not affect the student's grade point average. A maximum of 12 semester units of "P" (pass) may be attempted and applied toward the Associate in Arts Degree. A course in which a "NP" (no pass) grade is earned will not apply toward graduation and will not affect the student's grade point average. An excess number of "NP" (no pass) grades may affect the student's academic standing.

Adopted: February 18, 2014

~~(This policy replaces current CLPCCD Policy
5230)~~

Academic Affairs

AP 4232 PASS/NO PASS

Reference:

Title 5 Section 55022

In addition to a standard letter grade, credit courses may be offered in either or both of the following categories:

- Courses in which all students are evaluated on a "pass-no pass" basis.
- Courses in which each student may elect on registration, or within 30% of the duration of the course, to take the course on a "pass-no pass" basis.

A student electing to be evaluated on the "pass-no pass" basis will receive both course credit and unit credit upon satisfactory completion of the course. In computing a student's grade-point average, non-letter grades of "pass-no pass" are omitted.

A pass grade is granted for performance that is equivalent to the letter grade of "C" or better. A student who fails to perform satisfactorily will be assigned a "no pass" grade.

The student is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

~~Chabot and Las Positas Colleges offer:~~

~~some courses solely for pass/no pass (P or NP) grade~~

~~some courses solely for a standard letter grade~~

~~some courses in which the student may choose to complete the course for either a pass/no pass grade OR for a standard letter grade~~

The student shall inform the Admissions and Records Office, by petition, of his/her intention to complete a course for a pass/no pass grade and the instructor shall report to the Admissions and Records Office a final grade of "P" (pass) or "NP" (no pass) for students who so petition.

Approved: February 18, 2014

~~(This is a new procedure recommended by the
Policy and Procedure Service)~~

Academic Affairs

BP 4235 CREDIT FOR PRIOR LEARNING BY EXAMINATION

Reference:

Title 5 Section 55050 and 55092

Credit for prior learning may be earned by students who satisfactorily pass authorized assessments approved by discipline faculty in eligible courses approved by the District. Authorized assessments may include the evaluation of approved external standardized examinations, industry-recognized credentials, Joint Service Transcripts, student-created portfolios, and credit by examination. The Chancellor shall rely primarily on the recommendations of the Academic Senate to establish administrative procedures to implement this Board Policy.

The District supports the general proposition that the full value of classroom learning experiences cannot be measured by any examination. Students who have achieved elsewhere an equivalent knowledge, understanding and experience to that required by regular college courses may receive units of credit based on successful completion of a comprehensive and searching course assessment examination approved by the college discipline faculty. Students may apply individually for Credit by Examination for any course offered in the catalog. In addition, the Credit by Examination process may also be used to provide credit for completion of certain coursework at the high school level, where deemed appropriate by the majority of faculty in the discipline.

Credit may be earned by students who satisfactorily pass authorized assessment examinations. The student receiving credit must be registered at one of the colleges and in good academic standing. The courses for which credit is allowed must be listed in the current college catalog. The amount of credit to be granted cannot be greater than that listed for the course in the catalog. Credit for Prior Learning by Examination is offered under the provisions of Title 5 and the process included in the Administrative Procedures. The Chancellor shall rely primarily on the Academic Senates to establish administrative procedures to implement this policy.

Adopted: February 18, 2014

~~(This policy replaces current CLPCGD Policy 5235)~~

Academic Affairs

AP 4235 CREDIT FOR PRIOR LEARNING~~BY EXAMINATION~~

Reference:

Education Code Section [66025.71](#), [66700](#), [70901](#), [70902](#), [78212](#), 79500;
Title 5 Section [55002](#), [55021](#), [55023](#), [55025](#), 55050 and [55052](#)~~55092~~

~~The District supports the general proposition that the full value of classroom learning experiences cannot be measured by an examination. Students who have achieved an equivalent knowledge, understanding, and experience required by regular college courses may receive units of credit upon successful completion of a discipline approved examination. Credit by Examination is offered under the provisions of the California Administrative Code, Title 5 and the process is included in the Administrative Policy.~~

Credit for Prior Learning may be awarded for courses listed in the current catalog of Chabot or Las Positas College. Award of credit may be made for general education, program coursework, or electives.

Students may demonstrate proficiency in a course eligible for Credit for Prior Learning and receive college credit through the approved methods for awarding credit listed below: Credit for Prior Learning may be obtained by the following methods:

- ~~• Achievement of a score of 3 or higher~~• Achievement of a satisfactory score on an Advanced Placement Examination administered by the College Entrance Examination Board;
- ~~• Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination;~~
- ~~• Achievement of a satisfactory score that qualifies for credit by examination in the College Level Examination Program (CLEP);~~
- ~~• Credit by satisfactory completion of an examination administered by the college in lieu of completion of an active course listed in the current college catalog;~~
- ~~• Achievement of an examination administered by other agencies approved by the college, such as industry recognized documentation;~~
- ~~• Evaluation of Joint Service Transcripts (JST);~~
- ~~• Assessment approved or conducted by proper authorities of the college, such as evaluation of student experience through documentation or portfolio.~~
- ~~• Credit by Examination may be obtained through achievement of a score of 3 or higher on an Advanced Placement Examination administered by the College~~

~~Entrance Examination Board, and through achievement of a score that qualifies for credit by examination in the College Level Examination Program. The Credit by Examination process may also be used to provide credit for completion of certain coursework at the high school level, where deemed appropriate by faculty of the discipline.~~

~~Credit may be awarded for prirprior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of Chabot or Las Positas College. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.~~

A. Student Determination of Eligibility to receiveforfor Credit for Prior Learning:by Examination

- The student must be in good standing in the District and have an educational plan on file
- The student must have previously earned credit or noncredit from the District or be currently registered in the District
- The course is listed in the current College Catalog
- The student is not currently enrolled in the course to be challenged
- Credit by Examination: The student is registered in the District and not currently enrolled in nor received credit for a more advanced course in the same subject (may be waived by department)

- ~~1. Students applying for Credit for Prior Learning by Examination need to have documented, extensive experiences (such as listed above) that have prepared the student in the subject matter at the time of application.~~
- ~~2. Documentation must be presented at the time of application and the similar course must be in the current college catalog.~~
- ~~3. The student must be registered at the College and in good academic standing.~~
- ~~4. The student may not be enrolled or have previously completed the same course or a more advanced course for which credit by examination is requested.
—The student may challenge a course only once for credit by examination.~~
- ~~5. Credits acquired by assessment are not applicable to meeting unit load requirements such as Selective Service deferment, Veteran'sVeteran's, or Social Security benefits.~~

~~Credits acquired by assessment shall not be counted in determining the 12 semester hours of credit in residence required for an Associate Degree.~~

B. ~~Application and Administration of Credit by Discipline/Course Examination for~~ Prior Learning

1. Students, upon completion of their educational plans, shall be referred to the college's appropriate authority for assessment of prior learning if the student is a veteran or an active-duty member of the armed forces, holds industry recognized credentials, or requests credit for a course based on their prior learning.
 - 1.2. The students may apply for Credit by Examination for Prior Learning through the petition process for ~~identified~~ courses listed in the Catalogg. S
 - 2.3. Eligible courses listed in the catalog as credit by examination must be discipline approved and have with a developed a commonly accepted assessment tool. E
 - 3.4. Courses available for Credit by Examination for Prior Learning shall be disclosed on the College websites. C
 - 4.5. The petition must be approved by the relevant discipline faculty, Division Dean and Vice President of Academic Services. T
 - 5.6. Only in the case of Credit by Exam method, applicable fees/and or tuition may apply, not to exceed the enrollment fee which would be associated with the course for which the student seeks credit by exam, and must be paid at the Office of Admissions and Records. O
 - 6.7. Arrangements for completing the examination to demonstrate proficiency and meet assessment requirements and the actual administration will be made between the student and the faculty after the petition is approved. A
 - 7.8. The student must not have previously attempted the course by examination through a Credit for Prior Learning method in any manner and/or failed. T
 9. When the student completes an identified course examination the specified assessment requirements, the administering instructor will determine if the evidence adequately demonstrates mastery of the course content as set forth in the Course Outline of Record.
 10. The administering instructor has responsibility for verifying the course, the and number of units to be awarded, to be received and will assigning an appropriate grade to be forwarded to the Records Office.
 11. Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023 in accordance with Administrative Procedure 4230 Grading and Academic Record Symbols, except that
 12. Students shall be offered a "Pass/No Pass" option, in accordance with Administrative Procedure 4232 Pass/No Pass, if that option is ordinarily available for the course.
- (Title 5, Article 5, section 55050, f).

C. Awarding of Credit ~~through Credit for Prior Experience~~ by Examination Learning

- ~~1. Upon completion of the examination, the administering instructor will verify the course and number of units to be received and will assign an appropriate grade.~~
- ~~2. Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a “pass-no pass” option if that option is ordinarily available for the course (Title 5, Article 5, section 55050, f).~~
- ~~3. Grades on transcript will reflect “credit by examination,” with a faculty issued grade.~~

~~D. Limitations of Credit by Examination~~

~~Credit by Examination coursework may not be counted as part of the 12-unit residency requirement necessary for graduation from the College.~~

- ~~1. The student’s academic record will clearly indicate that the credit was earned by assessment of prior learning.~~
~~—The student will not be permitted to receive a certificate or an associate degree using Credit by Examination for Prior Learning for more than three quarters of the units completed at the District.~~
- ~~1. Procedures that require that students, upon completion of their educational plans pursuant to Education Code Section 78212, shall be referred to the college’s appropriate authority for assessment of prior learning if the student is a veteran or an active-duty member of the armed forces, holds industry recognized credentials, or requests credit for a course based on their prior learning.~~
- ~~2.~~
- ~~3. Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, and in cases of Credit by Examination, pursuant to Administrative Procedures 4230 Grading and Academic Record Symbols and 4231 Grade Changes.~~

~~An opportunity is available for students to accept, decline, or appeal decisions related to the award of credit, and in the cases of credit by examination pursuant to Title 5 Sections 55021 and 55025.~~

E. Advanced Placement Credit

~~Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of 3 in a subject matter will be awarded credit in an general education area with a subject matter similar to that of the AP examination. For any AP examination that the District does not offer a course similar in content, the District will award credit in the General Education area show on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.~~

~~The Advanced Placement Credit procedure will be posted on the District's website.~~

Approved: March 18, 2014
Edited November 20, 2017

Academic Affairs

AP 4236 ADVANCED PLACEMENT CREDIT

Reference:

Education Code Section 79500

Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination.

For any AP examination that the District does not offer a course similar in content, the District will award credit in the General Education area shown on the California Community College General Education AP list. If there is no General Education area that fits the AP Examination, the District may award elective credit.

The District shall post its Advanced Placement Credit procedure on ~~its~~ the college internet website.

Approved: Date

Academic Affairs

BP 4240 ACADEMIC RENEWAL

Reference:

Title 5 Section 55046

Academic Renewal is a process that permits the alleviation of substandard (D's, F's) academic coursework not reflective of the student's current scholastic ability. Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability. Only courses taken at the Chabot-Las Positas Community College District will apply. Work completed at other institutions may be considered for graduation eligibility only.

The Chancellor shall establish procedures that provide for academic renewal.

Adopted: February 18, 2014

~~(This policy replaces current CLPCCD Policy 5250)~~

Academic Affairs

AP 4240 ACADEMIC RENEWAL

Reference:

Title 5 Section 55046

Students may petition for academic renewal only once. For students to be eligible for academic renewal a period of at least two years must have elapsed since completion of the coursework to be disregarded. The student may submit a petition for academic renewal to the Admissions and Records Office upon completion, at a regionally accredited institution, of the following:

- a minimum of 12 units taken consecutively with a grade point average of 2.5 or better; or
- a minimum of 20 units with at least a 2.0 grade point average.

Up to 24 units of course work may be eliminated from consideration in the cumulative grade point average.

Specific courses and/or categories of courses that are exempt from academic renewal must be described. Academic renewal actions are irreversible. When academic renewal procedures permit previously recorded substandard coursework to be disregarded in the computation of a student's grade point average, the student's permanent academic record should contain an accurate record of all coursework to ensure a complete academic history.

Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

Upon approval to have his/hers student's records renewed, the student's transcript shall be annotated in such a manner that all courses disregarded shall remain legible on the transcript, indicating a true and accurate history of the student's record.

Academic renewal at Chabot and Las Positas College does not guarantee that other colleges will accept this action. Acceptance of academic renewal is at the discretion of the receiving institution.

Approved: February 18, 2014, Revised September 19, 2018

Academic Affairs

BP 4250 PROBATION, DISMISSAL, AND READMISSION

Reference:

Title 5 Sections 55031-55034, ~~and 58600 et seq.~~
Education Code Sections ~~66021.6, 66025.9,~~ 70902 subdivision (b)(3), ~~and 76300;~~
~~20 U.S. Code Sections 1070 et seq.;~~
~~34 Code of Federal Regulations Section 668 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);~~
ACCJC Accreditation Standard III.D.15

Probation

A student shall be placed on academic probation ~~if he/she has for an~~ attempted a minimum of 12 semester units of work ~~and has with~~ a grade point average of less than a "C" (2.0).

A student shall be placed on progress probation if ~~he/she has~~ enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I," "NC," and "NP" were recorded reaches or exceeds 50 percent.

~~A student shall become ineligible for a Board of Governors (BOG) Fee Waiver if the student is placed on academic or progress probation, or any combination thereof, for two consecutive primary terms. Loss of eligibility shall become effective at the first registration opportunity after such determination is made.~~

~~Foster Youth shall not be subject to loss of BOG Fee Waiver due to placement on academic or progress probation.~~

A student who is placed on probation may submit an appeal in accordance with procedures ~~to be~~ established by the Chancellor.

~~A student may appeal the loss, due to academic or progress probation, of a BOG Fee Waiver. The appeal may be due to extenuating circumstances, or for special consideration of the specific factors associated with Veterans, CalWORKs, EOPS, and DSPS student status.~~

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall

be removed from probation when the percentage of units in the categories of "W," "I," "NC," and "NP" drops below 50 percent.

~~The BOG Fee Waiver eligibility of a student who has lost eligibility due to two consecutive primary terms of academic or progress probation will be reinstated upon satisfactory completion of a minimum of 3 semester units following the loss of eligibility effective date.~~

Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 1.75 in all units attempted in each of three consecutive semesters.

A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50 percent.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student continued on probation if the student complies with the process delineated in the respective college catalog.

Readmission

A student who has been dismissed may request reinstatement through the process delineated in the respective college catalog.

Readmission may be granted, denied, or postponed according to criteria contained in administrative procedures and published in the respective college catalog.

The Chancellor shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

Adopted: February 18, 2014

Revised: Edited August 21, 2018

Academic Affairs

AP 4250 PROBATION, DISMISSAL, AND READMISSION

Reference:

Title 5 Sections 55031- 55034, ~~55031 and 58600 et seq, 66021.6, 66025.9, and 76300~~

Probation

A student shall be placed on academic probation if ~~he/she has for an~~ attempted a minimum of 12 semester units of work ~~and haswith~~ a grade point average of less than a "C" (2.0).

A student shall be placed on progress probation if ~~he/she has~~ enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I," "NC," and "NP" were recorded reaches or exceeds 50 percent.

Continuation of a student's status on probation for three consecutive terms will subject the student to dismissal. However, a student who is on academic probation and earns a semester grade point average of 1.75 or better shall not be dismissed as long as this minimum semester grade point average is maintained.

Students should see a counselor to discuss their progress or academic status and for details associated with the academic standards policy.

Notification of Probation

Each student is entitled to be notified of ~~his/her academic difficulty and~~ the availability of college support services to respond to the academic difficulty before the student is dismissed. The letter notifying the student of probation will cover, at a minimum, an explanation of the probation status, the significance of being on probation, ~~and including possible loss of California College Promise Grant (formerly known as BOG Fee Waiver) eligibility. The notification must clearly state that two consecutive primary terms of probation will lead to a loss of the California College Promise Grant until the student is no longer on probation. The notification~~ must also advise students about the available student support services to assist them in maintaining eligibility.

Notification will be given, at a minimum, at the following points:

- Within 30 days following the semester in which a student is placed on academic or progress probation, the student will be provided a written notification, by email and/or by postal service, of being placed on such status.

- Within 30 days following the second semester after a student has been placed on academic or progress probation, if the student has not raised the cumulative grade point average to 2.0 or higher (academic probation) or reduced the percentage of cumulative poor progress units to below 50% (progress probation), the student will be provided a written notification, by email and/or by postal service, of continuing on such status.
- Within 30 days of the end of the third semester in which the student is on academic or progress probation, ~~a~~ A notice that will be sent to the student ~~is subject to dismissal will be sent to the student informing him/her that he/she is with information regarding the~~ subject to dismissal status.

Appeal of Probation

Under extenuating circumstances beyond the student's control or ability to foresee, exceptions to these procedures may be granted by the Administrator in charge ~~Director~~ of Admissions and Records.

~~Loss of Eligibility for California College Promise Grant~~

~~A student shall become ineligible for a California College Promise Grant (formerly known as the BOG Fee Waiver) if the student is placed on academic or progress probation, or any combination thereof, for two consecutive primary terms. Loss of eligibility shall become effective at the first registration opportunity after such determination is made.~~

~~Foster Youth shall not be subject to loss of California College Promise Grant due to placement on academic or progress probation. This exemption for Foster Youth is effective until the date specified in Education Code Section 66025.9(c).~~

~~Appeal of Loss of Eligibility for California College Promise Grant~~

~~A student may appeal the loss, due to academic or progress probation, of a California College Promise Grant. The appeal may be due to:~~

- ~~• Documented and verifiable extenuating circumstances that have now been addressed so the student may successfully maintain eligibility.~~
- ~~• Documented and verifiable extraordinary extenuating circumstances, such as serious illness or accident; death, accident or serious illness in the immediate family; or other mitigating circumstances.~~
- ~~• For special consideration of the specific factors associated with Veterans, CalWORKs, EOPS, and DSPS student status.~~

~~The appeal form, with attached documentation, should be submitted to the College Financial Aid Office. The attached documentation may include a plan developed with a counselor outlining what the student will do to improve their academic status.~~

~~The California College Promise Grant eligibility of a student who has lost eligibility due to two consecutive primary terms of academic or progress probation will be reinstated upon satisfactory completion of a minimum of 3 semester units following the loss of eligibility effective date.~~

Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 1.75 in all units attempted in each of three consecutive semesters.

A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50 percent.

The first time a student is dismissed, the student may apply for readmission after one semester (summer session not included) or non-attendance. In the case of a second dismissal, the student may apply for readmission after 5 years of non-attendance. Summer session does not count as a semester in determining academic status.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student continued on probation if the student complies with the process delineated in the respective college catalog.

Dismissal Letter

The letter notifying the student ~~that he/she is of~~ subject to dismissal will cover, at a minimum, reference to this procedure, explanation of what dismissal means, procedure for reinstatement, and procedure to appeal the dismissal.

Appeal of Dismissal

The student has the right to appeal a dismissal action if the student feels that facts exist that warrant an exception to the dismissal action. The student must file the written appeal form with the ~~Administrator in charge Director~~ of Admissions and Records within thirty days after the dismissal letter was mailed. If the student fails to file a written petition within the thirty day time limit, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide documentation supporting the reasons.

The student will ~~be~~ continued on probation until the Administrator in charge Director of Admissions and Records decides on the student's appeal.

The appeal decision of the Administrator in charge of Admissions and Records will be communicated to the student in writing within thirty days of receipt of the student's appeal. The student may appeal the decision of the ~~Administrator in charge Director~~ of Admissions and Records in writing to the Vice President of Student Services, within 5 working days of the date of notification of the appeal decision. The decision of the Vice President of Student Services is final.

If the dismissal appeal is granted, the student may be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

Standards for Dismissal Appeals

Dismissal appeals may be granted under the following circumstances:

- If the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness, or other circumstances beyond the control of the student. Verification should be submitted with the appeal.
- The student enrolls in a corrective program designed to assist [him/her](#) in improving academic skills, such as obtaining academic counseling, and/or limiting course load.
- When there is evidence of significant improvement in academic achievement.

Readmission

A student who has been dismissed may request reinstatement through the process delineated in the respective college catalog.

Readmission may be granted, denied, or postponed according to criteria contained in administrative procedures and published in the respective college catalog.

Approved: February 18, 2014

Edited: August 21, 2018

Academic Affairs

BP 4260 PREREQUISITES AND COREQUISITES

Reference:

Title 5 Sections 55000 and 55003

The Chancellor is authorized to establish prerequisites, corequisites, and advisories on recommended preparation for courses in the curriculum. All such prerequisites, corequisites, and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, corequisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a prerequisite or corequisite may be challenged by a student on grounds permitted by law. Prerequisites, corequisites, and advisories shall be identified in District publications available to students.

~~The Chabot-Las Positas Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practices. The Governing Board recognizes that, if these prerequisites, corequisites, advisories and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board also sought to establish a policy that fosters the appropriate balance between these two concerns.~~

~~1. College Policies and Procedures~~

~~Each College shall provide the following explanations both in the College Catalog and in the schedule of classes:~~

- ~~a. Definitions of prerequisites, corequisites, and limitations on enrollment including the specific differences among them and the specific prerequisites, corequisites and limitations on enrollment which have been established pursuant to Sections 55000, 55002 and 55003 of Title 5.~~
- ~~b. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.~~

- c. ~~Definitions of advisories of recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to examine that right.~~

~~**2. Challenge Process** Each College shall establish procedures by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into the class according to a challenge process as required in and according to provisions of Section 55003 (p-q) of Title 5 and Section 1.B.3 of the Model District Policy.~~

~~**3. Curriculum Review Process**~~

~~Each College certifies that the Curriculum Committee has been established by mutual agreement of the administration, the division faculty, and the Academic Senate as required in Section 55002 (a) (1) of Title 5. The Curriculum Committee shall:~~

- a. ~~Establish prerequisites, corequisites, advisories on recommended preparation, and limitation on enrollment pursuant to Sections 55000, 55002, 55003 and 58106 of Title 5.~~
- b. ~~Verify and provide documentation that prerequisites or corequisites meet the standard specified in one of the levels of scrutiny specified in Sections 55000 or 55003 (f) of Title 5, namely statistical validation with content review or content review alone.~~
- c. ~~Provide for a review of each prerequisite, corequisite, or advisory at least every six years pursuant to Section 55003 (b) (4) of Title 5 and Section I.D. of the Model District Policy. Any prerequisite or corequisite that is successfully challenged under subsections (1), (2), or (3) of Section 55003 (p) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.~~
- d. ~~Provide for a review of each limitation on enrollment at least every six years pursuant to Section II.C. of the Model District Policy.~~
- e. ~~The committee shall, in accordance with Title 5, Section 55003 (b) (e) establish a process to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in Section 55002 for all courses.~~

~~**4. Implementing Prerequisites, Corequisites, and Limitations on Enrollment**~~

~~Each College shall establish procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process. A student is not permitted to enroll unless he or she has met all the conditions, or has met all except those for which he or she has a pending challenge, or for which further information is needed before final determination is possible of whether the student has met the condition pursuant to Section (g) 5003 of Title 5 and Section I.E. of the Model District Policy.~~

~~5. Instructor's Formal Agreement to Teach the Course as Described~~

~~Each College shall establish a procedure whereby courses for which prerequisites, corequisites, or advisories on recommended preparation are established will be taught in accordance with the course outline pursuant to Section 55003 (b) (2) of Title 5.~~

~~6. Content Review of Prerequisites~~

~~Each college opting to use content review as defined in Title 5, Section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree applicable courses not in a sequence shall:~~

- ~~a. In accordance with Title 5, Section 55003 (c) First adopt a plan specifying the following: the method to be used to identify courses to which prerequisites might be applied, assurances of course availability, provisions for training the curriculum committee, and the research to be used to determine the impact of new prerequisites based on content review;~~
- ~~b. In accordance with Title 5, Section 55003 (i) Yearly submit to the Chancellor a list of prerequisites and corequisites established the previous academic year, along with the level of scrutiny used in the establishing of each prerequisite;~~
- ~~c. In accordance with Title 5, Section 55003 (l), monitor the effect of prerequisites on accessibility, including evaluating for disproportionate impact described in terms of race, ethnicity, gender, age or disability, and in response develop a plan to correct any disproportionate impact discovered.~~

~~All credit course prerequisites will be validated to ensure the correlation of the prerequisite to course requirements.~~

~~Procedures for validating prerequisites will be outlined in the Administrative Procedures disseminated to all students. In all cases, guidelines established in the Education Code and Title 5 will apply.~~

Adopted: February 18, 2014

~~(This policy replaces current CLPCCD Policies 5612 and 5614)~~

Academic Affairs

AP 4260 PREREQUISITES AND CO-REQUISITES

Reference:

Title 5 Sections 55000 et seq.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

1. Information in the Catalogs and Schedule of Courses

The colleges shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, nondegree-applicable basic skills courses, prerequisite and satisfactory grade.

2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five working days. If the challenge is upheld or the District fails to resolve the challenge within the five working-day period, the student shall be allowed to enroll in the course.
 2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.
- B. The student shall bear the initial burden of showing that grounds exist for the challenge. Grounds for challenge shall include the following:
1. Those grounds for challenge specified in Title 5 Section 55003204(~~fp~~), additionally:
 2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise ~~he or she would be delayed~~caused a delay of ~~by~~ a semester or more in attaining the degree or certificate specified in ~~his or her~~the student's educational plan.
 3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates ~~that he/she does not pose a threat to himself/herself or others~~competency.
 4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.
 - 4.5. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question.

3. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the Academic Senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the

curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.

3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:

a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:

(1) Approve the course; and,

(2) As a separate action, approve any prerequisite or co-requisite, only if:

(a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:

(i) involvement of faculty with appropriate expertise;

(ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.

(iii) ~~be~~-based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

(iv) specification of the body of knowledge ~~and~~/or skills which are deemed necessary at entry ~~and~~/or concurrent with enrollment;

(v) identification and review of the prerequisite or ~~co~~-requisite which develops the body of knowledge ~~and~~/or measures skills identified under iv.

(vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and

(vii) maintain documentation that the above steps were taken.

(3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.

(4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

(5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or

skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.

(6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.

- b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
 - (1) Be reviewed and approved pursuant to the standards for nondegree applicable credit, non-credit, or community service; or
 - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
 - c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
 - d) If the District chooses to use content review as defined in Title 5 of the Code of California Regulations section 55000(c) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 of the Code of California Regulations section 55003(c).
- 4. Program Review** -- As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
- 5. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment** -- Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless ~~he/she has met~~ all the conditions are met or ~~has met~~ all except those conditions for which ~~he/she has~~ there is a pending challenge are met or for which further information is needed before finally determining ~~determination~~ is possible of whether the student has met the required conditions.

- 6. Instructor's Formal Agreement to Teach the Course as Described** -- Each college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on ~~his/or her~~ having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all of the following ~~steps~~.

- 1. Advisories on Recommended Preparation**

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

- 2. Limitations on Enrollment**

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- A. Performance Courses** -- The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and

2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- B. **Honors Courses** -- A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

Blocks of Courses or Sections -- Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Approved: February 18, 2014

~~(This is a new procedure recommended by the Policy and Procedure Service)~~