

## District Academic Standards

### Meeting Agenda

**Thursday, September 5, 2024; 3:00-5:00pm**

<https://rccd-edu.zoom.us/j/82506905881?pwd=ejYySWlreGJzRGoxa1k5YVJiT0dQQT09>

Riverside City College CAK 224	Moreno Valley College SAS 101	Norco College OC 116	District Office CAADO 209
-----------------------------------	----------------------------------	-------------------------	------------------------------

Committee Members	Guests
<input type="checkbox"/> Brian Johnson (DCC Chair, MAT, NOR)	<input type="checkbox"/> Bryan Medina (CPRO, RCCD)
<input type="checkbox"/> Eric Bishop (DCC Co-Chair, Int. VC Ed Svs)	<input type="checkbox"/> Sabina Fernandez (CPRO, MOV)
<input type="checkbox"/> Nick Sinigaglia (PHI, MOV)	<input type="checkbox"/> Casandra Greene (CPRO, RIV)
<input type="checkbox"/> Kelly Douglass (ENG, RIV)	<input type="checkbox"/> Nicole Brown (CPRO, NOR)
<input type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)	
<input type="checkbox"/> Nick Franco (AO, NOR)	
<input type="checkbox"/> Deanna Murrell (AO, MVC)	
<input type="checkbox"/> Clara Lowden (KIN, RIV)	
<input type="checkbox"/> Ann Pfeifle (HIS, MOV)	
<input type="checkbox"/> <i>Norco Representative</i>	
Additional Guests:	

**Call to Order:**

**Agenda and Minutes**

1. Approval of Agenda  
*The agenda will be reviewed, discussed, and considered for approval.*
2. Approval of Minutes – May 2, 2024  
*The minutes will be reviewed, discussed, and considered for approval.*

**Discussion Items**

1. AP 2101 – Independent Study – Kelly Douglass
2. Streamlined Language Version of the Already Approved ADT/AOE Plan – Kelly Douglass
  - a. The revised ADT/AOE council process proposal clarifies language, attempts to remove redundancies, and groups together processes in a more logical way. Everything in the process itself is the same except for the yellow highlights in which I have added a timeline for us to discuss so we can take this forward as a complete and final proposal. There is also one highlight of a strikethrough that does remove some nuance that we had but that no longer seems necessary but is more than a clarity edit.
3. Work Experience BP/AP – Casandra Greene/Ann Pfeifle
4. Open Forum
5. Public Comment for all items on or not otherwise on the agenda.

**Adjournment:**

Academic Affairs

AP 2101 INDEPENDENT STUDY

References:

Title 5 Sections 55230 et seq.

Title 5 Section 58003.1, subdivision f on Alternative Attendance Accounting

Lower-division independent study courses provide individual students challenging and in-depth study or practicum experience on approved topics within any subject area under the director of an instructor. Independent study courses provide the students experience in planning and outlining a course of study with their independent study instructor and under departmental supervision.

Independent study courses can be designed and offered as a .5 or 1-unit class. In a .5-unit class, students will have 9 hours of direct contact with the instructor and 18 hours of independent work/study/practicum. In a 1-unit class, students will have 18 hours of direct contact with the instructor and 36 hours of independent work/study/practicum. The units and hours of study should be defined in the student learning contract.

- Faculty direct contact hours:
  - .5-unit class: 9 hours of direct contact; weekly student contact .5 hour
  - 1-unit class: 18 hours of direct contact; weekly student contact hour
- Independent study courses will be assigned as overload only and be compensated at the part-time lab rate.
- Faculty compensation info here? Faculty load calculation based on alternative attendance accounting method for independent study?? [CCC Independent Study accounting method](#) (beginning p. 30)
  - $FTES = (\# \text{ Students} \times \text{WCH} \times \text{TLM}) / 525$
  - 1 student w/18 contact hours = 0.034 FTES

Commented [KD1]: FA review

Commented [KD2]: For faculty association / legal for review and inclusion in BP or not

Students enrolling in independent study courses must be currently enrolled in a credit course within the district and have successfully completed one course in the intended independent study discipline in the district. Students taking an independent study course cannot be on academic probation. Independent study courses may be taken only once with a discipline. Students enrolling in an independent study course in a Career Technical Education field must pursue a major or certificate in the Career Technical Education area of which the independent study project is a part. (Maximum Independent Study units allowed per student needed? If so, what? Is there a financial aid applicable maximum? Already not transferable)

Commented [KD3]: Need? Discuss.

Students interested in an independent study course must first develop a learning contract with their instructor and the appropriate administrator. The content of the independent study will be outlined when the specific topic and/or project are developed between the student and instructor and must remain lower-division work. Independent study should not be used to meet college requirements that can be satisfied through regular course offerings. This information will be included in the Independent Study Learning Contract which must be submitted to Admissions and Records.

**The Independent Study Learning Contract must include:**

- Detailed course components that outline what the independent work that the student will do and what the focus of the weekly student contact hours will be.
- How the student will meet the objectives and outcomes of the course based on the existing course outline of record
- Faculty advisor requirements
  - Must be an RCCD academic employee.
  - Responsible for the supervision, control, and evaluation of the course and the enrolled student(s).
  - Provides orientation, guidance, and information regarding course content materials and services for each student subsequent to the student's official enrollment.
  - Maintains records/notes to illustrate student grade computation based on course components.
- Work product to be evaluated
- Number of units/hours as stated above
- Signatures
  - Student
  - Faculty advisor
  - Department chair
  - Division dean

**Commented [KD4]:** More to do here; will work on with the learning content side-by-side but this is minimum likely content

Academic standards and procedures for evaluation of student progress for independent study are the same as those applied to other credit or noncredit courses.

Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

The University of California (UC) determines credit after transfer, which means that independent study courses are not counted for admission. Students should be advised to see a counselor for details.

---

**Administrative Approval:**

## Legal Citations for AP 2101

Title 5. Education  
Division 6. California Community Colleges  
Chapter 6. Curriculum and Instruction  
Subchapter 3. Alternative Instructional Methodologies  
Article 3. Independent Study

5 CCR § 55230

### § 55230. Purpose.

The provisions of this article should be read in conjunction with the provisions of sections 58051 and 58003.1 concerning attendance in approved courses and programs designed and conducted as independent study.

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

#### HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer of subchapter 2 and section and new article 3 (sections 55230-55240) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35). For prior history of subchapter 2, see Register 93, No. 25.

Title 5. Education  
Division 6. California Community Colleges  
Chapter 6. Curriculum and Instruction  
Subchapter 3. Alternative Instructional Methodologies  
Article 3. Independent Study

5 CCR § 55232

### § 55232. Academic Standards.

Academic standards applicable to courses of independent study shall be the same as those applied to other credit or noncredit courses, as appropriate, at the college.

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

#### HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).

3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education  
Division 6. California Community Colleges  
Chapter 6. Curriculum and Instruction  
Subchapter 3. Alternative Instructional Methodologies  
Article 3. Independent Study

5 CCR § 55234

**§ 55234. Student Progress.**

Procedures for evaluation of student progress shall be in accordance with regulations established by the college. A report by an instructor on appropriate records bearing the student's name for purposes of state apportionment shall certify that adequate and proper progress toward accomplishment of the course objectives is being maintained by the student.

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

**HISTORY**

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education  
Division 6. California Community Colleges  
Chapter 6. Curriculum and Instruction  
Subchapter 3. Alternative Instructional Methodologies  
Article 3. Independent Study

5 CCR § 55236

**§ 55236. Availability of Instructor.**

The college shall provide access to the instructor for the students enrolled in courses offered pursuant to this article at least equivalent to that commonly available to students enrolled in courses conducted by other instructional methods in addition to regularly scheduled office hours as practiced at that college.

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

**HISTORY**

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education  
Division 6. California Community Colleges  
Chapter 6. Curriculum and Instruction  
Subchapter 3. Alternative Instructional Methodologies  
Article 3. Independent Study

5 CCR § 55238

**§ 55238. Eligibility for State Funds.**

In order for attendance in a course of independent study to be eligible for state apportionment pursuant to the provisions of this article, the course must be reported as required by this article, and meet all other requirements of statute and regulation relative to eligibility for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78310, Education Code.

**HISTORY**

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education  
Division 6. California Community Colleges  
Chapter 6. Curriculum and Instruction  
Subchapter 3. Alternative Instructional Methodologies  
Article 3. Independent Study

5 CCR § 55240

**§ 55240. Instruction.**

The instructor assigned to a course conducted pursuant to this article shall:

- (a) Be qualified to provide service in that capacity during the period in which that service is rendered;
- (b) Be responsible for the supervision, control, and evaluation of the course and the enrolled students;
- (c) Provide orientation, guidance, and information regarding course content materials and services for each student as soon as possible subsequent to the student's official enrollment by the college; and
- (d) Provide each student with the instructor's consultation schedule for the semester, quarter, or other prescribed term of the course. This schedule is to be included in the written record of student progress required by section 55234.

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

**HISTORY**

- 1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
- 2. Editorial correction of History 1 (Register 95, No. 20).
- 3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

## Procedure for Creating Temporary Interdisciplinary Councils to Act in Place of Disciplines in the Curriculum Process\* (ADT and AoE)

**\*Also for sharing with Assessment and Program Review committees for faculty work on degrees that have no single discipline that owns an ADT or AOE**

**NOTE: This process does not alter the existing curriculum process; it is for interdisciplinary degrees that by definition are not owned by a single discipline. The as-needed council, as defined below for each degree type, will act in our regular degree change curriculum processes in any place where a single discipline has a role.**

### Process for all changes to an interdisciplinary degree:

Interdisciplinary degree councils will be assembled each year according to the council make-up and timelines below for any degree change proposal **received by Tech Review in the Fall of an academic year.**

- **For course additions and removals from interdisciplinary degrees:** Proposals should use an interdisciplinary exclusion/inclusion form that includes the following information:
  - Proposed course number and course name
  - The degree program name and description or outcomes with the parts that relate to your course highlighted
  - A list of the course SLOs and objectives, with those that address the program description or outcomes highlighted
  - A brief written explanation of how items in the COR relate to specific language in the program narrative or outcomes to illustrate to the council and curriculum committees how your course fits or no longer fits the degree
- **How to initiate a program modification to an interdisciplinary degree:**
  - When faculty in any discipline in the ADT want to initiate a program modification, they should submit **an email request to tech review (techreview@rccd.edu) to assemble an interdisciplinary degree council during the Fall of an academic year** with a brief description of the reason for the council (statutory requirement of an ADT update; need for or result of degree program review; or other need beyond course exclusion/inclusion) . This allows the Tech Review chair to inform the college chairs of the need to assemble a council for the program modification work (which will also include any course inclusions/exclusions as noted above).
  - The assembled council, like a single discipline does with their degrees, in addition to reviewing course inclusions/exclusions, doing required degree updates and other program review work may propose changes to a program, (though this typically happens as a result of program review and/or assessment first) and make their own recommendations or proposals about additional course inclusions or removals, but only with careful consideration from all disciplines with a stake in the degree whether they have a vote on the council or not.



## Timeline

- All course inclusion/exclusion for interdisciplinary degree proposal forms and email requests to assemble a council for degree modification should be submitted in Fall semesters of the academic year.
- Curriculum chairs will work together to identify volunteers according to council membership defined below as received or in February to review and complete the work of reviewing all proposals to the degree and the program modification by the end of Spring semester of the academic year in which they were received.
- Final minutes and paperwork should be in curriculumet by the subsequent Fall semester deadline.
- The timeline can be adjusted with support and approval from Tech Review committee for degree compliance purposes if needed.

## Who are the councils and what do they do?

- Councils are assembled based on the disciplines in the degree. Specific make-up is below and depends on degree type.
- **Council lead:**
  - Curriculum committee chairs across the district will coordinate to request one current curriculum committee member to serve as the council lead for each degree council assembled. The lead for the degree must be someone from a discipline (or representing a department with that discipline in it) with a course in the degree (~~ideally someone with the most or many of the courses in that degree~~) though they don't have to be from among the voting members list.
  - The council lead will assemble a council according to definition below and will share with curriculum chairs once assembled
  - The council lead will seek representation for the purpose of review, consultation, and discussion from *each discipline* with a course in the degree; council members do not have to be on the curriculum committee. There should be clear written and multiple outreach efforts to disciplines with a course in the program to invite participation. Council discussion will happen with members who participate, so it is imperative to communicate the invitation and that the work will go on if it is declined and a discipline is not represented in discussion.
  - **At the start of the Spring semester (February)** the degree council lead should distribute all proposals to the council and schedule a zoom or in-person meeting to set the semester work schedule.
  - Once voting members vote on the proposals, the lead will provide a summary of the council votes (which can include any relevant points of discussion if they consider them important or can just be the tally) as a document to their college Curriculum Chairs to add as a document to accompany the modified degree proposal that goes to tech review, then the college committees, and then DCC and the final curriculum approval process.
- **Council authority based on degree type:**
  - For ADTs, which are college degrees, the final proposal or decision of the council, acting in place of a single discipline, will be made by a vote of

participating voting members and *if approved* will move forward through the regular curriculum process.

- For AOE's, which are district degrees, the final recommendation of the council, acting in place of a single discipline, will be made by a vote of participating voting members serving on the council and forwarded to the full college curriculum committee's *as a recommendation* and *if approved by a majority of the college curriculum committees will move forward* through the regular curriculum process.
- **Council member based on degree type:**  
The council's voting membership depends on degree type and composition as described below and is based on the degree discipline make-up at the time of the council formation; councils are an annual service activity and not standing committees; they will be formed only when there are proposals for a specific degree and only for that year's proposals:
  - Interdisciplinary ADTS (college councils):
    - For already built ADTs: One vote per discipline represented in required core courses in the ADT narrative at lowest common denominator that preserves the ratio of representation
    - For new ADTs under construction: One vote per discipline represented in required core courses in TMC at lowest common denominator that preserves the ratio of representation
  - Interdisciplinary AOE's that have required core courses (district council):
    - Proportional representation by discipline at lowest common denominator that preserves the ratio of representation and allows for equal representation from all three colleges
  - Interdisciplinary AOE's that have no required core courses (district council):
    - The Curriculum Rep council lead will request volunteers for a voting membership of six, each from the disciplines with the most courses represented in the degree.
    - The council will also be equally represented with two reps from each college (this may require some orchestration from curriculum chairs to make sure the six council members cover the six most represented disciplines as well as the three colleges equally).
- **Additional note on degree leads and councils:** for any degrees with overlapping and similar discipline membership, there is no requirement for separate degree chairs and council members; for example, RCC has several Social Justice Studies ADTs many of which include most of the same disciplines with only slight variation. The assembled members could serve as council for all degrees with outlier disciplines participating in votes and discussion relevant to their degrees only.

## Appendix of examples based on 2023-24 catalog:

- **Interdisciplinary ADTS**
  - RCC degrees and disciplines in Required Core on ADT and TMC:
    - Law, Public Policy, and Society (24-25 Revision)
      - ENG (2; 1 ENG specific and 1 as option with COM in ADT)
      - PHI (1 in ADT)
      - POL (1 in ADT)
      - ADJ area course (1 from 3 choices in ADT)
      - COM (2; 1 COM specific and 1 as option with ENG in ADT)
      - HIS (1 from 4 choices in ADT)
      - MAT/PSY/SOC (1 to represent Statistics)
      - Note that PAL is not in the ADT because it is not a transferable discipline; however, PAL is the lower division discipline most affiliated with the formation of the degree and should be an involved discipline in program and course review discussions.
    - 3 ADTs: Social Justice Studies: Asian American Studies; Social Justice Studies: Black Studies; Social Justice Studies: Native American and Indigenous Studies
      - ETS (2 in ADT)
      - SOC (1 in ADT; 1 course slot with choice btwn 2 courses)
    - Social Justice Studies: Chicanx and Latinx Studies
      - ETS (2 in ADT; 1 course slot of ETS and 1 of ETS or HIS)
      - SOC (1 in ADT; 1 course slot with choice btwn 2 courses)
      - HIS (1 in ADT; 1 slot of ETS or HIS)
    - Social Justice Studies: Ethnic Studies
      - ETS (2 in ADT; 1 course slot of ETS; 1 with choice of 3 ETS or 1 HIS)
      - SOC (1 in ADT; 1 course slot with choice btwn 2 courses)
      - HIS (1 in ADT; 1 with choice of 3 ETS or 1 HIS)
    - Social Justice Studies: General
      - ETS (1 in ADT)
      - SOC (3 in ADT)
    - Social Justice Studies: LGBTQ Studies
      - ETS (1 in ADT)
      - SOC (1 in ADT; 1 course slot with choice btwn 2 courses)
      - PHI (1 in ADT)

- **Interdisciplinary District AOE**s that **HAVE** required core courses:
  - AOE AA in Admin and Info Systems, 9 unit core from
    - ACC (1)
    - BUS (2)
    - CAT (1)
    - CIS (2)
    - ECO (2)
    - POL (1)
  - AOE AA in American Studies, 6 unit core from
    - ENG (2)
    - ETS (4)
    - HIS (8)
    - MIL (2)
  - AOE AA in Kinesiology, Health and Wellness; 3 units each from (note that this council will be six members; two from disciplines as listed below from each of the colleges to ensure district representation)
    - HES or BIO (1 class option in either discipline – x-listed same course)
    - KIN (1 class from 20 choices)
  - AOE AS in Math and Science, one course each from three major areas, which means one vote from one rep from each of three areas
    - MAT (6 options)
    - Phys. Sciences (15 options total): AST (1); CHE (4); GEG (2); GEO (3); OCE (1); PHS (1); PHY (3)
    - BIO (15 options)
- **Interdisciplinary District AOE**s that have no required core courses:
  - AOE AA in Communication, Media, and Languages:
    - 19 disciplines, some with one course and one with 26
    - 18 units required;
    - 6 reps from most represented courses:
      - ENG (26)
      - ASL (12)
      - JOU (12)
      - COM (10)
      - SPA (8)
      - ARA, FST, FRE, or JPN (5)

- AOE AA in Fine and Applied Arts
  - 10 disciplines, some with four courses and some with 20+
  - 18 units required;
  - 6 reps from most represented courses:
    - MUS (62)
    - ART (44)
    - DAN (34)
    - THE (23)
    - FTV (17)
    - AHS (14)
  
- AOE AA in Humanities, Philosophy and Arts
  - 26 disciplines, some with one course and some with 20+
  - 18 units required;
  - 6 reps from most represented courses:
    - ENG (21)
    - AHS (14)
    - HIS (14)
    - ASL (12)
    - HUM (10)
    - PHI (10)
    - (Doesn't include count of applicable studio courses and disciplines but these are only 3 units of applicability and courses are less than 3 units; to count distorts more towards Fine and Applied Arts)
  
- AOE AA in Social and Behavioral Sciences
  - 15 disciplines
  - 18 units required;
  - 6 reps from most represented courses:
    - POL (14)
    - ADJ (13)
    - HMS (10)
    - ANT (9)
    - ECE (9)
    - SOC (9)

**BP 2103 WORK EXPERIENCE**

**References:**

Title 5 Sections 55250 et seq.

The Chancellor, in consultation with the District Academic Senate, shall establish procedures regarding work experience opportunities for students. Furthermore, the Chancellor shall ensure that the requirements of participation in the program are set forth in the Moreno Valley College, Norco College, and Riverside City College catalogs and published on the District website.

Also see BP/AP 3160 Student Employment

---

**Date Adopted:** April 18, 2023

**Revised:** N/A

**AP 2103 WORK EXPERIENCE**

**Reference:**

Title 5 Sections 55250 et seq.

55250. Purpose and Definition of Work Experience Education.

- (a) The purpose of work experience education is to provide students with an integrated instructional program that provides opportunities to connect academic curricula to applied experiential learning in the workplace. Work experience education should be substantive in nature, linked in a way relevant to a student's educational pathway, and contribute to demonstrable learning outcomes that have value towards a degree or certificate.
- (a)(b) Work experience education within the California Community Colleges involves student employment and/or internships selected, approved, and supervised by districts to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills. Work experience education may include paid or unpaid employment, full or part-time employment, and may be structured as separate credit or noncredit classes, or integrated as a component of a course. It should be integrated as part of a student's educational pathway allowing students to achieve both educational and occupational goals. It should also assist the student in developing career awareness, learning industry culture, competencies and norms, and developing professional networks in their desired field to support career mobility. Work experience education should provide economically disadvantaged students with opportunities to earn a wage while completing program requirements and earning academic credit.

A plan is developed and submitted to the State Chancellor's Office, which includes:

- (a) •
- (b) The District shall adopt policies or procedures governing work experience education offered within the district. The policies or procedures must address the following:
- (1) the respective responsibilities of the college, faculty, the student, the employer, and

any other cooperating individuals or agencies involved in providing work experience education;

(2) the types of work experience education offered by the district;

(3) how the district will:

(A) provide guidance services for students during enrollment in work experience education;

(B) assign sufficient instructional or other personnel to direct the program and provide other required district services;

(C) assess student progress in work experience education through written, measurable learning objectives and outcomes;

(D) ensure planned opportunities for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals within each term;

(E) assign grades or other evaluative symbols to mark student achievement in work experience education courses, and award units of credit, when applicable;

(F) analyze disaggregated work experience enrollment, persistence, and course success data related to certificate, degree and transfer attainment (disaggregations including, but not limited to, student race/ethnicity, income status, gender, and accessibility status for credit & noncredit work experience);

(G) ensure adequate clerical and instructional services are available to facilitate the program; and

(H) ensure equitable access to work experience opportunities for underrepresented and socioeconomically disadvantaged students.

(c) The District shall identify appropriate public or private employers to partner with in providing work experience education opportunities to students.

(d) The District may subsidize student work experience education provided by public employers, or by private employers for the employment of students with disabilities. Any appropriate fund source may be used for such subsidies, which shall be calculated not to exceed a reasonable estimate of the net costs of providing the work experience education opportunity, and shall not be used to inflate an employer's usual compensation rate for work experience employees. Districts may provide workers' compensation insurance for students employed in unpaid work experience education.

(e) The District's governing board may authorize work experience education programs and opportunities outside district boundaries.

Districts shall provide sufficient administrative support, including classified and instructional personnel, for initiating and maintaining relationships with work experience employers, coordinating programs, and supervising students. The systematic design of a program whereby students gain realistic learning experiences through work;



~~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~~

In addition, procedures 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 maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.

Office of Primary Responsibility: Vice President, Career-Technical Education and Deans of Career-Technical Programs

---

Administrative Approval: December 8, 2008  
Formerly: 4103

**BP 2103 WORK EXPERIENCE**

**References:**

Title 5 Sections 55250 et seq.

The Chancellor, in consultation with the District Academic Senate, shall establish procedures regarding work experience opportunities for students. Furthermore, the Chancellor shall ensure that the requirements of participation in the program are set forth in the Moreno Valley College, Norco College, and Riverside City College catalogs and published on the District website.

Also see BP/AP 3160 Student Employment

---

**Date Adopted:** April 18, 2023

**Revised:** N/A

**AP 2103 WORK EXPERIENCE**

**Reference:**

Title 5 Sections 55250 et seq.

A plan is developed and submitted to the State Chancellor's Office, 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

In addition, procedures 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 maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.

Office of Primary Responsibility: Vice President, Career-Technical Education and  
Deans of Career-Technical Programs



## MEMORANDUM

August 30, 2023

23-022 | Via Email

- TO:** Chief Executive Officers  
Chief Business Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Academic Senate for the California Community Colleges  
Regional Consortia Chairs  
CTE Deans
- FROM:** Sandra Sanchez, Interim Vice Chancellor  
Workforce and Economic Development Division
- 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
- RE:** Implementation Guidance for Work Experience Education Regulations Revisions

---

The purpose of this memo is to provide guidance on the implementation of the Board of Governors' regulatory changes governing work experience education, which became effective on August 26, 2023. These revisions were proposed by the Chancellor's Office in partnership with the California Community Colleges Curriculum Committee (5C) to align work experience education to modern practice, and to expand work experience opportunities for students beyond Career Technical Education (CTE) programs. It is the Board's intention that the work experience education regulations will advance diversity, equity, inclusion, and accessibility within the system by integrating high-quality work experience opportunities as a part of the learning process for an expanded range of instructional programs. In addition, the updated regulations allow for student educational and occupational goals, including developing career awareness, learning industry culture, and developing professional networks in career fields.

Under the California Education Code, community college districts may "carry on any program, activity, or may otherwise act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established." (Ed. Code, § 70902, subd. (a)(1) [establishing the "permissive" Education Code].) Accordingly, the work experience

## Guidance for Title 5 Work Experience Education Regulations Revisions

August 30, 2023

education regulations should be understood as providing direction to community college districts, but not as restricting district activities in work experience education except to the extent stated in the regulations.

The work experience regulations were filed with the California Secretary of State on **July 27, 2023**, and became effective thirty days later, on **August 26, 2023**. Under the Board of Governors' regulations, districts have one hundred and eighty (180) days from the effective date, or until **February 22, 2024**, to conform their policies and procedures to the regulatory requirements. (See 5 Cal. Code Regs. § 52010.)

### Summary of Regulatory Changes

The work experience regulations replace the former “cooperative work experience” regulations that were first promulgated decades ago. The new regulations are organized into 5 principle sections: “Purpose and Definition of Work Experience Education” ([section 55250](#)), “District Responsibilities” ([section 55251](#)), “Work Experience Education Documentation” ([section 55252](#)), “College Credit, Attendance Accounting, Course Repetition” ([section 55253](#)), and “Records” ([section 55254](#)). These are summarized below. Less extensive, conforming changes were also made to other sections of title 5. A copy of the Board's full regulatory action is appended below.

## Guidance for Title 5 Work Experience Education Regulations Revisions

August 30, 2023

Section	Summary
“Purpose and Definition of Work Experience Education” ( <a href="#">section 55250</a> )	<ul style="list-style-type: none"><li>• Work experience education is broadly defined.</li><li>• Work experience education may involve credit or noncredit classes and should be integrated as part of a student's educational pathway, allowing students to achieve both educational and occupational goals.</li><li>• Work experience education should develop career awareness, knowledge of industry culture, competencies and norms, and develop professional networks.</li><li>• Work experience education should provide economically disadvantaged students with opportunities to earn a wage while completing program requirements and earning academic credit.</li></ul>
“District Responsibilities” ( <a href="#">section 55251</a> )	<ul style="list-style-type: none"><li>• Districts are required to adopt local policies to implement work experience education that address specified topics, but districts have broad discretion regarding how those topics are addressed to meet student educational objectives.</li></ul>
“Work Experience Education Documentation” ( <a href="#">section 55252</a> ),	<ul style="list-style-type: none"><li>• Documentation requirements are consolidated into a single section of the regulations.</li><li>• Work experience education documentation will reflect the respective commitments of districts, employers, and students.</li></ul>
“College Credit, Attendance Accounting, Course Repetition” ( <a href="#">section 55253</a> )	<ul style="list-style-type: none"><li>• Regulatory requirements governing work experience credit, attendance accounting, and course repetition are consolidated in this section.</li></ul>
“Records” ( <a href="#">section 55254</a> )	<ul style="list-style-type: none"><li>• This section defines the work experience education student records districts are required to retain.</li></ul>

**Appendix A: Work Experience Education Regulations**

*Effective August 26, 2023.*

**§ 55002.5. Credit Hours Definition.**

- (a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include hours inside or outside-of-class.
- (b) A course requiring 96 hours or more of total student work at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide at least 2 units of credit.
- (c) Work experience education courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55253.
- (d) Direct assessment competency-based education modules defined in section 55270 shall adhere to the formula for credit hour calculations identified in section 55270.12.
- (e) For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of title 34, Code of Federal Regulations, part 600.2.
- (f) Credit hours for all courses may be awarded in increments of one unit or less.
- (g) District governing boards shall establish a policy defining the standards for credit hour calculations. District policies shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of-class hours for each type of academic activity, standards for incremental award of credit, standard term length, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code; and 34 Code of Federal Regulations part 600.2.

**§ 55040. District Policies for Course Repetition.**

- (a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses. Such policies and procedures shall not conflict with section 55025 or Education Code section 76224, pertaining to the finality of grades assigned by instructors, or with subchapter 2.5 (commencing with section 59020) of chapter 10 of this division, pertaining to the retention and destruction of student records.
- (b) The policies and procedures adopted pursuant to subdivision (a) may:
  - (1) designate certain types of courses as “repeatable courses” consistent with the requirements of section 55041;

## Guidance for Title 5 Work Experience Education Regulations Revisions

August 30, 2023

- (2) permit a student to repeat a course in an effort to alleviate substandard academic work consistent with the requirements of section 55042;
  - (3) permit or require a student to repeat a course due to significant lapse of time consistent with the requirements of section 55043;
  - (4) permit a student to repeat a portion of a course, other than a physical education, visual arts, or performing arts course, offered for variable units on an open-entry/open-exit basis which the student previously completed only under the circumstances described in section 55044;
  - (5) permit a student to repeat a course which is not designated as a repeatable course, regardless of whether substandard academic work was previously recorded, where the district determines, consistent with section 55045, that there are extenuating circumstances which justify the repetition;
  - (6) permit a student to repeat a direct assessment competency-based education module and be counted as an FTE for state apportionment under the circumstances described in section 55270.9;
  - (7) permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy or procedure may allow the previous grade and credit to be disregarded in computing the student's GPA each time the course is repeated;
  - (8) permit a student to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies or procedures requiring students to certify or document that course repetition is legally mandated; and
  - (9) permit a student to petition the district to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Such courses may be repeated for credit any number of times. The governing board of the district may establish policies or procedures requiring students to certify or document that there has been a significant change in industry or licensure standards necessitating course repetition.
- (c) The policies or procedures adopted by the governing board of each community college district pursuant to subdivision (a) may not permit student enrollment in active participatory courses, as defined in section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times for semester courses or six times for quarter courses. This limitation applies



## **Guidance for Title 5 Work Experience Education Regulations Revisions**

August 30, 2023

even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.

- (d) When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.
- (e) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161 and 55270.13 for courses in direct assessment competency-based education courses.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

### **§ 55250. Purpose and Definition of Work Experience Education.**

- (a) The purpose of work experience education is to provide students with an integrated instructional program that provides opportunities to connect academic curricula to applied experiential learning in the workplace. Work experience education should be substantive in nature, linked in a way relevant to a student's educational pathway, and contribute to demonstrable learning outcomes that have value towards a degree or certificate.
- (b) Work experience education within the California Community Colleges involves student employment and/or internships selected, approved, and supervised by districts to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills. Work experience education may include paid or unpaid employment, full or part-time employment, and may be structured as separate credit or noncredit classes, or integrated as a component of a course. It should be integrated as part of a student's educational pathway allowing students to achieve both educational and occupational goals. It should also assist the student in developing career awareness, learning industry culture, competencies and norms, and developing professional networks in their desired field to support career mobility. Work experience education should provide economically disadvantaged students with opportunities to earn a wage while completing program requirements and earning academic credit.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

### **§ 55251. District Responsibilities.**

## Guidance for Title 5 Work Experience Education Regulations Revisions

August 30, 2023

- (a) Districts shall adopt policies or procedures governing work experience education offered within the district. The policies or procedures must address the following:
  - (1) the respective responsibilities of the college, faculty, the student, the employer, and any other cooperating individuals or agencies involved in providing work experience education;
  - (2) the types of work experience education offered by the district;
  - (3) how the district will:
    - (A) provide guidance services for students during enrollment in work experience education;
    - (B) assign sufficient instructional or other personnel to direct the program and provide other required district services;
    - (C) assess student progress in work experience education through written, measurable learning objectives and outcomes;
    - (D) ensure planned opportunities for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals within each term;
    - (E) assign grades or other evaluative symbols to mark student achievement in work experience education courses, and award units of credit, when applicable;
    - (F) analyze disaggregated work experience enrollment, persistence, and course success data related to certificate, degree and transfer attainment (disaggregations including, but not limited to, student race/ethnicity, income status, gender, and accessibility status for credit & noncredit work experience);
    - (G) ensure adequate clerical and instructional services are available to facilitate the program; and
    - (H) ensure equitable access to work experience opportunities for underrepresented and socioeconomically disadvantaged students.
- (b) Districts shall identify appropriate public or private employers to partner with in providing work experience education opportunities to students.
- (c) Districts may subsidize student work experience education provided by public employers, or by private employers for the employment of students with disabilities. Any appropriate fund source may be used for such subsidies, which shall be calculated not to exceed a reasonable estimate of the net costs of providing the work experience education opportunity, and shall not be used to inflate an employer's usual compensation rate for work experience employees. Districts may provide workers' compensation insurance for students employed in unpaid work experience education.

## **Guidance for Title 5 Work Experience Education Regulations Revisions**

August 30, 2023

- (d) District governing boards may authorize work experience education programs and opportunities outside district boundaries.
- (e) Districts shall provide sufficient administrative support, including classified and instructional personnel, for initiating and maintaining relationships with work experience employers, coordinating programs, and supervising students.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

### **§ 55252. Work Experience Education Documentation.**

- (a) Districts shall enter a work experience employer agreement with each participating employer prior to any student beginning their work experience. Such agreements shall document the following:
  - (1) the respective supervisory obligations of the district and the employer with respect to work experience students placed at the employer's site;
  - (2) arrangements for the payment of student workers' compensation coverage, which must be covered by employers of paid work experience student employees, but is subject to negotiation with respect to unpaid work experience student employees;
  - (3) the employer's acknowledgement of the purposes of this article, and the district's work experience education policies or procedures, and agreement to support their purposes;
  - (4) the employer's intent to provide a continuous work experience during the enrollment term of each work experience student, and validate all student hours worked;
  - (5) the employer's agreement to provide adequate facilities, equipment, and materials at the work experience site to achieve the learning objectives;
  - (6) that work-experience education involving apprenticeable occupations with division 3, chapter 4 of the Labor Code (sections 3070 through 3100), and with any applicable rules, regulations, and standards adopted by the California Apprenticeship Council;
  - (7) the employer's agreement that all work experience employment shall be free from discrimination and harassment based race, sex, disability and other forms of bias, and that the employer will afford all persons in the workplace, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other basis that is contained in the prohibition of hate crimes set forth in Penal Code, section 422, subdivision (a), equal rights and opportunities;

## Guidance for Title 5 Work Experience Education Regulations Revisions

August 30, 2023

- (8) that work experience education shall be conducted in compliance with the requirements of this article, and that all state and federal laws applicable to the employment of minors apply to work experience education courses; and
  - (9) any other matters deemed appropriate by the district.
- (b) The appropriate college representative, the employer, and the student shall sign a learning agreement. The learning agreement shall document the following:
- (1) the work experience education student's individual educational objectives aligned with the course outline of record;
  - (2) the hours of work and a clear explanation of the student's work experience job duties;
  - (3) the responsible supervisors at the college and the employment site;
  - (4) a commitment from the employer and the college that students will receive regular and substantive feedback, and written evaluations of their progress toward meeting their learning objectives; and
  - (5) any other matters deemed appropriate by the district.
- (c) work experience students who are self-employed must identify an individual to serve as a work experience advisor, subject to approval of the district. This individual shall assist the student to identify work experience learning objectives, and sign the learning agreement described in subdivision (b) in place of the employer, which may be modified as appropriate to the self-employment arrangement.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

### **§ 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).

## **Guidance for Title 5 Work Experience Education Regulations Revisions**

August 30, 2023

- (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.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

### **§ 55254. Records.**

Districts shall retain as student records the following documents for each work experience education student:

- (a) learning agreements establishing hours that will be worked;
- (b) statements verifying hours worked;
- (c) records of consultation with the employer;
- (d) records of faculty consultation;
- (e) evaluation of student achievement of learning objectives by instructor;
- (f) the work permit for minor students; and
- (g) records of the final grade.

NOTE: Authority cited: Sections 70901 and 76220, Education Code. Reference: Sections 70901, 70902, 76210 and 78249, Education Code.

### **§ 58003.1. Full-time Equivalent Student; Computation of Units.**

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

## Guidance for Title 5 Work Experience Education Regulations Revisions

August 30, 2023

specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

- (c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and work-experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.
- (d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.
- (e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.
- (f) For distance education courses not computed using other attendance accounting procedures described in this section and for independent study, correspondence and work-experience education courses, the following alternative attendance accounting procedure shall be used:
  - (1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system and dividing by 525.
  - (2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and

## Guidance for Title 5 Work Experience Education Regulations Revisions

August 30, 2023

approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

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

NOTE: Authority cited: Sections 66700, 70901, 78401 and 84500, Education Code.  
Reference: Sections 70901 and 84500, Education Code.

### **§ 58009. Application of Alternate Attendance Procedure for Independent Study, Correspondence, Work-Experience, and Certain Distance Education Courses.**

- (a) For independent study, correspondence, work-experience education and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study, correspondence, or distance education laboratory courses. For independent study, correspondence, or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1 and that would correspond to traditional length (non-compressed) primary terms. For purposes of this section only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.
- (b) For credit courses, full-time equivalent student in courses described in subdivision (a) offered during primary terms is computed by multiplying the weekly student contact

## Guidance for Title 5 Work Experience Education Regulations Revisions

August 30, 2023

hours authorized pursuant to subdivision (a), generated as of the census date prescribed in section 58003.1(b) by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system, and dividing by 525.

- (c) For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f)(2).
- (d) Full-time equivalent student in credit courses described in subdivision (a) which are conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

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

### § 58051. Method for Computing Full-Time Equivalent Student (FTES).

(a) [Blank]

(1) Except as otherwise provided, in computing the full-time equivalent student of a community college district, there shall be included only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the district authorized to render service in the capacity and during the period in which he or she served.

(2) [Blank]

(A) A community college district may also include the attendance of students enrolled in approved courses or programs of independent study who are under the supervision, control, and evaluation, but not necessarily in the immediate presence, of an academic employee of the district who is authorized to render such service.

(B) The community college district shall determine the nature, manner, and place of conducting any independent study courses or program in accordance with the requirements of this section and article 3 (commencing with section 55230) of subchapter 3 of chapter 6.

(C) Each district conducting independent study courses shall ensure that the components of each independent study course or program for each student shall be set out in a written record or program, including the number of units (if applicable) and hours of study required, the arrangements for consultation with the instructor, and the work product to be evaluated.



## Guidance for Title 5 Work Experience Education Regulations Revisions

August 30, 2023

- (3) A community college district may also include the attendance of students enrolled in approved distance education in accordance with the provisions of article 1 (commencing with section 55200) of subchapter 3 of chapter 6.
- (b) For the purpose of work-experience education programs meeting the standards of the Carl D. Perkins Career Technical Education Act of 2006 California State Plan (or any successor agreement related to career technical education), “immediate supervision” of off-campus work training stations means student participation in on-the-job training as outlined under a training agreement, coordinated by the community college district under a state-approved plan, wherein the employer and academic school personnel share the responsibility for on-the-job supervision.
- (c) For purposes of computing the full-time equivalent student of a community college district, attendance shall also include student attendance and participation in in-service training courses in the areas of police, fire, corrections, and other criminal justice system occupations that conform to all apportionment attendance and course of study requirements otherwise imposed by law, if the courses are fully open to the enrollment and participation of the public. However, prerequisites for the courses shall not be established or construed so as to prevent academically qualified persons who are not employed by agencies in the criminal justice system from enrolling in and attending the courses.
- (d) Notwithstanding subdivision (c) and any regulations related thereto, a community college may give preference in enrollment to persons who are employed by, or serving in a voluntary capacity with, a fire protection or fire prevention agency in any course of in-service fire training at the community college in cooperation with any fire protection or fire prevention agency or association. Preference shall only be given when such persons could not otherwise complete the course within a reasonable time and when no other training program is reasonably available. At least 15 percent of the enrollment in in-service fire training courses shall consist of persons who are neither volunteers of, nor employed by, a fire protection or fire prevention agency or association, if the persons are available to attend a course. Full-time equivalent student for the courses may be reported for state aid.
- (e) Subdivision (d) shall apply only to the following:
  - (1) Community colleges which, in cooperation with any fire protection or fire prevention agency or association, have been, as of January 1, 1980, the primary source of in-service fire training for any fire protection or fire prevention agency or association.
  - (2) Community colleges which, in cooperation with any fire protection or fire prevention agency or association, establish in-service fire training for any fire protection or fire prevention agency or association which did not have in-service fire training, prior to January 1, 1980.

## Guidance for Title 5 Work Experience Education Regulations Revisions

August 30, 2023

- (f) In the event that in-service training courses are restricted to employees of police, fire, corrections, and other criminal justice agencies, attendance for the restricted courses shall not be reported for purposes of state apportionments. A community college district which restricts enrollment in in-service training courses may contract with any public agency to provide compensation for the cost of conducting such courses.
- (g) As a condition of claiming state apportionment, in addition to all other applicable apportionment eligibility requirements, for in-service training courses in the areas of police, fire, corrections, and other criminal justice occupations, community college districts conducting in-service training courses must adhere to all applicable conduct of course and student attendance tracking requirements prescribed by law and/or the state public safety agency responsible for adopting training standards in the in-service training course area in which the student is licensed, certified or employed. For purposes of claiming state apportionment, the units of full-time equivalent student shall be computed for courses consistent with the provisions of section 58003.1(a).

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

### Resources

- [California Code of Regulations \(CCR\) Title 5 - Education, Division 6 – California Community Colleges, Chapter 6 - Curriculum and Instruction, Subchapter 3 - Alternative Instructional Methodologies, Article 4 - Work Experience Education](#)
- [July 2022 BOG Meeting Agenda Item Materials \(Final Reading, Title 5, Work Experience Revision\)](#)
  - [Proposed Work Experience Education Responses to Public Comments \(pdf\)](#)
  - [Work Experience Education Regulatory Text \(pdf\)](#)
  - [Proposed Work Experience Education Response to 15 Day Public Comments \(pdf\)](#)
- CCC Work Experience Educators Community in the [Vision Resource Center](#). Log-in, access the “Communities” menu, select “All Communities” and look for “CCC | Work Experience Educators.” Join this community and select the “Title V Regulations” topic.