

MiraCosta College
Academic Affairs Committee Regular Meeting
February 9, 2024
9:00 – 11:00 am, OC3515



Link for remote viewing and public comment
<https://miracosta-edu.zoom.us/j/86564846623>
Meeting ID: 865 6484 6623

- I. **Call to Order**
- II. **Remote Member Attendance**
Description: AAC will consider remote participation of members under the provisions of AB2449, if any.
- III. **Roll Call**
- IV. **Public Comment**
- V. **Changes/Additions to the Agenda**
- VI. **Minutes of the Dec. 8, 2023 Regular Meeting: Review and Approval (attachment)**
- VII. **Reports**
 - a. **Hiring (Hull)**
 - b. **Calendar (Hull)**
 - c. **Textbook Affordability (Pescarmona)**
 - d. **SURF Updates (Hull)**
 - e. **Updating Syllabus Checklist (Hull/Davis)**
 - f. **Redesigning the Student Experience (Askerneese)**
 - g. **Updating AP/BP in Spring 2024**
- VIII. **Old Business**
 - a. **AP4103 Experiential Education. (Davis – 10am time certain)**
Description: 2nd read on revised document and vote before forwarding recommendation to Academic Senate. (see attachments: AP4103, AP4103 CCLC edits, and ESS 23-49 Work Experience Education Regulations Clarification Regarding Repeatability)
 - b. **AP4230 Grading and Academic Record Symbols. (Rodriguez)**
Description: 2nd read and vote before forwarding recommendation to Academic Senate. (see attachments)
 - c. **AP5055 Student Registration, Limitations, and Priorities. (Rodriguez)**
Description: 2nd read and vote before forwarding recommendation to Academic Senate. (see attachments)
- IX. **Adjournment**

Next Meeting: March 8, 2024 from 9-11am in OC3515

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's open meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate and its subcommittee meetings will be held in person with a Zoom link available. If you wish to attend a meeting and you have another disability requiring special accommodation(s), please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-735-2929 or 800-735-2922 for English or 800-855-3000 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District, Academic Senate and its subcommittees in advance of their meetings, may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's Committees website at <https://www.miracosta.edu/governance/academic-senate/committees.html>. Such writings will also be available at the meetings. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu.

Audio recordings of meetings may be available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Debby Adler, Administrative Assistant to the Academic Senate at dadler@miracosta.edu.

MiraCosta College
Academic Affairs Committee
Meeting Minutes

December 8, 2023
9:00 a.m. – 11:00 a.m.
OC 3515

- I. **Call to Order** – 9:07 a.m.
- II. **Remote Member Attendance:** Tyrone Nagai
- III. **Roll Call**
Members Present: Shafin Ali, Daniel Ante-Contreras, Darlene Burke, Julie Cord, Daria Davis, Lauren Greenwald, Stacey Hull (Chair), Ticey Hosley, Robert Kelley, John Makevich, Kris Peck, Denee Pescarmona, Kathy Rodriguez, Tracey Williams

Members Absent: Adrean Askerneese, Giana Carey, Claudia Flores, Sylvia Harrington, Cheryl Harris, Beth Powell, Kathy Rodriguez,
- IV. **Public Comments** – None.
- V. **Changes/Additions to the Agenda** – None
- VI. Approve Minutes of the regular meeting on October 13, 2023 – **[Burke/Kelley] MSP approval of October 13, 2023 minutes.**
- VII. **Reports**
 - a. **Hiring** – Hull stated that one additional full-time position for Psychology has been added to the original approval list.
 - b. **Calendar** – Hull mentioned that the campus Calendar Project work group meets twice a month. Feedback during the Town Hall meeting has been converted to Q & A's. Please refer to the project website to view the feedback. All variations of a calendar are being considered. Finals, Flex and Length of semester are all huge topics of discussion. There is a Scheduling Summit being held in the spring – Feb. 29th and March 29th. These summits are going to focus around getting into the headspace of our students to see what they go through scheduling their classes.
 - c. **Textbook Affordability** – Pescarmona mentioned that McFall will be on sabbatical during the spring. Jim Julius will step in as her replacement. The Chancellors Office has released more collaborative grants. Also mentioned was the addition of a new Instructional Designer for OER. This individual will be onboard by mid-March.

AB 607 was passed, and it states that by 2027 the class schedule must have a dollar value which indicates how much money students will have to spend on that class for books/materials notated for each class.
 - d. **SURF Updates** – The college is working on having embedded links in SURF which will give the student more information regarding registration. Pescarmona, Willis, and Stramaglia have been having monthly meeting to go over issues that have been raised other the years.
 - e. **Updating Syllabus Checklist** – No report. Will revisit this in spring.
 - f. **Redesigning the Student Experience** – Pescarmona mentioned that an institute will happen over spring break 2024.
 - g. **Updating AP/BP's for Spring 2024** – Hull will reach out to everyone about this.
- VIII. **New Business:**
 - a. **AP 4103 Experiential Education** – The revisions to this AP are title 5 revisions. The previous AP had the Board of Trustees as having to approve any revisions. That is no longer the case. Donna Davis will be at the next AAC meeting to answer any questions.
 - b. **AP 4230 Grading and Academic Record Symbols** – This AP was reviewed last semester. The CCLC template removed the timeline (deadline) to submit and Incomplete grade. Rodriguez added that a student who requests an "I" grade MUST have successfully completed 75% of the course work for that class. She wanted that wording added to the AP so that there is complete transparency.

c. **AP 5055 Student Registration Limitations and Priorities - CCLC updates.**

IX. Adjournment: 11am

Experiential education, also known as internship, field experience, work-based learning, studies and cooperative work experience education or co-op, is designed to allow MiraCosta College students to gain workplace experience and develop skills under the instruction of a faculty member and the supervision of an employer.

Experiential education offers business, industry, and organizations the talents and energy of students who contribute to workforce development and strengthen the link between the educational and business communities.

MiraCosta College offers both general and occupational work experience education through work experience and internship studies classes. Units for internship studies and work experience courses are calculated as follows: so that each 54 hours of work, paid or unpaid, equals one semester unit of credit. Students may earn a maximum of 14 units during one enrollment period in work experience education.

- A. Each 75 hours of paid work equals one semester credit.
- B. Each 60 hours of non-paid work equals one semester credit.

An Experiential Education Handbook plan is developed and serves as operational to this AP4103. It is submitted to the MiraCosta College District Board of Trustees, which Courses and Programs committee as supplemental material and includes:

The Experiential Education Handbook contains the operational details of the experiential education program, including the following:

- A. A statement that the district Courses and Programs Committee has officially adopted approved the plan handbook, subject to approval by the board. A. The types of work experience education offered by the district.
- B. The systemic design of a the experiential education program whereby students gain realistic learning experiences through work.
- C. A specific description of the respective responsibilities of the college, the faculty, the student, the employer, and other cooperating agencies in the operation of the program.
- D. The maintenance of records, including the type and units of work experience experiential education in which the student is enrolled, where employed, job held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued, if applicable.

- E. D. A description of how the district will **do the following:**
1. Provide guidance services for students during enrollment in experiential education courses.
 2. Assign a sufficient number of qualified academic **and support** personnel to direct the program **and provide other required district services.**
 3. Implement and follow processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described.
 4. **Ensure planned opportunities for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals within each term.**
 5. **WAS #4.** Assure that supervising faculty maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.
 6. **Analyze disaggregated course enrollment, persistence, and success data related to certificate, degree, and transfer attainment.**
 7. **WAS #5.** Provide adequate clerical and instructional services.
 8. **Ensure equitable access to internship and work experience opportunities for underrepresented and socioeconomically disadvantaged students.**
 9. **Retain the following documents for each work experience education student: learning agreements establishing hours to be worked, statements verifying hours worked, records of consultation with the employer, records of faculty consultation, evaluation of student learning objectives by instructor, the work permit for minor students (if applicable), and records of the final grade.**

The plan **Experiential Education Handbook** is **developed**, reviewed annually, and **revised updated as needed** by the ~~director~~ **Chair of Career Studies and Services** in consultation with subject matter experts and the appropriate dean. **Revisions to the handbook will be and is submitted to the board of trustees for approval. The district plan **Experiential Education Handbook** includes this administrative procedure, as well as information on the maintenance of records, program operation, type and units of experiential education, and evaluation of student performance.**

MiraCosta Community College District

Effective Date: 1/19/10, 10/4/18
Periodic Review: 5/8/12, 6/16/15, 4/21/22
References: Title 5, §§55250 et seq.
CCLC Update: #32, 4/18
Steering: AAC / AS



AP 4103 Work Experience Education

References:

Title 5 Sections 55250 et seq.

NOTE: *This procedure is legally required if the District permits work experience. Local practice may be inserted, but must involve:*

~~A plan is developed and submitted to the Board of Trustees, which includes:~~

- ~~• The systematic design of a program whereby students gain realistic learning experiences through work;~~
- ~~• A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies;~~
- ~~• Guidance services;~~
- ~~• A sufficient number of qualified academic personnel to direct the program;~~
- ~~• Processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described;~~
- ~~• Adequate clerical and instructional services are provided;~~
- ~~• A statement that the District has officially adopted the plan, subject to approval by the Board of Trustees.~~
- The respective responsibilities of the college, faculty, the student, the employer, and any other cooperating individuals or agencies involved in providing work experience education;
- The types of work experience education offered by the District;
- How the District will:
 - Provide guidance services for students during enrollment in work experience education;
 - Assign sufficient instructional or other personnel to direct the program and provide other required District services;
 - Assess student progress in work experience education through written, measurable learning objectives and outcomes;
 - Ensure planned opportunities for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals within each term;
 - Assign grades or other evaluative symbols to mark student achievement in work experience education courses, and award units of credit, when applicable;
 - Analyze disaggregated work experience enrollment, persistence, and course success data related to certificate, degree and transfer attainment

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their district. The information contained within is a sample only and is not designed to address each district's specific and unique issues, internal rules or practices, or governing documents that might be in place at each district. Districts should always consult with local District legal counsel prior to implementation.*



POLICY & PROCEDURE SERVICE

(disaggregations including, but not limited to, student race/ethnicity, income status, gender, and accessibility status for credit & noncredit work experience);

- Ensure adequate clerical and instructional services are available to facilitate the program; and
- Ensure equitable access to work experience opportunities for underrepresented and socioeconomically disadvantaged students.

NOTE: *In addition, procedures should address:*

- ~~The maintenance of records that include the type and units of work experience in which student is enrolled, where employed, job held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued.~~
- ~~Supervising faculty must maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.~~
- The retention as student records the following documents for each work experience education student: learning agreements establishing hours that will be worked; statements verifying hours worked; records of consultation with the employer; records of faculty consultation; evaluation of student achievement of learning objectives by instructor; the work permit for minor students; and records of the final grade.

Revised 4/18, 10/23

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TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate for the California Community Colleges
Regional Consortia Chairs
CTE Deans

FROM: John Stankas, Vice Chancellor,
Equitable Student Learning, Experience & Impact

RE: Work Experience Education Regulations Clarification Regarding Repeatability

This memorandum is to respond to inquiries from California Community Colleges stakeholders regarding whether course repeatability for work experience education is permitted. For the reasons explained below, the updated regulations passed by the Board of Governors on July 25, 2022, indicate an intention to continue to allow work experience education course repetition.

Section 55253, of title 5, which was recently amended by the Board, describes attendance accounting requirements for work experience education and allows that “student(s) may repeat a work experience education course subject to section 55040.” (5 Cal. Code Regs. § 55253, subd. (c).) Before the Board’s recent amendments, former section 55040 pointed back to section 55253 as authority for the repeatability of work experience education courses. This circularity was confusing, and unnecessary, and for that reason was eliminated. This revision was not intended to call repeatability of work experience education into question. We view the Board’s promulgation of section 55253’s reference to repeatability as “subject to section 55040” as an acknowledgement that the repeatability of a work experience education course is subject to a governing board’s repeatability policies as described in new section 55040.

Other sections of title 5 also indicate the Board’s intention to allow repeatability of work-experience education. Section 55041 appears to limit the availability of repeatability to courses that are necessary to meet a UC or CSU major requirement, intercollegiate athletics courses, and intercollegiate academic or vocational competition. (5 Cal. Code Regs. § 55041, subd. (a).) However, this section also contains a cross-reference to section

58161, which authorizes districts to claim apportionment “without limitation” for students “enrolled in work-experience education.” (5 Cal. Code Regs. § 58161, subd. (f)(4).)

Taken together, work experience education is repeatable as dictated by local district policy.

Regulation

§ 55253. College Credit, Attendance Accounting, Course Repetition.

(a) Units of credit for work experience education shall be calculated as follows:

(1) work experience education offered as a credit course: one semester unit of credit will be awarded for every 54 hours of work experience, or one quarter unit for every 33 hours of work experience, or the equivalent locally determined minimum threshold for awarding one unit of credit as codified in local board policy or procedure. Units of credit may be awarded in increments of .5 units; and

(2) work experience education integrated as a component of a course: units of credit will follow standards for credit hour calculations in section 55002.5 for all activity, lab, or other instructional course components. Units of credit for the work experience component shall be calculated according to the formula in subparagraph (1).

(b) Work experience education courses apply the attendance accounting procedure described in subdivision (f), of section 58003.1, in calculating FTES.

(c) A maximum of fourteen semester credit hours or twenty-one quarter credit hours may be earned during one enrollment period in work experience education. *Students may repeat a work experience education course subject to section 55040.*

CC : Dr. Aisha Lowe, Executive Vice Chancellor, Equitable Student Learning, Experience & Impact
Dr. Lizette Navarette, Executive Vice Chancellor, Institutional Supports and Success
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support

Record Symbols

Courses shall be graded using the grading system established by Title 5 as follows:

Evaluative Symbols

Symbol	Definition	Grade Points
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Less than satisfactory	1.0
F	Failing	0.0
P	Passing (at least satisfactory)	
NP	No Pass (less than satisfactory or failing)	
SP	Satisfactory Progress toward completion of the course (Used for noncredit courses only and is not supplanted by any other symbol).	

Nonevaluative Symbols

Symbol	Definition
I	Incomplete
IP	In Progress
RD	Report Delayed
W	Withdrawal
MW	Military Withdrawal
EW	Excused Withdrawal

I – Incomplete:—Incomplete academic work for unforeseeable, emergency, and justifiable reasons [at the end of the term – after the seventy-five percent \(75%\) or “W” deadline of course.](#)—The condition for the removal of the “I” shall be stated by the instructor in a written record [or petition.](#) —The record [or petition](#) shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal.—The record [or petition](#) must be [given accessible](#) to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed.—A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

~~The “I” may be made up no later than one year following the end of the term in which it was assigned. The “I” symbol shall not be used in calculating units attempted nor for grade points.~~

Effective Date: 5/19/09, 6/21/18, 11/29/18, 4/7/22
Periodic Review: 7/7/15
References: Title 5, §55023; §55024; §55051; §55052; §55052.5
CCLC Update: #32, 4/18, #39, 10/21
Routing: AAC / AS

The “I” may be made up no later than one year following the end of the term in which it was assigned. The “I” symbol shall not be used in calculating units attempted nor for grade points.

IP – In Progress:—The “IP” symbol shall be used only in courses which extend beyond the normal end of an academic term.—It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion.—The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation.—The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed.—The “IP” symbol shall not be used in calculating grade point averages.—If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluation symbol (grade) to be recorded on the student’s permanent record for the course.

RD – Report Delayed:—The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible.—“RD” shall not be used in calculating grade point averages.

W – Withdrawal:—The “W” symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.

MW – Military Withdrawal:—The “MW” symbol may be used to denote military withdrawal in accordance with Title 5 Section 55024.

EW – Excused Withdrawal:—The “EW” symbol may be used to denote withdrawal in accordance with Title 5 Section 55024.

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

- A. Assurance that in the absence of mistake, bad faith, fraud or incompetence, the grades awarded by faculty shall be final.
- B. The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- C. Limitations on access to grade records and grade storage systems.
- D. Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.

- E. Notice to students, faculty, transfer institutions, accreditation agencies and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

Also see Board Policy 3310, Records Retention and Destruction; Administrative Procedure 4231, Grade Changes; and Board Policy/Administrative Procedure 5040, Student Records.

Enrollment in specific courses or programs may be limited as follows:

- A. Students may register in no more than 18 credit units per semester and no more than 8 credit units per summer session. Concurrently enrolled high school students may register in no more than 11 credit units per semester and no more than 8 credit units per summer session as defined in Administrative Procedure 5011, Admission and Concurrent Enrollment of High School and Other Young Students. Students who have extenuating circumstances and who need to register in more than the allowed limit must meet with a counselor to discuss their options.
- B. Registration may be limited to students meeting properly validated prerequisites and corequisites as outlined in Administrative Procedure 4260.
- C. Registration may also be limited due to the following legal or practical considerations:
 - 1. Health-and-safety considerations
 - 2. Facility limitations
 - 3. Faculty workload
 - 4. Availability of qualified instructors
 - 5. Funding limitations
 - 6. Regional planning constraints
 - 7. Legal requirements imposed by statutes, regulations, or contracts.
- D. The college may establish audition or try-out as a limitation on enrollment for intercollegiate competition and public performance courses, or may establish a limitation on enrollment in honors courses, allocating available seats to those students judged most qualified. The specific criteria of the limitation shall be both well-defined and as measurably objective as possible.
- E. The college may limit enrollment to a cohort of students enrolled in two or more courses together provided a majority of all sections of each course do not have

such restrictions. However, the college may limit enrollment in a course section to any group of students, with approval of the vice president of instructional services, if the college does not claim that course section for state apportionment.

- F. With respect to students on [probation-academic or progress notice](#) or subject to [dismissal-academic or progress separation](#), the college may limit enrollment to a total number of units or to selected courses for students who have appealed and been granted permission to set aside their [dismissal-academic or progress separation](#) as determined by the dean of counseling and student development.
- G. Enrollment in upper division courses is limited to students who are enrolled in the baccalaureate degree program [or with special permission from the department](#).

See Administrative Procedure 5052, Student Open Enrollment, for the enrollment-limitation challenge process.

Priority Registration System

Students will register in the order of priority listed below.

Group A Students who have completed all the [priority-registrationonboarding](#) steps ([also known as matriculationplacement process, orientation, and advisement](#)) and are eligible under any of the following categorical programs:

1. [A member of the Armed Forces of the United States and who is a resident of California.](#)~~Member or former member of the armed forces of the United States and a resident of California (as determined by Admissions and Records) for any academic term within four years of leaving active duty or while receiving G.I. Bill benefits. Veterans who have been discharged within the last 15 years and have not taken advantage of priority registration for more than four years may request priority registration through the Admissions and Records Office.~~
2. ~~2.~~ [A Veteran of the Armed Forces of the United States and who is a resident of California.](#)
3. [A student parent who has a child or children under 18 years of age who will receive more than half of their support from that student.](#)
~~Foster youth and former foster youth who is not older than 25 years of age at the commencement of the academic year. (up to and including the age of 24).~~
- 2.4. ~~3.~~ [Unhoused/homeless youth or former unhoused/homeless youth under 25 years of age at the commencement of the academic year.](#)~~Homeless youth (up to and including the age of 24).~~
4. [EOPS, CalWORKs/Tribal TANF, and Student Accessibility Services \(SAS\).](#)~~Disabled student as defined by statute and upon the recommendation of Student Accessibility Services (SAS).~~

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5. ~~Justice impacted students receiving services from the Transitions Scholars program. Disadvantaged student as defined by statute and upon the recommendation of Extended Opportunity Programs and Services (EOPS).~~

6. ~~CALWorks/Tribal TANF students.~~

To receive and maintain priority registration, new and continuing Group A students must maintain good academic standing with at least a 2.0 grade-point average, develop a student education plan, complete at least ~~fifty~~ 50 percent (50%) of enrolled units, and not have exceeded 100-degree applicable units (~~unhoused/homeless youth, foster youth, former foster youth, and students in the SAS program are exempt from the 100-unit limitation~~).

Group B Students new to the college or returning after two semesters who have completed the ~~priority registration/onboarding~~ steps (~~placement process, orientation, and advisement also known as matriculation~~) which include student athletes, International Students, and students in the baccalaureate program.

To receive and maintain priority registration, new and continuing Group B students must maintain good academic standing with at least a 2.0 grade-point average, complete at least ~~fift~~ 50-percent (50%) of enrolled units, and not have exceeded 100-degree applicable units (students in the baccalaureate program, ~~homeless youth, foster youth, and students in the SAS program~~ are exempt from the 100-unit limitation).

Group C ~~All Continuing~~ students who have not completed the ~~priority registration/onboarding~~ steps (~~placement process, orientation, and advisement/matriculated~~) ~~and new and returning students, including those in Group A and Group B who have not completed the priority registration steps (matriculated)~~ or previously earned a bachelor's degree.

Group D Any student who has been on ~~notice probation~~ for at least two consecutive semesters, including students on academic ~~notice/probation~~ (GPA based) or progress ~~notice/probation~~ (based on ~~the~~ percentage of courses completed with an evaluative grade).

Group E Students who have completed more than 100-degree applicable units (~~unhoused/homeless youth, foster youth, former foster youth, students in the SAS program, and students in the baccalaureate program are exempt from the 100-unit limitation~~)~~students in the baccalaureate program, homeless youth, foster youth, and students in the SAS program are exempt from the 100-unit limitation~~) with a grade of A–F, P, or NP. Courses ~~that are~~ considered “basic skills” will not ~~be~~ counted toward the completion of units in this category ~~although they will, but the units will~~ count toward accumulation of units in Group B and Group C.

Group F Concurrently enrolled high school students.

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Loss of Priority Registration

Admissions and Records will notify each student who is placed on academic or progress ~~probation, or notice or~~ earned ~~seventy-five 75~~ percent (75%) or more of the unit limit, of the potential for loss of priority registration.

A student is notified for the loss of priority registration when placed on a second consecutive term of academic or progress ~~noticeprobation~~ or reaches the unit limit.

Appeal of Loss of Priority Registration

Students may appeal to reinstate priority registration for the following reasons:

- The student is enrolled in a high unit major.
- The loss of priority is due to extenuating circumstances or a student with a disability applied for but did not receive ~~a reasonable~~reasonable accommodations in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the student's control.
- The student demonstrates significant academic improvement. Significant academic improvement is defined as achieving no less than the minimum grade-point average and progress standard established in Administrative Procedure 4250, ~~Probation, Disqualification, and Readmission~~Academic and Progress Notice.

The dean of Counseling and Student Development or their designee will review the appeal.