



STRATEGIC PLANNING COUNCIL AGENDA

Date: September 19, 2017
Meeting Time: 2:30p-4:00p
Place: AA-140

CHAIR: Joi Lin Blake

MEMBERS: Jenny Akins, Michelle Barton, Colleen Bixler, Lisa Carmichael, Shawna Cohen, Carmelino Cruz, Patti Dixon, Dan Dryden, Kelly Falcone, Margie Fritch, Adrian Gonzales, Anel Gonzalez, Laura Gropen, Chris Hopp, Jack Kahn, Teresa Laughlin, Martha Martinez, Connie Moise, Ron Perez, Travis Ritt, Stacy Rungaitis, Connie Sterling, Brian Stockert, Sherry Titus, Fari Towfiq

RECORDER: Cheryl Ashour

Exhibits

- | | | |
|---|------------|--------|
| A. <u>MINUTES</u> | | 2 min |
| 1. Approve Minutes of September 5, 2017 | | |
| B. <u>ACTION ITEMS/SECOND READING</u> | | |
| 1. 2018-2019 Academic Calendar-Cesar Chavez | Exhibit B1 | 10 min |
| 2. Strategic Plan 2019-Year 2 Objectives | Exhibit B2 | 10 min |
| 3. Strategic Enrollment Management Committee | Exhibit B3 | 5 min |
| 4. Naming Request – Maag Food Pantry | Exhibit B4 | 5 min |
| 5. Chapter 5 Board Policies & Procedures | Exhibit B5 | 5 min |
| A. <u>Board Policy and Administrative Procedure pairs</u> | | |
| BP/AP 5035 – Withholding of Student Records | | |
| BP/AP 5052 – Open Enrollment | | |
| BP/AP 5055 – Enrollment Priorities | | |
| BP/AP 5075 – Course Adds and Drops | | |
| BP/AP 5110 – Counseling | | |
| BP/AP 5120 – Transfer Center | | |
| BP/AP 5130 – Financial Aid Veterans and Scholarship Services | | |
| BP/AP 5140 – DRC/DSPS | | |
| BP/AP 5300 – Student Equity | | |
| BP/AP 5510 – Off-Campus Student Organizations | | |
| BP/AP 5700 – Intercollegiate Athletics | | |
| BP/AP 5900 – Prevention of Identity Theft in Student Financial Transactions | | |
| B. <u>Administrative Procedures Only</u> | | |
| AP 5015 – Residence Determination | | |
| AP 5070 – Attendance | | |
| AP 5520 – Student Discipline Procedures | | |
| C. <u>INTEGRATED PLANNING MODEL</u> | | |
| 1. 2017-2018 Planning Calendar | | 5 min |
| D. <u>INFORMATION/DISCUSSION</u> | | |
| 1. Integration draft for review | | 10 min |
| 2. Budget | | 15 min |
| 3. Enrollment | | 15 min |

- E. ACCREDITATION** 5 min
1. Accrediting Commission Actions and Policy Updates
 2. Palomar Accreditation Update
- F. REPORTS OF PLANNING COUNCILS** 5 min
1. Finance & Administrative Services Planning Council – Ron Perez
 2. Human Resource Services Planning Council – Shawna Cohen
 3. Instructional Planning Council – Jack Kahn
 4. Student Services Planning Council – Adrian Gonzales
- G. REPORTS OF CONSTITUENCIES** 5 min
1. Administrative Association – Connie Sterling
 2. Associated Student Government – Chris Hopp
 3. CCE/AFT – Anel Gonzalez
 4. Confidential/Supervisory Team – Eileen Poole
 5. Faculty Senate – Travis Ritt
 6. PFF/AFT – Teresa Laughlin/Colleen Bixler
- H. OTHER ITEMS**



STRATEGIC PLANNING COUNCIL MINUTES September 19, 2017

A regular meeting of the Palomar College Strategic Planning Council scheduled September 19, 2017, was held in AA-140. Superintendent/President Joi Blake called the meeting to order at 2:30 p.m.

ROLL CALL

Present: Jenny Akins, Michelle Barton, Colleen Bixler, Joi Blake, Lisa Carmichael, Carmelino Cruz, Kelly Falcone, Margie Fritch, Adrian Gonzales, Anel Gonzalez, Laura Gropen, Chris Hopp, Jack Kahn, Teresa Laughlin, Martha Martinez, Ron Perez, Stacy Rungaitis, Connie Sterling, Brian Stockert, Sherry Titus, Fari Towfiq

Absent: Shawna Cohen, Patti Dixon, Dan Dryden, Connie Moise, Travis Ritt

Guests: Kendyl Magnuson

Recorder: Cheryl Ashour

Dr. Blake provided an update to the assistance the DACA students in the District will be provided. She welcomed everyone to the fall semester. Everyone introduced themselves and welcomed the new members to SPC: Jenny Akins, Carmelino Cruz, Patti Dixon, Anel Gonzalez, Chris Hopp, Martha Martinez, Stacey Rungaitis, Connie Sterling, and Fari Towfiq

A. MINUTES

1. Approve Minutes of September 5, 2017

MSC (Titus/Stockert) to approve the September 5, 2017 Minutes as presented

B. ACTION ITEMS/SECOND READING

1. 2018-2019 Academic Calendar (Exhibit B1)

The Faculty Senate, CAST, and CCE reported that their constituent groups are interested in observing Cesar Chavez as a holiday. The District will pursue this further during negotiations with the constituent groups. Approval of the 2018-2019 Academic Calendar is on hold.

2. Strategic Plan 2019-Year 2 Objectives (Exhibit B2)

Michelle Barton led a discussion on the revisions from the first reading of the Strategic Plan 2019-Year 2 Objectives:

- Revise wording: Objective 1.1: Implement our campus theme “Better Together” and encourage all employee groups and students to include the campus theme in activities, discussions, and events on campus and in our community.
- Revise wording: Objective 1.2: Complete review and update of the College’s General Education/Institutional Learning Outcomes.
- Add objective: Objective 1.4: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.
- Revise wording: Objective 2.1: Develop and implement an integrated outreach plan.
- Revise wording: Objective 2.4: Implement user-friendly technology tools (e.g., Starfish, Early Alert, and a Customer Relations Management system) that allow students to easily enroll, persist, and complete their studies.
- Revise wording: Objective 2.6: To address opportunity gaps among the college’s diverse student body, strengthen and integrate existing programs focused on persistence and student success including but not limited to FYE, Palomar Promise, Summer Bridge, Learning Communities, and STEM Scholars.
- Add objective: Objective 2.7: Integrate the college’s 3SP, Equity, and Basic Skills plans.
- Revise wording: Objective 3.1: Implement an integrated communications plan that reflects Palomar’s presence in the community and includes, but is not limited to: 1) an easy to navigate website, 2) a strong social media presence, and 3) printed marketing materials.
- Revise Wording: Objective 5.4: Taking into account that the college is in stability, develop and implement an action plan to balance the budget such that ongoing expenditures align with ongoing revenue.

- Revise Wording: Objective 5.6: Explore alternative revenue streams that align with the college's mission, including but not limited to reestablishing the college's contract education.

MSC (Laughlin/Hopp) to approve the Strategic Plan 2019-Year 2 Objectives as revised

3. Strategic Enrollment Management Committee (SEM) (Exhibit B3)

Anel Gonzalez stated that when CCE was asked to find members for the Committee there were four classified openings; the form now shows three. Jack Kahn responded that it should be four; the form will be revised.

MSC (Barton/Titus) to approve the Strategic Enrollment Management Committee as revised

Dr. Kahn reported the SEM committee will be meeting September 30 for an all-day workshop on strategic enrollment management. The goal of the workshop is to establish the foundation, framework, data and gap analysis on enrollment trends, opportunities and infrastructure to support the District's enrollment management. The goal is to have a draft plan for review through the consultation process and approved by Spring 2018.

4. Naming Request – Maag Food Pantry (Exhibit B4)

Sherry Titus reported PTK students request the wording in the title "Food Pantry" be revised to "Nutrition Center". Food Pantry may carry a stigma and may make students reluctant to participate. In addition, nutrition education will be offered in addition to food. There was consensus. The name will now be Anita and Stan Maag Food and Nutrition Center.

MSC (Titus/Hopp) to approve the naming request for the Anita and Stan Maag Food and Nutrition Center

5. Chapter 5 Board Policies & Procedures (Exhibit B5)

MSC (Fritch/Akins) to approve the Board Policy and Administrative pairs as written:

- BP/AP 5035 – Withholding of Student Records
- BP/AP 5052 – Open Enrollment
- BP/AP 5055 – Enrollment Priorities
- BP/AP 5075 – Course Adds and Drops
- BP/AP 5110 – Counseling
- BP/AP 5120 – Transfer Center
- BP/AP 5130 – Financial Aid Veterans and Scholarship Services
- BP/AP 5140 – DRC/DSPS
- BP/AP 5300 – Student Equity
- BP/AP 5510 – Off-Campus Student Organizations
- BP/AP 5700 – Intercollegiate Athletics
- BP/AP 5900 – Prevention of Identity Theft in Student Financial Transactions

MSC (Titus/Stockert) to approve the Administrative Procedures only as written:

- AP 5015 – Residence Determination
- AP 5070 – Attendance
- AP 5520 – Student Discipline Procedures

C. INTEGRATED PLANNING MODEL

1. 2017-2018 Planning Calendar

There were no items.

D. INFORMATION/DISCUSSION

1. Integration Draft for Review

Olga Diaz reported the Chancellor's Office requires four categorical funding plans to be submitted from Palomar: SSSP, NCSSSP, BSI and Student Equity. They recently made a change to require the four plans to be integrated into one plan, with word limits and prescribed forms. Ms. Diaz reviewed the timeline and

information on the plans. At a future SPC meeting, the plan will be brought as action/first reading. It will then go to the Governing Board for approval and submitted to the Chancellor's Office in December.

2. Budget (Exhibit E2)

Ron Perez presented the Adopted Budget FY 2017-2018. He reviewed the adopted budget versus actual expenditures; District impact to the State 2017 Enacted Budget; District Planning Assumptions; FY 2017-18 Revenue and Expenditure budget; 2016-17 Actuals vs 2017-18 Budget; Fund Balance; and Fund 11 Unrestricted Fund.

Dr. Blake led a discussion on deficit spending and structural inefficiencies. She asked constituent groups to consider short- and long-term solutions to become more efficient and stop deficit spending. She stated the "enemy" is not administration, faculty, or staff but the status quo. People need to be willing to relinquish the actions that don't work.

3. Enrollment

Kendyl Magnuson presented an enrollment update. Dr. Blake reported a data analysis is being conducted to be sure the system is accurately reflecting the enrollment numbers. Teresa Laughlin stated some students didn't realize they needed to now look at their student emails to get important information from Palomar; this may be a reason for some enrollment drop. Dr. Blake reviewed the *It Adds Up* campaign to encourage students taking between 8-12 units to add one more class. Discussion ensued on ideas to assist students to succeed and take additional classes, such as Aramark being open in the evening; fixing the marquee outside the Student Union to advertise open classes; revising the academic probation procedure; and changing classes from semester to 12-week to allow time to build enrollment.

Members discussed their unanimous dissatisfaction with Aramark's high costs, hours, quality and quantity of food, and new delivery fees and restrictions. Dr. Blake announced she would be meeting with the Aramark District Manager in the near future. The District has 45 days to discontinue the contract, which was recently renewed.

E. ACCREDITATION

1. Accrediting Commission Actions and Policy Updates

There was no update.

2. Palomar Accreditation Update

Michelle Barton reported the substantive change report for the South Education Center is close to being completed. Palomar College is taking part in the ACCJC pilot on the modified substantive change report. It will go through the consultation process this fall for approval to the Governing Board in Spring.

F. REPORTS OF PLANNING COUNCILS

1. Finance & Administrative Services Planning Council

Ron Perez reported FASPC discussed Policies and Procedures, mobile apps, and replacing lockers at its last meeting.

2. Human Resource Services Planning Council

Dr. Blake reported the Vice President of Human Resource Services has been identified. She was the overwhelming choice by the campus.

3. Instructional Planning Council

Jack Kahn reported IPC is streamlining the PRP process and forms and Computer Science is now in the MNHS Division.

4. Student Services Planning Council

Adrian Gonzales reported SSPC discussed the Promise, getting a doctor in Health Services, and food insecurity at its last meeting.

G. REPORTS OF CONSTITUENCIES

1. Administrative Association

There was no report.

2. Associated Student Government

Chris Hopp reported the ASG fall retreat was successful. The last two open positions are being filled.

3. CCE/AFT

Anel Gonzalez reported CCE is launching a new website with new forms; it conducted a survey on participation in shared governance.

4. Confidential/Supervisory Team

Jenny Akins reported the CAST E-Council will be meeting with President Blake this week.

5. Faculty Senate

There was no report.

6. PFF/AFT

Teresa Laughlin reported Campus Equity week is at the end of October, and Political Economy Days is scheduled for October 25 and 26. She and Colleen Bixler will be attending the upcoming CACC meeting.

H. Other

1. DACA

Adrian Gonzales reported a DACA community event will be held tonight and there will be two presentations to faculty and staff.

2. Palomar News

Laura Gropen presented the Palomar News website, highlighting the sections on feature stories and social media.

I. ADJOURNMENT

There being no remaining items, the meeting was adjourned at 4:00 pm.

PALOMAR COLLEGE 2018-2019 ACADEMIC CALENDAR

DRAFT

May-18						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
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SUMMER 2018						
Jun-18						
SUN	MON	TUE	WED	THU	FRI	SAT
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Jul-18						
SUN	MON	TUE	WED	THU	FRI	SAT
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SUMMER FALL 2018						
Aug-18						
SUN	MON	TUE	WED	THU	FRI	SAT
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Sep-18						
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Oct-18						
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Nov-18						
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Dec-18						
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SPRING 2019						
Jan-19						
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Feb-19						
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Mar-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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Apr-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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May-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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SUMMER 2019						
Jun-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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Jul-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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SUMMER FALL 2019						
Aug-19						
SUN	MON	TUE	WED	THU	FRI	SAT
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25	26	27	28	29	30	31

SUMMER 2018	
May 28	Holiday - Memorial Day
M 29 - J 22	Summer 4-wk Intersession classes
Jun 25	Summer 6-and 8-wk sessions begin
Jul 4	Holiday - Independence Day
Aug 6	6-wk session ends
Aug 17	8-wk session ends
Aug 10/17	Summer grade rosters due

FALL 2018	
Aug 16	Part-time Faculty Plenary
Aug 17	Faculty Plenary
Aug 20	Fall semester/Fast Track 1 begins
Aug 25	Fall Saturday classes begin
Sep 3	Holiday - Labor Day
Sep 4	Census Date
Oct 13	Fast Track 1 ends
Oct 15	Fast Track 2 begins
Nov 10	Non-Instructional Day
Nov 12	Holiday - Veterans' Day (observed)
Nov 19-21	Non-Instructional Days
Nov 22-23	Holiday - Thanksgiving
Nov 24	Non-Instructional Day
Dec 15	Fall semester/Fast Track 2 ends
Dec 20	Fall grade rosters due
Dec 25	Holiday - Christmas
Jan 1	Holiday - New Year's Day (observed)

SPRING 2019	
Jan 2-25	Winter Intersession
Jan 21	Holiday - Martin Luther King Jr Day
Jan 24	Part-time Faculty Plenary
Jan 28	Spring semester/Fast Track 1 begins
Feb 2	Spring Saturday classes begin
Feb 11	Census Date
Feb 15	Holiday - Lincoln's Day
Feb 16	Non-Instructional Day
Feb 18	Holiday - Washington's Day
Mar 23	Fast Track 1 ends
M25-30	Spring Break
Apr 1	Fast Track 2 begins
May 24	Commencement
May 25	Spring semester/Fast Track 2 ends
May 27	Holiday - Memorial Day
May 31	Spring grade rosters due

SUMMER 2019	
M28 - J18	4 Week Intersession
Jun 19	Summer 6 and 8 week begins
Jul 4	Holiday - Independence Day
Aug 1	6-wk session ends
Aug 15	8-wk session ends
Aug 7/16	Summer grade rosters due

FALL 2018 SEMESTER MEETING DAYS						
M	T	W	TH	F	S	
14	16	16	16	16	15	

SPRING 2019 SEMESTER MEETING DAYS						
M	T	W	TH	F	S	
15	16	16	16	15	15	

LEGEND						
◆	FT & PT Faculty Plenary					
➡	Semester Begins					
⬅	Spring Recess					
○	Last Class					
■	Instructional Days					
■	Classes not in session					
■	Holidays					
■	Intersession					

	Ins Day	Flex	Ins+Flex	Sat	All Total
Fall	78	4	82	15	97
Spring	78	3	81	15	96

STRATEGIC PLAN 2019 YEAR 2

Vision

Learning for Success

Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education.

We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Values

Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and **innovation** in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

DRAFT GOAL AND OBJECTIVES

Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

Objective 1.1: Implement our campus theme "Better Together" and encourage all employee groups and students to include the campus theme in activities, discussions, and events on campus and in our community.

Objective 1.2: Complete review and update of the College's General Education/Institutional Learning Outcomes.

Objective 1.3: Using the results and discussions of the Institutional Learning Outcomes assessment project on Intercultural Competency, identify strategies, including professional development opportunities, to strengthen and promote cultural fluency across the college.

Objective 1.4: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.1: Develop and implement an integrated outreach plan.

Objective 2.2: Establish clear educational pathways with integrated student support services.

Objective 2.3: Strengthen and implement strategies to facilitate student completion of basic skills coursework within their first 30 units.

Objective 2.4: Implement user-friendly technology tools (e.g., Starfish, Early Alert, and a Customer Relations Management system) that allow students to easily enroll, persist, and complete their studies.

Objective 2.5: To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success including but not limited to, FYE, Palomar Promise, Summer Bridge, Learning Communities, and STEM Scholars.

Objective 2.7 Integrate the college's 3SP, Equity, and Basic Skills plans.

Goal 3: Strengthen the college's message to our community.

Objective 3.1: Implement an integrated communications plan that reflects Palomar's presence in the community and includes, but is not limited to: 1) an easy to navigate website, 2) a strong social media presence, and 3) printed marketing materials.

Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.

Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.

Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community.

Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff.

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.1: Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus.

Objective 5.2: Increase course offering in the northern portion of the district while maximizing enrollment on the main campus.

Objective 5.3: Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer.

Objective 5.4: Taking into account that the college is in stability, develop and implement an action plan to balance the budget such that ongoing expenditures align with ongoing revenue.

Objective 5.5: Develop and implement an enrollment management plan that enhances access and success, supports intentional scheduling, and is integrated with budgetary planning.

Objective 5.6: Explore alternative revenue streams that align with the college's mission, including but not limited to reestablishing the college's contract education program.

STRATEGIC PLAN 2019 YEAR 2

Vision

Learning for Success

Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education.

We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Values

Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

- **Excellence** in teaching, learning, and service
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- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and **innovation** in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

DRAFT GOAL AND OBJECTIVES

Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

Objective 1.1: Implement our campus theme "Better Together" and encourage all employee groups and students to include the campus theme in activities, discussions, and events on campus and in our community. Reintroduce Campus Explorations, a campus-wide learning community, to promote interdisciplinary dialogue and instruction on a topic of importance in society.

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Objective 1.2: Engage in a campus-wide examination of the college's interdisciplinary Institutional Learning Outcome: Knowledge of Human Cultures and the Physical and Natural World. Complete review and update of the College's General Education/Institutional Learning Outcomes.

Objective 1.3: Using the results and discussions of the Institutional Learning Outcomes assessment project on Intercultural Competency, identify strategies, including professional development opportunities, to strengthen and promote cultural fluency across the college.

Objective 1.4: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.1: Identify and implement targeted recruitment strategies for college programs. Develop and implement an integrated outreach plan.

Objective 2.2: Establish clear educational pathways with integrated student support services.

Objective 2.3: Strengthen and implement strategies to facilitate student completion of basic skills coursework within their first 30 units.

Objective 2.4: Implement user-friendly technology tools (e.g., Starfish, Early Alert, and a Customer Relations Management system) that allow students to easily enroll, persist, and complete their studies.

Objective 2.5: To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success including but not limited to such as FYE, FYE, Palomar Promise, Summer Bridge, Learning Communities, Village Mentoring, and STEM Scholars.

Objective 2.7 Integrate the college's 3SP, Equity, and Basic Skills plans.

Goal 3: Strengthen the college's message to our community.

Objective 3.1: Evaluate our current marketing and messaging strategies and implement Implement an integrated communications plan that reflects Palomar's presence in the community and includes, but is not limited to: 1) an easy to navigate website, 2) a strong social media presence, and 3) printed marketing materials. that reflects Palomar's value and presence in the community.

Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.

Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.

Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community.

Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff.

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.1: Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus.

Objective 5.2: Increase course offering in the northern portion of the district while maximizing enrollment on the main campus.

Objective 5.3: Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and

universities through partnerships and programs that facilitate access and seamless transfer.

Objective 5.4: Taking into account that the college is in stability, develop and implement an action plan to balance the budget such that ongoing expenditures align with ongoing revenue.

Objective 5.5: Develop and implement an enrollment management plan that enhances access and success, supports intentional scheduling, and is integrated with budgetary planning.

Objective 5.6: Explore alternative revenue streams that align with the college's mission, including but not limited to reestablishing the college's contract education program, such as international education and contract education.

STRATEGIC PLAN 2019

YEAR 2

Vision

Learning for Success

Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education.

We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Values

Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of

- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and **innovation** in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

DRAFT GOAL AND OBJECTIVES

Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

Objective 1.1: Implement "Better Together" our Campus Exploration learning community and include students in the planning and execution of the program. Reintroduce Campus Explorations, a campus-wide learning community, to promote interdisciplinary dialogue and instruction on a topic of importance in society.

Objective 1.2: Engage in a campus-wide examination of the college's interdisciplinary Institutional Learning Outcome: Knowledge of Human Cultures and the Physical and Natural World. Complete review and update of the College's General Education/Institutional Learning Outcomes.

Objective 1.3: Using the results and discussions of the Institutional Learning Outcomes assessment project on Intercultural Competency, identify strategies, including professional development opportunities, to strengthen and promote cultural fluency across the college.

Objective 1.4: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning.

Goal 2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.1: Identify and implement targeted recruitment strategies for college programs. Develop and implement an integrated outreach plan.

Objective 2.2: Establish clear educational pathways with integrated student support services.

Objective 2.3: Strengthen and implement strategies to facilitate student completion of basic skills coursework within their first 30 units.

Objective 2.4: Implement user-friendly technology tools (e.g., Starfish, Early Alert, and a Customer Relations Management system) that allow students to easily enroll, persist, and complete their studies.

Objective 2.5: To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success such as FYE, Palomar Promise, Summer Bridge, Learning Communities, Village Mentoring, and STEM Scholars.

Objective 2.7 Integrate the college's 3SP, Equity, and Basic Skills plans.

Goal 3: Strengthen the college's message to our community.

Objective 3.1: ~~Evaluate our current marketing and messaging strategies and implement~~ Implement an integrated communications plan which includes a strong website, social media presence, and printed materials and reflects Palomar's value and presence in the community. ~~that reflects Palomar's value and presence in the community.~~

Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.

Objective 4.1: Identify and address areas with critical staffing needs in relation to achieving enrollment growth strategies.

Objective 4.2: Evaluate and improve recruiting, hiring, and professional development processes to increase diversity in hiring and ensure faculty and staff are prepared to serve the college's diverse student body and community.

Objective 4.3: Develop and implement a comprehensive Professional Development Plan for all staff.

Goal 5: Ensure the fiscal stability of the college and increase enrollments.

Objective 5.1: Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus.

Objective 5.2: Increase course offering in the northern portion of the district while maximizing enrollment on the main campus.

Objective 5.3: Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer.

Objective 5.4: Taking into account that the college is in stability, develop [and implement](#) an action plan to balance the budget such that ongoing expenditures align with ongoing revenue.

Objective 5.5: Develop and implement an enrollment management plan that enhances access and success, supports intentional scheduling, and is integrated with budgetary planning.

Objective 5.6: Explore alternative revenue streams that align with the college's mission, [including but not limited to reestablishing the college's contract education program, such as international education and contract education.](#)



GOVERNANCE STRUCTURE GROUP

Request submitted by: Jack S. Kahn					Date:		
Proposed Name of Requested Group:							
Strategic Enrollment Management Committee							
<input type="checkbox"/>	Council	<input type="checkbox"/>	Committee	<input checked="" type="checkbox"/>	Subcommittee	<input type="checkbox"/>	Task Force
Action Requested:		<input type="checkbox"/>	Add	<input type="checkbox"/>	Delete	<input type="checkbox"/>	Change
Role: To develop and implement Palomar College's strategic enrollment plan							
Products							
2 year Strategic Enrollment Plan and annual updates							
Reporting Relationship: Strategic Planning Council							
Meeting Schedule:							
Co-Chair: Vice President of Instruction; Faculty Senate President							
Members:							
1 Faculty Member from each instructional division (5) appointed by the Faculty Senate							
2 Counselors (1 General/1 Categorical) appointed by the Faculty Senate							
2 Deans appointed by the Vice President, Instruction							
VP of Finance (or designee)							
VP of HR (or designee)							
VP of Student Services (or designee)							
Senior Director of Enrollment Services							
Outreach Manager							
Director, Institutional Research and Planning (or designee)							
Marketing Representative appointed by Director, Communications, Marketing and Public Affairs							
Information Services Representative appointed by Director, Information Services							
Foundation representative appointed by the Director, Foundation							
Student representative appointed by the ASG							
Facilities representative appointed by the VP, Finance & Administrative Services							
3 classified staff: Enrollment, Instruction, & Finance appointed by CCE/AFT							

Reviewed by Strategic Planning Council:
First Reading
Approved

Approved by PAC: 10/2/01



GOVERNANCE STRUCTURE GROUP

Request submitted by: Jack S. Kahn					Date:	
Proposed Name of Requested Group:						
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Outreach Manager						
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Marketing Representative						
Information Services Representative						
Foundation representative appointed by the Director, Foundation						
Student representative appointed by the ASG						
3 classified staff: Enrollment, Instruction, & Finance appointed by CCE/AFT						

Reviewed by Strategic Planning Council:

First Reading

Approved



MEMORANDUM

DATE: August 23, 2017

TO: Strategic Planning Council

FROM: Stacy Rungaitis, Executive Director for the Foundation

SUBJECT: **Request for Naming of Facilities – The Stan & Anita Maag Pantry**

Palomar Community College District Procedure AP 3830 Naming of Facilities

Name: The Stan & Anita Maag Pantry

Overview: The food pantry at Palomar College is a long-time resource for students, operated by the Student Affairs department. This tiny room stocked with canned and dry goods has made a significant impact on students struggling with hunger. A generous donor has provided the necessary funding to expand the food pantry to meet the growing need among students, allowing increased access to nutritious food, including fresh produce and dairy.

The Project: Current space on campus has been identified for the expansion of the food pantry with a cost of approximately \$360,000. The renovation of the space will occur with completion estimated by summer of 2018.

*Preliminary Conceptual Images – Attachment 1

The Donor: The expansion of the Palomar College Food Pantry is being funded through a generous donation from Mr. Bob Wilson. Mr. Wilson has agreed to fund the project by providing a gift of \$400,000 to the Palomar College Foundation. Mr. Wilson is a well-known California philanthropist who attended UCLA (along with his wife, Marion) and went on to a successful career in commercial real estate development. He served as chairman of the Campaign UCLA, which raised more than \$3 billion over 10 years. His long-term relationship with the Maag family has inspired him to honor them through the naming of the newly expanded food pantry.

Stan & Anita Maag: Anita Maag was part of Palomar College's first graduating class in 1949. She met her husband Stan at Palomar who also later graduated from Palomar College. Anita was the first of three generations of the Maag family to attend Palomar. Her son Bob Maag, the second oldest of three, said that Palomar not only contributed to his life, but allowed his whole family to prosper.

*Article from the telescope on Anita Maag – Attachment 2

Posted By Jacob Tucker on May 26, 2017

As it celebrates its 70th year anniversary, Palomar College is establishing itself as one of the largest community colleges in Southern California. However, not many remember its humble beginnings when it was just a few classes held at Vista High School; its current location on Mission Road being nothing but a flat expanse of grass surrounded by the empty fields of the Twin Oaks Valley.

At least one alumni remembers.

Though there are many differences between the Palomar of 1947 and the Palomar of today, Anita Maag, who was part of the college's first graduating class in 1949, remembers the college for a lot of the same reasons it is valued today: for the friends she made and the opportunities it afforded her and her family. As we spoke over coffee and an assorted plate of homemade cookies in her Oceanside home, the 86-year-old Anita shared stories and old photos that reflected a time when Palomar was attended mostly by veterans back from the war and some locals from the surrounding ranches.

"At Palomar, we had small intimate classes, and we knew everybody on campus," She said, remembering a music class she took that only had five students. "The main thing I think that we had in those days was that the teachers all knew us personally. It was almost like being at a private school."

Anita remembered taking music, photography, chemistry (which she didn't like very much), and even writing a column for The Telescope newspaper called Kitty Korner, in which she detailed the latest news about the social lives of the closely knit Palomar students.

"It was just gossip," she said laughing.

Students would all show up for classes, which went from 3:30-10 p.m., and hang out in one of the rooms they called "The Lounge," mingling and talking about the upcoming dances occasionally held at the school. "We had such a unified thing that we would go in on Saturdays... and we'd clean windows and plant plants; try to spruce it up because it was our school, and it was nothing."

It was at Palomar that Anita met her husband, Stanford, or "Stan" Maag, who fell for her when he first laid eyes on her drinking from a water fountain in her peasant blouse and long skirt.

She showed me the picture of the night he had proposed to her. "I was like a little girl," she said nostalgically.

As we spoke, Anita remembered other details about her life on their family's ranch at the base of the hills where Cal State San Marcos currently sits. Her family moved to the property from Santa Monica to get better access to food during the government rationing of World War II.

"When we lived in San Marcos... there was just a grocery store, a feed store, a gas station, and then the gas station owner had built a barn for meetings and square dances and that sorta thing," Anita said. The only other thing, she said, was a small church, where she and Stan got married. They were married for 60 years before Stan died in 2011.

"I remember being in the car with my husband, and we would sing," she said, trailing off as her eyes became moist. "You're making me think of a lot of memories."

New Generation, New Opportunity

Anita was the first of three generations of the Maag family to attend Palomar. Her son Bob Maag, the second oldest of three, said that Palomar not only contributed to his life, but allowed his whole family to prosper.

"It wasn't just because it was a great place to go to school, but my mom's family came from pretty modest means," Bob said, explaining that Anita's mother only had a sixth grade education and her father an eighth grade education. Anita's father had worked as a barber in Santa Monica. "My mom was the first in her family to graduate from high school and then the first in her family to graduate from Palomar with a college degree."

Anita's degree allowed her to get a job for Palomar as a bookkeeper, and another bookkeeping job in Camp Pendleton before her husband Stan came back from serving in the Korean War.

After coming back, Stan Maag worked as a splicer for the Pacific Bell telephone company, a job which Bob explained did not make a lot of money. Stan, who wanted to be an engineer, worked on his two-year degree from Palomar for 13 years; the reason it took so long being the long hours of overtime which often prevented him from completing the night classes he was enrolled in.

Finally, though, Stan earned his two-year degree, and was hired onto the company's engineering department. "The difference that that made on our family and on our income was significant," Bob said, explaining how the family's financial success gave him and his siblings more opportunities. "Our ability to go to college, our ability to enjoy the lives that we've enjoyed as children was due to the education that he received at Palomar."

For Bob, the contributions that the school made to the welfare of his family inspired him to volunteer for the Palomar College Foundation, working with them for 10 years before retiring this last April. The Foundation seeks and accepts donations which provide funds for programs that support students.

"My passion is to basically see that that same opportunity is afforded to students that want an education but may not have the means for that education," Bob said, relating how a two-year degree was able to help his father, help him get ready to transfer to Cal Poly, San Luis Obispo, and help his son Tyler Maag complete the college courses he needed.

“For our family, it’s been a true difference maker, and you can hear that from me but you can talk to so many people and it’s the same thing. It’s the same story.”

Bob left the foundation in April because of a job offer he received from Banner Bank. Our interview took place in his newly acquired office, which he was still in the process of setting up. As we spoke, I couldn’t help but think about the contrast between the nice office in which I currently sat, and the basic life Anita’s father was able to provide her and her siblings.

“I’ve had a very good life,” Anita said at the end of our long conversation, “and I think a lot of it has got to do with the fact that I did go to Palomar and get an education.”

STUDENT SERVICES

REV 3-3-17

BP 5035 WITHHOLDING OF STUDENT RECORDS

Reference:

Title 5 Section 59410

Students or former students who have been provided with written notice that they have failed to pay a proper financial obligation to the District shall have grades, transcripts, diplomas, and registration privileges withheld until all obligations to the District have been met.

See Procedure 5035 titled Withholding of Student Records.

STUDENT SERVICES

REV 11-17-16

AP 5035 WITHHOLDING OF STUDENT RECORDS**Reference:**

Title 5 Section 59410

The **Senior** Director of Enrollment Services or designee shall withhold grades, transcripts, diplomas, and registration privileges from any student or former student who fails to pay a proper financial obligation to the District. The student shall be given written notification and the opportunity to explain if the financial obligation is in error.

The definition of proper financial obligation shall include, but is not limited to:

- student fees
- obligations incurred through the use of facilities, equipment or materials
- library fines
- unreturned library books
- materials remaining improperly in the possession of the student and/or
- any other unpaid obligation a student or former student owes to the District

A proper financial obligation does not include any unpaid obligation to a student organization.

Office of Primary Responsibility: Enrollment Services

STUDENT SERVICES

REV 11/30/16

BP 5052 OPEN ENROLLMENT**Reference:**

Title 5 Section 51006

The policy of the Palomar Community College District is that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the College and who meets such prerequisites as may be established pursuant to regulations contained in Article 2.5 (commencing with Section 55003 55200) of Subchapter 1 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations.

The Superintendent/President shall assure that this policy is published in the catalog and schedule of classes.

See Procedure 5052 titled Open Enrollment.

STUDENT SERVICES

REV 9/1/17

AP 5052 OPEN ENROLLMENT

References:

Title 5 Sections 51006, 58106, and 58108

All courses of the District shall be open to enrollment in accordance with BP 5052 titled Open Enrollment and a priority system consistent with AP 5055 titled Enrollment Priorities. Enrollment may be limited to students meeting properly validated prerequisites and co-requisites, or due to other non-evaluative, practical considerations as determined by the Vice President of Instruction.

Students are not required to confer or consult with District staff nor are they required to receive permission to enroll in any class offered by the District, except as provided for in AP 5055 titled Enrollment Priorities and apprenticeship, dental assisting, medical assisting, nursing, fire, police, and paramedic academy programs.

Students are not required to participate in any pre-registration activities not uniformly required, and no registration procedures are used that result in restricting enrollment to a specialized clientele, except as provided for in Procedure 5055 titled Enrollment Priorities and apprenticeship, dental assisting, medical assisting, nursing, fire, police, and paramedic academy programs.

Students may challenge an enrollment limitation on any of the following grounds:

- The limitation is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner
- The District is not following its enrollment procedures
- The basis for the limitation does not in fact exist

Students have the right to challenge any prerequisite. A prerequisite or co-requisite challenge requires written documentation, explanation of alternative course work, background, abilities, or other evidence which has adequately prepared the student you for the target course. A Prerequisite or Co-requisite Challenge Petition may be obtained at from the Admissions & Records Office, the Counseling Center, or an Education Center or Site.

The challenge petition may include one or more of the following:

1. A prerequisite or co-requisite has not been made reasonably available.
2. A prerequisite or co-requisite has not been established in accordance with the District's process for establishing prerequisites and co-requisites.

Minor grammatical changes made following the 9/1/17 P&P meeting, please review carefully.

Date Approved: SPC 04/08/2008; Revised:

(Replaces all former versions of AP 5052)

- 37 3. Provide evidence of having the knowledge or ability needed to succeed in the
- 38 course despite not meeting the prerequisite or co-requisite.
- 39 4. Challenge other limitations on enrollment.
- 40 5. Challenge a prerequisite or co-requisite established to protect the health and
- 41 safety of himself, herself, and/or others.
- 42 6. A prerequisite, co-requisite, or limitation on enrollment is discriminatory or
- 43 applied in a discriminatory manner.
- 44 7. A prerequisite or co-requisite is in violation of Title 5.

45 If space is available in the target course when a challenge is filed about the prerequisite
46 or co-requisite, ~~t~~The District shall ~~reserve a seat and~~ resolve the challenge within five
47 working days. If the challenge is upheld or the District fails to resolve the challenge
48 within the five working day period, the student will be allowed to enroll in the course, ~~if~~
49 ~~space is available.~~ The District will notify the department chair and the instructor-of-
50 record if a student is being added to a class late and/or the challenge petition was not
51 addressed within the five-working-day period. If no space is available in the course
52 when a challenge is filed ~~resolved~~, the ~~challenge student shall~~ ~~will~~ be ~~resolved~~ ~~allowed~~
53 ~~to enroll in the course at~~ prior to the beginning of registration for the next term. ~~and if the~~
54 ~~challenge is upheld, the student will be permitted to enroll if space is available when~~
55 ~~registering for the subsequent term.~~

56 Prerequisite and co-requisite challenges are addressed by the appropriate academic
57 discipline/department.

58 Office of Primary Responsibility: ~~Enrollment~~ ~~Student~~ Services

Minor grammatical changes made following the 9/1/17 P&P meeting, please review carefully.

Date Approved: SPC 04/08/2008; Revised:
(Replaces all former versions of AP 5052)

STUDENT SERVICES

REV 11/30/16 no proposed changes

BP 5055 ENROLLMENT PRIORITIES

References:

Title 5 Sections 51006, 58106, and 58108

All courses of the District shall be open to enrollment, subject to a priority system that may be established. Enrollment also may be limited to students meeting properly validated prerequisites and co-requisites, or due to other, practical considerations.

The Superintendent/President shall establish procedures defining enrollment priorities, limitations, and processes for student challenge, which shall comply with Title 5 regulations.

See Procedure 5055 titled Enrollment Priorities.

STUDENT SERVICES

REV 9/1/17

AP 5055 ENROLLMENT PRIORITIES

References:

Education Code Sections 66025.8 and 66025.9;
Title 5 Section 58106

Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites. (See Board Policy and Procedure 4260 titled Prerequisites, Co-requisites, and Advisories.)

Enrollment may be limited due to the following:

- health and safety considerations
- facility limitations
- faculty workload
- availability of qualified instructors
- funding limitations
- regional planning
- legal requirements
- contractual requirements

No registration procedures shall be used that result in restricting enrollment to a specialized clientele.

Special registration assistance may be given to students with disabilities. It may also be given to a limited number of disadvantaged students upon specific recommendation of the Assistant Superintendent/Vice President for Student Services.

DEFINITIONS

- a. **Active Duty Military** - Students who have verified that they are currently on active duty and are identified in the student system.
- b. **Foster Youth** - Students under the age of 25 who verify that they are current or former Foster Youth as identified in the student system.
- c. **Homeless Youth** - Students with housing insecurity who are under 25 years of age, who has been verified at any time during the 24 months immediately preceding the receipt of his or her application for admission as a homeless child or youth, as defined in subsection (2) of Section 725 of the federal McKinney-

Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a(2)), by at least one of the following:

- (i) A homeless services provider, as that term is defined in paragraph (3) of subdivision (d) of Section 103577 of the Health and Safety Code.
- (ii) The director of a federal TRIO program or Gaining Early Awareness and Readiness for Undergraduate Programs program, or a designee of that director.
- (iii) A financial aid administrator for an institution of higher education.

A student who is verified and identified in the student system as a homeless youth shall retain that status for a period of six years from the date of admission to the postsecondary educational institution. This authorization is in effect until January 1, 2020 or until further legislation amends this date.

- d. **CalWORKs** – Students who are recipients of California Work Opportunity and Responsibility to Kids (CalWORKs) as identified in the student system.
- e. **Disability Resource Center (DRC)** - Students who are receiving Disability Resource Center support programs and services.
- f. **Extended Opportunity Programs and Services (EOPS)** - Students who meet the eligibility criteria for EOPS services and are verified in the student system.
- g. **Continuing Student** - Students who were enrolled in the previous semester (Summer not included).
- h. **Educational Plan** - Students with a declared major who have developed an academic plan as identified in the student system.
- i. **Fully-Matriculated** - Students who have completed assessment, orientation and have an educational plan on file as identified in the student system.
- j. **Non-Matriculated** - Students who have NOT completed one or more of the following services: orientation, assessment or an educational plan.
- k. **New Students** - Students entering Palomar College for the first time with no previous academic history at the District.
- l. **Returning Students** - Students returning to Palomar College after an absence of one or more semesters (Summer not included).
- m. **Concurrently Enrolled** – Students who are concurrently enrolled at a four-year institution or high school while attending community college.
- n. **Students with 90+ Units** - Students who have 90 or more earned units completed at Palomar College. Earned units are defined in title 5 55023 as

courses with grades of A, B, C, D, or P. Grades of W, I, F, FW, MW, and NP are excluded. Also excluded are all Basic Skills and Non-credit ESL.

- o. **Veteran** - Student who has verified that he/she has been discharged from military service within the past 15 years as identified in the student system.
- p. **High Unit Majors** – Academic programs that require more than 40 units in the major.
- q. **Students in their last term of attendance** – Students who have been approved by a counselor, have an approved transfer plan from the Transfer Center, or who have petitioned to graduate by the early petition deadline and who have indicated that the next term will be their last term of attendance prior to graduation or transfer. Participation in this priority group is afforded to a student only one time (no exceptions).
- r. **Approved Special Programs** – Any program or special group of students may petition to the Registration Committee for inclusion in the “Approved Special Programs” registration priority group. Criteria for inclusion should include but is not limited to: **A-a** requirement for the completion of orientation, assessment, and the development of an educational plan and the program or group is subject to additional requirements to maintain a full-time load or specialized course of study from an outside governmental agency that is officially recognized by Palomar College or other governing body that is officially-recognized by Palomar College. All petitions for inclusion as an “Approved Special Program” must submit this request through the Registration Committee to render a decision. Petitions must demonstrate the need, possible consequence for not having priority, and the ways in which the program or group benefits their students. Any approval by the Registration Committee remains in effect until it is revoked by the committee. No group or number of groups will be approved that would result in a substantial loss of access to the groups of students who follow this priority group.

Students will be assigned registration appointments on the basis of degree-applicable earned units completed at Palomar College. Earned units are defined in title 5 55023 as courses with grades of A, B, C, D, or P. Grades of W, I, F, FW, MW, and NP are excluded. Also excluded are all Basic Skills and Non-credit ESL. Registration appointments are assigned in the following priority scheme:

- **Group 1.** **(SSSP Categories 1 and 2)** Disability Resource Center (DRC), EOP&S, foster youth, **Homeless Youth**, CalWORKS, eligible veterans, and active duty military personnel who are:

 - Continuing students and,
 - New, returning, and transfer students who submit an application and complete assessment, orientation and development of an education plan prior to the deadline date (Foster Youth and DRC students are

encouraged to complete assessment, orientation and development of an education plan).

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). Students who would otherwise qualify for Group 1, but have 90 or more earned units of completed at Palomar College (as earned units are defined earlier in this Administrative Procedure) or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Group 7. (Foster youth are exempted from these requirements.) Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

- **Group 2. (SSSP Category 3)** Students in their last term of attendance prior to graduation or transfer.
 - Appointments are assigned by descending unit order for all earned units completed at Palomar College (as defined earlier in this Administrative Procedure.)
- **Group 3.** New, returning, transfer, and continuing students who complete orientation, assessment and development of an educational plan in the immediate period of time prior to the deadline date, usually the first day of class for the preceding full academic term.

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure.) (Students who would otherwise qualify for Group 3 but have 90 or more earned units completed at Palomar College (as earned units are defined earlier in this Administrative Procedure) or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Group 7. Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

Group 4. (SSSP Category 3) Students participating in approved special programs.

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). Students who would otherwise qualify for Group 4 but have 90 or more earned units completed at Palomar College (as earned units are defined earlier in this Administrative Procedure) or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Group 7. Exemptions can be made for high unit majors or extenuating circumstances.

Students may petition for an exception from loss of priority through the Admissions Office.

- **Group 5.** (SSSP Category 3) Continuing students who are actively registered at census the prior semester or actively registered in a course as of the deadline date.

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). Students who would otherwise qualify for Group 5, but have 90 or more earned units completed at Palomar College (as earned units are defined earlier in this Administrative Procedure) or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Group 7. Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

- **Group 6.** New, returning, or transfer students who are not in Group 3.

Appointments are assigned by descending unit order starting at 90 earned units completed at Palomar College (as defined earlier in this Administrative Procedure). Students who would otherwise qualify for Group 6, but have 90 or more earned units completed at Palomar College (as earned units are defined earlier in this Administrative Procedure) or who have been on Academic or Progress Probation for two or more consecutive terms are moved to Group 7. Exemptions can be made for high unit majors or extenuating circumstances. Students may petition for an exception from loss of priority through the Admissions Office.

Group 7. Returning or continuing students with 90 or more earned units of credit completed at Palomar College (as earned units are defined earlier in this Administrative Procedure) and/or students who have been on Academic or Progress Probation for two or more consecutive terms.

Appointments are assigned by ascending unit order for all earned units completed at Palomar College (as earned units are defined earlier in this Administrative Procedure).

- **Group 8.** Non-high school graduates age 16 to 18. Students less than 16 years of age require permission of the instructor to enroll in classes.

A student who has lost a higher level of priority registration may appeal the loss of priority enrollment status due to extenuating circumstances, or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified

cases of accidents, illnesses or other circumstances beyond the control of the student. Palomar College may allow students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status due to having been on Academic or Progress Probation for two or more consecutive terms. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in section 55031 for the term or terms. Petitions are submitted to the Office of Admissions and will be reviewed by the Program Eligibility Appeals Committee.

Also see AP 5011 titled Admission and Concurrent Enrollment of High School and Other Young Students

Office of Primary Responsibility: **Enrollment Student** Services

STUDENT SERVICES

REV 12/12/16 no proposed changes only

BP 5075 COURSE ADDS AND DROPS**Reference:**

Education Code Section 70902

The primary responsibility for class attendance and maintaining an accurate registration record rests with the student. Consequently, each student must process all adds or drops to the registration schedule and is held responsible for the updating of their Official Study Program.

See Procedure 5075 titled Course Adds and Drops.

STUDENT SERVICES

REV 1-19-17 9/1/17

AP 5075 COURSE ADDS AND DROPS**References:**

Title 5 Sections 55024 and 58004

Adding Courses

Students may add classes through the registration period. If a class is closed because the enrollment maximum is reached, the permission of the instructor is required for entry. (See the class schedule for details or AP 5052 titled Open Enrollment for other enrollment conditions.)

Students are not registered in a class if their name does not appear on the class roster. Students on a waiting list are not officially registered in a course. Students' schedule of classes **also** indicates whether students have officially registered for a class.

Withdrawals

- Withdrawals, or drops, are authorized through the eighth week of the term or 50% of the length of a class. No notation will appear on the student's record for drops during the first two weeks of the term for semester length courses or before 20% of all other courses.
- A drop after the "no notation period" and before 50% of a course will have a "W" assigned.
- Drops after 50% of the course is completed will not be authorized. An evaluative grade (A, B, C, D, F, FW) or an "I" must be given.

While primary responsibility for class attendance and maintaining an accurate registration record rests with the student, the instructor has the responsibility for maintaining accurate and proper accountability records for state apportionment requirements. Students are responsible for adding or dropping of courses to their schedule of classes. Each instructor shall clear the class roster(s) of inactive students not later than the end of the last business day before the census day.

As such, the instructor:

- Must drop any student identified as a "no show" (students registered who have never attended class) by reporting these students on the **drop census** roster through Faculty eServices.

Minor changes in green made after P&P meeting of 9/1/17, please review.

Date SPC Approved: 11/20/2007; Revised 9/22/2009; Revised 4/17/2012; Revised:

(Replaces former Palomar College Procedures 417, 417.1, 418, 418.2 and all previous versions of AP 5075.)

- May elect to drop a student for the following reasons:

1. Excessive absences (normally defined as more than the number of times the class is scheduled to meet per week)

2. Failure to take examinations

3. Failure to complete class assignments

The instructor must indicate a last activity date (the date of the last active participation in the class) when the student is dropped. Such records should be kept a minimum of three years in accordance with Title 5 regulations. **Veteran/Financial Aid All** students must be reported no later than two (2) weeks after their last date of activity. **Veteran/ Financial Aid students are identified on the class roster with an asterisk (**).** Each instructor **should shall** maintain adequate records to support a student's last activity date (e.g. last paper submitted, last exam taken, last date of attendance, last electronic transmission).

Types of Withdrawals/Drops

Official Withdrawal: A student who formally withdraws or is dropped by a faculty member from a class prior to the drop deadline.

Unofficial Withdrawal: Students who stop attending class and do not drop are considered unofficially withdrawn. These students may receive an "F" or "FW" grade for the class.

Administrative Withdrawal: Administrative withdrawals may occur for academic or disciplinary reasons, or for non-payment of fees. If the administrative withdrawal occurs after the refund period, the student will not be entitled to a refund of registration fees.

Military Withdrawal: Members of an active or reserve military service who receive orders compelling a withdrawal from courses will be permitted withdrawal at any time during the semester. Upon verification of such orders, the grade symbol "MW," will be assigned after the "no notation" period **or after the first four weeks of the semester.** The "MW" will not be counted in progress probation, or dismissal calculations, or in calculating the permitted number of withdrawals and will not have any adverse effect on the academic record or enrollment status. Upon petition, the student will also receive a refund of the entire enrollment fee.

Minor changes in green made after P&P meeting of 9/1/17, please review.

Date SPC Approved: 11/20/2007; Revised 9/22/2009; Revised 4/17/2012; Revised:

(Replaces former Palomar College Procedures 417, 417.1, 418, 418.2 and all previous versions of AP 5075.)

Conditions for Petition to Withdraw: Students who have verifiable extenuating circumstances beyond their control may petition for an exception to withdraw from a class after the eighth week of a full semester course, or 50% of a short-term course. The student may petition the **Sr.** Director of Enrollment Services for authorization to receive a withdrawal (W) in the following manner:

- A formal petition must be submitted to the **Sr.** Director of Enrollment Services by the student, or the student's representative.
- Proof of the extenuating circumstances being cited as reasons for withdrawal, or unsuccessful course completion, must be submitted.
- The instructor of each course in question must be consulted. In the event the instructor of record cannot be contacted, or is unavailable, the department chair will act on behalf of the instructor of record.
- Palomar College defines extenuating circumstances as serious and compelling reasons which are limited to the following:
 - Illness, hospitalization, or medical reasons
 - Employment
 - Relocation
 - Illness or death of a family member or loved one
 - Incarceration

Pursuant to AP 4225 titled Course Repetition, the District will notify all students that have excessive W symbols on their record the limitations on withdrawals and provide the opportunity for counseling and educational planning services.

Also refer to the Palomar College Catalog.

Office of Primary Responsibility: **Enrollment Student** Services

Minor changes in green made after P&P meeting of 9/1/17, please review.

Date SPC Approved: 11/20/2007; Revised 9/22/2009; Revised 4/17/2012; Revised:

(Replaces former Palomar College Procedures 417, 417.1, 418, 418.2 and all previous versions of AP 5075.)

STUDENT SERVICES

REV 11/30/16

BP 5110 COUNSELING SERVICES

References:

Education Code Sections 78210 et seq.;

Title 5 Section 51018

ACCJC Accreditation Standard II.C.5

Counseling services are an essential part of the educational mission of the District.

The Superintendent/President shall assure the provision of counseling services including academic, career, and personal counseling that is related to the student's education.

Counseling shall be required for all first time students enrolled for more than six units in an academic term, students enrolled provisionally, and students on academic or progress probation.

See AP 5110 titled Counseling as well as BP 5050 titled Student Success and Support Program.

STUDENT SERVICES

REV 4-28-17

AP 5110 COUNSELING SERVICES

References:

Education Code Section 72620;

Title 5 Section 51018

ACCJC Accreditation Standard II.C.5

The counseling services available in the District's counseling program include at least the following:

- Academic and career/technical counseling, in which students are assisted in assessing, planning, and implementing their immediate and long-range academic goals. Academic and career/technical counseling is available to students seeking assistance with scheduling or clarification of requirements for graduation or transfer.
- Career counseling and courses, in which students are assisted in assessing, understanding, and developing their aptitudes, abilities, skills, values, and interests, and are advised concerning the current and future employment trends and services.
- Personal counseling, in which students are provided assistance related to their educational progress.
- Coordination with the counseling aspects of other services to students which exist on campus, including but not limited to those services provided in programs for students with special diverse needs, skills testing programs, financial assistance programs, and job placement services.

Confidentiality of Counseling Information

Information of a personal nature disclosed by a student 12 years of age or older in the process of receiving counseling from a counselor is confidential, and shall not become part of the student record without the written consent of the person who disclosed the confidential information. However, the information shall be disclosed when permitted by applicable law, including but not limited to disclosure as necessary to report child abuse or neglect; reporting to the Superintendent/President or other persons when the counselor has reason to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or other persons living in the College District community; reporting information to the Superintendent/President or other persons as necessary when the student indicates that a crime involving the likelihood of personal injury or significant or substantial property losses will or has been committed; reporting information to one or more persons specified in a written waiver by the student.

Also refer to the Palomar College Catalog and Schedule of Classes.

Office of Primary Responsibility: Counseling Student Services

Date Approved: SPC 11/20/07; Revised:

(Replaces former Palomar College Procedure 418.2 and all previous versions of AP 5110.)

STUDENT SERVICES

REV 11/30/16 no proposed changes

BP 5120 TRANSFER CENTER

References:

Education Code Sections 66720-66744;
Title 5 Section 51027

The District incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The District further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility.

The Superintendent/President shall assure that a Transfer Center Plan is implemented that identifies appropriate target student populations, is designed to increase the transfer applications of all students including underrepresented students and complies with law and regulations.

See Procedure 5120 titled Transfer Center

STUDENT SERVICES

REV 1/11/17 9/1/17

AP 5120 TRANSFER CENTER**References:**

Education Code Sections 66720-66744;
Title 5 Section 51027

The District has a Transfer Center Plan that complies with the requirements of Title 5. The Plan identifies appropriate target student populations and is designed to increase the transfer applications of all students including underrepresented students among transfer students.

Plan components include, but are not limited to:

- Services to be provided to students
- Facilities
- Staffing
- An advisory committee
- Evaluation and reporting
- Transfer path requirements for each articulated baccalaureate major

The Transfer Center offers information resources and staff to assist students with transfer planning.

Also refer to the Palomar College Catalog and Schedule of Classes

Offices of Primary Responsibility: **Transfer Center and Counseling Student** Services

STUDENT SERVICES

REV 8/28/17 9/1/17

BP 5130 FINANCIAL AID, VETERANS' & SCHOLARSHIPS SERVICES

References:

20 U.S. Code Sections 1070 et seq.;

34 Code of Federal Regulations Section 668; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended

Education Code Sections 66021.6 and 76300;

ACCJC Accreditation Standard III.D.15

The Financial Aid, Veterans' & Scholarships Services (FAVSS) Office is responsible for the administration of federal, state, and institutional financial aid programs (i.e., fee waiver, grants, federal work study and loans), internal and external scholarships, and the Veterans Educational Benefits program.

All financial aid programs will adhere to guidelines, procedures, and standards issued by federal and state laws and other applicable regulatory and institutional requirements.

The Financial Aid, Veterans' & Scholarships Services Office shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

Any student suspended or expelled from the College shall be ineligible for scholarships, loans, grants-in-aid, or any other financial aid given or guaranteed administered by the College, state, or federal government, during the period of the suspension or expulsion.

Misrepresentation

Consistent with the applicable federal regulations for federal financial aid, the District shall not engage in "substantial misrepresentation" of;

- the nature of its educational program,
- the nature of its financial charges,
- the employability of its graduates.

The Superintendent/President shall establish procedures for regularly reviewing the District's website and other informational materials for accuracy and completeness and for training District employees and vendors providing educational programs, marketing, advertising, recruiting or admissions services concerning the District's educational

8/25/17: Debra - reviewed CCLC for Reference citations on BP & AP they are correct. Reordered so they are more in alignment with the AP references. Additional minor changes submitted by FAVSS 8/28/17.

Date Adopted: 04/08/2008; Revised: 11/08/2011; Revised 7/8/2014

(Replaces former Palomar College Policy 423.2 and all previous versions of BP 5130.)

36 programs, financial charges, and employment of graduates to assure compliance with
37 this policy.

38 The Superintendent/President shall establish procedures wherein the District shall
39 periodically monitor employees' and vendors' communications with prospective students
40 and members of the public and take corrective action where needed.

41 This policy does not create a private cause of action against the District or any of its
42 representatives or service providers. The District and its Governing Board do not waive
43 any defenses or governmental immunities by enacting this policy.

44 See AP 5130 titled Financial Aid, Veterans & Scholarships Services as well as BP 5500
45 titled Standards **Student** of Conduct.

8/25/17: Debra - reviewed CCLC for Reference citations on BP & AP they are correct.
Reordered so they are more in alignment with the AP references. Additional minor changes
submitted by FAVSS 8/28/17.

Date Adopted: 04/08/2008; Revised: 11/08/2011; Revised 7/8/2014
(Replaces former Palomar College Policy 423.2 and all previous versions of BP 5130.)

STUDENT SERVICES

REV 8/28/17 9/1/17

AP 5130 FINANCIAL AID, VETERANS & SCHOLARSHIPS SERVICES

References:

20 U.S. Code Sections 1070 et seq.;
34 Code of Federal Regulations Section 668; (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.)
Education Code Section 66021.6, 66025.9 and 76300;
Title 5 Sections 55031 and 58600 et seq.
ACCJC Accreditation Standard III.D.15

Financial Aid, Veterans & Scholarship Services (FAVSS) administers numerous grants, scholarships, loans and employment programs funded by federal and state agencies, and institutional and private donors. For a complete list of aid programs including eligibility and disbursement criteria, visit the FAVSS website. Financial Aid programs available include: , but are not limited to, the following: (See the Financial Aid website for full details.)

- BOGW—Board of Governors Enrollment Fee Waiver Program for California residents
- Cal Grants (Cal Grant B, C)
- FTSSG Grants (Full-Time Student Supplemental Grant)
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- William D. Ford Federal Direct Student Loan Program
- Institutional Emergency Student Loans
- Institutional Scholarships
- Veterans Educational Benefits

FAVSS shall establish, publicize and utilize regulations that are in compliance with federal and state regulations and institutional policies that address, at a minimum:

- Application procedures, including deadlines
- Student eligibility
- Payment procedures
- Overpayment recovery
- Satisfactory Academic Progress (SAP)

Refer to the FAVSS website for details.

8/25/17: Debra - reviewed CCLC for Reference citations on BP & AP they are correct. Reordered so they are formatted better. Changes made after the 5/19/17 P&P meeting are reflected in this REV.

Date SPC Approved: 04/08/2008; Revised: 10/18/2011; 4/15/14; Revised:
(Replaces Palomar College Procedure 418.2 and all previous versions of AP 5130)

Financial Aid Application Process

The FAFSA (Free Application for Federal Student Aid) is required for federal and state financial aid programs. AB540 students applying BOGW Fee Waivers, Cal Grants and FTSSG Grants who are unable to submit a FAFSA may apply using the California Dream Application. Applications links and information are available on the FAVSS website. eServices and information is available at www.palomar.edu/fa

Scholarship information

Applications and information on for Palomar College Foundation, departmental and external scholarships may be accessed on the FAVSS scholarship website. scholarships may be accessed using the Financial Aid Office website. Applications for external scholarships require a separate application available in the Financial Aid Office.

Veterans and Active Duty Educational Benefits Program

Federal Veterans and Department of Defense Educational Benefits Program and Department of Defense Educational Benefits Program is are available at the District. Palomar College. Students can apply to receive their benefits at the San Marcos campus. Information is available at www.palomar.edu/fa on the FAVSS website.

Compliance

All financial aid, scholarships, and Veterans Educational Benefits program must adhere to guidelines, procedures, and standards issued by federal and state laws and regulations and institutional policies.

Misrepresentation

Misrepresentation is defined as any false, erroneous, or misleading statement that the District, a representative of the District, or a service provider with which the District has contracted to provide educational programs, marketing, advertising, recruiting, or admissions services, makes directly or indirectly to a student, prospective student, a member of the public, an accrediting agency, a state agency, or the United States Department of Education.

A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. If a person to whom the misrepresentation was made could reasonably be expected to rely, or has reasonably relied, on the misrepresentation, the misrepresentation would be substantial.

This procedure does not apply to statements by students through social media outlets or by vendors that are not providing covered services, as reflected herein.

Loss of Eligibility for BOG Fee Waiver

A student shall become ineligible for a Board of Governors (BOG) Fee Waiver if the student is placed on academic or progress probation, or any combination thereof, for two consecutive primary terms. Loss of eligibility shall become effective at the first registration opportunity after such determination is made.

8/25/17: Debra - reviewed CCLC for Reference citations on BP & AP they are correct. Reordered so they are formatted better. Changes made after the 5/19/17 P&P meeting are reflected in this REV.

Date SPC Approved: 04/08/2008; Revised: 10/18/2011; 4/15/14; Revised:
(Replaces Palomar College Procedure 418.2 and all previous versions of AP 5130)

The District shall notify students of their placement on academic or progress probation no later than thirty days following the end of the term that resulted in the student's placement on probation. The notification must clearly state that two consecutive primary terms of probation will lead to a loss of the BOG Fee Waiver until the student is no longer on probation. The notification must also advise students about the available student support services to assist them in re-establishing and maintaining eligibility.

The District shall adopt, prominently display, and disseminate policies ensuring that students are advised about the student support services available to assist them in maintaining and re-establishing eligibility BOG Fee Waiver eligibility. Dissemination includes, but is not limited to, information provided in college catalogs and class schedules.

The District shall establish written procedures by which a student may appeal the loss of a BOG Fee Waiver due to extenuating circumstances, or when a student with a disability applied for, but did not receive, a reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances that might include documented changes in the student's economic situation or evidence that the student was unable to obtain essential student support services. Extenuating circumstances also includes special consideration of the specific factors associated with Veterans, CalWORKs, EOPS, and DSPS student status.

~~Foster Youth~~ All protected classes shall not be subject to loss of BOG Fee Waiver due to placement on academic or progress probation. This exemption for Foster Youth is effective until the date specified in Education Code Section 66025.9(c).

See BP 5130 titled Financial Aid, Veterans' & Scholarships Services

Office of Primary Responsibility: ~~Financial Aid, Veterans' & Scholarships~~ Student Services

8/25/17: Debra - reviewed CCLC for Reference citations on BP & AP they are correct. Reordered so they are formatted better. Changes made after the 5/19/17 P&P meeting are reflected in this REV.

Date SPC Approved: 04/08/2008; Revised: 10/18/2011; 4/15/14; Revised:
(Replaces Palomar College Procedure 418.2 and all previous versions of AP 5130)

STUDENT SERVICES

REV 11/30/17

**BP 5140 ~~DISABILITY RESOURCE CENTER (DRC)/~~
~~DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)/~~
~~DISABILITY RESOURCE CENTER (DRC)~~**

References:

Education Code Sections 67310 and 84850;
Title 5 Sections 56000 et seq. ~~and 56027~~

Students with disabilities shall be reasonably accommodated pursuant to federal and state requirements in all applicable programs in the District.

~~Disability Resource Center (DRC)/~~Disabled Student Programs and Services (DSPS)/
~~Disability Resource Center (DRC)~~ shall be the primary provider for academic adjustments, auxiliary aids, services, and/or supplemental instruction ~~support programs and services~~ that facilitates equal educational opportunities for students with disabilities who can profit from instruction as required by federal and state laws.

~~DRC/DSPS/DRC~~ services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, rehabilitation counseling, and academic counseling.

No student with disabilities is required to participate in ~~DRC/DSPS/DRC~~.

The District shall respond in a timely manner to accommodation requests involving academic adjustments. The Superintendent/President shall establish a procedure to implement this policy which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The Superintendent/President shall assure that the ~~DRC/DSPS/DRC~~ conforms to all requirements established by the relevant law and regulations.

See AP 5140 titled ~~Disability Resource Center (DRC)/~~Disabled Student Programs and Services (DSPS)/ Disability Resource Center (DRC).

CCLC update to reflect the language used in the new and amended Title 5 Sections 56000 et seq. that go into effect on July 1, 2016 and to remove a redundant citation.

Date Adopted: 04/08/2008; Revised: 7/8/14

(Replaces all previous versions of Board Policy 5140.)

STUDENT SERVICES

REV 5/19/17 9/1/17

AP 5140 DISABLED STUDENT PROGRAMS AND SERVICES
(DSPS)/DISABILITY RESOURCE CENTER (DRC)
DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)

References:

Title 5 Sections 56000 et seq.

The District maintains a plan for and a vehicle to provide programs and services to students with disabilities designed to assure that they have equality of access to District classes and programs.

This plan includes:

- procedure for timely response to accommodation requests involving academic adjustments which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee
- long-range goals and short term measurable objectives for the program;
- long-range goals and short term objectives for the program
- definitions of disabilities and students eligible for the program
- support services and instruction that is provided
- technology accessibility
- verification of disability
- student rights and responsibilities
- student educational contract academic accommodation plan or plan that is developed by a designated person in consultation with the student
- academic accommodations adjustments, auxiliary aids and services
- provisions for course substitution and waivers
- staffing
- advisory committee

Under the provisions of federal and state legislation, Disabled Students Programs and Services (DSPS) Disability Resource Center (DRC) Disabled Students Programs and Services (DSPS) provides special counseling, services and instruction for those with physical, learning, developmental, vision, hearing, acquired brain injuries, and communication disabilities. Post-secondary institutions shall take whatever steps necessary not to discriminate or have the effect of discrimination on the basis of handicap against a student with a disability. This prohibits the institution from denying any necessary items such as dog guides in buildings, tape recorders, or anything else

Date Approved: SPC 11/20/2007

(Replaces Palomar College Policy 409, Procedures 409 and 418.2 and all previous versions of AP 5140)

that limits the student with a disability from full participation. Examinations and other auxiliary aids will be made available and flexible to fit the requirements of the student with a disability upon the student's formal request to the Office of DRC (DSPS).

The following is available to students with verifiable disabilities through the DRC office:

- Adapted physical education
- Counseling
- Educational guidance
- **DRC** - English support classes
- **DRC** - Math support classes
- On-campus transportation
- Orientation
- Priority registration
- **DRC** - Reading support classes
- Instruction in personal adjustment
- Speech/language services
- Testing accommodations
- Learning disability assessment
- Adapted computer instruction
- Interpreters-for-the-deaf
- Readers
- Note takers
- Mobility assistance
- Other specially designed equipment

In general, the DRC (DSPS) program acts as an advocate for students with disabilities by representing their interests on campus as well as with various state and local agencies including the State Department of Rehabilitation.

Degree/Certificate Requirement Change to Comply with the Americans with Disabilities Act of 1990

The District acknowledges that a disability may preclude a student from demonstrating required competencies or from completing the requisite courses for an Associate degree or certificate in the same manner that non-disabled students are expected to. The District also recognizes its responsibility to accommodate students with documented disabilities to the greatest extent possible without compromising a disabled student's course of study as well as maintaining the standards of academic rigor relative to degree and certificate programs.

Date Approved: SPC 11/20/2007

(Replaces Palomar College Policy 409, Procedures 409 and 418.2 and all previous versions of AP 5140)

In order to accommodate students with documented disabilities, the District will use the following criteria in evaluating a student's request: **a** Documentation of a disability, evidence of the student's good-faith effort to meet the requirement, evidence that the student is otherwise qualified for success in the degree or certificate, evidence that the objectives of the course in question may be fulfilled in some other way that is consistent with the academic requirements of the program, and evidence that the request would not require a fundamental alteration to an essential component of an academic requirement.

The following criteria will be used in evaluating a student's request:

- A. Documentation of Disability with specific test scores and/or medical documentation and a description of the degree of educationally related functional limitations in the academic area under discussion and
- B. Evidence of the student's good-faith effort to meet the Degree/Certificate requirement such as:
 - o Consistent and persistent effort in attempting course work as shown by academic transcripts
 - o Regular attendance, completion of all assignments
 - o Use of all appropriate and available services such as tutorial assistance or instructional support classes
 - o Use of all appropriate and available academic adjustments such as test accommodations.

(Such accommodations include extended test time, provision of a quiet room for test taking, or provision of a reader.)

The student's good faith effort may also be validated in a written statement from the instructor and a DRC (DSPS) Specialist.

If a student with a documented disability can demonstrate to the DRC (DSPS) Specialist that his/her disability is of such magnitude that any attempt at completing the course would be futile, the student need not provide evidence of good faith effort as described in **(B)** above.

and

- C. Evidence that the student is otherwise qualified such as:
 - o Student's success in completing course work in all other areas required for the degree or certificate
 - o Success in courses that demonstrate equivalent skills to the courses under consideration
 - o Success in employment.

and

Date Approved: SPC 11/20/2007

(Replaces Palomar College Policy 409, Procedures 409 and 418.2 and all previous versions of AP 5140)

D. Evidence that the objectives of the course in question can be met in some other way (course substitution or other.)

and

E. Evidence that the request would not require a fundamental alteration to an essential component of an academic requirement. ("Academic requirements that the District can demonstrate are essential to the program of instruction being pursued by the students, or directly related to licensing requirements, will not be regarded as discriminatory." Volume 34 of the Code of Federal Regulations 104.44(a).)

Documentation to be Submitted:

The student shall submit all of the following to the DRC (DSPS) Director a minimum of two semesters before the proposed degree or certificate completion date:

- Completion of Section A of the Request for Degree/Certificate Requirement Change. These forms are available at the DRC (DSPS) or at an Admissions counter.
- A letter written by student addressing the criteria A-E (listed above), as listed on the form.
- Evidence from a specialist on disabilities [the DRC (DSPS) or other recognized professional source] verifying the disability as it relates to student's request.
- An informal academic evaluation by a District counselor of degree or certificate requirements which student still needs to complete.
- A current academic transcript. An informal transcript is available in Counseling.
- Documentation from instructor(s) outlining evidence of persistent and consistent effort in attempting the course.

or

Documentation from a specialist on disabilities that the student's disability is of such nature or magnitude that any attempt at completing the course would be futile.

- Documentation from instructional support faculty or staff outlining evidence of use of all appropriate and available services and academic adjustments.

The DRC (DSPS) Director will complete Section B of the Request for Degree/Certificate Requirement Change form the request and, upon receipt of items A-E, will call a meeting of a committee comprised of:

- The Dean from the academic area(s) involved
- The DRC (DSPS) Director, or designee

Date Approved: SPC 11/20/2007

(Replaces Palomar College Policy 409, Procedures 409 and 418.2 and all previous versions of AP 5140)

- An advocate of the student's choice (non-voting)
- The department chair from the academic area(s) involved
- A representative from the Faculty Senate (preferably from the concerned academic area.)

Minutes of the meeting will be taken. The Committee will review all evidence presented by the student.

The Committee's decision will be determined by a majority vote. In the event of a tie, the request will be referred to the Vice President for Instruction. If the Committee recommends a course substitution, the Committee will request the department for the course in question to identify appropriate course substitutions.

If the request for change is approved by the committee and later granted by the department for the course in question, the student must fulfill all other requirements for the associate degree or certificate.

Decisions that affect a transfer-level course may not be recognized by the educational institution where the student intends to transfer.

The committee will forward its decisions in writing to the student and Director of Student Affairs within three weeks of receiving the original completed petition.

If the student is dissatisfied with the committee's decision, he/she may appeal to the Vice President for Instruction. Further appeals may be made to:

Office of Civil Rights
Coordination and Review Section
Civil Rights Division
U.S. Department of Justice
P.O. Box 66118
Washington, D.C. 20035-6118

Also refer to the Palomar College Catalog and class schedule.

Offices of Primary Responsibility: **Student Services** **Disability Resource Center (DSPS)**
Counseling Services

STUDENT SERVICES

REV 12-12-16 9-1-17

BP 5300 STUDENT EQUITY

References:

Education Code Sections 66030, 66250 et seq., and 72010 et seq.;
Title 5 Section 54220

The District is committed to assuring student equity in educational programs and services. The Superintendent/President shall establish and implement a Student Equity Plan that complies with statutory requirements.

Also see Procedure AP 5300 titled Student Equity

STUDENT SERVICES

REV 9/1/17

AP 5300 STUDENT EQUITY

References:

Education Code Sections 66030, 66250 et seq., and 72010 et seq.;
Title 5 Section 54220

The District shall have a Student Equity Plan which will be developed, maintained and updated by the Student Success & Equity Council (SSEC) using campus-based research practices. The SSEC is tri-chaired by the Vice President of for Student Services, Faculty Senate President, and Vice President for Instruction and includes representation from students, faculty, staff and administration.

Consistent with Title V Section 54220(6)(d), the SSEC will examine equity-related outcomes by race/ethnicity, gender, disability, age and other underrepresented populations.

The SSEC shall evaluate progress toward equity goals that aligns with the institutional strategic plan of the college.

Following approval of the District's Student Equity Plan by the Palomar College Governing Board, the plan is filed, as required, with the State Chancellor's office. The plan will be updated and sent to the State Chancellor's office every three (3) years.

The District's Student Equity Plan will include:

- provisions for the active involvement of all the groups on campus
- involvement by appropriate people from the community who can articulate the perspective and concerns of historically underrepresented groups
- campus-based research to identify as to student groups whose success rates are not at equitable levels the extent of student inequity
- an assessment of institutional barriers to equity

The District's Student Equity Plan will address:

- institutional barriers to equity
- goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion and improvement rates, and transfer for each disproportionately impacted historically underrepresented group of students

- activities most likely to be effective to attain the goals, including coordination of existing student equity related programs
- sources of funds for the activities in the plan
- a schedule and process for evaluation of progress towards equity plan goals the goals
- an executive summary that describes the disproportionate impact groups for whom goals have been set, the goals, the initiatives that the District will undertake to achieve the goals, the resources budgeted for that purpose, and the District officer or employee who can be contacted for further information

Office of Primary Responsibility: Vice President of Student Services

STUDENT SERVICES

REV 12/12/16 no proposed changes

BP 5510 OFF-CAMPUS STUDENT ORGANIZATIONS

Reference:

34 Code of Federal Regulations Section 668.46(b)(7)

The District shall work with local law enforcement agencies to monitor and assess criminal activity in which students engage at off-campus locations of student organizations officially recognized by the District.

Student Services

REV 1/12/17

AP 5510 OFF-CAMPUS STUDENT ORGANIZATIONS

Reference:

34 Code of Federal Regulations Section 668.46(b)(7)

Palomar Community College District Police Department does not provide law enforcement service to off-campus organizations nor are activities off-campus recognized by District authority.

Office of Primary Responsibility: Student Services

Date Approved:

(This is a new procedure recommended by the CCLC and the League's legal counsel)

STUDENT SERVICES

REV 12/12/16 no proposed changes

**BP 5900 PREVENTION OF IDENTITY THEFT IN STUDENT
FINANCIAL TRANSACTIONS****References:**

Fair and Accurate Credit Transactions Act (FACT Act) 15 U.S. Code Section
1681m(e)

Since the District serves as a creditor in relation to its students, the District is required to provide for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") that could indicate identity theft of students. The Superintendent President is directed to develop procedures to implement an Identity Theft Prevention Program (ITPP) to control reasonably foreseeable risks to students from identity theft.

Date Adopted: 5/10/2011; Reviewed:*Replaces all previous versions of BP 5900*

STUDENT SERVICES
REV 4/28/17**AP 5900 PREVENTION OF IDENTITY THEFT IN STUDENT
FINANCIAL TRANSACTIONS****References:**

Fair and Accurate Credit Transactions Act (FACT Act) (15 U.S. Code Section 1681m(e))

The Purpose of the Identity Theft Prevention Program

The purpose of this Identity Theft Prevention Program (ITPP) is to control reasonably foreseeable risks to students from identity theft, by providing for the identification, detection, and response to patterns, practices, or specific activities ("Red Flags") that could indicate identity theft.

Definitions

"Identity theft" is a fraud attempted or committed using identifying information of another person without authority.

A **"creditor"** includes government entities who defer payment for goods (for example, payment plans for bookstore accounts or parking tickets), issued loans, or issued student debit cards. Government entities that defer payment for services provided are not considered creditors for purposes of the ITPP.

"Deferring payments" refers to postponing payments to a future date and/or installment payments on fines or costs.

A **"covered account"** includes one that involves multiple payments or transactions.

"Person" means any individual who is receiving goods, receives a loan, and/or is issued a debit card from the District and is making payments on a deferred basis for said goods, loan, and/or debit card.

Detecting "Red Flags" For Potential Identity Theft

Detection or discovery of a "Red Flag" indicates the need to take action under this ITPP to help prevent, detect, and correct identity theft.

The District will consider the following factors in identifying relevant "Red Flags:"

- the types of covered accounts the District offers or maintains
- the methods the District provides to open the District's covered accounts
- the methods the District provides to access the District's covered accounts
- the District's previous experience(s) with identity theft

Change on line 96 recommended by Connie Moise

Date Approved: SPC 4/5/2011; 9/6/2011; Revised:

(Replaces all previous versions of AP 5900.)

The District will continue to incorporate relevant “Red Flags” into this ITPP from the following sources:

- incidents of identity theft that the District has experienced
- methods of identity theft that the District identifies that reflects changes in identity theft risks
- guidance from the District’s management, legal counsel, and/or risk management advisors who identify changes in identity theft risks

The following Red Flags have been identified for the District’s covered accounts:

- Alerts, Notifications, or Warnings from a Consumer Reporting Agency, such as:
 - A fraud or active duty alert is included with a consumer report the District receives as part of a background check of an individual with any duties in, or access to, or who holds covered accounts and the alert suggests that the individual may be a perpetrator.
 - A consumer reporting agency provides a notice of credit freeze in response to a request for a consumer report of an individual with any duties in, or access to, or who holds covered accounts and the alert suggests that the individual may be a perpetrator.
 - A consumer reporting agency provides a notice of address discrepancy. An address discrepancy occurs when an address provided by a student substantially differs from the one the credit reporting agency has on file. See the section titled Preventing and Mitigating Identity Theft for specific steps that must be taken to address this situation.
 - A consumer report indicates a pattern of activity that is inconsistent with the history and usual pattern of activity of an individual with any duties in, or access to, or who holds covered accounts, such as:
 - A recent and significant increase in the volume of inquiries
 - An unusual number of recently established credit relationships
 - A material change in the use of credit, especially with respect to recently established credit relationships
 - An account that was closed for cause or identified for abuse of account privileges by a creditor or financial institution
- Suspicious Documents, such as:
 - Documents provided for identification appear to have been forged or altered
 - The photograph or physical description on the identification is not consistent with the appearance of the applicant or customer presenting the identification
 - Other information on the identification is not consistent with information provided by the person opening a new covered account or customer presenting the identification
 - Other information on the identification is not consistent with readily accessible information that is on file with the District, such as a signature card or a recent check

Change on line 96 recommended by Connie Moise

Date Approved: SPC 4/5/2011; 9/6/2011; Revised:

(Replaces all previous versions of AP 5900.)

- An application appears to have been altered or forged, or gives the appearance of having been destroyed or reassembled
- Suspicious Personally Identifying Information, such as:
 - When necessitated by the presence of an applicable red flag, checks of provided personally identifying information reveal inconsistencies when compared against external information sources used by the District. For example:
 - The address does not match any address in the consumer report
 - The Social Security Number (SSN) has not been issued, or is listed on the Social Security Administration's Death Master File, or
 - There is a lack of correlation between the SSN range and date of birth
 - Personal identifying information provided by a person is not consistent with other personal identifying information provided by the person and the types of inconsistencies suggest possible identity theft. For example:
 - The name or identifying number on a document does not match identifying information on other immigration documents
 - Personal identifying information is associated with known fraudulent activity as indicated by internal or third-party sources used by the District. For example:
 - The address on an application is the same as the address provided on a fraudulent application
 - The phone number on an application is the same as the phone number provided on a fraudulent application
 - Personal identifying information provided is of a type commonly associated with fraudulent activity as indicated by internal or third-party sources used by the District. For example:
 - The address on an application is fictitious, a mail drop, or a prison or
 - The phone number is invalid or is associated with a pager or answering service
 - The SSN provided is the same as that submitted by other persons currently being served by the District and such submittal or use is suspected of being fraudulent, intentionally incorrect, or otherwise malicious.
 - The address or telephone number provided is the same or similar to the address or telephone number submitted by an unusually large number of other persons being served by the District and such submittal or use is suspected of being fraudulent, intentionally incorrect, or otherwise malicious.
 - The person opening the covered account fails to provide all required personal identifying information on an application or in response to notification that the application is incomplete.
 - Personal identifying information provided is not consistent with personal identifying information that is on file with the District.

Change on line 96 recommended by Connie Moise

Date Approved: SPC 4/5/2011; 9/6/2011; Revised:

(Replaces all previous versions of AP 5900.)

- The person opening the covered account cannot provide authenticating information beyond that which generally would be available from a wallet or consumer report when required or requested.
- Unusual Use of (or Suspicious Activity Relating to) a Covered Account, such as:
 - A new covered account is used in a manner that is commonly associated with known patterns of fraud. For example, a person makes a first payment, but there are no subsequent payments or explanatory contacts made and/or he/she continues to attempt to conduct business beyond the timeframes typically associated with such circumstances.
 - A covered account is used in a manner that is not consistent with established patterns of activity on the account. For example, there is:
 - Nonpayment when there is no history of late or missed payments, or
 - A material change in electronic fund transfer patterns in connection with a payment.
 - A covered account that has been inactive for a reasonably lengthy period of time is suddenly used or active without reasonable purpose such as without enrollment of for non-enrollment-related fees due such as for transcript requests.
 - Mail sent to the person holding the covered account is returned repeatedly as undeliverable although transactions continue to be conducted in connection with the person's covered account.
 - The District is notified that the person is not receiving paper account statements and at least one other "red flag" condition type exists.
 - The District is notified of unauthorized transactions in connection with a person's covered account.
- Notices from Persons, Victims of Identity Theft, Law Enforcement Authorities, or Other Businesses About Possible Identity Theft in Connection with Covered Accounts, such as:
 - The District is notified by a person with a covered account, a victim of identity theft, a law enforcement authority, or any other person, that it has opened a fraudulent account for a person engaged in identity theft.

Measures to Detect "Red Flags"

The District shall do the following to aid in the detection of "Red Flags:"

- When a new covered account is opened, the District may obtain identifying information about, and information verifying the identity of, the student or other person seeking to open a covered account if one or more "red flags" are indicated. The following are examples of the types of valid identification that a person may provide to verify the identity of the person seeking to open the covered account:
 - Valid state-issued driver's license
 - Valid state-issued identification card

Change on line 96 recommended by Connie Moise

Date Approved: SPC 4/5/2011; 9/6/2011; Revised:

(Replaces all previous versions of AP 5900.)

- Current passport
- Social Security Card
- Other photo identification believed to be authentic
- Current residential lease, or
- Copy of a deed to the person's home or invoice/statement for property taxes
- Persons with covered accounts who request a name change will be required to:
 - Make the change in person
 - Provide documentation proving the change
 - Show valid photo identification, such as state-issued driver's license or identification card or current passport
- Persons with covered accounts who request a change in their personal information on file, other than a name change, will have the requested changes verified by the District, as follows:
 - Any changes made on-line will be considered verified by reason of valid entry into the account using personal username and password.
 - Any change requests made in person shall be accompanied by the photo identification of the requester and at least one written form of verification reflecting the requested changes to the personal information. For example, if an address change is requested, then documentation evidencing the new address shall be obtained. If a phone number change is requested, then documentation evidencing the new phone number, such as a phone bill, shall be obtained.
- When a student obtains the District photo identification card, the student shall be required to provide, in person, photo identification in the form of a valid state-issued driver's license or identification card or a current passport.
- When a breach of the District's electronic or other security measures, including firewalls, is detected, an analysis shall be performed to identify any suspicious activity, attempted breaks, and violations.
- The District shall consider implementation of any new technologies for identity verification and "red flag" detection in application, enrollment and other on-line processes when they become available.

Preventing and Mitigating Identity Theft

One or more of the following measures, as deemed appropriate under the particular circumstances, shall be implemented to respond to "Red Flags" that are detected:

- Monitor the covered account for evidence of identity theft
- Contact the person who holds the covered account
- Block all online transactions and process transaction requests in-person with appropriate identification

Change on line 96 recommended by Connie Moise

Date Approved: SPC 4/5/2011; 9/6/2011; Revised:

(Replaces all previous versions of AP 5900.)

- Change any passwords, security codes, or other security devices that permit access to a covered account
- Reopen the covered account with a new account number
- Not open a new covered account for the person
- Close an existing covered account
- Not attempt to collect on a covered account or not sell a covered account to a debt collector
- Notifying law enforcement
- Where a consumer reporting agency provides an address for a consumer that substantially differs from the address that the consumer provided, the District shall take the necessary steps to form a reasonable belief that the District knows the identity of the person for whom the District obtained a credit report, and reconcile the address of the consumer with the credit reporting agency, if the District establishes a continuing relationship with the consumer, and regularly, and in the course of business, provides information to the credit reporting agency, or
- Determine that no response is warranted under the particular circumstances.

Updating the ITPP

The District shall update this ITPP on an annual basis to reflect changes in risks to persons with covered accounts, and/or to reflect changes in risks to the safety and soundness of the District from identity theft, based on the following factors:

- The experiences of the District with identity theft
- Changes in methods of identity theft
- Changes in methods to detect, prevent and mitigate identity theft
- Changes in the types of covered accounts that the District maintains
- Changes in the business arrangements of the District, including service provider arrangements

Methods for Administering the ITPP

Oversight by the District's Vice President of Finance and Administrative Services and Vice President of Student Services shall include:

- Assigning specific responsibility for the ITPP's implementation
- Reviewing reports prepared by the staff regarding compliance of the ITPP
- Approving material changes to the ITPP as necessary to address changing identity theft risks

Staff responsible for the development, implementation, and administration of this ITPP shall report to the Vice President of Finance and Administrative Services and Vice President of Student Services on an annual basis, or as necessary. The report shall address material matters to the ITPP and evaluate the following issues: the effectiveness of the policies and procedures in addressing the risk of identity theft in connection with opening new covered accounts and with respect to existing covered

Change on line 96 recommended by Connie Moise

Date Approved: SPC 4/5/2011; 9/6/2011; Revised:

(Replaces all previous versions of AP 5900.)

254 accounts; service provider arrangements; significant incidents involving identity theft
255 and management's response; and recommendations for material changes to the ITPP.
256

257 Whenever the District engages a service provider to perform an activity in connection
258 with one or more covered accounts the District shall take steps to ensure that the
259 activity of the service provider is conducted in accordance with reasonable policies and
260 procedures designed to detect, prevent, and mitigate the risk of identity theft. To that
261 end, the District shall require our service contractors, by contract, to have policies and
262 procedures to detect relevant "Red Flags" that may arise in the performance of the
263 service provider's activities, and either report the "Red Flags" to the District, or to take
264 appropriate steps to prevent or mitigate identity theft.

265 Offices of Primary Responsibility: Student Services and Finance and Administrative
266 Services

Change on line 96 recommended by Connie Moise

Date Approved: SPC 4/5/2011; 9/6/2011; Revised:

(Replaces all previous versions of AP 5900.)

STUDENT SERVICES

REV 4/27/17

BP 5700 **INTERCOLLEGIATE** ATHLETICS**References:**

Education Code Sections 78223, 66271.6, 66271.8, and 67360 and 55041 et seq.
20 U.S. Code Sections 1681 et seq.
ACCJC Accreditation Standard II.C.4

The District shall maintain an organized program for men and women in intercollegiate athletics. ~~The program shall not discriminate on the basis of gender in the availability of athletic opportunities.~~ Opportunities for participation in intercollegiate athletics shall be based upon compliance with the tenants of Federal Title IX.

The Superintendent/President shall assure that the athletics program complies with state law, the California Community College Athletic Association (CCCAA) Constitution, and Bylaws, Sports Guides Championship Handbooks, and appropriate Conference Constitution~~s~~ and supplements as it regards ~~regarding~~ student~~s~~ athlete participation.

The District shall assume financial responsibility for the Intercollegiate Athletic Program.

See AP 5700 titled Athletics.

Proposed changes from CCLC updates 25 & 26 & Student Services

Date Adopted: 04/08/2008, Revised: 7/8/14

(Replaces former Palomar College Policy 470 and all previous versions of BP 5700.)

STUDENT SERVICES
REV 4/27/17

AP 5700 INTERCOLLEGIATE ATHLETICS

References:

Education Code Sections 78223, 66271.6, 66271.8, 67360 and 55041 et seq.;
Title IX Education Amendments of 1972

Students must meet the eligibility standards of the California Community College Athletic Association (CCCCAA) to participate in Palomar College athletics. Also refer to Student athletes are also required to adhere to the rules and regulations of the college as outlined in the Palomar College Catalog, Palomar College Student Athlete Handbook, class schedule, and Athletics web site.

Athletic Drug Testing

Athletic Drug Testing is not mandated.

Office of Primary Responsibility: Athletics Student Services

STUDENT SERVICES

REV 8/25/17 9/1/17

AP 5015 RESIDENCE DETERMINATION

References:

Education Code Sections 68000 et seq. and 68130.5, and 68075.7;

Title 5 Sections 54000 et seq.

38 U.S. Code Section 3679

Residence Classification

Residence classifications shall be determined for both credit and noncredit students for each student at the time of each registration application for admission and whenever a student has not been in attendance for more than one semester. To be classified as a resident, there must be a union of act and intent. A student's residency is a union of act and intent. Each person capable of establishing residence must couple their physical presence with objective evidence of their intent to reside in California for other than a temporary purpose. Residence classifications are to be made in accordance with the following provisions:

- A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.
- Residence classification is the responsibility of Enrollment Services.
- Students must be notified of residence determination within 14 calendar days of submission of application.
- The District shall publish the residence determination date and summary of the rules and regulations governing residence determination and classification in the District catalog or addenda thereto.
- A person can only have one permanent place of residence at any given time.

Resident

A student who has been a bona fide resident of the state for one year prior to the residence determination date and has demonstrated clear intent to make California a permanent home.

Nonresident

A student who has not resided in the state for more than one year immediately preceding the residence determination date.

One-Year Waiting Period

The one-year residence period which a student must meet to be classified as a resident does not begin to run until the student both is present in California and has manifested clear intent to become a California resident.

Burden of Proof

The burden is on the student to demonstrate clearly both physical presence in California and intent to establish California residence.

Reestablished Residence

If a student or the parents of a minor student relinquish California residence after moving from the state, one full year of physical presence, coupled with one full year of demonstrated intent to be a California resident, is required to reestablish residence for tuition purposes, except as provided in Education Code section 68070.

Some examples of demonstrated residence are:

- * Residing in California on a continuous basis for one year
- * Owning residential property
- * Registering to vote and voting in California
- * Obtaining a license from California for professional practice
- * Holding active membership in service or social clubs
- * Showing a California address on federal tax returns
- * Having spouse, children or other close relative reside in California
- * Filing California state tax return as a resident
- * Possessing a California driver's license
- * Possessing a California motor vehicle registration
- * Maintaining California as legal state on Leave and Earnings Statement and W-2 Form while in the armed forces
- * Establishing and maintaining active California bank accounts
- * Petitioning for divorce in California

Some examples of intent inconsistent with a claim of California residency:

- * Maintaining voter registration in another state
- * Petitioning for divorce in another state
- * Attending an out-of-state institution as a resident of that state
- * Declaring non-residency for state income tax purposes
- * Maintaining a driver's license and/or vehicle registration in another state

Rules Determining Residence

- * A student who has resided in the state for more than one year immediately preceding the residence determination date is a resident.
- * A student who has not resided in the state for more than one year immediately preceding the residence determination date is a nonresident.

The residence of each student enrolled in or applying for enrollment in any class or classes maintained by this District shall be determined in accordance with the Education Code which states that every person has, in law, a residence. In determining the place of residence, the following rules are to be observed:

- Every person who is married or eighteen years of age, or older, and under no legal disability to do so, may establish residence.
- A person may have only one residence.
- A person capable of establishing residence in California must be physically present in California for a minimum of one year prior to the residence determination date to be classified as a resident student.
- A residence is the place where one remains when not called elsewhere for labor or other special or temporary purpose and to which one returns in seasons of repose.
- A residence cannot be lost until another is gained.
- The residence can be changed only by the union of act and intent.
- A man or a woman may establish his or her residence. A woman's person's residence shall not be derivative from that of her husband his or her spouse. The two may share some of the objective manifestations of intent, however may have differing evidence of intent which would indicate different residences
- The residence of the parent with whom an unmarried minor child maintains his/her place of abode is the residence of the unmarried minor child. When the minor lives with neither parent, the minor's residence is that of the parent with whom the last place of abode was maintained, provided the minor may establish his/her residence when both parents are deceased and a legal guardian has not been appointed.
 - **Note:** The conditions for a minor apply unless the Immigration and Nationality Act precludes the minor from establishing domicile (residence) in the United States.
- The residence of an unmarried minor who has a parent living cannot be changed by the minor's own act, by the appointment of a legal guardian, or by relinquishment of a parent's right of control, unless the minor qualifies under the Self-Support or the Two-Year Care and Control exceptions.
- An alien foreign national, including an unmarried minor alien foreign national, may establish his or her residence unless precluded by the Immigration and Nationality Act from establishing residence in the United States.
- Physical presence in California solely for educational purposes does not

allow the student to establish residence, regardless of the length of presence in the state.

Financial Independence

Amongst the factors to be considered when a student is seeking a residence reclassification is financial independence. Financial independence shall be balanced against other factors such as passage of time, parents' residence, and the student's intent to establish residence elsewhere. A finding of financial dependence shall be considered strongly against a claim of California residence than a finding of financial independence. Financial dependence in the current or preceding calendar year shall weigh more heavily against a finding of California residence than shall financial dependence in earlier calendar years.

A student will be considered financially independent if the following requirements are met:

- I. The student has not and will not be claimed as an exemption for state and/or federal tax purposes by his or her parent in the calendar year the reclassification request is made and in any of the three calendar years prior to the reclassification request.
- II. The student has not and will not receive more than seven hundred fifty dollars (USD \$750) per year in financial assistance from his or her parent, in the calendar year the reclassification request is made and in any of the three calendar years prior to the reclassification request, and
- III. The student has not lived and will not live for more than six weeks in the home of his or her parent during the calendar year the reclassification request is made and in any of the three calendar years prior to the reclassification request.

A student who has established financial independence as well as met the requirements of the union of act and intent may be reclassified as a resident. Financial dependence in the current or preceding calendar year shall be overcome only if:

1. The parent on whom the student is financially dependent is a California resident, or
2. There is no evidence of the student's continuing residence in another state.

Determination of Resident Status

A resident is a student who has been a bona fide resident of the state for one year prior to the residence determination date. A bona fide resident is a person whose residence is in California as determined above except:

Some examples of demonstrated residence intent are:

- Residing in California on a continuous basis for one year
- Owning residential property or continuous occupancy of rented or leased property in California
- Registering to vote and voting in California
- Obtaining a license from California for professional practice
- Holding active membership in service or social clubs in California in professional, merchant, religious, service organizations or social clubs
- Showing a California address on federal tax returns
- Having spouse, children or other close relatives reside in California
- Filing California state tax return as a resident
- Possessing Maintaining a California driver's license or California ID
- Possessing Maintaining a California motor vehicle registration
- Maintaining California as legal state on Leave and Earnings Statement and W-2 Form while in the armed forces
- Maintaining a home of record in California or permanent military address in California while in the armed forces
- Establishing and maintaining active California bank accounts
- Petitioning for divorce in California
- Remaining in California while on academic breaks
- Indicating a California address on Selective Service registration

Some examples of intent inconsistent with a claim of California residency (including but not limited to):

- Maintaining voter registration and voting in another state
- Petitioning for divorce in another state
- Attending an out-of-state institution as a resident of that state
- Declaring non-residency for state income tax purposes; paying taxes in another state or country as a resident of that state or country or not fulfilling tax obligations to the State of California

Non-Citizens

The district will admit any non-citizen. The non-citizen, may establish his or her residence unless precluded by the Immigration and Nationality Act from establishing domicile in the United States; provided that the student has had residence in California for more than one year prior to the residence determination date for the semester for which attendance at the college is proposed. If the non-citizen is undocumented or

precluded from establishing domicile in the United States by the Immigration and Nationality Act, the student shall be classified as a nonresident. The nonresident classification shall continue until a year after the student has taken the appropriate steps to obtain a change of status from the United States Citizenship and Immigration Services to a classification that does not preclude establishing domicile in the United States and the student has had residence in California for more than one year. Students who are without lawful immigration status may be exempted from nonresident tuition under the Assembly Bill 540 or Assembly Bill 2000 nonresident tuition exemptions as long as the requirements of the exemptions are met.

Exceptions for Military

Active Duty Military

A student who is a member of the United States Armed Forces domiciled or stationed in California on active duty, as of the residence determination date is entitled to resident classification for tuition fees purposes. If that member of the United States Armed Forces, who is in attendance at the institution, is thereafter transferred to a place outside of California where the member continues to serve in the United States Armed Forces, the member shall retain resident classification as long as the member is continuously enrolled at the institution. This exception does not apply to the California National Guard, students seeking a graduate degree or members who are assigned for educational purposes to state-supported institutions of higher education.

Dependents of Military Personnel

A student who is a natural or adopted child or stepchild, or a spouse that is a dependent of a member of the United States Armed Forces domiciled or stationed in California on active duty shall be entitled to resident classification for tuition fees purposes. If that member of the United States Armed Forces is thereafter transferred on military orders to a place outside of California where the member continues to serve on active duty, or thereafter retires as an active member of the United States Armed Forces, the dependent shall retain resident classification as long as the student is continuously enrolled.

Recently Separated Military Members

A student who was a member of the United States Armed Forces that was stationed in California for one year immediately prior to being separated shall be exempt from payment of nonresident tuition for up to one year if the student files and affidavit with the institution stating that he or she intends to establish California residence as soon as possible. This one year exemption shall be used while the student lives in California and within two years from being separated. Members who received a dishonorable or bad conduct discharge are not eligible

for this exemption.

Veterans Access, Choice and Accountability Act

The following students who meet the below listed "covered individual" requirements shall be exempt from nonresident tuition for a period of up to three years' from the service members discharge or death (in the line of duty):

1. A veteran eligible for educational assistance under either the Montgomery GI Bill-Active Duty (MGIB-AD) or Post-9/11 GI Bill education benefit programs who resides (lives) in California (regardless of his/her formal state of residence) and enrolls in the community college within three years of discharge from a period of active duty service of 90 days or more.
2. An individual eligible for transferred education benefits under either the Montgomery GI Bill-Active Duty (MGIB-AD) or Post-9/11 GI Bill education benefit programs who resides (lives) in California (regardless of his/her formal state of residence) and enrolls in the community college within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.
3. An individual eligible for benefits under the Marine Gunnery Sergeant John David Fry Scholarship (provides Post-9/11 GI Bill benefits to the children and surviving spouses of service members who died in the line of duty while on active duty) who resides (lives) in California (regardless of his/her formal state of residence) and enrolls in the community college within three years of the Servicemember's death in the line of duty following a period of active duty service of 90 days or more.

This exemption shall continue past the three years if the student is continuously enrolled.

Exceptions for Minors

Parent was California Domiciliary Who Left

- A student who is a minor and remains in this state California after the parent, who was previously domiciled in California for at least one year immediately prior to leaving, and has, during the student's minority, and has and within one year immediately prior to the residence determination date, established residence elsewhere, shall be entitled to retain resident classification until the student has attained attained the age of majority and has resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained at an the institution once

enrolled.

Self-Support

- A student who is ~~a minor~~ under the age of 19 on the residence determination date and who provides evidence of being entirely self-supporting and actually present in California for more than one year immediately preceding the residence determination date with the intention of acquiring a residence therein, shall be entitled resident classification until he or she has resided in the state the minimum time necessary to become a resident. The following would negate the student's self-support claim:
 - A loan made by a bank to the parent who in turn provides the student with the funds.
 - A loan made by a bank requiring a parent to co-sign.
 - A loan made by a parent to the student.
- ~~A student who has not been an adult for one year immediately preceding the residence determination date for the semester for which the student proposes to attend an institution shall have the immediate premajority derived California residence, if any, added to the post-majority residence to obtain the one year of California residence.~~

Tacking

In instances that a student's a parent:

- Becomes deceased and the derivative residence shifts from the deceased parent to the living parent or
- Both of the student's parents become deceased and a guardian has been appointed to a minor, or if none appointed, to the minor's own elected residence.

The immediate pre-majority derived California residence may be added to the post-majority residence to satisfy the one year durational requirement.

Two-Year Care and Control

A student who, immediately prior to enrolling at the institution, has lived with and been under the continuous direct care and control of any adult or adults, other than a parent, for a period of not less than two years and the adult or adults having such control have been domiciled in California during the year immediately prior to the residence determination date, shall be entitled to resident classification until the student has reached the age of majority as long as continuous full-time attendance is maintained at the institution.

Ward of the State of California

A student who resides in California and is 19 years of age or under at the time of enrollment, who is currently a dependent or ward of the state through California's child welfare system, or was served by California's child welfare system and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until he/she has resided in the state the minimum time necessary to become a resident.

Senate Bill 150

A special part-time student, other than a nonimmigrant (apart from T and U visas) who resides in California and has both parental permission and a recommendation by the principal of the pupil's school to attend a community college and who enrolls in 11.99 units or fewer per semester shall be exempt from the requirement to pay nonresident tuition. For the purposes of this section, "special part-time student" refers to students who have been recommended by the principal of the pupil's school and have parental permission to attend a community college during any session or term and who enroll in 11.99 or fewer units per semester. This exception does not apply to special full-time students.

Other Exceptions**Adult Dependent Child of California Resident**

A student who has not been an adult resident of California for more than one year and is either the dependent child of a California resident who has had residence in California for more than one year prior to the residence determination date, or has a parent who has both contributed court-ordered support for the student on a continuous basis and has been a California resident for a minimum of one year, shall be entitled to resident classification. This exception shall continue until the student has resided in the state the minimum amount of time necessary to become a resident as long as continuous attendance is maintained by the student at the institution.

American Indian Attending School Administered by Bureau of Indian Affairs Located Within the Community College District

A student who is a Native American is entitled to resident classification if the student is also attending a school administered by the Bureau of Indian Affairs located within the community college district. As used in this section, "Native American" means an American Indian.

Graduate of a California School Operated by United States Bureau of Indian Affairs

A student who is a graduate of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School, shall be entitled to resident classification. This exception shall continue as long as continuous attendance is maintained at the institution.

Employees of Public Schools

A. A student holding a valid credential authorizing service in the public schools of ~~this state~~ California, who is employed by a school district in a full-time position requiring certification qualifications for the college year in which the student enrolls in an institution, shall be entitled to resident classification if each student meets any of the following requirements:

- He/she holds a provisional credential and is enrolled in courses necessary to obtain another type of credential authorizing service in the public schools.
- He/she holds a credential issued pursuant to Education Code Section 44250 and is enrolled in courses necessary to fulfill credential requirements.
- He/she is enrolled in courses necessary to fulfill the requirements for a fifth year of education prescribed by subdivision (b) of Education Code Section 44259.

B. ~~notwithstanding any other provision of law, A~~ a student holding a valid emergency permit authorizing service in the public schools of ~~this state~~ California, who is employed by a school district in a full-time position requiring certification qualifications for the academic year in which the student enrolls at an institution in courses necessary to fulfill teacher credential requirements, is entitled to resident classification only for the purpose of determining the amount of tuition and fees for no more than one year. Thereafter, the student's residency status will be determined under the other provisions of this procedure.

Nonresident Employees and/or Their Dependents

A student who is a full-time employee of the institution or of any state agency, or a student who is a child or spouse of a full-time employee of the institution or of any state agency, may be entitled to resident classification until he or she has resided the minimum amount of time necessary to become a resident. For

purposes of this section, the "employee of any state agency" must be assigned to work outside of the state.

Amateur Student Athlete

Any amateur student athlete in training at the United States Olympic Training Center in Chula Vista is entitled to resident classification until he or she has resided in the state the minimum amount of time necessary to become a resident. For the purposes of this section, "amateur student athlete" means any student who meets the eligibility standards established by the national governing body for the sport in which the athlete competes.

- A student who is a full-time employee of the California State University, the University of California or a community college, or of any state agency or a student who is a child or spouse of a full-time employee of the California State University, the University of California or a community college, or of any state agency may be entitled to resident classification, until the student has resided in the state the minimum time necessary to become a resident.
- A student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification. If the member of the armed forces of the United States later transferred on military orders to a place outside this state, or retires as an active member of the armed forces of the United States, the student dependent shall not lose his/her resident classification until he/she has resided in the state the minimum time necessary to become a resident.
- A student who is a member of the armed forces of the United States stationed in this state on active duty, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification only for the purpose of determining the amount of tuition and fees.
- A veteran who was discharged or released from at least 90 days of active service less than three years before the date of enrollment in a course commencing on or after July 1, 2015, and his/her dependents, regardless of the veteran's state of residence is entitled to resident classification.
- A student who was a member of the armed forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged from the armed forces is entitled to resident classification for the length of time he/she lives in this state after being discharged up to the minimum time necessary to become a resident.

- An individual who is the child or spouse of a person who, on or after September 11, 2001, died in the line of duty while serving on active duty as a member of the Armed Forces who resides in California and enrolls in the community college within three years of the Service Member's death in the line of duty following a period of active duty service of 90 days or more.
- A student who is a minor and resides with his or her parent in a district or territory not in a district shall be entitled to resident classification, provided that the parent has been domiciled in California for more than one year prior to the residence determination date for the semester, quarter or term for which the student proposes to attend.
- A student who is a Native American is entitled to resident classification for attendance at a community college if the student is also attending a school administered by the Bureau of Indian Affairs located within the community college district.

Federal Civil Service Employee Relocated due to Military Mission Realignment

- A student who is a federal civil service employee and his or her natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.

Ward of the State of California (duplicated on page 9)

- A student who resides in California and is 19 years of age or under at the time of enrollment, who is currently a dependent or ward of the state through California's child welfare system, or was served by California's child welfare system and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until he/she has resided in the state the minimum time necessary to become a resident.

Agricultural Employment

- A student who lives with a parent who earns a livelihood primarily by performing agricultural labor for hire in California and other states, and the parent has performed such labor in this state for at least two months per year in each of the two preceding years, and the parent resides in this District and the parent of the student has claimed the student as a dependent on his state or federal personal income tax return if he/she has sufficient income to have personal income tax liability shall be entitled to

resident classification. A student who earns a livelihood primarily by performing agricultural labor for hire in California and other states and who has performed this labor in California for at least two months per year in each of the two preceding years.

Apprentices

A student who is an apprentice and is taking classes of related or supplemental instruction shall be exempt from payment of nonresident tuition.

United States Citizens Whose Parent or Guardian was Deported or Permitted to Depart Voluntarily under the Federal Immigration and Nationality Act

A United States Citizen who resides in a foreign country and meets the following requirements:

- i. Demonstrates a financial need for the exemption.
- ii. Has a parent or guardian who has been deported or was permitted to depart voluntarily under the federal Immigration and Nationality Act.
- ii. Moved abroad as a result of the deportation or voluntary departure.
- iv. Lived in California immediately before moving abroad.
- v. Attended a public or private secondary school in California for three or more years.
- vi. Upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education.
- vii. Will be living in California and will file an affidavit with the community college stating that he or she intends to establish residency in California as soon as possible.
- viii. Documentation shall be provided by the student as required by statute as specified in Education Code section 76140(a)(5).

A student who demonstrates financial need, has a parent who has been deported or was permitted to depart voluntarily, , moved abroad as a result of that deportation or voluntary departure, lived in California immediately before moving abroad, attended a public or private secondary school in the state for three or more years, and upon enrollment, will be in his or her first academic

year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District stating that he or she intends to establish residency in California as soon as possible.

Dependent of Individual Killed in the September 11, 2001 Terrorist Attacks

A student who is a surviving dependent of any individual killed in the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania shall be exempt from the payment of nonresident tuition if the student meets the financial requirements for the Cal Grant A program under Education Code 69432.7 and either the dependent or the individual killed was a California resident on September 11, 2001.

Public Agency Employee Hired as a Peace Officer

A student who has been hired by a public agency that intends to classify the student as a peace officer, may be classified as a resident for purposes of enrollment and completion of police academy courses at the community college if the student has passed all other requirements of the public agency and if written assurances are provided by the public agency that it intends to classify the student as a peace officer upon complete of the police academy training course.

Assembly Bill 540

With the exception of nonimmigrant visa holders (apart from T and U visas), students who are physically present in California and:

- attended California high school(s) (public or private) for three or more years, and
- graduated (or attained the equivalent thereof) from a California high school

are exempted from payment of nonresident tuition if they meet the criteria specified in the law prior to the start of the term.

Assembly Bill 2000

With the exception of nonimmigrant visa holders (apart from T and U visas), students who are physically present in California and:

- Attained credits earned in California from a California high school equivalent to three or more years of full-time high school coursework.

- Attended a combination of elementary schools, middle schools, and /or high schools in California for a total of three or more years, and
- Graduated from a California high school or attained the equivalent thereof

Are exempted from payment of the nonresident tuition in credit courses if they meet the criteria specified in the law prior to the start of the term.

Senate Bill 150

A special part-time student, other than a nonimmigrant (apart from T and U visas), who resides in California and has both parental permission and a recommendation by the principal of the pupil's school to attend a community college and who enrolls in 11.99 units or fewer per semester shall be exempt from the requirement to pay nonresident tuition. For the purposes of this section, "special part-time student" refers to students who have been recommended by the principal of the pupil's school and have parental permission to attend a community college during any session or term and who enroll in 11.99 or fewer units per semester. This exception does not apply to special full-time students.

RECLASSIFICATION, PROVISIONS, APPEALS

Reclassification

A student previously classified as a nonresident may request to be reclassified by completing a supplemental residence questionnaire and submitting both the questionnaire and supporting documentation to Enrollment Services by the end of the term for which the student is requesting reclassification for.

Residence classifications are to be made in accordance with the following provisions:

- A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.
- Residence classification is the responsibility of Enrollment Services.
- Students must be notified of residence determination within 14 calendar days of submission of application.
- The District shall publish the residence determination date and summary of the rules and regulations governing residence determination and classification in the District catalog or addenda thereto.
- A person can only have one permanent place of residence at any given

time.

Right To Appeal

Students who have been classified as nonresidents have the right to a review of their classification (Title 5 Section 54010 (a)). Any student, following a final decision of residence classification by the Enrollment Services Office, may make written appeal to the Enrollment Services Office within 30 calendar days of notification of final decision by the District regarding classification.

Right to Appeal

Students whose reclassification request has been denied, may make a written appeal of that decision. The appeal and additional supporting documentation that was not included with the initial reclassification request shall be submitted to Enrollment Services for reconsideration.

Appeal Procedure

The appeal must be submitted to Enrollment Services Office. Copies of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student, with a cover statement indicating upon what basis the residence classification decision was made, must be forwarded with the appeal.

The Enrollment Services Office shall review all the records and have the right to request additional information from either the student or the Admissions Office. The Enrollment Services Office will render a final decision.

Within 30 calendar days of receipt, the Enrollment Services Office shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

Appeal Procedure

Enrollment Services will review additional documentation submitted by the student and inform the student regarding the final residence determination. If the appeal is denied, the determination shall state specific facts on which the decision was made.

Reclassification

A student previously classified as a nonresident may be reclassified as of any residence determination date. A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.

Students must submit petitions to the Admissions Office.

Students must submit petitions prior to the session for which the reclassification becomes effective. Extenuating circumstances may be considered in cases where a student failed to petition for reclassification prior to the residency determination date. In no case, however, may a student receive a nonresident tuition refund after the date of the first census.

Written documentation may be required of the student in support of the reclassification request.

A questionnaire to determine financial independence must be submitted with the petition for reclassification. Determination of financial independence is not required for students who were classified as nonresidents by the University of California, the California State University, or another community college district (Education Code Section 68044).

A student shall be considered financially independent for purposes of residence reclassification if the applicant meets all of the following requirements:

- Has not and will not be claimed as an exemption for state and federal tax purposes by the parent(s) in the calendar year prior to the year the reclassification application is made
- Has not lived and will not live for more than six weeks in the home of the parent(s) during the calendar year the reclassification application is made

A student who has established financial independence may be reclassified as a resident if the student has met the requirements of Title 5 Sections 54020, 54022, and 54024.

Failure to satisfy all of the financial independence criteria listed above does not necessarily result in denial of residence status if the one year requirement is met and demonstration of intent is sufficiently strong.

Financial dependence in the current or preceding calendar year shall weigh more heavily against finding California residence than financial dependence in the preceding second and third calendar years. Financial dependence in the current or preceding calendar year shall be overcome only if (1) the parent on whom the student is dependent is a California resident or (2) there is no evidence of the student's continuing residence in another state.

The Enrollment Services Office will make a determination, based on the evidence and notify the student not later than 14 days of receipt of the petition for reclassification.

Students have the right to appeal according to the procedures above.

Non-Citizens

The District will admit any non-citizen who is 18 years of age or a high school graduate.

If non-citizens are present in the United States illegally or with any type of temporary visa, they will be classified as nonresidents and charged nonresident tuition unless they meet the exceptions contained below.

If, for at least one year and one day prior to the start of the semester in question, a non-citizen has possessed any immigration status that allows him/her to live permanently in the United States and she/he meets the California residency requirements, the student can be classified as a resident.

A student who is without lawful immigration status may be exempted from nonresident tuition if he/she meets the following requirements:

- high school attendance in California for three or more years
- graduation from a California high school or attainment of the equivalent thereof
- registration for classes not earlier than the fall semester or quarter of 2001-2002
- the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he or she is eligible to do so.

The initial residency classification will be made at the time the student applies for admission. Students may file residency questionnaire forms through the third week of the semester to request a review of their residency status. Final residency determination is made by the Enrollment Services Office. Students may appeal the decision in writing to the Enrollment Services Office if additional evidence can be provided.

Office of Primary Responsibility: Enrollment Student Services

STUDENT SERVICES

REV 1/11/17 9/1/17

AP 5070 ATTENDANCE

References:

Title 5 Sections 58000 et seq.

Pursuant to Education Code Section 84040, the Department of Finance, the Auditor General, and the California Community Colleges Chancellor's Office, documentation requirements are maintained to promote standardized, accurate reporting of data use for calculating the state general fund apportionment and to facilitate annual audits required of the District. Appropriate support records include the following:

- Computation of units of fulltime equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
- Selection of a single primary term length for credit courses
- Reporting of FTES during the "first period" (between July 1 and December 31) and "second period" (between July 1 and April 15)
- Compliance with census procedures prescribed by the state Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis
- Preparation of census day procedure tabulations
- Preparation of actual student contact hours of attendance procedure tabulations
- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations
- Preparation of support documentation regarding all course enrollment, attendance and disenrollment information
- Computation of FTES that includes 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
- Maintenance of the colleges in the District for at least 175 days during the fiscal year

Also see new AP 5075 titled Course Adds and Drops.

Office of Primary Responsibility: ~~Enrollment~~ Student Services

STUDENT SERVICES

REV 9/2/17

AP 5520 STUDENT DISCIPLINE PROCEDURES

References:

Education Code Sections 66017, 66300, 69810-69813, 72122, 76030, 76031, 76032, 76037, 76120, 76210, and 76220 et seq.;
Government Code Sections 3540 et seq.;
Penal Code Sections 626.2 and 626.4;
Title 5 Sections 41303 and 54600 et seq.

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed to them by the California and United States Constitutions. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

~~These~~ ~~This~~ Administrative Procedures ~~are~~ ~~is~~ specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the California and United States Constitutions, and by Education Code Section 76120 and will not be used to punish expression that is protected.

DEFINITIONS

District – The Palomar Community College District

Superintendent/President – The chief executive officer, or that person's designee, shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the state and federal law and regulations.

Administrator – An administrator is a person employed by the Governing Board in a supervisory or management position as defined in Government Code Sections 3540 et seq.

Director of Student Affairs – The Director of Student Affairs of the District, or the Superintendent/President's designee, is responsible for implementation of the disciplinary procedures.

~~Professor (Faculty Member) Instructor~~** – Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

"Day" (line 70-71) is defined in other BP/AP differently; should it be consistent? ****"Notice"** (line 72-74) – this seems awkward.

Date Approved: SPC 05/06/2008; Revised:

(Replaces former Palomar College Policies 430.1, 430.2, and 430.3 and all previous versions of AP 5520.)

Student – Any person currently enrolled as a student at Palomar College or in any program offered by the District during the time of the incident.

Informal Due Process Hearing – Student is afforded an initial opportunity to present his/her evidence regarding the alleged conduct violation to the Director of Student Affairs.

Disciplinary Appeals Panel – A Disciplinary Appeals Panel shall be composed of one administrator at large, one full-time faculty member, and one student.

Immediate Interim Suspension (Education Code Section 66017) – The Superintendent/President, or that person's designee, may order immediate suspension of a student where ~~he or she~~ he/she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to an appeals hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days.

Short-term Suspension – Exclusion of the student for good cause from one or more classes for a period of up to five (5) consecutive instructional days.

Long-term Suspension – Exclusion of the student by the for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the District for one or more terms.

Expulsion – Exclusion of the student by the Governing Board from the District for one or more terms.

Removal from class – Exclusion of the student by an ann professor instructor faculty for the day of the removal and the next class meeting.

Written or verbal reprimand – An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands shall become part of a student's permanent record at the District. A record of the fact that a verbal reprimand has been given may become part of a student's record at the District for a period of up to one year.

Withdrawal of Consent to Remain on Campus – Withdrawal of consent by the District for any person to remain on campus in accordance with California Penal Code Section 626.4 where the District has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

"Day" (line 70-71) is defined in other BP/AP differently; should it be consistent? ****"Notice"** (line 72-74) – this seems awkward.

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Day -- Days during which the District is in session and regular classes are held, excluding Saturdays and Sundays.

Notice** – Delivery of notice shall be emailed to Palomar College student email account. Secondary notices may be delivered by United States (US) mail. Two Three business days are allowed for US mail delivery.

DISCIPLINARY ACTIONS

Verbal reprimand may be given to a student who violates the Standards of Student Conduct by an professor instructor faculty member or an administrator. The professor instructor faculty member or administrator may request a record of the verbal reprimand become part of a student's record at the District for a period of up to one year. The request shall be made to the Director of Student Affairs.

Written reprimand may be given to a student who violates the Standards of Student Conduct by an professor instructor faculty member or an administrator. The faculty member professor instructor or administrator shall, within five (5) days of giving the reprimand, send a copy of the reprimand to the Director of Student Affairs. The Director of Student Affairs shall ensure that the reprimand becomes part of the student's permanent record at the District.

~~**Removal from Class** (Education Code Section 76032) -- Any professor instructor may order a student removed from his or her class for the day of the removal and the next class meeting. The professor shall immediately report the removal to the Director of Student Affairs. The student shall not return to the class during the period of the removal without the concurrence of the instructor professor. Nothing herein will prevent the Director of Student Affairs from recommending further disciplinary procedures in accordance with these procedures based on the evidence which led to the removal.~~

Removal from Class (Education Code Section 76032): Any instructor faculty member may order a student removed from his/her class for the day of the removal and the next class meeting. The instructor faculty member shall immediately submit the incident report of the removal to the Director of Student Affairs and advise the Division Dean. The Division Dean shall arrange for a conference between the student and the instructor faculty member regarding the removal. The student shall not be returned to the class during the period of the removal without the concurrence of the faculty member instructor. Nothing herein will prevent the Director of Student Affairs from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

Short-term Suspensions, Long-term Suspensions, and Expulsions

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Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

- **Notice** -- The Director of Student Affairs will provide the student with written notice of the conduct warranting the discipline. The written email notice will include the following:
 - the specific section of the Standards of Student Conduct that the student is accused of violating
 - a short statement of the evidence supporting the accusation
 - the nature of the discipline that is being considered
 - the due process right of the student to meet with the Director of Student Affairs to discuss the accusation, or to respond in writing.
 - the time and date for the informal due process hearing before the Director of Student Affairs
- **Time limits** -- The notice must be provided to the student within ten (10) days of the date on which the conduct took place, or from the date the District became aware of the conduct. In the case of continuous, repeated, or ongoing conduct, the notice must be provided within five ten (10) days of the date on which conduct occurred which led to the decision to consider disciplinary action.
- **Informal Due Process Hearing** -- The purpose of the due process hearing is to determine whether disciplinary action is warranted. The hearing must occur no later than ten (10) days after the notice is provided. At the hearing, the student must again be told the evidence leading to the accusation, and must be given an opportunity to respond verbally to the accusation. The student shall prepare a signed written statement of the incident and provide it to the hearing officer at the time of the hearing. The student shall bring supporting evidence to the hearing.
- **Hearing Officer** -- The Hearing Officer shall be the Director of Student Affairs.

Short-term Suspension -- Within five (5) days after the hearing described above, the Director of Student Affairs shall decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the decision shall be provided to the student. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action. The Director of Student Affairs decision on a short-term suspension shall be final.

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Long-term Suspension -- Within five (5) days after the due process hearing described above, the Director of Student Affairs shall decide whether to impose a long-term suspension. Written notice of the Director of Student Affairs' decision shall be provided to the student. The notice will include the right of the student to request an appeal before a long-term suspension is imposed, and a copy of this policy describing the procedures for an appeal.

The Superintendent/President shall report all suspension of students to the Governing Board.

Expulsion -- Within five (5) days after the due process hearing described above, the Director of Student Affairs shall decide whether to recommend expulsion to the Superintendent/President and the Governing Board. Written notice of the Director of Student Affairs' decision shall be provided to the student. The notice will include the right of the student to request an appeal before expulsion is imposed, and a copy of this policy describing the procedures for an appeal.

APPEAL PROCEDURES

Request for an Appeal

Within five (5) days after receipt of the Director of Student Affairs' decision regarding a long-term suspension or expulsion, the student may ~~an~~ appeal the decision to an Disciplinary Appeals Panel. The request must be made in writing to the Director of Student Affairs.

Schedule of an Appeal Hearing

The appeal hearing shall be held within fourteen (14) days after a formal written request for an appeal is received.

Disciplinary Appeals Panel – At the beginning of each academic year, the Director of Student Affairs shall call for appointments from the Vice President for Student Services, the President of the Faculty Senate, and the President of the Associated Student Government (ASG). ~~President~~ Each of these three individuals shall ~~each, at the beginning of the academic year, establish~~ submit a list of at least five persons ~~(for a total of fifteen – or more- individuals)~~ who ~~will~~ may serve on student disciplinary appeals panels throughout the academic year.

During an appeal hearing t The Director of Student Affairs and the student requesting the appeal hearing shall appoint a Disciplinary Appeals Panel from the names on these lists. Panels shall be composed of one administrator at large, one full-time faculty member, and one student H However, no administrator, faculty member instructor faculty member or student who has any personal involvement in the matter to be decided, who

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is a necessary witness, or who could not otherwise act in a neutral manner shall serve.
on a Disciplinary Appeals Panel.

Disciplinary Appeals Panel Chair

The Disciplinary Appeals Panel shall select its own chair. The decision of the chair shall be final on all matters relating to the conduct of the formal hearing unless there is a vote by both other members of the panel to the contrary.

Conduct of the Formal Hearing

The members of the Disciplinary Appeals Panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the formal hearing begins. The evidence supporting the accusation shall be presented by a District representative who shall be the Director of Student Affairs. The District representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

The District representative and the student shall each be permitted to make an opening statement. Thereafter, the District representative shall make the first presentation, followed by the student. The District representative may present rebuttal evidence after the student completes his/her evidence. The burden of proof shall be on the District representative to prove by the preponderance of the evidence that the facts alleged are true.

The student may represent himself/herself, and may also have the right to be represented by a person of his or her choice. If the student wishes to be represented by an attorney, a request must be presented in writing to the District representative not less than five (5) days prior to the date of the hearing. If the student is being represented by an attorney, the District representative may request legal assistance through the Office of the Superintendent/President. The Disciplinary Appeals Panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Formal Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than five (5) days prior to the date of the formal hearing.

In a closed formal hearing, witnesses shall not be present at the formal hearing when not testifying, unless all parties and the panel agree to the contrary.

The formal hearing shall be recorded by the District either by tape voice recording or stenographic recording, and shall be the only recording made. No witness who refuses

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to be recorded may be permitted to give testimony. ~~In the event the recording is by tape recording, At the beginning of the hearing,~~ the Disciplinary Appeals Panel chair shall, ~~at the beginning of the hearing,~~ ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. ~~Tape Voice~~ recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the ~~tape voice~~ recording.

All testimony shall be taken under oath; the oath shall be administered by the Disciplinary Appeals Panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. All testimony shall be taken under oath and ~~tape voice~~ recorded.

Within five days (5) following the close of the hearing, the Disciplinary Appeals Panel shall prepare and send to the Vice President for Student Services a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of Student Conduct were violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the ~~formal~~ hearing, and not on matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

Vice President for Student Services' Decision

Long-term suspension -- Within five (5) days of the Disciplinary Appeals Panel's decision, the student may request an appeal to the Vice President for Student Services. The Vice President for Student Services may accept, modify or reject the ~~findings~~, decision(s) of Disciplinary Appeals Panel. If the Vice President for Student Services modifies or rejects the Disciplinary Appeals Panel's decision, the Vice President for Student Services shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Vice President for Student Services shall be final.

Expulsion -- Within five (5) days following receipt of the Disciplinary Appeals Panel's ~~recommended~~ decision, the Vice President for Student Services shall render a written recommended decision to the ~~Superintendent/President Governing Board~~. The Vice President for Student Services may accept, modify or reject the findings, decisions and recommendations of the Disciplinary Appeals Panel. If the Vice President for Student Services modifies or rejects the Disciplinary Appeals Panel's decision, he or she shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. ~~The Vice President for Student Services shall make a written recommendation to the Superintendent/President.~~

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Governing Board Decision -- (Education Code Section 72122) The Governing Board shall consider any recommendation from the Superintendent/President for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision. The Governing Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures.

The student shall be notified in writing, by registered or certified mail to the address on file with the District or by personal service, at least three (3) days prior to the meeting, of the date, time, and place of the Governing Board's meeting. The student may, within forty-eight (48) hours after receipt of the notice, request that the hearing be held as a public meeting. Even if a student has requested that the Governing Board consider an expulsion recommendation in a public meeting that involves any other student(s), the Governing Board will hold any the discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in closed session to avoid any conflict with the right to privacy of any student(s).

The Governing Board may accept, modify or reject the findings, decisions and recommendations of the Superintendent/President and/or the Disciplinary Appeals Panel. If the Governing Board modifies or rejects the decision, the Board shall review the record of the hearing and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Governing Board shall be final. The final action of the Governing Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

Withdrawal of Consent to Remain on Campus -- The Director of Student Affairs (see line 64 District) may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he or she must promptly leave or be escorted off campus. If consent is withdrawn by the Director of Student Affairs a written report must be promptly made to the Superintendent/President.

The person from whom consent has been withdrawn may submit a written request for an appeal hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven (7) days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions. In no case shall consent be withdrawn for longer than ten fourteen days no more than fourteen (14) days from the date upon which consent was initially withdrawn. Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest, in accordance with Penal Code Section 626.4

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Time Limits -- Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Admission or readmission may be denied to any person who, while not enrolled as a student, commits such acts which, were he/she enrolled as a student, would be the basis for disciplinary proceedings under this policy. In addition, admission or readmission may be denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to this policy. Any conduct for which admission or readmission may be denied must be college-related.

The fact of disciplinary action and the reasons therefore shall be recorded on the student discipline records subject to access, review, and comment by the student as authorized by the Federal Family Educational Rights and Privacy Act [20 U.S.C. 1232 (g)] and the administrative regulations adopted thereto (45 CFR Sections 99 et seq.) and similar provisions of state law and the administrative regulations adopted pursuant thereto.

The information shall remain recorded on the student records unless expunged in accordance with state or federal law but shall not be released to prospective employers unless the student consents in writing to such release.

In addition, such information will be released to other third parties, including law enforcement agencies, as required or authorized by the state and federal law referred to above.

For a period of two calendar years after the recording of such information, the information may be used by appropriate District officials in determining the appropriate sanction of any subsequent disciplinary action or for any other college-related purposes.

Office of Primary Responsibility: Student Services Affairs

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