



2024 HANDBOOK

Admissions and Records

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor

2024 ADMISSIONS AND RECORDS HANDBOOK

Prepared By

California Community Colleges Chancellor's Office
Educational Services and Support Division

TABLE OF CONTENTS

CHAPTER 1: ADMISSIONS AND RECORDS OVERVIEW	1
Purpose of Handbook	1
Background of Admissions and Records	1
Key Roles and Responsibilities of Admissions and Records Professionals	1
Role of the California Community Colleges Chancellor’s Office	2
Vision 2030: A Roadmap for Equity and Excellence.	2
Vision 2030 Goals	2
Admissions and Records’ Role in Vision 2030	3
Student Equity And Achievement Program	3
Vision Resource Center: A Professional Development Tool.	4
Key Features of The VRCfor A&R Professionals:	4
Listserv Purpose and Instructions	4
CHAPTER 2: LEGAL AND REGULATORY FRAMEWORK	6
Purpose	6
Education Code and Pending Legislation	6
Title 5 Regulations	6
Legal Opinions and Advisories	7
CHAPTER 3: ADMISSIONS & REGISTRATION	8
Purpose	8
CCCApply	8
Governance and Oversight.	9
Community College Admission.	9
Community College Registration	9

Program and Course Approval Handbook	10
General Enrollment Requirements and Restrictions.	11
Mandatory Enrollment Priorities.	11
Eligibility for Priority Registration	11
Loss of Priority Registration	12
Appeal Procedure	12
Subcategories of Priority Registration.	12
Adding And Dropping Classes	12
No Shows and Enrollment Compliance	12
SSSP Core Services	13
Prerequisites.	13
CHAPTER 4: DUAL ENROLLMENT.	14
Purpose	14
Definition of Dual Enrollment	14
Program Types.	14
College and Career Access Pathways (CCAP)	14
Non-CCAP Dual Enrollment	15
Middle College High School (MCHS)	15
Early College High School (ECHS)	15
Admission Requirements	16
Recent Regulatory Updates.	16
Open vs. Closed Enrollment	16
Registration and Enrollment Restrictions	17
Fees	17
Resources.	18

CHAPTER 5: STATE GENERAL APPORTIONMENT AND STUDENT ATTENDANCE ACCOUNTING. 19

Purpose 19

Key Principles And Definitions 19

Reporting Requirements 19

Compliance Highlights. 20

Best Practices for Directors 20

Resources. 20

CHAPTER 6: RESIDENCY DETERMINATION AND TUITION 22

Purpose 22

Key Principles and Definitions 22

Key Exemptions 23

Best Practices for Directors 24

Resource 24

CHAPTER 7: REPEATS, WITHDRAWALS, AND REPEATABILITY 25

Purpose 25

Enrollment and Course Repetition 25

Withdrawals 26

Repeatable Courses 26

Academic Renewal without Course Repetition 27

Apportionment Limitations. 27

Cooperative Work Experience 27

Compliance and Documentation 27

Additional Resource 27

CHAPTER 8: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT 28

Purpose 28

Key Terms	28
Ferpa’s 6 Key Concepts	28
Annual Notification	29
Written Consent	29
Exceptions to Written Consent	29
Parental Access	29
Directory Information	29
Subpoenas	29
Compliance for California Community Colleges	30
Resources	30
CHAPTER 9: RETENTION AND DESTRUCTION OF RECORDS	31
Purpose	31
Record Classifications	31
Destruction Approval Process	32
Best Practices	32
CHAPTER 10: OTHER AREAS WITHIN A&R	33
Purpose	33
Alternative Methods of Awarding Credit	33
Credit for Prior Learning	33
Articulation of High School Courses	34
Advanced Placement Examinations	34
International Baccalaureate and College Level Examination	34
Conferring Awards	35
Academic Records and Institutional Policies	37
Catalog	37

Class Schedule	39
Probation and Dismissal	39
Athletic Eligibility	41
Institutional Agreements and Governance.	42
Instructional Service Agreements (ISAs)	42
Board Action	43
CHAPTER 11: PROFESSIONAL ASSOCIATIONS	45

CHAPTER 1: ADMISSIONS AND RECORDS OVERVIEW

PURPOSE OF HANDBOOK

The Admissions and Records Handbook is designed as a comprehensive resource for professionals within the California Community College system. Its purpose is to provide clear guidance that supports day-to-day operations, compliance with state and federal regulations, and enhances institutional effectiveness. Structured for ease of use, the handbook covers a wide range of topics essential for admissions and records professionals, including enrollment processes, regulatory frameworks, record management, and student services. It serves as both a practical tool for quick reference and a detailed guide for fostering equity, operational efficiency, and student success across the system.

BACKGROUND OF ADMISSIONS AND RECORDS

The evolution of Admissions and Records (A&R) departments in California community colleges reflects the broader changes in higher education. Originally focused on manual processes, these departments have transitioned to technology-driven operations. Their responsibilities include matriculation, ensuring equitable access through enrollment, and complying with state and federal education policies. Today, A&R offices are integral to student success, leveraging technological advancements to enhance services while maintaining the integrity of academic records and institutional compliance.

KEY ROLES AND RESPONSIBILITIES OF ADMISSIONS AND RECORDS PROFESSIONALS

Admissions and Records roles are pivotal in shaping the educational journey of students and ensuring institutional efficiency. These professionals manage critical functions such as enrollment, recordkeeping, and regulatory compliance, directly impacting student success and institutional accountability.

Purpose of Admissions and Records Staff:

- Facilitate smooth transitions for students from application to graduation.
- Maintain accurate and secure academic records, safeguarding the integrity of students' achievements.
- Support a structured and organized learning environment through efficient processes.

Responsibilities of Admissions and Records Offices:

A&R offices manage a wide range of student services, including:

- Student Enrollment: Processing applications, evaluating transcripts, and guiding students through admissions.
- Registration: Managing course enrollment and assisting with schedule adjustments.
- Academic Records: Maintaining accurate records, issuing transcripts, and supporting

degree audits.

- Compliance: Ensuring adherence to privacy laws (e.g., FERPA) and regulatory requirements.
- Support Services: Assisting veterans, financial aid applicants, and transfer students.

Significance of Staff Roles:

- Provide equitable access to education, bridging opportunities for diverse populations.
- Ensure compliance with legal and regulatory standards, contributing to institutional accountability.
- Enhance institutional planning and resource allocation through accurate data reporting.
- Foster an inclusive environment by adapting services to meet the needs of all students, including those with disabilities and from underrepresented groups.

ROLE OF THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE

The California Community Colleges Chancellor’s Office serves as the central administrative authority for the State’s community college system. It develops and interprets legislation and regulation, allocates funding, and ensures the quality and effectiveness of community colleges. The Chancellor’s Office collects and analyzes data, advocates for community colleges, and provides professional development opportunities to enhance education and equity. It also fosters collaboration, promotes innovation, and coordinates efforts to advance the goals of California’s community colleges, contributing to accessible and high-quality higher education.

VISION 2030: A ROADMAP FOR EQUITY AND EXCELLENCE

As part of the California Community Colleges’ commitment to student success and equity, Vision 2030 provides a seven-year strategic framework aimed at transforming higher education to better serve all Californians. Building on the foundation of the Vision for Success, Vision 2030 focuses on removing systemic barriers, ensuring inclusive access, and providing tailored support to students across race, ethnicity, region, class, and gender. This roadmap guides field practices and opens pathways to policy reform that drive systemic change.

Vision 2030 Goals

Vision 2030 is structured around three key goals:

- 1. Equity in Success:** Increase equitable academic outcomes by supporting underrepresented students, including students of color, those with disabilities, and students with low incomes.
- 2. Equity in Access:** Expand access to education for underserved Californians,

emphasizing enrollment growth among diverse populations.

- 3. Equity in Support:** Provide targeted resources and support systems that address the unique needs of marginalized and vulnerable students.

Admissions and Records' Role in Vision 2030

Admissions and Records offices are integral to the success of Vision 2030. By fostering equitable enrollment practices and providing data-driven insights on student progress, these departments support the systemwide goals of access, success, and equity. Specific contributions include:

- **Streamlined Enrollment:** Simplifying processes to minimize barriers for underserved populations.
- **Data-Informed Practices:** Analyzing disaggregated data to identify and address disparities in student outcomes.
- **Inclusive Policies:** Implementing practices that accommodate diverse student needs, such as flexible registration policies and support for students with disabilities.

By aligning their functions with the principles of Vision 2030, Admissions and Records professionals play a pivotal role in shaping a higher education system that works for all students, ensuring equitable opportunities and outcomes.

For more information and updates, visit the Vision 2030 website at [CCCVision2030.org](https://www.cccvision2030.org).

STUDENT EQUITY AND ACHIEVEMENT PROGRAM

The Student Equity and Achievement (SEA) Program, established in 2018, merged the Student Success and Support Program (SSSP), Basic Skills Initiative, and Student Equity Program. This consolidation allows greater flexibility in resource allocation to support equity and success for disproportionately impacted students.

Legislative Foundation:

- **Student Success Act of 2012 (SB 1456):** Provided a framework for core services like orientation, assessment, counseling, and education planning.
- **SEA Program Creation (2018):** Integrated funding streams to promote equity, student success, and the elimination of achievement gaps.

Core A&R Functions Supporting SEA: Admissions and Records offices play a vital role in delivering services that align with SEA goals, including:

- Priority enrollment systems.
- MIS data reporting for equity-related initiatives.
- Degree audit tools and transcript evaluations for education planning.

- Monitoring and supporting students on academic or progress probation.

Funding: While A&R offices are primarily funded through general funds, SEA Program funds have been used to support tools like electronic education planning systems and evaluators to enhance service delivery. Expenditures must align with the college’s Student Equity Plan and SEA Program goals. More information about the SEA Program can be found in [Education Code 78222](#) and the [Student Equity and Achievement Program Website hosted by the Chancellor’s Office](#).

VISION RESOURCE CENTER: A PROFESSIONAL DEVELOPMENT TOOL

The Vision Resource Center (VRC) is a vital platform supporting professional development and collaboration for California Community Colleges staff. Managed by the Chancellor’s Office with support from the Foundation for California Community Colleges, the VRC offers self-paced learning modules, courses, and resources designed to enhance operational efficiency and equity-focused practices in Admissions and Records offices.

Key Features of the VRC for A&R Professionals:

- **Comprehensive Learning Modules:** Covering topics such as dual enrollment, financial aid, residency, reporting and auditing, and credit for course repetition.
- **Accessibility:** Modules are designed for users of assistive technologies, including screen readers.
- **Flexible Learning:** Content is self-paced, allowing professionals to complete training at their convenience.

How to Access the Vision Resource Center:

1. Log in at visionresourcecenter.cccco.edu or create an account.
2. Search for “Admissions and Records for New Directors” or use this [direct link](#).

By utilizing the VRC, Admissions and Records professionals can stay informed, ensure compliance, and enhance their contributions to student success and institutional excellence.

LISTSERV PURPOSE AND INSTRUCTIONS

An alias list is a method of distributing information to individuals holding specific positions within the California Community Colleges. Determining which alias list to use depends on the targeted audience for the message.

Please note that each California Community College maintains their staff’s membership to the Chancellor’s Office Listserv groups. Please contact your local IT support staff for assistance with Listserv membership or issues.

There are two Listserv providers for the California Community Colleges:

1. The Chancellor’s Office manages Listserv services containing email address ending in

@listserv.cccco.edu, which are based on predetermined employment positions (i.e. Chief Executive Officers, Academic Senate Presidents).

2. **The CCC Technology Center** manages Listserv services containing email addresses ending in @listserv.cccnext.net. The CCC Technology Center provides Listserv hosting for the California Community Colleges regional and system-wide organizations. More information can be found on their [index of existing lists](#). Information or assistance can be found on the [Listserv and Hosting Services](#) page.

The listservs most relevant to admission and records professionals include:

- Admissions and Records
- Advocacy
- Counselors
- Evaluators
- Veterans

To subscribe to these listservs:

1. Send an email message to listserv@listserv.cccnext.net.
2. Do not put any words in the subject.
3. Depending on the list you are subscribing to, put: SUBSCRIBE CCC-ADMISSIONS, SUBSCRIBE CCC-COUNSELORS, SUBSCRIBE CCC-EVALUATORS, or SUBSCRIBE VRC in the body of a BLANK, NON-HTML email. One email is required per request.
4. Do not use a signature or subject.

CHAPTER 2: LEGAL AND REGULATORY FRAMEWORK

PURPOSE

Admissions and Records (A&R) operations within California community colleges are governed by an intricate framework of legal, regulatory, policy, and procedural standards. This chapter provides a guide to legal and regulatory requirements, helping A&R professionals ensure compliance, safeguard institutional accountability, and support student success. It offers resources to navigate key laws, regulations, and guidelines, equipping staff with the knowledge to interpret and apply them effectively.

EDUCATION CODE AND PENDING LEGISLATION

The California Education Code (EC) serves as the statutory foundation for community colleges, governing admissions, enrollment, records, fees, and other aspects of A&R operations. The Education Code supersedes Title 5 regulations and provides a broad legal framework for implementing operational policies.

Key Sections of Interest:

- Residency Requirements: [EC § 68000-68134](#).
- Admission of Students: [EC § 76000-76004](#) (includes dual enrollment provisions under [EC § 48800-48802](#)).
- Removal, Suspension, or Expulsion: [EC § 76030-76038](#).
- Nonresident Tuition: [EC § 76140-76143](#).
- Student Records: [EC § 76200-76246](#).
- Enrollment Fees and Financial Aid: [EC § 76300-76302](#).
- Authorized Fees: [EC § 76350-76395](#) (health, parking, noncredit courses, etc.).
- Flexible Academic Calendar: [EC § 84890](#).

To access the full California Education Code online, visit [California Legislative Information](#).

TITLE 5 REGULATIONS

Title 5 of the California Code of Regulations (CCR) establishes detailed operational guidelines for implementing Education Code mandates. Promulgated by the California Community Colleges Board of Governors, these regulations provide essential guidance for A&R functions.

Frequent Topics of Interest:

- Residency: [Title 5, § 54000-54072](#).
- Student Records: [Title 5, § 54600-54662](#).
- Electronic Signatures: [Title 5, § 54300](#).

- Open Courses: [Title 5, § 51006](#).
- Credit Hour Definition: [Title 5, § 55002.5](#).
- Grades and Academic Renewal: [Title 5, § 55021-55025](#), [§ 55031-55034](#), and [§ 55040-55046](#).
- Registration and Enrollment Priorities: [Title 5, § 58108](#).
- Attendance Accounting: [Title 5, § 58003-58012](#).
- Retention and Destruction of Records: [Title 5, § 59020-59029](#).

Access Title 5 online at [California Code of Regulations](#).

LEGAL OPINIONS AND ADVISORIES

The California Community Colleges Chancellor's Office (Chancellor's Office) General Counsel Division issues legal opinions and advisories to clarify court rulings, legislative changes, and regulatory interpretations. These documents are instrumental in shaping operational policies and ensuring consistent application across colleges. Legal opinions outline the Chancellor's Office's stance on specific issues, while advisories provide timely updates on new laws and trends.

Accessing Legal Opinions and Advisories:

- Visit the General Counsel page on the [Chancellor's Office website](#).
- Legal opinions are archived by year and categorized by subject.

CHAPTER 3: ADMISSIONS & REGISTRATION

PURPOSE

This chapter provides a comprehensive overview of the statutes, regulations, and services associated with admitting and registering students at California community colleges. Admissions and Records (A&R) professionals play a central role in ensuring equitable access, efficient registration processes, and adherence to legal and regulatory requirements.

CCCAPPLY

CCCApply is the online gateway to the California Community Colleges system. Each year, **2 million students** enroll in a college using CCCApply to build career skills, prepare for transfer, or enrich their lives through learning. To date, more than **20 million online applications** have been processed through CCCApply.

Applications Offered CCCApply offers a suite of four applications to meet diverse student needs:

1. Standard Application for U.S. residents.
2. California College Promise Grant Application (formerly Board of Governors Fee Waiver).
3. Noncredit Application for students enrolling exclusively in noncredit courses.
4. International Application for non-U.S. residents.

Key Milestones:

- 2012: Standard (U.S. domestic) application launched as part of the California Community Colleges Systemwide Technology Platform.
- 2014: California College Promise Grant application launched (currently used by 45 colleges).
- 2016: International Application launched (currently live at 19 colleges).
- 2018: Noncredit Application workflow implemented.
- 2019-2020: CCCApply suite redesigned with a student-centered approach:
 - Fully accessible to screen readers and assistive technologies.
 - Mobile-friendly interface.
 - Full Spanish-language translation.
- 2024: Reimagine CCCApply Taskforce kicked-off to support the development of a new admissions system that improves the user experience, balances equity concerns, and protects and mitigates fraud.

Governance and Oversight

CCCApplly is governed by the CCCApplly Advisory Committee and facilitated by the CCC Technology Center. Responsibilities include:

- Overseeing new features to ensure compliance with state and federal legislation.
- Documenting and implementing change requests, updates, and enhancements.
- Maintaining data dictionaries and operational processes.

Additional resources, including by-laws, data element dictionaries, and annual updates, are available on the CCCApplly website.

COMMUNITY COLLEGE ADMISSION

Admission requirements for California community colleges are governed by **Education Code** sections, which refer to statutes enacted by the state legislature **76000, 76001, and 76002**. The statutes outline categories of eligible students and ensure broad access to community college education.

Admission Requirements Under Education Code Section 76000, community college districts:

- Shall admit any California resident with a high school diploma or equivalent.
- May admit any nonresident who meets the same criteria.
- May admit apprentices as defined in Labor Code Section 3077.
- May admit individuals over 18 years old who, in the judgment of the governing board, can benefit from instruction. These students may be provisionally admitted and required to meet certain scholastic and probationary standards.

Note: For specifics related to the admission of concurrently enrolled K-12 students, see Chapter 4.

COMMUNITY COLLEGE REGISTRATION

Community college registration regulations ensure equitable access to courses and fair enrollment practices.

Legal Authority

- Education Code Sections: 66025.8, 66025.9, 76001.
- Title 5 Sections: 51006, 55024, 58004, 58051.5, 58051.6, 58108, 58508, 55007.

Title 5 Section 51006 requires that all classes offered by community college districts must be open to enrollment for any admitted student who meets approved prerequisites. Exceptions are limited to specific noncredit classes, programs for incarcerated individuals, and apprenticeship classes.

PROGRAM AND COURSE APPROVAL HANDBOOK

Overview The Program and Course Approval Handbook (PCAH) is an essential resource for A&R professionals, particularly those involved in curriculum committees or responsible for submitting state apportionment reports. Developed by the Chancellor’s Office in consultation with the System Advisory Committee on Curriculum, the PCAH outlines procedures for program and course development, approval processes, and compliance with state regulations.

Purpose The PCAH serves several critical functions:

- **Statewide Compliance:** Establishes a framework for uniform documentation and approval of programs and courses.
- **Local Curriculum Support:** Assists curriculum committees in developing courses and programs aligned with Title 5 and Education Code requirements.
- **Apportionment Eligibility:** Provides guidance on ensuring courses are eligible for state apportionment funding.
- **Best Practices:** Encourages the use of proven curriculum development methods and instructional design principles.

Key Components The PCAH is divided into the following sections:

1. **General Information:** Covers approval procedures, definitions, and overarching guidelines.
2. **Comprehensive Curriculum Topics:** Addresses specific course types, program goals, and regulatory requirements.
3. **Credit Curriculum:** Focuses on standards and approval for credit-bearing courses.
4. **Noncredit Curriculum:** Offers guidance on noncredit course development and approval.

A&R Professional’s Role A&R professionals often serve as critical participants on curriculum committees, ensuring that:

- Proposed courses align with state and local registration systems.
- Prerequisites, co-requisites, and advisories meet Title 5 standards (§55003).
- Program and course submissions adhere to state deadlines and documentation requirements.

State Submissions Colleges are required to submit approved programs and courses to the Chancellor’s Office for final validation. The Chancellor’s Office Curriculum Inventory (COCI) platform facilitates this process. A&R staff should be familiar with:

- **Taxonomy of Programs (TOP) Codes:** Used for classifying courses and programs.

- Submission Timelines: Deadlines for new program/course approvals and revisions.
- Compliance Reviews: Ensuring submissions meet state and federal standards.
- Resources
- Program and Course Approval Handbook: [Access PCAH](#)
- Chancellor’s Office Curriculum Inventory (COCI): [Access COCI](#)

GENERAL ENROLLMENT REQUIREMENTS AND RESTRICTIONS

Per **Title 5, Section 58108(j)-(l)**:

- No student shall be required to obtain permission to enroll in any class from anyone other than authorized college staff.
- Preregistration activities or nonacademic requirements cannot be used as barriers to enrollment.
- Once enrolled, all students must have equal access to off-campus class locations.

MANDATORY ENROLLMENT PRIORITIES

Title 5 Section 58108 establishes mandatory enrollment priorities to ensure equitable course access for key student groups. Priority registration is a component of the Student Success Task Force recommendations and supports timely student completion.

Eligibility for Priority Registration

1. First-time Students who have:
 - Completed orientation.
 - Undergone assessment.
 - Developed a student education plan (SEP).
2. Continuing Students who have not lost registration priority.
3. Special Populations, including:
 - Veterans and active military (EC § 66025.8).
 - Student parents with children under 18 receiving more than half of their support from the student.
 - Foster youth or former foster youth under 25 years old (EC § 66025.9).
 - Verified homeless youth or former homeless youth under 25 (EC § 66025.9).

- Students eligible for DSPS services.
- Students receiving EOPS services.
- Students receiving aid from CalWORKs or Tribal TANF programs.
- Students receiving services funded by Rising Scholars Network.

Loss of Priority Registration

Students lose priority registration if they:

- Are placed on academic or progress probation for two consecutive terms.
- Accumulate 100 or more degree-applicable semester units (exceptions apply for:
 - Non-degree applicable basic skills and ESL units.
 - Units earned through advanced placement, credit by exam, or similar programs).

Note: Foster and former foster youth are exempt from loss of priority registration.

Appeal Procedure

Each district must provide an appeal process for:

- Extenuating circumstances (accidents, illness, etc.).
- Students with disabilities who did not receive timely accommodations.
- Students demonstrating significant academic improvement.

Subcategories of Priority Registration

Districts may establish subcategories for students eligible for priority registration, provided that equal and highest priority is granted to statutory groups listed above. Districts may not prioritize one statutory group over another.

ADDING AND DROPPING CLASSES

Adding Classes Students may add courses up until the deadline specified in the academic calendar. A&R professionals should ensure these additions comply with prerequisites and available seating.

Dropping Classes Students can drop courses within the refund period or by the withdrawal deadline to avoid a permanent grade record. Refund policies for dropped classes are outlined in Title 5, Section 58508.

No Shows and Enrollment Compliance

Colleges are required to drop students who are “no-shows” by census date as per Title 5, Section 58004. Exceptions may be made for extenuating circumstances, and all attendance records must align with compliance standards.

SSSP CORE SERVICES

Under **Title 5 Sections 55502-55524**, colleges must provide matriculation services to non-exempt students to support academic success. These include:

Orientation Each college must inform students about:

- Academic expectations and progress standards.
- Registration priority and fee policies.
- Educational planning and available services.
- Important deadlines and timelines.

Assessment Colleges must use **multiple measures** for placement, avoiding reliance on a single test instrument. Instruments must be approved by the Chancellor's Office.

Counseling and Education Planning Students must receive counseling, advising, and educational planning services that:

- Reflect sound counseling principles.
- Guide students in choosing educational goals and course pathways.
- Provide both abbreviated (short-term) and comprehensive (multi-term) education plans.

PREREQUISITES

Title 5, Section 55003 permits colleges to establish prerequisites, co-requisites, and advisories if they:

- Are necessary for student success.
- Are reviewed at least every six years.
- Have a defined challenge process for students.

Prerequisites must meet one of the following criteria:

- Required by statute or regulation.
- Necessary for health or safety.
- Demonstrate a clear link to course success, based on sound research.

CHAPTER 4: DUAL ENROLLMENT

PURPOSE

This chapter provides an overview of dual enrollment programs available to K-12 and adult education students within California community colleges. Dual enrollment allows students to earn college credit while completing high school or adult education programs, supporting streamlined pathways to higher education and career advancement. This chapter outlines program types, regulatory requirements, and compliance considerations.

DEFINITION OF DUAL ENROLLMENT

With the issuance of Legal Opinion 16-02 in March 2016, the Chancellor's Office recognizes the term dual enrollment to refer to special admit part-time or special admit full-time students. This includes:

- K-12 students dual-enrolled in high school and community college.
- Students in adult education programs pursuing a high school diploma or equivalency certificate while enrolled in community college.

Legal Opinion 16-02 is reflected in the Contracted District Audit Manual (State Compliance Test #427).

PROGRAM TYPES

Dual enrollment encompasses several program options designed to meet diverse student needs and institutional objectives:

College and Career Access Pathways (CCAP)

Education Code § 76004 authorizes CCAP partnerships between community college districts and:

- School districts,
- County offices of education, or
- Charter schools.

Purpose: Expand dual enrollment opportunities for underrepresented students who may not be college-bound, creating seamless pathways from high school to college, particularly in Career Technical Education (CTE) and transfer programs.

Key Requirements:

1. Programs must target underrepresented students, such as:
 - Low-income students,
 - First-time college students,

- Foster or homeless youth,
 - Students with disabilities,
 - Students with dependent children.
2. Courses may be held on high school campuses, including continuation schools, juvenile court schools, and adult education programs.
 3. All applicable Education Code § 76004 requirements must be met.
 - Colleges cannot selectively comply with specific sections.

Non-CCAP Dual Enrollment

Education Code § 48800 authorizes non-CCAP for educational enrichment purposes. Non-CCAP:

- Focuses on advanced scholastic or vocational work.
- Requires recommendation from the high school principal and parental consent.
- Is intended to facilitate a smoother transition from high school to college.

Education Code § 52620 permits:

- Adult education students pursuing a high school diploma or equivalency certificate to enroll in college courses with program administrator recommendation.

Middle College High School (MCHS)

Education Code § 11300 authorizes partnerships between school districts and community colleges to establish middle college high schools. These programs:

- Serve at-risk students performing below their academic potential.
- Operate on community college campuses to prevent high school dropouts and provide access to college coursework.

Early College High School (ECHS)

Education Code § 11302 authorizes Early College High Schools, which:

- Combine high school and college into a cohesive program.
- Allow students to earn up to two years of college credit by high school graduation.
- Support attainment of associate degrees, transfer pathways, or career certificates.

ADMISSION REQUIREMENTS

General Requirements Community colleges may admit K-12 students under Education Code § 48800, 76001, and 52620. Requirements include:

- Principal recommendation (delegated authority allowed).
- Parental consent.

If a college denies admission to a special admit part-time or full-time student:

- The governing board must issue a written denial within 60 days.
- The denial must be reviewed at the next scheduled board meeting 30+ days after submission.

SB 554: Adult School Students SB 554 (2019) amended Education Code to:

- Allow adult education students pursuing a high school diploma or equivalency certificate to enroll as special admit part-time students.
- Streamline pathways for adult learners into higher education.

RECENT REGULATORY UPDATES

- Title 5 § 56700 (effective November 16, 2023):
 - Parental/guardian consent applies to all dual enrollment courses until withdrawn in writing.
 - Colleges may accept but cannot require high school transcripts or Social Security Numbers as enrollment conditions.
- Memo ESS-23-45 provides implementation guidance.

AB 1729: Summer Exemption AB 1729 amended Education Code § 48800 to exempt:

- Students enrolling in Intersegmental General Education Transfer (IGETC) courses or college-level occupational courses from the 5% summer enrollment limit (valid through January 1, 2027).

OPEN VS. CLOSED ENROLLMENT

Non-CCAP Dual Enrollment

- Courses held on high school campuses must:
 - Be open to the public.
 - Be advertised (e.g., catalog, class schedule) for at least 30 continuous days if using electronic media.

- Physical Education Limitation:
 - Special admit students may comprise no more than 10% of PE course enrollment.
 - Districts cannot claim apportionment for PE courses exceeding 5% of FTES reported for special admit students.

CCAP

- Enrollment may be limited to eligible high school students if:
 - College courses are held on the high school campus during regular hours.
 - The courses meet CCAP program goals (Education Code § 76004(o)(1)).

Key Restrictions:

- Courses cannot displace regularly admitted students.
- Colleges must certify CCAP compliance in partnership agreements.

REGISTRATION AND ENROLLMENT RESTRICTIONS

Non-CCAP Dual Enrollment Students

- Limited to 11 units per semester (Education Code § 76001).

CCAP Students

- Limited to 15 units per semester if:
 - Units include no more than four community college courses per term.
 - Units are part of an academic program that is part of a CCAP partnership.
 - Units are part of an academic program designed to award students both a high school diploma and an associate degree or a certificate or credential. (Education Code § 76004(p)).

FEES

Non-CCAP Dual Enrollment Students

- Districts may exempt special part-time students from enrollment fees (Education Code § 76300(f)).

CCAP Students

- Colleges must exempt students from:
 - Enrollment Fees (EC § 76300),

- Student Representation Fees,
- Apprenticeship Course Fees,
- Child Development Fees,
- Transcript Fees.

AB 2364: Nonresident Exemptions Districts must exempt qualifying nonresident special admit part-time students from nonresident tuition fees (Education Code § 76140). Exceptions include students with non-immigrant visas (e.g., B visas).

- Note: T and U visa holders are eligible for this exemption.

RESOURCES

- Legal Opinion 16-02: [Dual Enrollment Definitions](#).
- Memo ESS-23-45: [Implementation of Title 5 Changes](#).
- AB 2364: [Nonresident Tuition Exemption](#).
- AB 705/AB 1705: [Transfer-level Placement Requirements](#), [Implementation Guide](#), [Frequently Asked Questions](#).

CHAPTER 5: STATE GENERAL APPORTIONMENT AND STUDENT ATTENDANCE ACCOUNTING

PURPOSE

This chapter provides a concise overview of attendance accounting methods and compliance considerations for California Community Colleges. It includes references to Title 5 regulations to ensure accurate reporting and alignment with state requirements.

KEY PRINCIPLES AND DEFINITIONS

Full-Time Equivalent Student (FTES):

- Defined as 525 contact hours per year.
- Serves as the primary unit for state apportionment calculations.
- Governed by Title 5, Section 58003.1.

Attendance Accounting Methods (Title 5, Section 58003.1):

- Weekly Census: For regularly scheduled courses coterminous with the primary term.
- Daily Census: For courses meeting fewer than five days or not coterminous with the term.
- Positive Attendance: For open-entry/open-exit courses or irregularly scheduled courses.
- Noncredit Courses: Governed by specific attendance accounting methods under Title 5.
- Standardized Attendance Accounting Method (Title 5, Section 58003.2(b)): Available for districts to use starting with the 2024-25 P2 reporting cycle.

REPORTING REQUIREMENTS

1. CCFS-320 Apportionment Attendance Report (Title 5, Section 58004):
 - Submitted at specific intervals throughout the fiscal year (P1, P2, Annual, and Recalculation).
 - Includes FTES for credit, noncredit, and Career Development and College Preparation (CDCP) courses.
2. Key Deadlines:
 - Reports must adhere to the submission calendar established by the Chancellor's Office.

- Corrections to submitted reports must be made following Title 5 guidelines.
- 3. Audit Considerations (CDAM, Title 5, Section 59112):
 - Compliance with attendance accounting procedures is subject to annual audits.
 - Discrepancies can result in funding adjustments.

COMPLIANCE HIGHLIGHTS

Immediate Supervision and Control (Title 5, Section 58050):

- Instructional activities must occur under the immediate supervision of a qualified academic employee.

175-Day Rule (Title 5, Section 58120):

- Districts must maintain at least 175 instructional days annually to qualify for full apportionment.

Census Dates (Title 5, Section 58003.1):

- Weekly and daily census dates are determined based on formulas outlined in Title 5.
- Instructors must clear rosters of inactive enrollments by the business day before the census date.

BEST PRACTICES FOR DIRECTORS

Familiarize Yourself with Regulations:

- Regularly review Title 5 regulations and the latest guidance from the Chancellor's Office.

Establish Clear Procedures:

- Ensure attendance accounting procedures are well-documented and consistently followed by staff.
- Develop internal timelines aligned with reporting deadlines.

Conduct Regular Reviews:

- Periodically review attendance data for accuracy.
- Train staff on updates to regulations and procedures.

RESOURCES

For detailed guidance, consult the following resources:

- **Student Attendance Accounting Manual (SAAM):** Provides comprehensive

instructions on attendance accounting and FTES calculations.

<https://www.cccco.edu/-/media/CCCCO-Website/docs/manuals-guides/2024-student-attendance-accounting-manual-5-1-24-a11y.pdf?la=en&hash=EF1EEACCF357CA10B570FE9360EAD9BB25F19150>

- **Contracted District Audit Manual (CDAM):** Details audit requirements and compliance considerations. <https://www.cccco.edu/-/media/CCCCO-Website/docs/manuals-guides/2023-24-CDAM.pdf?la=en&hash=BD2044DE1875DA98C9C29B368581A5346339E56B>
- **Chancellor’s Office Resources:** Visit the [College Finance and Facilities Planning Division](#) website for updates.

CHAPTER 6: RESIDENCY DETERMINATION AND TUITION

PURPOSE

This chapter provides an overview of the principles for determining residency for tuition purposes of enrolling in a California community college. It highlights critical policies and references the Residency Overview Document for comprehensive guidance.

KEY PRINCIPLES AND DEFINITIONS

Resident Student:

- Defined as a student who is eligible to establish residence, has been physically present in California for at least one year and one day prior to the residence determination date and demonstrates intent to make California their permanent home (Education Code §§ 68017, 68062; Title 5, §§ 54020, 54022).

Nonresident Student:

- A student who does not meet the residency criteria and is subject to nonresident tuition unless eligible for specific exemptions (Education Code §§ 76140, 76141).

Residence Determination Date:

- Defined as the day immediately preceding the opening day of instruction for the term in which the student plans to enroll (Title 5, § 54002).
- Late-starting classes follow the same uniform residence determination date.

Criteria for Establishing Residency

1. Physical Presence:

- The student must have been physically present in California for at least one year and one day prior to the determination date (Education Code § 68017; Title 5, § 54020).

2. Intent:

- The student must demonstrate intent to remain in California permanently through actions such as:
 - Registering to vote in California (Education Code § 68041).
 - Holding a California driver's license or ID (Education Code § 68040).
 - Paying California state income taxes (Title 5, § 54024).
 - While these demonstrate examples of intent to remain in California permanently, it is not an exhaustive list, and students may demonstrate other actions to fulfill the requirements.

KEY EXEMPTIONS

Note: The exemptions listed below are not exhaustive. For a complete list of available exemptions, consult the Residency Overview Document and Title 5 regulations.

AB 540 Nonresident Tuition Exemption:

- Nonresident students meeting specific attendance and graduation requirements at California schools may qualify for exemption from nonresident tuition (Education Code § 68130.5; Title 5, § 54045.5).

Military Members and Dependents: California residency laws include specific exemptions for military members and their dependents. These exemptions ensure fair access to resident tuition rates under specific conditions:

1. Active-Duty Military Members:

- A student who is an active-duty member of the armed forces stationed in California is entitled to resident classification for tuition purposes (Education Code § 68075; Title 5, § 54041).

2. Dependents of Active-Duty Military Members:

- Natural or adopted children, stepchildren, or spouses of active-duty military members stationed in California are eligible for resident classification (Education Code § 68074).
- Dependents retain this classification even if the military member is transferred out of California or retires, provided the dependent remains continuously enrolled (Education Code §§ 68074, 68075.5).

3. Recently Discharged Members:

- A student who was stationed in California for more than one year immediately prior to being discharged from active duty is exempt from nonresident tuition for one year post-discharge, provided they file an affidavit of intent to establish residency (Education Code § 68075.5).

4. Veterans Access, Choice, and Accountability Act (VACA Act):

- Under federal law (Public Law 115-251) and corresponding state law (Education Code § 68075.7), “covered individuals,” including veterans and their eligible dependents, are exempt from nonresident tuition if:
 - They use federal educational benefits under Chapter 30, 31, or 33 of Title 38 of the United States Code.
 - They reside in California while attending a public institution.

5. California National Guard Members:

- Students who are active members of the California National Guard may qualify for resident classification under specific conditions (Education Code § 68075).

6. Military Spouses and Dependents Relocating to California:

- Dependents of military members relocating to California under military orders may be eligible for resident classification if they reside in California at the time of enrollment (Education Code § 68074).

Refugees and Special Immigrant Visa Holders: Certain refugee and immigrant groups are granted immediate nonresident tuition exemptions upon settling in California (Education Code § 68075.6). Eligibility includes:

- Refugees admitted under Section 1157 of Title 8 of the U.S. Code.
- Special Immigrant Visa (SIV) holders who worked with U.S. forces in Iraq or Afghanistan.

BEST PRACTICES FOR DIRECTORS

1. Familiarize Yourself with Policies:

- Refer to the Residency Overview Document and the Student Attendance Accounting Manual for detailed scenarios and legal citations.

2. Ensure Consistent Application:

- Implement clear processes to verify residency and manage exceptions.

3. Maintain Supporting Documentation:

- Require appropriate documentation to support claims, including:
 - Military orders.
 - Dependency documentation.
 - DD Form 214 (Certificate of Release or Discharge from Active Duty).
 - Veterans Affairs educational benefits letters.

RESOURCE

For comprehensive guidance, consult the Residency Overview Document available [here](#). This authoritative resource provides expanded details, legal citations, and examples to address complex residency scenarios.

CHAPTER 7: REPEATS, WITHDRAWALS, AND REPEATABILITY

PURPOSE

The purpose of this chapter is to provide a comprehensive overview of the policies and procedures governing course repetitions, withdrawals, and repeatable courses in California Community Colleges. These policies are designed to promote student success while ensuring compliance with Title 5 regulations and the Education Code. By outlining these standards, this chapter serves as a guide for consistent application across all districts and colleges.

ENROLLMENT AND COURSE REPETITION

Definition of Enrollment

Enrollment occurs when a student receives an evaluative or non-evaluative symbol in a course, as defined by Title 5, Section 55000(n). Evaluative symbols include grades such as A, B, C, D, F, and P/NP, while non-evaluative symbols include W (Withdrawal) and MW (Military Withdrawal).

Course Repetition Policies

Under Title 5, Section 55040, students may repeat a course under the following circumstances:

- **Alleviation of Substandard Grades:** Students may repeat a course in which they received a substandard grade (D, F, FW, NP, or NC) to improve their grade. A maximum of two repeats (three enrollments total) is allowed for this purpose. The prior substandard grades may be excluded from GPA calculations (Title 5, Section 55042).
- **Significant Lapse of Time:** Students may repeat a course if there has been a significant lapse of time (minimum 36 months) since they last took the course and the course is required for transfer or recency by another institution. Districts may adopt policies allowing shorter lapses if required by receiving institutions (Title 5, Section 55043).
- **Extenuating Circumstances:** Verified cases of accidents, illnesses, or other circumstances beyond the student's control may allow additional repetitions (Title 5, Section 55045).
- **Legally Mandated Training:** Students may repeat a course required by law or regulation as a condition of employment or volunteer work. There is no limit on the number of repetitions for legally mandated training (Title 5, Section 55040(b)(8)).
- **Significant Change in Industry Standards:** If a significant change in licensure or industry standards occurs, students may repeat a course to maintain or improve employment (Title 5, Section 55040(b)(9)).

WITHDRAWALS

Withdrawal Policies

Title 5, Section 55024 establishes policies regarding withdrawals and the assignment of the “W” symbol.

- **Limits on Withdrawals:** Students may withdraw from the same course a maximum of three times, receiving a “W” each time. Subsequent enrollments require district approval, and no apportionment may be claimed for such enrollments.
- **Military Withdrawals:** Students in the military who are called to active duty may withdraw at any time during a course. The “MW” symbol does not count toward the withdrawal limit or academic progress standards (Title 5, Section 55024(d)).
- **Extenuating Circumstances:** Districts may allow withdrawals beyond the limit if extenuating circumstances are verified. Students must petition, and the district must document these cases.
- **Drop Deadlines:** Withdrawal without a “W” is allowed up to the end of the fourth week or 30% of the term (whichever is earlier). Withdrawals after this point result in a “W” unless extraordinary circumstances are documented.

REPEATABLE COURSES

Definition of Repeatable Courses

Title 5, Section 55041 allows districts to designate only three types of courses as repeatable:

1. **Courses Required by CSU/UC for Bachelor’s Degree Completion:** Repetition is necessary to meet major requirements at these institutions.
2. **Intercollegiate Athletics:** Courses designed for participation in athletic teams. Apportionment is limited to 350 contact hours per sport per fiscal year (Title 5, Section 58162).
3. **Intercollegiate Academic or Vocational Competition:** Courses in preparation for competitive events at the state, national, or international level.

Limits on Enrollment

- Students may enroll in repeatable courses a maximum of four times, including any repetitions to alleviate substandard grades (Title 5, Section 55041).
- Districts must ensure that families of courses, such as activity courses in physical education or performing arts, do not exceed the four-enrollment limit.

ACADEMIC RENEWAL WITHOUT COURSE REPETITION

Under Title 5, Section 55046, districts may adopt policies to allow students to disregard substandard academic performance from past terms. Key provisions include:

- **Eligibility:** Students must demonstrate that the substandard work does not reflect their current abilities.
- **Limitations:** Districts may set limits on the number of units eligible for academic renewal and the time elapsed since the coursework was completed.
- **Record Maintenance:** All coursework remains on the student's record, but substandard grades are annotated and excluded from GPA calculations.

APPORTIONMENT LIMITATIONS

Under Title 5, Section 58161, districts may claim apportionment for up to three enrollments in non-repeatable courses. Exceptions include:

- Military withdrawals.
- Legally mandated training.
- Repetitions due to significant changes in licensure or industry standards.
- Repetitions to accommodate disabilities in special classes.

Districts may not claim apportionment for enrollments that exceed these limits, even if local policies allow additional repetitions.

COOPERATIVE WORK EXPERIENCE

Title 5, Sections 55250-55257 govern cooperative work experience courses. Students may:

- Enroll in general or occupational work experience education.
- Earn up to 16 semester units (or 24 quarter units) of credit.
- Repeat courses as necessary within the unit limits established by law.

COMPLIANCE AND DOCUMENTATION

Districts must adopt board-approved policies consistent with Title 5 regulations. Policies must be published in college catalogs and other accessible materials. Records of course repetitions, withdrawals, and academic renewals must be maintained and available for auditing purposes.

ADDITIONAL RESOURCE

For comprehensive guidelines and examples, refer to the [Credit Course Repetition Guidelines](#) published by the California Community Colleges Chancellor's Office. This document provides detailed information on implementing Title 5 regulations.

CHAPTER 8: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

PURPOSE

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law designed to safeguard students' educational records, provide access rights to these records, and establish protocols for correcting inaccurate or misleading information. This chapter serves to inform Admissions and Records (A&R) professionals within California community colleges about the essential principles of FERPA, ensuring compliance while protecting student rights and institutional integrity. By applying the concepts outlined in this chapter, Admissions and Records professionals at California community colleges can effectively safeguard sensitive information, support students' rights, and foster a culture of transparency and trust.

KEY TERMS

- **Education Records:** Records directly related to a student and maintained by an educational agency or institution or by a party acting on its behalf.
- **Directory Information:** Information not generally considered harmful or an invasion of privacy if disclosed, such as name, address, phone number, and dates of attendance.
- **Eligible Student:** A student who has reached 18 years of age or is attending a postsecondary institution.

FERPA'S 6 KEY CONCEPTS

1. Access to Records:

- Students have the right to inspect and review their educational records within 45 days of a request.
- Colleges must establish procedures for access requests.

2. Control Over Disclosure:

- Written consent is required to release non-directory information unless an exception applies.

3. Exceptions to Consent:

- Disclosures to school officials with legitimate educational interest.
- Disclosures related to financial aid, health, safety emergencies, or subpoenas.

4. Right to Request Amendment:

- Students may request correction of inaccuracies in their records.

5. Annual Notification:

- Institutions must notify students annually of their rights under FERPA.

6. FERPA Violations:

- Complaints may be filed with the U.S. Department of Education.

ANNUAL NOTIFICATION

Students must be informed of their FERPA rights annually through mediums such as the college catalog, website, or email.

WRITTEN CONSENT

Written consent must include:

1. Specific records to be disclosed.
2. Purpose of disclosure.
3. Parties to whom records will be disclosed.

EXCEPTIONS TO WRITTEN CONSENT

Disclosure without consent is permitted in specific cases:

1. **To School Officials:** Employees with legitimate educational interest.
2. **For Financial Aid:** To determine eligibility, amounts, or conditions.
3. **In Emergencies:** To protect the health or safety of students or others.
4. **Judicial Orders:** Compliance with subpoenas or court orders.

PARENTAL ACCESS

Parents lose access to their child's records once the student becomes an eligible student under FERPA unless granted written consent or meeting specific conditions such as dependency status.

DIRECTORY INFORMATION

Institutions may disclose directory information unless the student opts out. Colleges must provide notice of the categories of directory information and allow students to refuse disclosure.

SUBPOENAS

Institutions must notify students before releasing records under a subpoena unless legally prohibited.

COMPLIANCE FOR CALIFORNIA COMMUNITY COLLEGES

1. Training:
 - Regular FERPA training for A&R staff to ensure compliance.
2. Data Security:
 - Secure handling of student data to prevent unauthorized access.
3. Audit Preparedness:
 - Maintain detailed records of disclosures and compliance measures.

RESOURCES

- [U.S. Department of Education FERPA Resources](#)
- [American Association of Collegiate Registrars and Admissions Officers \(AACRAO\) FERPA Compliance Page](#)

CHAPTER 9: RETENTION AND DESTRUCTION OF RECORDS

PURPOSE

The purpose of this chapter is to provide guidelines for the proper classification, retention, and destruction of institutional records in compliance with the California Code of Regulations, Title 5, Sections 59020-59029. Effective records management ensures legal compliance, operational efficiency, and institutional transparency. This chapter outlines record classifications, retention schedules, and secure destruction procedures, as well as best practices for maintaining compliance and facilitating audits.

Relevant Regulations:

- California Code of Regulations, Title 5, Sections 59020-59029

Proper management of institutional records is essential for compliance with legal requirements, operational efficiency, and transparency. Title 5 regulations classify records and establish retention timelines to guide their handling.

RECORD CLASSIFICATIONS

1. Class 1 – Permanent Records:

These records must be retained indefinitely and include:

- Official transcripts of academic records.
- Board minutes and policy documentation.
- Accreditation documentation.
- Annual audit reports.
- Institutional and programmatic records required by external agencies.

2. Class 2 – Temporary Records:

Retained for a specified period, Class 2 records may include:

- Payroll records.
- Enrollment verification documents.
- Financial aid eligibility documentation.
- Grievance or complaint resolution records.

After the retention period, Class 2 records may be reclassified as Class 3 for destruction, provided all legal and administrative requirements are met.

3. Class 3 – Disposable Records:
 - Records classified as disposable may include:
4. Registration forms for non-active terms.
 - General correspondence unrelated to policy or decision-making.
 - Outdated marketing materials.

These records can be destroyed three years after the year in which they were created, pending board approval.

DESTRUCTION APPROVAL PROCESS

1. Compliance Review:
 - Prior to destruction, all records must be reviewed to confirm compliance with Title 5 retention requirements and district policies.
2. Board Approval:
 - The governing board must approve the destruction of all Class 3 records during a public meeting.
 - Documentation of approval should include a list of records and the applicable retention timelines.
3. Secure Disposal:
 - Records containing sensitive or confidential information must be destroyed securely, typically through shredding or certified digital erasure.

BEST PRACTICES

- **Retention Schedule Maintenance:**

Institutions should maintain an updated retention schedule aligned with Title 5 and local policy, ensuring staff are aware of timelines and responsibilities.

- **Electronic Recordkeeping:**

Transitioning to electronic storage systems can simplify retention and destruction workflows while ensuring accessibility and compliance.

- **Periodic Audits:**

Conduct regular audits of recordkeeping practices to ensure adherence to retention policies and address any discrepancies.

CHAPTER 10: OTHER AREAS WITHIN A&R

PURPOSE

This chapter provides an overview of various specialized areas within Admissions and Records (A&R). Topics include methods of awarding credit, academic records management, probation policies, athletic eligibility, instructional agreements, and governance requirements. These guidelines aim to ensure consistency, compliance with regulations, and clarity in supporting student success and institutional effectiveness.

ALTERNATIVE METHODS OF AWARDING CREDIT

Alternative methods of awarding credit under Title 5 Sections 55050–55052.5 enable students to earn college credit for prior learning and experiences through structured assessments. These include credit by examination for approved courses, evaluation of Joint Services Transcripts for military education, assessment of student-created portfolios, recognition of industry-recognized credentials, and results from standardized exams such as Advanced Placement (AP), International Baccalaureate (IB), and College-Level Examination Program (CLEP). Faculty ensure that assessments demonstrate mastery of course outcomes as outlined in the course record. Credit is granted for equivalent coursework listed in the college catalog and may fulfill general education, program, or elective requirements, aligning with local and transfer curricula where appropriate.

Credit for Prior Learning

Section 55050 mandates that community college governing boards adopt transparent policies for granting credit for prior learning (CPL). These policies, accessible in catalogs, must include methods like credit by examination, evaluation of military transcripts (e.g., DD214, Joint Services Transcripts, and ACE transcripts), portfolios, industry credentials, and standardized tests. Many colleges award credit for military training and service based on recommendations from the American Council on Education (ACE), with local policies governing credit limits, eligibility, and timing. Critical considerations include aligning military credit with degree requirements to support educational goals and avoid unintended impacts on VA educational benefits. Faculty are responsible for assessments ensuring mastery of course outcomes, and credit is awarded for prior learning matching course content. Credits apply to degree, transfer, or elective requirements where applicable but do not count towards residency credit requirements. Policies allow appeal and review of credit decisions and require periodic policy updates, with data disaggregated by gender and ethnicity reported to the Chancellor’s Office every three years. Fees for examinations are capped at enrollment fee levels.

Resources:

- [Credit for Prior Learning Initiative - A Framework of Components to Consider](#)
- [California Community Colleges Credit for Prior Learning Policy Implementation Toolkit](#)
- Visit acenet.edu for resources and guidance on evaluating military transcripts.

Articulation of High School Courses

Section 55051 defines an “articulated high school course” as one deemed by community college faculty to be comparable to a specific college course, as determined through approved curriculum committee procedures. Governing boards may adopt policies allowing such courses to partially satisfy requirements for certificates or major/area of emphasis in degree programs, but not general education or total unit requirements for an associate degree unless credit is earned through examination. These courses must be clearly noted on the student’s academic record, with college credit granted only upon successful completion of related community college courses or credit by examination.

Advanced Placement Examinations

Section 55052 allows community college districts to grant credit for satisfactory performance on Advanced Placement (AP) examinations, as determined by policies adopted by the governing board. Faculty in the appropriate discipline must approve the examinations, qualifying scores, and corresponding college courses or requirements that the credit satisfies. The college’s curriculum committee must oversee these approvals. Credit earned through AP exams must be clearly noted on the student’s academic record.

Additional Considerations:

- CSU Memorandum AA-2008-28 establishes system-wide GE Certification applicability for AP exams, while CSU campuses retain authority over major and local graduation requirements.
- Refer to the [College Board website](#) for detailed information.

International Baccalaureate and College Level Examination

Section 55052.5 mandates that the Chancellor, in collaboration with the Academic Senate, develop and annually distribute policy guidelines for minimum passing scores on International Baccalaureate (IB) and College Level Examination Program (CLEP) exams. Community college governing boards must adopt policies to grant credit for satisfactory completion of these exams, with faculty in the appropriate discipline determining scores, courses, or general education areas eligible for credit. Credit may fulfill requirements for the Intersegmental General Education Transfer Curriculum (IGETC), California State University General Education Breadth, or local general education, or be applied as elective credit when no direct match exists. All credits earned must be clearly noted on the student’s academic record.

Local Policy Determination:

The acceptability of IB coursework and exams is a local decision. More information is available at ibo.org and collegeboard.com.

Best Practice:

Record only the exam name and score on transcripts is considered a best practice to maintain clarity regarding transferability. This approach avoids potential misinterpretation of the credit

as coursework completed at the college and ensures that transfer institutions can easily assess the applicability of the exam score to their requirements. By annotating the transcript clearly to indicate that credit was earned through an external examination (e.g., IB, CLEP, or AP), colleges provide transparency and facilitate a smoother transfer evaluation process.

CONFERRING AWARDS

Relevant Regulations:

- California Code of Regulations, Title 5, Sections 55060, 55061, 55062, 55070, and 55072

Philosophy for the Associate Degree

The philosophy for the associate degree centers on fostering a comprehensive educational experience that equips students with the skills, knowledge, and insights necessary to achieve their academic, professional, and personal goals. Rooted in the principles of general education, the associate degree emphasizes the development of critical thinking, effective communication, quantitative reasoning, and cultural awareness.

This philosophy advocates for a holistic approach to learning, introducing students to the diverse methodologies and perspectives of various disciplines. It aspires to create coherence across subject areas, ensuring that students not only master individual concepts but also understand their interconnectedness. Through this integrated curriculum, students are encouraged to reflect on ethical considerations, engage with societal challenges, and cultivate self-awareness.

Ultimately, the associate degree serves as a bridge for lifelong learning and informed citizenship, preparing students to contribute meaningfully to their communities and to adapt to an ever-changing world.

Requirements for an Associate Degree

General Requirements

- The degree must be designed to develop competencies in:
 - Critical thinking
 - Effective communication (oral and written)
 - Quantitative reasoning
 - Cultural awareness and understanding
 - Ethical problem-solving
 - Self-awareness
- The degree should provide a framework for learning experiences that foster coherence and integration among various disciplines.

Minimum Unit Requirements (§ 55061)

- **Total Units:** Minimum of 60 semester units or 90 quarter units of degree-applicable lower-division coursework.
- **Major or Area of Emphasis:** At least 18 semester units or 27 quarter units in a major or interdisciplinary area of emphasis.
 - Major: A focused program of study within a specific discipline, meeting transfer or career preparation needs.
 - Area of Emphasis: Interdisciplinary courses that provide broader academic pathways but are more focused than general education.

General Education Requirements (§ 55061)

A minimum of 21 semester units or 28-31.5 quarter units of general education, distributed as follows:

1. English Composition, Oral Communication, and Critical Thinking (6 semester/8 quarter units minimum):
 - a. English Composition: Minimum of 3 semester/4 quarter units.
 - b. Oral Communication and/or Critical Thinking: Minimum of 3 semester/4 quarter units.
2. Mathematical Concepts and Quantitative Reasoning (3 semester/4 quarter units minimum):
 - a. Courses must be college-level, covering topics like mathematics, statistics, or logic.
3. Arts and Humanities (3 semester/4 quarter units minimum):
 - a. Courses in visual/performing arts, philosophy, literature, or related fields that promote aesthetic and cultural understanding.
4. Social and Behavioral Sciences (3 semester/4 quarter units minimum):
 - a. Courses in disciplines like sociology, psychology, history, or political science to enhance societal and cultural awareness.
5. Natural Sciences (3 semester/4 quarter units minimum):
 - a. Courses covering biological and physical sciences to understand the scientific method and natural phenomena.
6. Ethnic Studies (3 semester/4 quarter units minimum):
 - a. Courses from disciplines like Black Studies, Chicano/a/x Studies, Native American

Studies, or Asian American Studies.

Academic Standards (§ 55062)

1. Minimum Grade Point Average:
 - a. A cumulative GPA of 2.0 or higher in all degree-applicable coursework.
2. Course Grades:
 - a. Courses in the major or area of emphasis must be completed with a grade of “C” or better (or “P” if taken on a pass/no pass basis).

Other Requirements

1. Composition and Quantitative Reasoning Standards (§ 55061):
 - a. Courses in composition, reading, and mathematics or quantitative reasoning must not exceed one level below transfer and must comply with Education Code § 78213.
2. Integrative Learning:
 - a. Some courses may be integrative baccalaureate-level courses, fostering connections across disciplines and methodologies.

Note: Courses cannot satisfy more than one general education area.

Credit Certificates (§ 55070 and 55072)

- Certificates of Achievement: Certificates requiring 16 or more semester units (24 quarter units) require Chancellor’s Office approval and are transcriptable, meaning they must appear on a student’s official transcript.
- Locally Approved Certificates: Certificates requiring fewer than 16 semester units (24 quarter units) do not require Chancellor’s Office approval and cannot be transcribed. These are often referred to as certificates of accomplishment or skills recognition.

ACADEMIC RECORDS AND INSTITUTIONAL POLICIES

Catalog

Required Information

The college catalog serves as an essential resource, providing students and prospective students with accurate and current information about the institution, its programs, and its policies. Colleges must include the following content to comply with regulatory and accreditation standards:

1. General Information:
 - Official name, address(es), telephone number(s), and website address of the institution.

- Educational mission statement.
 - Representation of accredited status with the ACCJC and any programmatic accreditors.
 - Course, program, and degree offerings.
 - Student learning outcomes for programs and degrees.
 - Academic calendar and program length.
 - Academic freedom statement.
 - Available student financial aid and learning resources.
 - Names and degrees of administrators and faculty.
 - Names of governing board members.
2. Requirements:
- Admissions criteria.
 - Tuition, fees, and other financial obligations.
 - Degree, certificate, graduation, and transfer requirements.
3. Major Policies and Procedures Affecting Students:
- Academic regulations, including academic honesty policies.
 - Nondiscrimination policies.
 - Acceptance of transfer credits.
 - Transcript policies.
 - Grievance and complaint procedures.
 - Sexual harassment policies.
 - Refund policies.
4. Additional Useful Information:
- Course repetition and renewal policies.
 - Registration processes, including waitlists and add/drop procedures.
 - Important dates and deadlines, such as registration times, withdrawal periods, refund deadlines, and term start and end dates.

Compliance Standard

Per the Accreditation Commission for Community and Junior Colleges (ACCJC) Accreditation Standard I.C.2, the catalog must be provided in print or online formats and must be precise, accurate, and current.

Class Schedule

The schedule of classes is a critical tool for students, providing all necessary information for course enrollment. In addition to the basics, such as course day, time, location, and duration, the following elements are highly valued by students:

1. Essential Information:
 - Fee and payment details.
 - Prerequisite information.
 - Important dates and deadlines (e.g., add/drop periods, refund deadlines, and final exam schedules).
2. Regulatory Compliance:
 - Access statements to ensure inclusivity and adherence to accessibility requirements.
 - Clery Act crime statistics to maintain transparency and safety.
3. Additional Recommendations:
 - Detailed course descriptions.
 - Instructor contact information (if available).
 - Notes on hybrid or online course requirements.

A well-structured class schedule ensures clarity and accessibility for all students, enhancing their ability to navigate enrollment and academic planning processes.

Probation and Dismissal

Relevant Regulations:

- California Code of Regulations, Title 5, Sections 55023, 55031-55035, 58621

Probation and dismissal policies are designed to support students in meeting academic standards while providing clear guidelines for intervention and accountability.

Probation

1. Academic Probation:
 - A student is placed on academic probation if they attempt at least 12 semester

- units (or 18 quarter units) and achieve a cumulative GPA below 2.0.
- Districts may impose stricter standards, such as requiring a GPA higher than 2.0.
2. Progress Probation:
 - Students are placed on progress probation if 50% or more of their coursework is graded with “W,” “I,” “NP,” or “NC.”
 - Districts may adopt more stringent progress requirements but cannot exceed the 50% threshold.
 3. Good Standing Removal:
 - Academic probation is removed when a student’s cumulative GPA improves to 2.0 or higher.
 - Progress probation is removed when the percentage of completed courses rises above 50%.

Dismissal

1. Academic Dismissal:
 - A student may be dismissed if they maintain a GPA below 1.75 for three consecutive semesters (or five quarters).
 - Districts may enforce stricter standards, reducing the number of terms required for dismissal.
2. Progress Dismissal:
 - Occurs when students receive “W,” “I,” “NP,” or “NC” in more than 50% of enrolled units for three consecutive semesters (or five quarters).
3. Consecutive Terms:
 - Terms are considered consecutive if the student does not take a break exceeding one full primary term (e.g., a semester).

Notifications and Support

- Districts must notify students of probation or dismissal status within 30 days of term completion, including details on available support services.
- Notifications must also inform students of the potential loss of the BOG Fee Waiver for continued probationary status.

Athletic Eligibility

Relevant Guidelines:

- California Community College Athletic Association (CCCAA) Constitution and Bylaws (Access CCCAA Guidelines)

Athletic eligibility is determined by a range of academic and enrollment criteria, ensuring compliance with CCCAA standards and promoting student-athlete success. Institutional staff must be familiar with CCCAA regulations, as well as local district policies, to effectively manage eligibility requirements.

Key considerations:

1. Academic Performance:
 - Minimum GPA requirements vary depending on the student-athlete's year of participation (e.g., first or second season).
 - Students must complete a set number of units, including those applicable to a degree program, to maintain eligibility.
2. Enrollment Requirements:
 - Students must meet minimum unit enrollment thresholds during their season of competition.
 - Participation in varsity athletic courses may be required, depending on institutional policies.
3. Residency Determination:
 - Proper residency classification is critical for ensuring eligibility. Staff should carefully review:
 - Student-athlete application forms.
 - Form 1 (individual eligibility certification).
 - Form 3 (team eligibility certification).
 - Discrepancies or conflicting information must be resolved to avoid ineligibility or regulatory violations.
4. Transfer Considerations:
 - Students transferring from other institutions must have their eligibility evaluated based on prior academic records and athletic participation.

Recommended Practices

- Regularly review college applications, transcripts, and team certifications to ensure compliance.

- Maintain thorough documentation of residency determinations and athletic eligibility decisions.

INSTITUTIONAL AGREEMENTS AND GOVERNANCE

Instructional Service Agreements (ISAs)

Instructional Service Agreements (ISAs) establish contractual relationships between colleges and third-party entities. These agreements may involve the provision of instruction by the college to the third party's employees or the delegation of instructional responsibilities to the third party on behalf of the college.

ISAs are a valuable tool for expanding educational offerings but require strict adherence to state regulations and district policies to ensure proper execution and compliance.

Key Considerations

1. Apportionment Eligibility:
 - a. ISAs must meet the criteria outlined in Title 5 §58051.5, which specify conditions under which state apportionment may be claimed.
 - b. Legal Opinion 11-01 affirms that community colleges may receive apportionment for instruction provided through ISAs, provided certain conditions are met.
2. Common Pitfalls:
 - a. Double Dipping: Apportionment cannot be claimed for activities already funded through another mechanism.
 - b. Third-Party Profits: Agreements must avoid arrangements where the third party benefits financially at the expense of the college's apportionment claim.
3. Documentation Requirements:
 - a. Ensure all ISAs are supported by comprehensive documentation, including contracts, course outlines, and enrollment records.
 - b. Maintain records of student attendance and instructional quality assurance measures.

Implementation Checklist

The following steps are essential for establishing and maintaining ISAs:

1. Contract Development:
 - a. Use the Contract Guide for Instructional Service Agreements to ensure agreements align with legal and regulatory standards.
 - b. Clearly outline roles, responsibilities, and funding structures in the agreement.

2. Approval Process:
 - a. Secure approval from the district’s governing board before implementing ISAs.
 - b. Ensure the agreement complies with Title 5 and Education Code provisions.
3. Monitoring and Compliance:
 - a. Conduct regular reviews to verify that the terms of the ISA are being met.
 - b. Audit enrollment and instructional records to confirm compliance with apportionment requirements.

Resources

1. Legal Opinion 11-01: Clarifies conditions under which community colleges may receive apportionment for ISAs and references Title 5 §58051.5.
2. Legal Advisory 04-01.5: Provides guidance on addressing potential pitfalls, including double-dipping and third-party profit issues.
3. Contract Guide for ISAs: Offers a step-by-step checklist for establishing and administering instructional service agreements.

Board Action

Certain policies and practices within Admissions and Records require formal action by a district’s governing board to proceed. These actions ensure regulatory compliance and provide transparency in decision-making.

Key Areas Requiring Board Action

1. Nonresident Tuition Fees:
 - a. Education Code §§ 76140-76143 requires the board to set nonresident tuition fees by February 1 of each year.
 - b. The fee-setting process involves several methodologies, including cost analysis and comparisons to statewide averages.
2. Student Health Fee:
 - a. Education Code § 76355 mandates board approval for establishing or adjusting student health fees.
3. Destruction of Records:
 - a. Title 5 §§ 59020-59029 outline the classification and retention requirements for records:
 - i. Class 1 (Permanent): Must be retained indefinitely.

- ii. Class 2 (Temporary): Retained for a specific duration before reclassification.
- iii. Class 3 (Disposable): Can be destroyed after three years, subject to board approval.

b. The board must formally approve the destruction of Class 3 records.

Documentation and Transparency

To ensure compliance and maintain transparency, all board actions should be documented in meeting minutes and retained for public access when required by law.

CHAPTER 11: PROFESSIONAL ASSOCIATIONS

The following professional organizations are essential resources for Admissions & Records (A&R) professionals. These organizations provide access to professional development opportunities, advocate for A&R interests, and support the expansion of professional networks, ultimately enhancing the field's effectiveness and compliance with evolving regulations.

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

Website: www.aacrao.org

AACRAO is a leading nonprofit association for over 11,000 higher education professionals worldwide, representing more than 2,600 institutions. Its mission is to advance higher education by providing innovative leadership in academic and enrollment services. AACRAO offers resources, conferences, and training on best practices in records management, admissions, and compliance.

Association of California Community College Administrators (ACCCA)

Website: www.accca.org

ACCCA supports administrators and managers across California's 116 community colleges by offering professional development, advocacy, and community building. ACCCA provides networking opportunities and resources tailored to enhance leadership and operational excellence within the state's community college system.

Association of Community and Continuing Education (ACCE)

Website: www.acceonline.org

ACCE promotes the development of best practices for community, continuing, and contract education. It serves as a resource for professionals seeking growth opportunities, legislative advocacy, and policy development to meet the needs of diverse student populations.

California Association of Community College Registrars and Admissions Officers (CACCRAO)

Website: www.caccrao.org

CACCRAO serves the admissions and records professionals of California's community colleges. It offers regional workshops and an annual conference for information sharing. CACCRAO advocates for its members on regulatory and technological advancements that impact enrollment and records management.

Community College League of California (CCLC)

Website: www.ccleague.org

CCLC is a nonprofit organization representing the 73 community college districts in California. The League provides education and training to governing board members, CEOs, and staff, fostering leadership and innovation. CCLC advocates for policy changes to support equitable and quality education across the state.

Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO)

Website: www.pacrao.org

PACRAO represents institutions across the Western United States, fostering professional development for admissions officers and registrars. It offers an annual conference, webinars, and a network to advance the field of higher education enrollment and records services.

Additional Resources:

California Community Colleges Chancellor's Office (Chancellor's Office)

Website: www.cccco.edu

The Chancellor's Office resource page provides centralized access to guidelines, updates, and resources tailored for California Community Colleges' Admissions & Records staff.

Front cover photo:
Los Angeles Southwest College

Photo at right:
Los Angeles Southwest College

Back cover photo:
San Jose City College



Connect
with us!

WEBSITES

California Community Colleges
cccoco.edu

Salary Surfer
salarysurfer.cccoco.edu

I Can Go To College
icangotocollege.com

SOCIAL MEDIA



California Community Colleges Facebook
facebook.com/CACommColleges



California Community Colleges Twitter
twitter.com/CalCommColleges

Chancellor Sonya Christian Twitter Feed
twitter.com/sonyachristian

Government Relations Twitter Feed
twitter.com/CCGRAvocates



California Community Colleges YouTube
youtube.com/CACommunityColleges



California Community Colleges Instagram
instagram.com/CaliforniaCommunityColleges



California Community Colleges LinkedIn
linkedin.com/company/
californiacommunitycolleges/



California Community Colleges Threads
threads.net/@californiacommunitycolleges



California Community Colleges Chancellor's Office
1102 Q Street | Suite 4400 | Sacramento, CA 95811

www.cccco.edu