CLASS ATTENDANCE

Reference: Title 5 Sections 55002, 58020, 58030, 58050, 58051, 58056, 58102, 58104.

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

A. The District Calendar Committee will develop and recommend an academic calendar for Board approval.

1. The committee shall be constituted in accordance with district governance policy.

2. The committee chair shall be the Vice President of Academic Affairs.

3. The proposed academic calendar shall include and identify a Fall semester, Spring semester, and Summer session, holidays, Flex days, and other non-instructional days.

   1) Flex days shall be included for purposes of meeting the required 175 days of instruction.

4. The calendar will be adopted by the Board of Trustees annually.

B. The District shall schedule classes in accordance with State regulations by using the following accounting methods.

1. Weekly Census – credit classes that meet on a regular basis each week for a full semester (primary term); applicable only to Fall and Spring semesters. The enrollment count is taken on the Census Date, which is the 3rd Monday of the primary term.

   a. If the Census Date falls on a holiday, the next succeeding instructional day is designated as the Census Date.

2. Daily Census – credit classes which meet for the same number of hours each day on at least 5 days but do not meet for a full term (primary term). This includes classes held during the Summer session. The enrollment count is taken on the Census Date which is the date nearest 20% of the class meeting days including the day of the final examination, excluding non-instructional days and holidays.
a. For short-term daily census courses where the Census Date falls on the first day of the course, the enrollment is to reflect the active enrollment as of the end of the first day, and the census is taken on the second day.

3. Positive Attendance—the actual hours of attendance of each student for each class meeting are counted for the following types of courses:

a. Short Term Credit Courses – courses scheduled to meet fewer than five days.

b. Irregularly Scheduled Credit Courses – courses scheduled irregularly with respect to number of days of the week and number of hours the course meets on scheduled days.

c. Open Entry/Open Entry Courses

d. In-Service Training Courses – courses, regardless of length, for police, fire, corrections, and other criminal justice system occupations.

e. Noncredit Courses – includes noncredit individual student tutoring courses.

f. Apprenticeship Classes of Related and Supplemental Instruction – applicable only to indentured apprentice students in classes of related and supplemental instruction.

4. Alternative Attendance Accounting – classes which are identified as independent study, cooperative work experience, and distance education during the curriculum approval process.

a. For independent study, cooperative work-experience and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit.

b. For independent study or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course. A “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.

c. Semester-long courses during the Fall and Spring semesters are reported as Alternative Accounting Method – Weekly Census classes.
Shorter-length classes, including Summer Session classes, are reported as Alternative Accounting Method – Daily Census classes.

C. TBA – Weekly Census and Daily Census courses with regularly scheduled hours of instruction can have “to be arranged hours” (TBA) as part of the total contact hours for the course. The TBA hours cannot be optional, but must be required of all students, and are for instruction, not homework.

1. Contact hours claimed for apportionment must be specified in the course outline of record, including contact hours related to TBA pursuant to Title 5, sections 55002 and 58050.

2. If the course involves student use of district computers, other equipment, or facilities, the district shall monitor usage of such equipment or facilities as part of the course to ensure that they are used solely for the specified educational activities.

D. The following conditions for claiming attendance for apportionment purposes shall be followed by the District.

1. Conduct of the Course: students enrolled in a course must be engaged in educational activities required of such students as described in the course outline of record. All enrolled students must be informed of these instructional activities and expectations for completion.

   a. During TBA hours, instruction must be provided (such as course content) and/or activity that is not an activity that should be done independently outside of class time. Pursuant to section 55002, students must still be required to study independently outside of class time.

   b. A clear description of the course, including the number of TBA hours required, must be published in the official general catalog and schedule of classes.

   c. Students will demonstrate fulfillment of their regularly scheduled TBA responsibilities by signing in and out every time they come to a lab or learning assistance center in a manner that documents the days, times, and the number of TBA hours fulfilled. An electronic system may be used to document regular attendance and fulfillment of the individual TBA schedule.
d. The course outline of record shall specify the number of contact hours as a whole, including TBA contact hours.

1) For Weekly Census courses, TBA hours must be scheduled the same number of hours each week of the term.

2) For Daily Census courses, TBA hours must be scheduled for the same number of hours on each scheduled day of the course.

e. All enrolled students must be informed of the designated location and times where instructional activities will occur.

1) When arranging for TBA hour schedules at the start of term or session, students shall be informed of their schedules or work with the instructor in determining their individual TBA schedules. Students also must be informed of their responsibility to adhere to their individual TBA schedule and to complete the tasks assigned.

2. Immediate Supervision and Control: An instructor who meets minimum qualifications in the discipline taught must be in physical proximity and range of communication to provide immediate instructional supervision.

a. During TBA activities, the instructor may not have any other assigned duty during the instructional activity to provide the supervision and control necessary for the protection of the health and safety of students. Faculty must be physically present in the classroom or lab or within line-of-sight of the students to be able to respond immediately when students are scheduled in the lab.

b. The authorized instructor may work in conjunction with an assistant or aide but must be in physical proximity and range of communication to provide necessary supervision and control of students. The assistant or aide functions under the direction of the authorized employee assigned to the educational activity, and not independently.

c. The primary course instructor is required to ensure that students are meeting instructional objectives and fulfilling the TBA requirement.

3. Support Documentation: The District will document all course enrollment, attendance, and disenrollment information in physical records and/or information system data files and applications.
d. Information system integrity, data files, and systems will be maintained by Computer Services.

e. Academic Affairs Office will ensure effective internal control over accountability practices by faculty maintaining attendance records and overseeing student’s TBA responsibilities by signing in and out every time they come to a lab or learning assistance center in a manner that documents the days, times, and the number of TBA hours fulfilled.

E. The following attendance procedures will be followed:

1. Faculty shall distribute the course syllabus at the first class meeting so that all students have information regarding class requirements and expectations, and information needed regarding scheduled TBA assignments when appropriate.
   a. Faculty will include a statement in the syllabus that it is the student’s responsibility to officially drop a class by the withdrawal deadline.

2. Faculty shall take and record attendance of enrolled students at each regularly scheduled class meeting up to the Census Date for Weekly Census and Daily Census classes.
   a. As of Census Date, no persons who are not officially enrolled or approved for auditing should be permitted to attend or participate in class.

3. Faculty shall record the actual attendance hours for each class meeting for positive attendance classes.

4. Faculty will document that each student has completed the TBA requirement as appropriate for Weekly Census and Daily Census classes.

5. Students who are not in attendance at the first class meeting are considered “no shows” and will be dropped by the instructor unless the student receives prior approval for an excused absence from the instructor.

6. As of the end of the business day immediately preceding the Census Date, any student who has been identified as an inactive enrollment shall be cleared from the roster. An inactive enrollment is a student who has:
   a. Been identified as a “no show”; or
   b. Officially withdrawn from the course, or
c. Is no longer participating in the course, which includes excessive unexcused absences; or

d. Been dropped from the course.

7. After the Census Date, the instructor’s discretion to drop students who have accumulated excessive absences as stated in the course syllabus by the last withdrawal deadline for the course. Tardiness and/or leaving class early may be treated in the same manner as absences per the class syllabus.

8. Faculty must keep record of the last date of known activity for all students enrolled as required for international students or students that receive benefits in Federal programs such as Federal financial aid and programs for veterans.

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

10. Faculty may excuse absences resulting from illness, accident, other circumstances beyond the student’s control, or participation in authorized professional or college activities.

   a. Faculty will determine if work missed during any absence can be made up.

11. If a student has been dropped due to the attendance policy, the instructor may reinstate the student by completing a Readmit Card if all of the following conditions have been met:

   a. The student appeals for reinstatement based on extenuating circumstances for the absence. Extenuating circumstances are verified cases of accidents, illness, and other circumstances beyond the control of the student.

   b. The student had been doing satisfactory work and has a reasonable chance of passing the course based on the instructor’s judgment.

   c. The student is readmitted is by the end of the 12th week of the term or within 60% of a short-term or Summer course.

Approved: April 4, 2012

Revised: June 6, 2012
ATTENDANCE ACCOUNTING

Reference: Title 5 Sections 58003.1, 58030, 58050, 58051, 58051.5, 58051.6, 59020, 59112, 59118.

In accordance with section 70901.5 of the California Education Code and 58000 et seq. of Title 5 of the California Code of Regulations, the District shall implement the appropriate methods of deriving the credits of full-time equivalent students for apportionment purposes.

A. The District shall develop and adopt an academic calendar annually.
   1. The calendar will include a single primary term length for credit courses.
   2. The calendar shall contain at least 175 days during the fiscal year.
   3. The calendar will include at least 35 weeks.
   4. Class hours will be scheduled in accordance with State regulations, regardless of the number of weeks in the term/session.

B. All scheduled course offerings must follow attendance accounting guidelines set forth by Title 5 of the California Code of Regulations and the Student Attendance Accounting Manual as follows:
   1. All scheduled classes will be advertised and open to the public unless special circumstances provide for an allowable restriction of enrollment in accordance with State regulations.
   2. In-service training courses in the areas of police, fire, corrections, and other criminal justice system occupations will conform to all apportionment attendance and course of study requirements imposed by law, and be fully open to the enrollment and participation of the public. Prerequisites for these courses shall not be established or construed so as to prevent academically qualified persons who are not employed by agencies in the criminal justice system from enrolling in and attending the courses.
      a. The District may give preference in enrollment to persons who are employed by, or serving in a voluntary capacity with, a fire protection or fire prevention agency in any course of in-service fire training at the community college in cooperation with any fire protection or fire prevention agency or association. Preference shall only be given when such persons could not otherwise complete the course within a reasonable time and when no other training program is reasonably available. At least 15 percent of the enrollment in in-
service fire training courses shall consist of persons who are neither volunteers of, nor employed by, a fire protection or fire prevention agency or association, if such persons are available to attend a course.

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

4. Computation of full-time equivalent student by the District may only include attendance of students engaged in educational activities while they are under the immediate supervision and control of an academic employee of the District.

   a. The District may also include the attendance of students enrolled in approved courses or programs of independent study who are under the supervision, control, and evaluation, but not necessarily in the immediate presence, of an academic employee of the district.

   b. The District may also include the attendance of students enrolled in approved distance education courses.

   c. For the purpose of work-experience education programs meeting the standards of the Carl D. Perkins Career Technical Education Act of 2006 California State Plan (or any successor agreement related to career technical education), “immediate supervision” of off-campus work training stations means student participation in on-the-job training as outlined under a training agreement, coordinated by the community college district under a State-approved plan, wherein the employer and academic school personnel share the responsibility for on-the-job supervision. The student/instructor ratio in the work-experience education program shall not exceed 125 students per full-time equivalent academic coordinator.

   d. The District will include the credits of full-time equivalent student generated in classes for inmates of any city, county, or city and county jail, road camp, or farm for adults, or a federal correctional facility. However, apportionments for these credits, whether generated in credit or noncredit courses, shall be limited to the lesser of either the district's prior year's level of funding or the noncredit apportionment rate as determined by the Chancellor, multiplied by the full-time equivalent student generated in such classes.

5. The District shall adopt procedures for faculty to accurately reflect class enrollment for apportionment purposes in accordance with Title 5.

   a. Faculty will receive detailed guidance through administrative procedures and via an annual workshop that addresses faculty responsibilities related to
course schedule rules, documentation of student attendance processes and forms, and record retention requirements.

6. Permanent records of enrollment and all accounting attendance rosters will be maintained by the Admissions & Records Office for a minimum of three (3) years after the college year in which they originated as described in section 59112. (BP 2600)

   a. Enrollment and attendance records shall be available to the auditor retained by the district pursuant to Education Code 84040, including state and federal auditors and offices.

   b. Enrollment and attendance records shall be maintained up to a minimum of five (5) years if subject to Chancellor’s Office review or investigation or any unresolved regular or special audit as described in section 59118.

7. The District shall adopt procedures for reporting full time equivalent students (FTES) for the periods identified by the Chancellor’s Office.

   a. First period - July 1 – December 31

   b. Second period - July 1 – April 15

   c. Final Report – Fiscal year July 1 – June 30

Approved: June 6, 2012

Effective Date: June 6, 2012
CLASS ATTENDANCE AP 5070

Reference: Title 5 Sections 55002, 58020, 58030, 58050, 58051, 58056, 58102, 58104.

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

A. The District Calendar Committee will develop and recommend an academic calendar for Board approval.
   1. The committee shall be constituted in accordance with district governance policy.
   2. The committee chair shall be the Vice President of Academic Affairs.
   3. The proposed academic calendar shall include and identify a Fall semester, Spring semester, and Summer session, holidays, Flex days, and other noninstructional days.
      1) Flex days shall be included for purposes of meeting the required 175 days of instruction.
   4. The calendar will be adopted by the Board of Trustees annually.

B. The District shall schedule classes in accordance with State regulations by using the following accounting methods.
   1. Weekly Census – credit classes that meet on a regular basis each week for a full semester (primary term); applicable only to Fall and Spring semesters. The enrollment count is taken on the Census Date, which is the 3rd Monday of the primary term.
      a. If the Census Date falls on a holiday, the next succeeding instructional day is designated as the Census Date.
   2. Daily Census – credit classes which meet for the same number of hours each day on at least 5 days but do not meet for a full term (primary term). This includes classes held during the Summer session. The enrollment count is taken on the Census Date which is the date nearest 20% of the class meeting days including the day of the final examination, excluding noninstructional days and holidays.
      a. For short-term daily census courses where the Census Date falls on the first day of the course, the enrollment is to reflect the active enrollment as of the end of the first day, and the census is taken on the second day.
   3. Positive Attendance – the actual hours of attendance of each student for each class meeting are counted for the following types of courses:
      a. Short Term Credit Courses – courses scheduled to meet fewer than five days.
      b. Irregularly Scheduled Credit Courses – courses scheduled irregularly with respect to number of days of the week and number of hours the course meets on scheduled days.
      c. Open Entry/Open Entry Courses
      d. In-Service Training Courses – courses, regardless of length, for
police, fire, corrections, and other criminal justice system occupations. e. Noncredit Courses – includes noncredit individual student tutoring courses.
f. Apprenticeship Classes of Related and Supplemental Instruction – applicable only to indentured apprentice students in classes of related and supplemental instruction.

4. Alternative Attendance Accounting – classes which are identified as independent study, cooperative work experience, and distance education during the curriculum approval process.
   a. For independent study, cooperative work-experience and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit.
   b. For independent study or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course. A “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.
   c. Semester-long courses during the Fall and Spring semesters are reported as Alternative Accounting Method – Weekly Census classes.

3 Shorter-length classes, including Summer Session classes, are reported as Alternative Accounting Method – Daily Census classes.

C. TBA – Weekly Census and Daily Census courses with regularly scheduled hours of instruction can have “to be arranged hours” (TBA) as part of the total contact hours for the course. The TBA hours cannot be optional, but must be required of all students, and are for instruction, not homework.

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hours required, must be published in the official general catalog and
schedule of classes.
c. Students will demonstrate fulfillment of their regularly scheduled
TBA responsibilities by signing in and out every time they come to a
lab or learning assistance center in a manner that documents the days,
times, and the number of TBA hours fulfilled. An electronic system may
be used to document regular attendance and fulfillment of the
individual TBA schedule.

d. The course outline of record shall specify the number of contact
hours as a whole, including TBA contact hours.
1) For Weekly Census courses, TBA hours must be scheduled the
same number of hours each week of the term.
2) For Daily Census courses, TBA hours must be scheduled for
the same number of hours on each scheduled day of the
course.
e. All enrolled students must be informed of the designated location
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1) When arranging for TBA hour schedules at the start of term or
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Students also must be informed of their responsibility to adhere
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of communication to provide immediate instructional supervision.
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duty during the instructional activity to provide the supervision and
control necessary for the protection of the health and safety of
students. Faculty must be physically present in the classroom or lab
or within line-of-sight of the students to be able to respond
immediately when students are scheduled in the lab.
b. The authorized instructor may work in conjunction with an assistant
or aide but must be in physical proximity and range of communication
to provide necessary supervision and control of students. The
assistant or aide functions under the direction of the authorized
employee assigned to the educational activity, and not
independently.
c. The primary course instructor is required to ensure that students are
meeting instructional objectives and fulfilling the TBA requirement.
3. Support Documentation: The District will document all course enrollment,
attendance, and disenrollment information in physical records and/or
information system data files and applications.
d. Information system integrity, data files, and systems will be
maintained by Computer Services.
e. Academic Affairs Office will ensure effective internal control over accountability practices by faculty maintaining attendance records and overseeing student’s TBA responsibilities by signing in and out every time they come to a lab or learning assistance center in a manner that documents the days, times, and the number of TBA hours fulfilled.

E. The following attendance procedures will be followed:

1. Faculty shall distribute the course syllabus at the first class meeting so that all students have information regarding class requirements and expectations, and information needed regarding scheduled TBA assignments when appropriate.
   a. Faculty will include a statement in the syllabus that it is the student’s responsibility to officially drop a class by the withdrawal deadline.

2. Faculty shall take and record attendance of enrolled students at each regularly scheduled class meeting up to the Census Date for Weekly Census and Daily Census classes.
   a. As of Census Date, no persons who are not officially enrolled or approved for auditing should be permitted to attend or participate in class.

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4. Faculty will document that each student has completed the TBA requirement as appropriate for Weekly Census and Daily Census classes.

5. Students who are not in attendance at the first class meeting are considered “no shows” and will be dropped by the instructor unless the student receives prior approval for an excused absence from the instructor.

6. As of the end of the business day immediately preceding the Census Date, any student who has been identified as an inactive enrollment shall be cleared from the roster. An inactive enrollment is a student who has:
   a. Been identified as a “no show”; or
   b. Officially withdrawn from the course, or
   c. Is no longer participating in the course, which includes excessive unexcused absences; or
   d. Been dropped from the course.

7. After the Census Date, the instructor’s discretion to drop students who have accumulated excessive absences as stated in the course syllabus by the last withdrawal deadline for the course. Tardiness and/or leaving class early may be treated in the same manner as absences per the class syllabus.

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

10. Faculty may excuse absences resulting from illness, accident, other circumstances beyond the student’s control, or participation in authorized professional or college activities.
a. Faculty will determine if work missed during any absence can be made up.
11. If a student has been dropped due to the attendance policy, the instructor may reinstate the student by completing a Readmit Card if all of the following conditions have been met:
a. The student appeals for reinstatement based on extenuating circumstances for the absence. Extenuating circumstances are verified cases of accidents, illness, and other circumstances beyond the control of the student.
b. The student had been doing satisfactory work and has a reasonable chance of passing the course based on the instructor’s judgment.
c. The student is readmitted is by the end of the 12th week of the term or within 60% of a short-term or Summer course.
Approved: April 4, 2012
Revised: June 6, 2012
LET STUDENTS KNOW ABOUT POLICY CHANGES THAT WILL EFFECT THEM!

It is recommended that you include in your course syllabi a statement clarifying an important change that will impact students. As a result of changes in legislation, the College has had to adjust the dates when students may drop a course without a “W” (now that is BEFORE the census date for any given course). Also, students may only repeat a course 3 times if they’ve received an unsatisfactory grade—and W’s are unsatisfactory grades.

The “W” date is related to the census day for your course(s). That means the date to withdraw without a “W” date is set by the length of your course. An example for a full term class would read:

NOTE: If you drop this class after **September 3, 2012** you will receive a “W” on your transcript. All courses in which you earn a grade of “D”, “F”, “NP” and/or “W” are counted as “unsatisfactory” attempts to successfully complete the course. You are only allowed 3 attempts to repeat courses for which you receive an “unsatisfactory” grade. A “W” on your transcript will count as an “unsatisfactory” attempt to successfully complete the course.

Here’s an example for a **nine-week** that starts on the first day of Fall 2012:

NOTE: If you drop this class after **August 29, 2012** you will receive a “W” on your transcript. All courses in which you earn a grade of “D”, “F”, “NP” and/or “W” are counted as “unsatisfactory” attempts to successfully complete the course. You are only allowed 3 attempts to repeat courses for which you receive an “unsatisfactory” grade. A “W” on your transcript will count as an “unsatisfactory” attempt to successfully complete the course.

If you chose to use this statement, please verify the last day to withdraw for your specific course and insert it in the highlighted date area.

When students use the **“Find Classes”** link, this is what they’ll see when they click on your course’s CRN (and you can use it, too, to confirm important dates, etc.):
## Agenda: August 16, 2012  1:30-3:00pm
Facilitator: Bret Clark
Room: 3160J  Academic Affairs Conference Room
Recorder: Margie Allred

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ACCJC Eligibility Requirements:

**Eligibility Requirement 10:** Student Learning and Achievement
The institution defines and publishes for each program the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrated that students who complete programs, no matter where or how they are offered, achieve these outcomes.

**Eligibility Requirement 19:** Institutional Planning and Evaluation
The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.
COURSE REPETITION AND GRADE ALLEVIATION
This procedure implements Board policy 4225 concerning course repetition and grade alleviation in which a previous grade or symbol has been earned by the student.

A. DEFINITIONS

3. Repeatable Course – a course that can be repeated one or more times as identified in the college catalog and the official course outline.
4. Non-Repeatable Course – a course not identified in the college catalog and the official course outline as repeatable.
5. Grade Alleviation – disregarding a substandard grade and credit from the student’s grade point average after course repetition.
   a. The “W” symbol shall not be used in calculating grade point averages.
   b. Credits earned on a “pass-no pass” (“P,” “CR,” “NP,” or “NC”) basis shall not be used to calculate grade point averages.

B. REGULATIONS

1. Each non-repeatable course in which a substandard grade has been earned may be repeated two times only for grade alleviation unless such repetition is provided by District policy. The repeated course must contain the equivalent credit value or higher. The previous grade and credit will be disregarded in calculation of the student’s grade point average even if the previous grade was higher.
2. A course in which a satisfactory grade was received may not be repeated unless such repetition is provided for in the official course description or by District policy.
3. Grade alleviation coded by other accredited institutions will be honored under the terms of District policy.
4. When courses are repeated under this procedure, the permanent academic record shall be annotated in such a manner that the record of all work remains legible, ensuring a true and complete academic record.
5. Course repetition will not be allowed in a repeatable course beyond the maximum number of allowed repetitions for the course.
6. Each non-repeatable course in which a “W” symbol has earned may be repeated for a maximum of two times. The student may earn no more than three (3) withdrawals (“W” symbol) in the same course.
7. The District may claim apportionment for a student in a maximum enrollment of three (3) terms, including Summer session, per non-repeatable credit course where a substandard grade or withdrawal was earned.
   a. Enrollments include any combination of withdrawals and substandard grades earned by the student.
b. One additional enrollment for apportionment for the same course by a student is allowed under circumstances established in section 58161 of the Education Code.

C. REPETITION PROVISIONS

1. Substandard Academic Performance
   a. A student will be permitted to retake a non-repeatable course in which a substandard grade or “W” was earned one time without a petition.
   b. If a student has earned a second substandard grade or “W” in a course, the student must agree and sign a Third Enrollment Agreement to be released to register for the third repetition of a course.

2. Extenuating Circumstance
   a. A student may petition to repeat a course, one time, based on extenuating circumstances in a prior enrollment in which three (3) substandard grades have been earned. Extenuating circumstances are extreme cases of documented, verifiable circumstances beyond the student’s control.
      1) The previous grade and credit earned will be disregarded in the calculation of the student’s grade point average if either a substandard or satisfactory grade is earned.
   b. A student may petition to repeat a course, one time, based on extenuating circumstances in a prior enrollment in which a satisfactory grade was earned. Extenuating circumstances are extreme cases of documented, verifiable circumstances beyond the student’s control.
      1) The grade and credit earned will not be included in the calculation of the student’s grade point average.
   c. A student who has previously earned a maximum of three (3) withdrawals (“W” symbol) for a course and subsequently has a petition approved to repeat may only earn a satisfactory or substandard grade for the course as provided in 55024 of the Education Code.
      1) Withdrawal on or after the census date will be recorded as an “F” or “NP” (if course is “P”/“NP” graded) on the student’s academic record. No notation (“W” or other grade) shall be made if the student withdraws by Sunday of the 2nd week of a term or within 20 percent of a short term or Summer course.
      2) The student may not earn an additional “W” symbol unless the student demonstrates extenuating circumstances to justify an additional withdrawal for the course.

3. Legally Mandated Training
   a. Enrollment will be permitted when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.
   b. The grade and credit earned will be included in the calculation of the student’s grade point average each time the course is taken.

4. Disabled Student as part of a Disability-Related Accommodation
a. A student may repeat a special class for students with disabilities any number of times as required as a disability-related accommodation under the following circumstances:

1) When continuing success of the student in other general and/or special classes is dependent on additional repetitions of a specific special class;

2) When additional repetitions of a specific special class are essential to completing a student’s preparation for enrollment into other regular or special classes; or

3) When the student has a student educational plan which involves a goal other than completion of the special class in question and repetition of the course will further achieve that goal.

b. Authorization by Disabled Student Programs and Services (DSPS) staff or a medical professional’s recommendation will be required on the petition.

c. The grade and credit earned will not be included in the calculation of the student’s grade point average each time the course is taken.

D. IMPLEMENTATION

1. The student initiates the request by filing a Petition to Repeat a Course. The petition is available online at the Admissions & Records web site and at all campus registration centers. The student is responsible to obtain all required authorized signatures and attach verifiable documentation.

2. The petition is submitted to the Admissions & Records Office to review all evidence pertaining to the student’s petition.

3. The Director of Admissions & Records, North County Campus Executive Dean, or designee will make the final determination for course repetition and eligibility for apportionment funding.

4. If the petition is approved, the student will be cleared to register and notified via myCuesta Registration Status. If denied, the student will be notified via their myCuesta email address.

E. COURSE REPETITION APPEAL PROCESS

1. A student whose petition to repeat a course has been denied may appeal the decision to the Vice President of Student Services, or designee, for the following reasons:

   a. Verifiable hardship if required to take the course at another institution and;

   b. Validation of special circumstances and scholastic need and;

   c. Student’s present scholastic level of performance demonstrates:

      1) The student is in good standing in two prior consecutive terms, and;

      2) Completed 15 credits in two consecutive terms of at least a 3.0 grade point average; or

      3) Completed 24 credits in two consecutive terms of at least a 2.5 grade point average.
2. The Vice President of Student Services, or designee, will review the appeal and supporting documentation in consultation with the Dean of Instruction or Vice President of Academic Affairs and issue a finding within 30 days of receipt of the appeal.

   a. The decision of the Vice President of Student Services, or designee, is final.
LET STUDENTS KNOW ABOUT POLICY CHANGES THAT WILL EFFECT THEM!

It is recommended that you include in your course syllabi a statement clarifying an important change that will impact students. As a result of changes in legislation, the College has had to adjust the dates when students may drop a course without a “W” (now that is BEFORE the census date for any given course). Also, students may only repeat a course 3 times if they’ve received an unsatisfactory grade—and W’s are unsatisfactory grades.

The “W” date is related to the census day for your course(s). That means the date to withdraw without a “W” date is set by the length of your course. An example for a full term class would read:

NOTE: If you drop this class after September 3, 2012 you will receive a “W” on your transcript. All courses in which you earn a grade of “D”, “F”, “NP” and/or “W” are counted as “unsatisfactory” attempts to successfully complete the course. You are only allowed 3 attempts to repeat courses for which you receive an “unsatisfactory” grade. A “W” on your transcript will count as an “unsatisfactory” attempt to successfully complete the course.

Here’s an example for a nine-week that starts on the first day of Fall 2012:
NOTE: If you drop this class after August 29, 2012 you will receive a “W” on your transcript. All courses in which you earn a grade of “D”, “F”, “NP” and/or “W” are counted as “unsatisfactory” attempts to successfully complete the course. You are only allowed 3 attempts to repeat courses for which you receive an “unsatisfactory” grade. A “W” on your transcript will count as an “unsatisfactory” attempt to successfully complete the course.

If you chose to use this statement, please verify the last day to withdraw for your specific course and insert it in the highlighted date area.

When students use the “Find Classes” link, this is what they’ll see when they click on your course’s CRN (and you can use it, too, to confirm important dates, etc.):

Here are the key dates for students!
You, Your Course, and Your Course Syllabus

One of the primary tools for a well-designed course is the syllabus you design. Not only does it carry essential information that will help students understand your expectations and how to reach them, it also provides an opportunity for you to spell out the policies and procedures of your course. This level of clarity can prevent confusion and later problems for you and students.

At the bare minimum, the syllabus should include the course title, the time the class is scheduled, course and textbook requirements, your office hours and your contact information. To make the syllabus more than an extended version of your business card, devote thought to what the outcomes you have for the course(s) you’re teaching. What do you want students to master once they successful complete the course? What guidelines and procedures can you establish in print that will help students to succeed in your course, and throughout their work at the college?

Feel free and welcome to contact your Academic Senate President, Steve Leone (sleone@cuesta.edu), if you need further guidance and information on building your syllabus. Your peers in your division will also have significant input—connect with them and ask them!

**THINGS TO INCLUDE ON YOUR SYLLABUS:**

**Instructor name** (and how you would like to be addressed in class), your office location & office hours, and your Contact Info (Office telephone number, e-mail address, instructor or course website URL, or any other contact information you wish to share with students)

**Your Availability and Contact Information:** Instructor name (and how you would like to be addressed in class)

**Office location & office hours** Please designate a time and place for office hours – it is unacceptable that the only specification of office hours is “by appointment.”

**Course Overview** A welcome, your personal description of the course, what you love about this topic or discipline, what you hope students will take away. Describe how this course fits into your discipline and/or a sequence within that discipline; why a student should take the course; why you have organized the course the way you have. It may be important to restate the prerequisites, why those skills and knowledge are important, and how you will build on them. You may wish to refer students to resources for correcting weaknesses that might interfere with their learning in the course.

**Student Learning Outcomes:** Student Learning Outcomes are the same for all sections of a course and need to be included on syllabi. ACCJC standard II.A.6 requires that “In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.”

The Academic Senate accepted the following proposal from 1-28-2011: “The Senate Council approves the SLOA Committee recommendation that all faculty include either course-level student learning outcomes (SLOs) or a hyperlink/URL address to a document containing such information in their course syllabi starting with the Fall 2011 semester.” SLOs, or hyperlinks to SLOs, need to be on syllabi. If faculty were to distribute SLOs on a separate paper other than the syllabus, fulfilling best practice and the Senate proposal would be to have a note on the syllabus such as: Course student learning outcomes have been distributed separately.

**Withdrawal Policy** Include Cuesta’s policy for withdrawals (W grade assigned by registration):
A student may drop a class without receiving a “W” grade if the drop is processed before the Census date of the semester for regular semester courses or within the first 20 percent of the class for short courses and summer session courses. (See policies and forms on the Student Services website).

A student may drop a class with a “W” grade before 60 percent of the semester or session has been completed.

DEADLINES: Dropping with no “W” on Transcript:
Fall/spring semester: The day before census date
Summer session and short courses: 20 percent of the length of short course

Dropping with a “W” on transcript:
Fall/spring semester: End of twelfth week
Summer session: End of fourth week and Short course: 60 percent of the length of short course

Thereafter, a grade other than a “W” must be awarded, and an “F” is likely if the student has not arranged with the instructor to complete minimum course requirements. Drop forms are available in the Admissions and Records Office at any campus location and on the Cuesta College website.

Repeatability Policy: Students may repeat courses based only on the following conditions:

a. Repeatable Courses – a student may repeat a course designated as a repeatable course including variable credit open-entry/open-exit courses up to the maximum number of allowed repetitions for that course.

b. Alleviate Substandard Academic Work – a student may repeat a course in an effort to alleviate substandard academic work a maximum of two (2) times. No more than two (2) substandard grades may be alleviated from the student’s grade point average for a course. If a student has repeated a course two or more times, the first two substandard grades will be excluded in calculation of the student’s grade point average.

Withdrawals – a student may earn no more than a maximum of three (3) withdrawals (“W” symbol) in a non-repeatable course.

Instructional Methods Used: Describe how you teach and consider explaining why (e.g., lecture, lab, small group work, hybrid online, library research, field trips, clinical practicum, etc).

Textbooks & Supplemental Materials: Include titles, editions and ISBN numbers if possible - the edition number is important to students who may be purchasing used texts. Include print and/or electronic reserve materials in the Library or on Blackboard.

Technology: Will students need access to a computer to complete your course? Will they need access to use the internet to visit your course on my Cuesta or another web page or obtain e-reserves? Will they be expected to be or become proficient with specific software? List places at the college that provide those resources (lab, Library).

Assignments: Kind, number, value, expected work load.

Evaluation Criteria & Grading Standards: Is attendance mandatory? How will you deal with latecomers? If you intend to grade on participation, be explicit in explaining how you will do so. What are the evaluation criteria including rubrics for assignments and individual and group projects? What will the examinations be like? When are they scheduled? How will they be structured? How will students know which material to emphasize? How much material on examinations will be taken from reading assignments? Will examinations be comprehensive? How will you handle missed examinations and late homework and paper submissions? What is your policy on make-up examinations? Explain how you will calculate grades. What will be the point values and weightings for assignments, activities, and examinations? What will be the cut-off points for different grades? Include Cuesta’s policy for withdrawals.

Academic Dishonesty: The Cuesta Catalog states, “Academic Honesty is essential to the academic community. Students expect that Cuesta College faculty be fair, truthful, and trustworthy. The faculty expect that Cuesta College students share these same values. Students who violate these principles by cheating, plagiarizing, or acting in other academically dishonest ways are subject to disciplinary procedures. Below are some examples of academically dishonest behavior. If
you are unclear about a specific situation, ask your instructor.”

Examples of Academic Dishonesty:
- Copying from another student’s exam
- Giving answers during a test to another student
- Using notes or electronic devices during an exam when prohibited
- Taking a test for someone else
- Submitting another student’s work as your own, e.g. copying a file that contains another student’s work
- Knowingly allowing another student to copy/use your computer file(s) as his or her own work
- Completing an assignment for another student
- Plagiarizing or “kidnapping” other people’s thoughts, words, speeches or artistic works by not acknowledging them through proper documentation

At the instructor’s discretion, students caught being academically dishonest may receive a failing grade on the assignments in question, be dropped from the class, or be failed in the course. Beyond this, the student may be subject to disciplinary action as determined by the Vice President of Student Services (VPSS). An appeals process is available to the student through the office of the VPSS. It is recommended that the faculty member report any acts of academic dishonesty to the VPSS.

Classroom Policies (if applicable): State policies on the following and other procedures you may institute:
- Attendance
- Written work
- Late work
- Laboratory procedures
- Cell phone/beepers
- Children in class
- Food/beverages in class

Caveats: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check for announcements made while you were absent.

Course Calendar: Include your Course Calendar.
I. Call to order and Greetings and Announcements – Welcome back!

II. Open issues
   a) State Budget/Cuesta’s Budget
   b) Assistants and Reorganization
   c) Accreditation update
      ACCJC’s revised June 2012 Standards (see link)
      
      Eligibility Standards, especially Standard 10 and 19 (see link for complete Eligibility Standards)
      10. Student Learning and Achievement
      The institution defines and publishes for each program the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrated that students who complete programs, no matter where or how they are offered, achieve these outcomes.
      
      19. Institutional Planning and Evaluation
      The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.
    
    d) SLOs—Do or Die CPAS completion
    e) Finals—required meeting
       Distance Education courses must conform to the semester and final schedule
    f) Change in Board Policy, BP 5070/AP 5070, on attendance accounting (see attachments)
    g) Change in Policy—Dropping without a W (see memo attached)
    h) Enrollment updates – low class enrollment discussion and avoiding late add petitions
    i) FTES discussion
    j) Faculty Evaluations, new tenure-track faculty
    k) Banner Budget not yet accurate—waiting for finalized budget - September
    l) Update on hiring temporaries – 60 days non recurring job function
       Reminder: Temporary positions are subject to the 39 month rehire agreement with CCUE

III. New business
    a) 2012 – 2013 CPPR/CTER
       CPPR
       AA Art History and Professional Practices        CS Audio Technology
       CS Graphics                        AA Music Performance
Arts, Humanities and Social Sciences
Cluster Meeting Minutes

AA Political Science
AA Psychology
Stand Alone courses:
  • French
  • Spanish
  • German

b) Strategic Plan Update—role of English and ESL
c) Cluster meeting day/time – 2nd Thursdays 2-4
d) Other?

IV. Reminders
   a) Call Carolyn to set up your bi-monthly Chair/Dean meeting.
   b) Spring schedule – timeline – dual/split assignments – non-teaching assignments

V. Adjournment
### CLUSTER MEETING

**Business Education, Engineering/Technology, Human Development, Children’s Center, Business & Entrepreneurship Center, WFD and Community Programs**

**August 16, 2012**

**Room 3219, 1:30pm-3:00pm**

<table>
<thead>
<tr>
<th>J. Cascamo</th>
<th>I. Dominguez</th>
<th>K. Cater, Recorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. Chambers</td>
<td>S. Robertson</td>
<td></td>
</tr>
<tr>
<td>J. Stokes</td>
<td>M. Green</td>
<td></td>
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<td>D. Norton</td>
<td>V. Schemmer</td>
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<tr>
<td>H. Hafley-Kluver</td>
<td>N. Pina</td>
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<thead>
<tr>
<th><strong>TOPIC</strong></th>
<th><strong>Details</strong></th>
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</thead>
<tbody>
<tr>
<td>Welcome Back</td>
<td>American Milestones Cuesta Video</td>
</tr>
</tbody>
</table>
| Reorganization | - Division Assistant  
| | - Office Space  
| | - VP Academic Affairs  |
| Fill Rates |  |
| State Budget/Cuesta Budget |  |
| CTEA | - Approval  
| | - Meetings  
| | - New forms  
| | - Advisory Meetings  
| | Please meet in the Fall  |
| CCCAOE Workshop |  |
| 10/17-10/19 Long Beach |  |
Eligibility Standards, especially Standard 10 and 19 (see link for complete Eligibility Standards)

10. Student Learning and Achievement
The institution defines and publishes for each program the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrated that students who complete programs, no matter where or how they are offered, achieve these outcomes.

19. Institutional Planning and Evaluation
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<table>
<thead>
<tr>
<th>Change in Board Policy Attendance Accounting Including TBA hours</th>
<th>BP 5070/AP 5070 (attached)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropping without a W change</td>
<td></td>
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<tr>
<td>Cluster Meetings Fall and Spring</td>
<td>1st Friday 8:30am – 10:00am</td>
</tr>
</tbody>
</table>
| Spring 2013 Schedule Timeframe | Chairs/Directors, schedule a meeting with Jeannie to review processes, ext. 2217  
Spring has been delivered to Chairs  
September 12, drafts due back to Scheduler  
October 3rd, drafts will be returned to Chairs  
Final schedule due to Scheduler October 17th. |
<table>
<thead>
<tr>
<th>Handouts</th>
<th>Tips for Students</th>
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<tbody>
<tr>
<td></td>
<td>Memo from Kristen Pimentel, Director A&amp;R</td>
</tr>
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<td></td>
<td>2012-2013 CPPR/CTER programs</td>
</tr>
</tbody>
</table>
Cluster One: Division Assistant
Meeting
January 11, 2012
Agenda

Check in: All – tell us something you learned at your workshop (those of you that attended in November)

Summer and Fall Schedules: Summer window closes February 24th – rolling Fall soon

TBA hours and record keeping: handout provided

Withdrawal without a W and Census Fall 2012: Drop without a W will be the Saturday of the end of the 2nd week. Census will be the Monday of the 3rd week.

New Repeat Regulations: W’s count towards repeat totals

Leave Forms/Sub forms: Must meet all monthly deadlines

Forms: Utilize appropriate web-sites for all forms

Other/Questions/Issues/Concerns:
Arts, Humanities and Social Sciences
Cluster Meeting Agenda

Meeting Facilitator: Pamela Ralston  Meeting Recorder: Carolyn Lorimer

Invitees: □ Pamela Ralston, □ Dennis Baeyen, □ Margaret Korisheli, □ Jennifer Martin, □ Madeline Medeiros, □ Jane Morgan, □ Tony Rector-Cavagnaro, □ Sean Boling, □ Beth-Ann Dumas, □ Brent LaMon, □ Regina McKeown, □ Carolyn Lorimer, □ Bea Anderson, □ Judy Beier, □ Maryann Lacross, □ Denise McDonough, □ Linda Scott, □ Nestor Veloz

I. Call to order

II. Greetings and Announcements

III. Open issues
   a) Accreditation update (see attached draft)
   b) TBA hours, scheduling and accounting (see attached documents)
   c) Spring schedule update – Banner window closes Friday 9/23. ALL changes will need to be sent to our office from Monday 9/26 on. ☺
   d) Faculty Evaluations – Reminder to full-time faculty to schedule their pre-eval meeting with Pamela – Carolyn sent out reminders
   e) Transfer degrees—next meeting, come prepared to discuss where your folks are on this
   f) Education Master Plan Revisions—I have made changes based on your submissions (see attached for one more review)

IV. New business
   a) Flex Contracts
   b) Foundation Grants, deadline has changed to spring term in order to align with IPPR process and College Prioritization process
   c) IPPR Template available mid-October, Academic Senate approving revisions.
   d) Jane’s discussion of PowerPoint presentation

V. Other

VI. Adjournment

Next meeting October 13th - 5402 SLO – N1013 NCC PolyCom
STUDENT CONTRACT FOR COURSES WITH TBA HOURS

1. All instructors with ANY section(s) that include TBA hours will ensure this form is completed for each student enrolled.

2. The individual student will verify, by signature, that the TBA hours designated do not conflict and/or overlap with any other section they are registered in for that semester.

3. Students will submit this form to the instructor listed below each week after completing the TBA lab hours.

4. The instructor will keep the form for the semester of instruction. Following the end of the term, the instructor will submit the forms to the division, where they will be retained.

Student Name: ______________________________  Student ID # _______________

<table>
<thead>
<tr>
<th>CRN</th>
<th>Course Number</th>
<th>Instructor</th>
<th>Unit(s)</th>
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Instructions: In the schedule shown below, please indicate the day(s) and hour(s) that the student will satisfy the TBA hours of the supervising instructor (must not overlap days/hours of any other courses the student is taking):

<table>
<thead>
<tr>
<th>Day</th>
<th>8:00A</th>
<th>9:00A</th>
<th>10:00A</th>
<th>11:00A</th>
<th>12:00N</th>
<th>1:00P</th>
<th>2:00P</th>
<th>3:00P</th>
<th>4:00P</th>
<th>Evening</th>
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</table>

Student Signature certifying no day/hour overlap between TBA and other scheduled classes ___________________________ Date ________________

Instructor Signature ___________________________ Date ________________
CLUSTER ONE
To Be Arranged (TBA) Hours Compliance Requirements
Per the Chancellor's Office

During TBA hours there must be some kind of instruction provided and/or activity that is not an activity that should be done independently outside of class time.

The district should establish procedures, guidelines, and faculty/administrator training necessary for the proper provision of TBA, with a special emphasis on attendance accounting and retention of related documentation that would enable an independent determination regarding the accuracy of contact hour tabulations and FTES claimed for state apportionment.

1. Do you feel that your faculty and you have the information and training they need regarding TBA hours?

2. Please provide a list of all your courses in your area that you have scheduled with TBA hours. The course outline must specify the number of contact hours for the course as a whole, including contact hours related to TBA. Are you certain that each course meets the above criteria? Please answer these questions on the attached excel spreadsheet.

Students may demonstrate that they fulfilled their regularly scheduled TBA responsibilities by signing in and out every time they come to the lab or learning assistance center in a manner that documents the days, times, and the number of TBA hours fulfilled. An electronic system may be used to document regular attendance and fulfillment of the individual TBA schedule. The student enrollment and attendance records need to be retained for a minimum of three years after the college year in which they originated.

3. Please provide us with the format you use to collect the hours for each TBA course. How are all of the hours stored for the three years? Are these records available for audit if an auditor so desires to review the information?
<table>
<thead>
<tr>
<th>Do your faculty have the training needed regarding TBA hours? Y or N</th>
<th>Course Title</th>
<th>Course Number</th>
<th>Total number of contact hours per course outline</th>
<th>Total number of TBA contact hours per course outline</th>
<th>Does this course meet the required criteria of TBA hours on the course outline? Y or N</th>
<th>How are the contact TBA hours tracked</th>
<th>How are the hours stored for the 3 years for audit purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Coastal Field Studies</td>
<td>BIO 209C</td>
<td>54</td>
<td>54</td>
<td>Y</td>
<td>Roll Call</td>
<td>New system in place Fall 2011 for 3 year storage in DA's office</td>
</tr>
<tr>
<td>Y</td>
<td>Desert Field Studies</td>
<td>BIO 209D</td>
<td>54</td>
<td>54</td>
<td>Y</td>
<td>Roll Call</td>
<td>New system in place Fall 2011 for 3 year storage in DA's office</td>
</tr>
<tr>
<td>Y</td>
<td>Sierra Field Studies</td>
<td>BIO 209S</td>
<td>54</td>
<td>54</td>
<td>Y</td>
<td>Roll Call</td>
<td>New system in place Fall 2011 for 3 year storage in DA's office</td>
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<tr>
<td>Y</td>
<td>Course</td>
<td>Credits</td>
<td>Hrs</td>
<td>Y</td>
<td>Records</td>
<td>Notes</td>
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<tr>
<td>Y</td>
<td>Human Anatomy</td>
<td>BIO 205</td>
<td>144</td>
<td>108</td>
<td>Stamped time-card</td>
<td>Instructors: New system in place Fall 2011 for 3 year storage in DA's office</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Life Science</td>
<td>BIO 211</td>
<td>90</td>
<td>54</td>
<td>Stamped time-card</td>
<td>Instructors: New system in place Fall 2011 for 3 year storage in DA's office</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Paramedic Prep</td>
<td>EMS 105L (ride a-long portion)</td>
<td>32.4</td>
<td>32.4</td>
<td>hardcopy-- tracking hrs form/signed by preceptor</td>
<td>N &amp; AH Office Files - 3 yrs</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Paramedic Theory II</td>
<td>EMS 107L (clinical hours)</td>
<td>216</td>
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<td>Paramedic Intern I</td>
<td>EMS 108A (internship hours)</td>
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<td>EMS 108B (internship hours)</td>
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<td>Emergency Medical Technician</td>
<td>EMS 201—both sections (ER/Ambulance/Pt extrication/extra skills day)</td>
<td>126</td>
<td>18</td>
<td>pt. extrication &amp; skills day by sign-in roster. ER/ambulance hrs tracked on clinical eval &amp; hrs signed by preceptor</td>
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<td>Y</td>
<td>Phlebotomy Externship</td>
<td>MAST 109L---3 sections (the part written in comments)</td>
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<td>ALL sections: attendance records/timecard signed by preceptor/clinical schedule of hours</td>
<td>All sections: In the office of the F/T MAST faculty (Dawn)</td>
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<td>Clinical Hours</td>
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<td>68</td>
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<td>In the office of the F/T MAST</td>
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<td>NRAD 120</td>
<td>Supplemental Nursing Skills Practice (0.5 credit)</td>
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<td>162</td>
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<td>324</td>
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<td>NRAD 219</td>
<td>Beginning Student Internship</td>
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