Minutes
May 1, 2018
Location: Board Room
1:00 p.m.


I. Call to Order at 1:01pm

II. Approval of Minutes: April 17, 2018 approved as submitted

III. Public Comment – No Public Comment

IV. Guest: Sheila Xiao, Research Analyst, Counseling and Student Equity, BEAPS Report

   A. Discussed Roadrunner connect as the early alert system
   B. Considerations: Early alert system just piloted last fall and only for a subset of courses in English, Math and Reading. Workflow changed mid-way and was perfected by transitioning to caseload.
   C. Early alert is a streamline process to have all constituents on campus to be on the same page. Instead of tackling each flag as it came, it was divided into caseloads. Each success coach has a caseload by alpha order.
   D. Majority of students are unaffiliated (don’t belong to a special program). Affiliated programs had their own caseloads. Caseloads were not fully implemented until spring 2018.
   E. Timeliness is a key thing. Success coaches need to have 3 attempted contacts in different methods on different days.
   F. Students who had an intervention in the pilot state had an increase success rate of 10%
   G. Spring 2018 full implementation, there was a 26% rate of completion for surveys. Attendance concern made 31.6% but there were many more “kudos”.
   H. Average days to clear flags is 17.6 days, 109 faculty participated vs 105 in Fall 2017.
   I. Wetsman wanted data on what the effect is of raising flags and if it increases success. He raised flags and it took time to do but wants to know that his efforts are being effective toward student success. Xiao said it would need to occur in full scale for some time so that they can compare and is open to doing that.
V. Committee Reports

Senate Committees:
- Academic Rank – No Report
- Curriculum - Can still bring courses through curriculum but it won’t make the catalog until the following year. Certificates of Achievement and Degrees all depend on the chancellor’s office even if you got it in on time based on our internal deadlines. There are several courses that use TBA hours, but for census those need to be scheduled and it is not specified in curriculum, so we will be working to fix that. There is an outstanding anomaly with online courses that has TBA hours and that needs to be fixed.
- Guided Pathways Taskforce – Gerson not present, but Juana reported that 3 things going on. 1st coming up with a suggestion for a design team, 2nd looking at what a standing guided pathways committee should look like, and finally Faculty and Staff informational sessions. They are looking at models from local community colleges and the composition of those design teams. SMC’s model is quite large so the committee was discussing narrowing it down so that it is more manageable. Alvarado wanted to clarify that because RHC was selected as a pilot campus, it is often confused which one is the National team vs the statewide pathways.
- Instructional Technology (ITC) – No Report
- Online Education (OEC) (Addendum E) – There was time for others to review written report
- Open Educational Resources (OER) – Will meet next Monday
- Staff Dev./Flex – This is the first year that we can fund professional development in the summer. August 9 and 10th there will be a 2 day On Course training and you can get $300 stipend or 12 hours of flex. Based on the spring surveys, faculty expressed the desire to have at least one session of their choice. Dr. Denna Sanchez wants to have a portion of the morning session dedicated to the Behavior Intervention Team. Summer professional development funding can be up to $700. Annually the maximum that any individual can get is $1,000. On May 18th there will be a final faculty success seminar so please join the group at 4pm at El Tepeyac for a gathering to welcome new faculty.
  ▪ Motion: To recommend that the Flex Committee request to have a mental health and BIT component for August flex day
  ▪ Moved by Shiela 2nd by Karen
  ▪ Motion passes unanimously
- Outcomes –If you have questions or assistance, contact Adam.

Planning & Fiscal Council Committees:
- Institutional Effectiveness (IEC) – No Report
- Program Review – No Report
- Safety – Extending the director of facilities search, this is the 7th time that this is being extended. Reminder about the active shooter drill. This week, you should be showing the video to all your classes and going over strategies. If not in classes, Run, Hide, Fight. Run towards area of cover like concrete, brick or things that can shield you from the active shooter. The birdie system will alert at 10:45am. Pull lock block from your door so that it locks and barricade with tables and chairs and move students away from windows and shelter in place. Will not be longer than 20
minutes. There will be 5 officers on campus. Rooms will not be cleared, it will be done at a later drill. Lynch shared that the birdie system does not work in the Arts area. Spencer shared that the safety posters in the classroom are out of date and need to be updated. Dighera shared that CTE is the most vulnerable area because there are no cameras from Lot A through VocEd way and because of the noise from the shooting range. Dighera is concerned and would like someone from law enforcement there to provide feedback on how to improve the safety of that area. Bean urged all senators to spread this to senators and be ready to practice. Brutlag shared that since its our first time, we will be troubleshooting and finding ways to improve.

Other Committees:
- Basic Skills – As AB 705 comes down the pipeline they have begun meeting and there have been visits to other campuses to see labs.
- Bookstore – No report
- Enterprise Systems Advisory – No Report
- Online Education Initiative (OEI) – OEI is partially paused but has brought more colleges into the consortium. There are a lot of kinks that they are working out. There is pressure on OEI to have more classes in the exchange. Courses don’t have to be C-ID and there is lots of support for it. The RFA is asking colleges to have 20 seats in each class so for RHC that could be a deal breaker. Encouraging everyone to use net tutor but don’t get used to it because there will probably be costs sharing in the future. Vericite to be bought out by TurnItIn.
- Student Equity – This Friday we will have 2 academic superstars to talk about critical race theory and pedagogical tools in the classroom. It will be from 10 to noon. It is full, but if you are still interested sign up online and you will be notified. There are more copies of the book Redesigning America’s Community Colleges. We have another Café con Libros with the book “The College Fear Factor” next semester.
- Student Success and Support Program (SSSP) - No report

VI. President's Report
A. ASRHC Appreciation – ASRHC president thanked faculty for supporting Pacific Islander Heritage month.
B. Admissions & Records: Summer Grades and Banner Update – Grades will be rolled over 3 times this summer, Banner 9.0 update soon
C. Distinguished Faculty Award Presentation – Presented the distinguished faculty award plaque and flowers to Katie O’Brien, Congratulations!
D. ASCCC – Guided pathways regional meeting May 11th in Pasadena open to all faculty

VII. Vice Presidents’ Reports
A. 1st Vice President – Governor has gotten push back on funding formula, waiting to see what will come of this.
B. 2nd Vice President – Remind students that today is 1st day of voting for A.S.

VIII. Unfinished Business
A. Documentation Regarding Resolution for Successful Completion of Prerequisites
   1. BP 4260—No changes (Addendum A)
   2. AP 4260—Additions (Addendum B) – M. Pilati discussed language changes and language additions and defining that “C” or better and “P” means satisfactory.
      1. Motion to accept changes to AP 4260 by Adam Wetsman, 2nd Sheila Lynch
2. Motion Passes unanimously
3. Catalog Definitions—Update of page 25 (Addendum C)
   1. **Motion** to add language that is indicating the grade of “C” by Michelle Pilati and 2nd by Katie O’Brien
   2. Motion Passes unanimously

B. **AP 4230 Grading Symbols—Non-Credit**
   1. **Motion** to add language to AP 4230 which includes an “SP” indicator to track progress in non-credit by Michelle Pilati, 2nd by Adam Wetsman
   2. Motion Passes Unanimously

IX. **New Business**
   A. **Equivalency Taskforce Recommendation** (Addendum D)
      1. **Motion** to accept recommendation from equivalency taskforce by Shelly Spencer, 2nd by Mike Dighera
      2. Motion passes
      3. Should there be a standing committee regarding equivalencies? President Bean will bring those through as they have not been looked at in about 5 years.

X. **Announcements**
   Sandy Sandello will be retiring so if you would like to donate, please see Michelle Bean.
   If you have resolution language to include, please email it as well.

XI. **Adjournment:** 2:15pm
Addendum A

RIO HONDO COMMUNITY COLLEGE DISTRICT

<table>
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<tr>
<th>PRE-REQUISITES AND CO-REQUISITES</th>
<th>Board Policy</th>
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<td>BP No. 4260</td>
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Board Adopted: 8/24/94; Rev. 3/13/96; 3-15-06; 1/14/09

Page 1 of 1

I. The Superintendent/President is authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum with these procedures:

A. Appropriate involvement of the faculty and Academic Senate in all processes;

B. Regular review and justification of programs and course descriptions;

C. Opportunities for training for persons involved in aspects of curriculum development;

D. Consideration of job market and other related information for vocational and occupational programs.

II. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Prerequisites, co-requisites and advisories shall be identified in District publications available to students.

III. Source/Reference

Title 5, Section 55200
Addendum B

I.→ This procedure implements Board Policy 4260, Prerequisites and Corequisites, and recommended preparation.

II.→ The faculty, acting through discipline areas within the academic divisions and through the Curriculum Committee, shall be responsible for establishing standards of preparation for courses offered by the College as follows:

A.→ A prerequisite indicates the preparation or previous course work considered necessary for success in the course or program.

B.→ A corequisite indicates another course that must be taken concurrently in order to enroll and succeed in another course the course or program.

C.→ An advisory indicates that if students have the designated preparation or previous course work, they are likely to perform better academically in the course or program because of that experience or preparation. Advisories are only recommendations.

III.→ The Curriculum Committee shall establish standards of preparation, using a two-step process of (1) approval of content review and (2) approval of prerequisites, corequisites, and advisories.

IV.→ Content Review

A.→ The members of the Curriculum Committee shall vote to approve the content review of a particular course before approving a prerequisite, corequisite, or advisory.

B.→ Faculty members shall complete and submit a "Course Revision" or "New Course" form outlining the content of the course to the Curriculum Committee.

1.→ Faculty shall determine common entrance and exit criteria for each of the levels within a course sequence or for individual courses.

2.→ Faculty shall review entry-level degree applicable courses to see if they require a basic skills prerequisite, corequisite, or advisory in English, English as a New Language, reading, and/or mathematics.

3.→ The Curriculum Committee member from the appropriate academic division shall review and sign the Course Revision or New Course Form prior to its submission to the Curriculum Committee.

V.→ Approval of Prerequisites, Corequisites, and Advisories

A.→ The members of the Curriculum Committee shall vote to establish a prerequisite, corequisite, or advisory for a particular course, using the following criteria:
1. Prerequisites and Corequisites

a) Adopting a course as a prerequisite or corequisite means that a student will be highly unlikely to succeed in a course (earn a C) if the student does not have the skills, knowledge, and/or concepts provided by the prerequisite or corequisite.

b) Courses taken at Rio Hondo College must be passed with a grade that is at least "satisfactory" by definition; this is a grade of "P" or a minimum grade of "C".

c) A prerequisite or corequisite without a validation study, if it is required by statute or regulation, is part of a closely related lecture-laboratory course, pair within a discipline, is required by four-year institutions, is a sequential course within or across disciplines, or is necessary to protect the health or safety of a student or the health and safety of others.

d) Prerequisites or corequisites required as part of a state or occupational board accreditation must be indicated and do not require statistical validation after being established at Rio Hondo College.

2. Advisories
a) → Adopting a course as an advisory means that if a student takes the advisory course, the student is likely to perform better in the selected course. However, the student will not be blocked from taking the course if they desire not to complete the advisory.

b) → Advisories do not require statistical validation.

B. → Faculty members shall identify appropriate preparation courses on the Course Revision or New Course Form.

1. → Signatures of faculty teaching in the discipline are required.

2. → The signature of the division dean is required.

VI. → Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students, as well as the course outline of any course for which they are established.

VII. → The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures.

VIII. → A student desiring to challenge a prerequisite or corequisite must file a "Prerequisite/Corequisite Challenge" form with the appropriate division dean prior to the first day of the semester or session.

A. → Reasons for challenging a prerequisite may include one or more of the following:

1. → A prerequisite/corequisite is not reasonably available (must be made prior to the first week of the semester).

2. → The student believes the prerequisite/corequisite is not valid or necessary for success in the course for which it is required.

3. → The student believes the prerequisite/corequisite is discriminatory or being applied in a discriminatory manner.

4. → The student has the documented knowledge or ability to succeed in the course without meeting the prerequisite/corequisite.

IX. → All students have the right to challenge any prerequisite or corequisite. A prerequisite or corequisite challenge requires written documentation that should include an explanation of alternative course work and/or background or abilities that adequately prepare the student for the course. Students may obtain a "Prerequisite/Corequisite Challenge Form" from the Offices of Academic Affairs, Student Services, Admissions and Records, Counseling, and Student Success, or Disabled Students Program and Services (if appropriate).
X. Upon filing the "Prerequisite/Corequisite Challenge" form, the student may enroll in the challenged class. If the challenge is not upheld, the student will be required to drop the class.

XI. The District will ensure that the challenge process is finished, and the student is notified in writing within five (5) working days using the following process:

A. The division dean shall convene a committee of faculty members (excluding the faculty member whose course prerequisite or corequisite is being challenged, if possible) to evaluate the documentation.

B. The faculty committee shall forward to the dean its recommendation whether or not the challenge should be upheld.

C. The division dean shall inform the student challenging the prerequisite or corequisite of the faculty committee's recommendation and the dean's decision.

D. Disabled Students Program and Services faculty shall make the recommendation regarding the challenge of a disabled student.

E. Students wishing to appeal this decision should contact the Dean of Instructional Operations or designee, whose decision shall be final.

XII. References: Title 5 Section 55200, 55003(e)
An Assessment Placement Appeals form can be obtained from the Counseling Department or the appropriate division office (either Communications and Languages or Math and Sciences). Reasons for appealing an assessment placement may include one or more of the following:

- the course recommended is not reasonably available, or
- the student believes the recommended course is not valid or necessary for success in the next course level for which it is required, or
- the student believes the placement results are discriminatory or are being applied in a discriminatory manner, or
- the student has the documented knowledge or ability to succeed in the next level course without taking the recommended course by the appropriate division office.

Upon filing the Assessment Placement Appeals form, the student may enroll in the desired class. If the appeal is not upheld, the student will be required to drop the class. The district will ensure that the appeal process is finished, and the student is notified in writing within five (5) working days. Students wishing to appeal this decision should contact the Dean of Library and Instructional Support or designee.

**RHC Prerequisite/Corequisite/Advisory Definitions**

The college REQUIRES students to meet prerequisite/corequisite requirements before taking the course in question.

**Prerequisites** – A course prerequisite indicates the preparation or previous course work is considered necessary for success in the desired course.

**Corequisites** – A course corequisite indicates another course that must be taken concurrently with the desired course.

Prerequisites/corequisites that are listed in the college catalog include:

- Courses for which specific prerequisite/corequisite have been validated,
- Sequential course work in a degree-applicable program, and
- Courses in which a prerequisite/corequisite is necessary for transfer to a four-year college.

Questions about prerequisites/corequisites are best resolved with a counselor or instructor prior to the first day of class. If students are attempting to meet a prerequisite/corequisite through the assessment process, they may appeal (challenge) their assessment placement results.

**Advisories** – A course advisory indicates that if students have the designated preparation or previous course work, they are likely to perform better academically in the course or program in question because of that experience or preparation. Unlike prerequisites or corequisites, advisories do not require that students have the suggested preparation; rather, it is strongly recommended.

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**Clearing a Prerequisite**

If a student believes he/she has met a prerequisite at another institution, he/she can see a counselor for a prerequisite clearance. Students must provide evidence of meeting the prerequisite using documentation such as an academic transcript. See a counselor for details.

**Prerequisite/Corequisite Challenge Procedure**

All students have the right to challenge any prerequisite or corequisite. A prerequisite or corequisite challenge requires written documentation that should include an explanation of alternative course work and/or background or abilities that adequately prepares the student for the course. A Prerequisite/Corequisite Challenge form can be obtained from the Counseling Department, division offices, or at www.riohondo.edu under Academic divisions, Career & Technical Education, Counseling. The link will be at bottom of the page.

Reasons for challenging a prerequisite may include one or more of the following:

- 1. A prerequisite/corequisite is not reasonably available (must be made prior to the first week of the semester) or the student believes the prerequisite/corequisite is not valid or necessary for success in the course for which it is required, or
- 2. The student believes the prerequisite/corequisite is discriminatory or being applied in a discriminatory manner, or
- 3. The student has the documented knowledge or ability to succeed in the course without meeting the prerequisite/corequisite.

Upon filing the Prerequisite/Corequisite Challenge form, the student may enroll in the challenged class. If the challenge is not upheld, the student will be required to drop the class. The district will ensure that the challenge process is finished, and the student is notified in writing within five (5) working days. Students wishing to appeal this decision should contact the Dean of Career & Technical Education/Instructional Operations (Room-T-129) or designee.

**Educational Costs**

**Enrollment Fee** – Students who have established legal residence in California must pay the enrollment fee established under state law and subject to change without notice. These fees will be waived at the time of enrollment if the student can demonstrate he/she qualifies under the exempt criteria specified by the State of California. Out-of-state and international students must pay nonresident tuition fees of $244.00 per unit plus the $46.00 a unit fee as required under state law (fees subject to change).

**College Services Fee** – The Associated Students of Rio Hondo College is funded through the college services fee. The fee is $7.00 per day, evening, and off-campus students during the fall and spring semesters and $4.00 for summer sessions. The fee is automatically assessed at the time of registration. A waiver form is available in the Admissions and Records Office.

**GO RIO Fee** – This fee was approved by the Associated Students of Rio Hondo College to subsidize costs of the GO RIO bus program. The fee is $9.00 for Spring and Fall
**RHC Prerequisite/Corequisite/Advisory Definitions**

The college REQUIREs students to meet prerequisite/corequisite requirements before taking the course in question.

Prerequisites — A course prerequisite indicates that the preparation or previous course work is considered necessary for success in the desired course. In order for a prerequisite requirement to be met, the prerequisite course must be passed with at least a satisfactory grade. If a prerequisite course is taken at Rio Hondo College a grade of “P” or a minimum grade of “C” is required.

Corequisites — A course corequisite indicates another course that must be taken concurrently with the desired course.

Prerequisites/corequisites that are listed in the college catalog include:

- Courses for which specific prerequisite/corequisites have been validated.
- Sequential course work in a degree-applicable program, and
- Courses in which a prerequisite/corequisite is necessary for transfer to a four-year college.

Questions about prerequisites/corequisites are best resolved with a counselor or instructor prior to the first day of class. If students are attempting to meet a prerequisite/corequisite through the assessment process, they may appeal (challenge) their assessment placement results.

Advisories — A course advisory indicates that if students have the designated preparation or previous course work, they are likely to perform better academically in the course or program in question because of that experience or preparation. Unlike prerequisites or corequisites, advisories do not require that students have the suggested preparation; rather, it is strongly recommended.

**Clearing a Prerequisite**

If a student believes he/she has met a prerequisite at another institution, he/she can see a counselor for a prerequisite clearance. Students must provide evidence of meeting the prerequisite using documentation such as an academic transcript. See a counselor for details.

**Prerequisite/Corequisite Challenge Procedure**

All students have the right to challenge any prerequisite or corequisite. A prerequisite or corequisite challenge requires written documentation that should include an explanation of alternative course work and/or background or abilities that adequately prepare the student for the course. A Prerequisite/Corequisite Challenge form can be obtained from the Counseling Department division offices or at www.richondo.edu under Academic divisions, Career & Technical Education, Counseling. The link will be at bottom of the page.

**Reasons for challenging a prerequisite may include one or more of the following:**

1. A prerequisite/corequisite is not reasonably available (must be made prior to the first week of the semester) or the student believes the prerequisite/corequisite is not valid or necessary for success in the course for which it is required.
2. The student believes the prerequisite/corequisite is discriminatory or being applied in a discriminatory manner.
3. The student has the documented knowledge or ability to succeed in the course without meeting the prerequisite/corequisite.

Upon filing the Prerequisite/Corequisite Challenge form, the student may enroll in the challenged class. If the challenge is not upheld, the student will be required to drop the class. The district will ensure that the challenge process is finished, and the student is notified in writing within five (5) working days. Students wishing to appeal this decision should contact the Dean of Career & Technical Education/Instructional Operations (Room T-129) or designee.
Addendum D: Proposed by Equivalency Taskforce

Engineering Equivalency

The Minimum Qualifications set by the Chancellor’s Office is stated as follows:

Master’s in any field of engineering

Or

Bachelor’s in any of the above and a Master’s in mathematics, physics, computer science, chemistry or geology

Or

The equivalent

As the equivalent, the proposal is:

A Master’s degree in any related field and completion of not less than 24 additional units in appropriate and relevant upper-division or graduate course from accredited institutions and
clear and verifiable demonstration of competence in the field that shows the application of scientific or mathematical knowledge to practical purposes of the design, analysis, or
operation of structures, machines, or systems.

Or

A PhD in Mathematics, Physics, Computer Science, Chemistry, or Geology and
clear and verifiable demonstration of competence in the field that shows the application of scientific or mathematical knowledge to practical purposes of the design, analysis, or
operation of structures, machines, or systems.
Addendum E: Online Education Report

Online Education
Senate and PFC report
April 2018
Submitted by Dr. Jodi Senk

- Three applications were submitted and approved for faculty registration fees to attend the Online Teaching Conference in Anaheim June 18-20. The faculty include Jill Pfeiffer, Carol Sigala, and Shin Lui, along with three other CTE faculty and two Instructional assistants supported by Perkins.

- 20 Licenses for faculty access to Screencast-o-matic were distributed to support learning technology instruction.

- Online Counseling will not be available in summer.

- VPAA Dr. Laura Ramirez attended the OEC meeting; she shared what the needs were from an accreditation standpoint. The committee will discuss future training, deadlines, and needs.
Addendum G: AP 4230 Grading Symbols

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<tr>
<th>RIO HONDO COMMUNITY COLLEGE DISTRICT</th>
<th>Administrative Procedure</th>
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<tr>
<td>GRADING AND ACADEMIC RECORD SYMBOLS</td>
<td>AP No. 4230</td>
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Board Reviewed: 8/15/07; 4/11/12

**Note:** This procedure is **legally required**. Local practice may be inserted, but must comply with Title 5. The grading symbols permitted include the following:

### I. Evaluative symbols:

- **A** – Excellent: 4
- **B** – Good: 3
- **C** – Satisfactory: 2
- **D** – (Less than satisfactory): 1
- **F** – Failing: 0
- **P** – Pass (satisfactory)
- **NP** – No Pass (not satisfactory)

### II. Non-Evaluative symbols:

- **I** – Incomplete
- **IP** – In Progress
- **RD** – Report Delayed
- **W** – Withdrawal
- **MW** – Military Withdrawal

### III. Reference: Title 5, Section 55023
I. Courses shall be graded using the grading system established by Title 5.

II. The grading system shall be published in the college catalog(s) and made available to students.

III. Source/Reference

Title 5, Section 55758
§ 55023. Academic Record Symbols and Grade Point Average.

(a) Except as provided in subdivisions (b) and (c), grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

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<thead>
<tr>
<th>Symbol</th>
<th>Grade Point</th>
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<tbody>
<tr>
<td>A</td>
<td>4</td>
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<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>(At least satisfactory - units awarded not counted in GPA. Has the same meaning as &quot;CR&quot; as that symbol was defined prior to June 30, 2007.)</td>
</tr>
<tr>
<td>NP</td>
<td>(Less than satisfactory, or failing - units not counted in GPA. NP has the same meaning as &quot;NC&quot; 2007.)</td>
</tr>
<tr>
<td>SP</td>
<td>(Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol).)</td>
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(b) The governing board of a community college district may use "plus" and "minus" designations in combination with letter grades, except that the grade of C minus shall not be used. If pluses and minuses are used, the grade point value of a plus shall be computed by adding 0.3 to the value assigned to the letter grade with which it is combined, and the grade point value of a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade with which it is combined, except that no grade point value shall be less than 0 or greater than 4.0.

(c) Regardless of whether the governing board elects to use plus and minus grading, it may provide for the use of the "FW" grade symbol to indicate that a student has been placed on initial probation and that the student has not received district authorization to withdraw from the course. The "FW" symbol may be used if a student has been placed on initial probation for any reason that is not a violation of district policy. If "FW" is used, its grade point value shall be zero (0).

(d) The governing board of each community college district shall publish the point equivalencies for the grades used in subdivision (a), or subdivisions (a) and (b) (if pluses and minuses are used) in the catalog or catalogs of each college in the district as a part of its grading policies. In the event the governing board chooses to use the "FW" described in subdivision (c), it shall be included in the grading system and point equivalencies published in the catalog.

(e) The governing board of each community college district may authorize the use, under controls and conditions specified below, of only the following nonevaluative symbols:

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<tr>
<th>Symbol</th>
<th>Definition</th>
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<tr>
<td>I</td>
<td>Incomplete. Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an &quot;I&quot; symbol being entered in the student's record. The condition for the removal of the &quot;I&quot; shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the &quot;I&quot; and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the &quot;I&quot; 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 &quot;I&quot; may be made up no later than one year following the end of the term in which it was assigned.</td>
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4/27/18, 5:20 AM
The 'I' symbol shall not be used in calculating units attempted nor for grade points. The governing board shall provide a process whereby a student may petition for a time extension due to unusual circumstances.

IP  In progress: The 'IP' symbol shall be used only in those 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' shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of a term and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluative symbol (grade) in accordance with subdivision (a) or (b) if plus and minus grading is used) 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 section 56024.

MW  Military Withdrawal: The "MW" symbol may be used to denote military withdrawal in accordance with section 56024.

EW  Excused Withdrawal: The "EW" symbol may be used as described in, and in accordance with, section 56024.

(f) In calculating students' degree-applicable grade point averages, grades earned in nondegree-applicable credit courses shall not be included.

(g) The governing board of each district shall adopt rules and regulations governing the inclusion or exclusion of units in which a student did not receive a grade or "pass-no pass" or from which the student withdrew in accordance with rules adopted by the district.


HISTORY


2. New subsection (g) and amendment of Note filed 12-27-2012, operative 1-28-2013. Submitted to OAL for printing only pursuant to Education Code section 70001.5 (Register 2013, No. 1).

3. Amendment of subsection (e) - Table filed 9-29-2016, operative 10-28-2016. Submitted to OAL for printing only pursuant to Education Code section 70001.5 (Register 2016, No. 41).

4. Amendment of subsection (e) filed 1-23-2018; operative 2-22-2018. Submitted to OAL for printing only pursuant to Education Code section 70001.5 (Register 2018, No. 7).

This database is current through 4/13/18 Register 2018, No. 15

5 COR § 50023, 5 CA ADC § 50023

ADDENDUM H: President’s Report

Unfinished Business
- Completion of Prerequisites
- Non-Credit Grading Symbols

New Business
- Equivalency Proposal

President’s Report
- ASIHE President thanks faculty for supporting Asian Pacific Islander Heritage Month event
- A&R: Update: Summer grades to be rolled over 3 times. Banner 9.0 update soon.
- ASCC Part-Time Faculty Leadership Institute—August 2-4 in San Francisco. Scholarships available
- ASCCC Guided Pathways Regional Meeting—May 11 in Pasadena: Open to all faculty
- Any Disciplines List Proposals? Email ntvase@riohondo.edu (original info sent to deans on 4/16/18)

Congratulations, Katie! Distinguished Faculty Award 2018

Adjournment
I believe that unarmed truth and unconditional love will have the final word in reality. This is why right . . . is stronger than evil . . .
—Martin Luther King, Jr.