



College Coordinating Council Meeting Via Zoom

October 14, 2020

A140 – President’s Conference
Room 9:30 a.m. – 10:30 a.m.
(Less than 10 people)

Type of Meeting: Regular
Note Taker: Patty McClure, Megan Aceves
Please Review/Bring: Agenda, Minutes

Committee Members:

Van Rider, Academic Senate
Cameron Zappetta ASO
Bridget Cook, General Counsel – **CHAIR**
Pamela Ford & Wade Saari, Classified Union
Michelle Hernandez, Confidential/Management/Supervisory/Administrators
LaDonna Trimble, Deans
Dr. Aurora Burd, Faculty Union
VACANT Vice President of Academic
Jenn Burchett, Vice President of Human Resources
Dr. Erin Vines, Vice President of Student Services

MEETING

Items	Person(s) Responsible	Time	Action
STANDING ITEMS:			
I. Approval of Previous Minutes of September 23, 2020.	All		
II. Constituent Reports	All		
INFORMATION/DISCUSSION/ACTION ITEMS:			
III. BP & AP 4020 – Program, Curriculum, and Course Development	Les	1 minute	Returned from February 12, 2020 meeting and constituent review and AP & P. Returned from September 23, 2020 meeting.
IV. AP 4021 – Program Discontinuance	Les	1 minute	Returned from February 12, 2020 meeting and constituent review and AP & P. Returned from September 23, 2020 meeting.
V. AP 4022 – Course Approval	Les	1 minute	Returned from February 12, 2020 meeting and constituent review. Returned from September 23, 2020 meeting.
VI. BP & AP 4025 – Philosophy and Criteria for Associate Degree and General Education	Les	1 minute	Returned from February 12, 2020 meeting and constituent review. Returned from September 23, 2020 meeting.

VII.	AP 4236 –Advanced Placement Credit	Les	1 minute	Returned from February 12, 2020 meeting and constituent review. Returned from September 23, 2020 meeting.
VIII.	AP 5055 – Enrollment Priorities	Erin	1 minute	Returned from May 13, 2020 meeting and constituent review. Returned from September 23, 2020 meeting.
IX.	BP & AP 5140 – Disabled Students Programs and Services	Erin	1 minute	Returned from February 12, 2020 meeting and constituent review. Returned from September 23, 2020 meeting.
X.	NEW AP 5203 – Lactation Accommodation	Erin	1 minute	Returned from February 12, 2020 meeting and constituent review. Returned from September 23, 2020 meeting.
XI.	BP & AP 5400 – Associated Student Organization and Student Clubs	Erin	1 minute	Returned from February 12, 2020 meeting and constituent review. Returned from September 23, 2020 meeting.
XII.	BP & AP 5800- Prevention of Identity Theft in Student Financial Transactions	Erin	1 minute	Returned from May 13, 2020 meeting and constituent review. Returned from September 23, 2020 meeting.
XIII.	AP 6325 – Payroll	Bridget	1 minute	
XIV.	AP 6370 – Contracts – Personal Services	Bridget	1 minute	
XV.	BP & AP 7100 – Commitment to Diversity	Jenn	1 minute	Returned from May 27, 2020 meeting and constituent review. Returned from September 23, 2020 meeting.
FUTURE AGENDA ITEMS:				
NEXT MEETING DATE: October 28, 2020				

Zoom Meeting Info

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College Coordinating Council MINUTES

September 23, 2020

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Please Review/Bring: Agenda, Minutes

Committee Members:

Van Rider, Academic Senate
Cameron Zappetta ASO
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Pamela Ford & Wade Saari, Classified Union
Michelle Hernandez, Confidential/Management/Supervisory/Administrators
LaDonna Trimble, Deans
Dr. Aurora Burd, Faculty Union
VACANT Vice President of Academic
Jenn Burchett, Vice President of Human Resources
Dr. Erin Vines, Vice President of Student Services - **ABSENT**

MINUTES

Items	Person(s) Responsible	Time	Action
STANDING ITEMS:			
I. Approval of Previous Minutes of June 17 & June 24, 2020.	All		Van motioned/Cameron second and minutes were approved as presented.
II. Constituent Reports	All		Michelle stated that there is a voter registration campaign going on and there was some discussion on faculty sharing with the students to promote registration but not to provide political persuasion. The deadline for registering is October 19 th . There were no constituent reports.
INFORMATION/DISCUSSION/ACTION ITEMS:			
III. Review of AP 2410 – Board Policies and Administrative Procedures	Bridget	5 minutes	There was some discussion about constituent review on all BPs/APs information vs. action of the CCC. A suggestion on was made about changing the agenda to separate the action vs information. It was agreed to continue discussion at the next CCC meeting.

IV.	BP & AP 2205 - Internal Audit	Wendy	1 minute	There was some discussion on “shall vs will” language, and how the policy was created, if it is was cut and paste and if there was some interpretation involved. It was agreed to move forward to the October 12 th Board Meeting.
V.	BP 2355 - Decorum	Bridget	1 minute	It was agreed to move forward to the October 12 th Board Meeting.
VI.	AP 3540 - Sexual and Other Assaults on Campus	Bridget	1 minute	A minor correction was recommended, and agreed to move forward to the October 12 th Board Meeting.
VII.	NEW AP 3725 - Information Accessibility	Ed	1 minute	It was agreed to move forward to the October 12 th Board Meeting.
VIII.	BP & AP 4020 – Program, Curriculum, and Course Development	Les	1 minute	It was decided to table this item and return to the next CCC meeting.
IX.	AP 4021 – Program Discontinuance	Les	1 minute	It was decided to table this item and return to the next CCC meeting.
X.	AP 4022 – Course Approval	Les	1 minute	
XI.	BP & AP 4025 – Philosophy and Criteria for Associate Degree and General Education	Les	1 minute	
XII.	AP 4236 –Advanced Placement Credit	Les	1 minute	
XIII.	AP 5055 – Enrollment Priorities	Erin	1 minute	
XIV.	BP & AP 5140 – Disabled Students Programs and Services	Erin	1 minute	
XV.	NEW AP 5203 – Lactation Accommodation	Erin	1 minute	
XVI.	BP & AP 5400 – Associated Student Organization and Student Clubs	Erin	1 minute	
XVII.	BP & AP 5800- Prevention of Identity Theft in Student Financial Transactions	Erin	1 minute	

XVIII.	BP & AP 6250 – Budget Management	Diana	1 minute	It was agreed to move forward to the October 12 th Board Meeting.
XIX.	NEW AP 6345 – Bids & Contracts Under The CUPCAA	Diana	1 minute	It was agreed to move forward to the October 12 th Board Meeting.
XX.	AP 6360 – Contracts – Electronic Systems and Materials	Diana	1 minute	It was agreed to move forward to the October 12 th Board Meeting.
XXI.	BP & AP 6400 – Audits	Diana	1 minute	It was agreed to move forward to the October 12 th Board Meeting.
XXII.	NEW BP & AP 6450 – Wireless or Cellular Telephone Use	Diana	1 minute	It was agreed to move forward to the October 12 th Board Meeting.
XXIII.	BP & AP 6740 – Citizens’ Bond Oversight Committee	Diana	1 minute	It was agreed to move forward to the October 12 th Board Meeting.
XXIV.	NEW BP 6910 – Housing	Diana	1 minute	It was agreed to move forward to the October 12 th Board Meeting.
XXV.	BP & AP 7100 – Commitment to Diversity	Jenn	1 minute	
FUTURE AGENDA ITEMS:				
NEXT MEETING DATE: October 14, 2020				

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International numbers available: <https://cccconfer.zoom.us/u/ajesScJco>

Or Skype for Business (Lync):

<SIP:96975206661@lync.zoom.us>

BP 4020 Program, Curriculum, and Course Development

References:

Education Code Sections 70901 **subdivision** (b), 70902 **subdivision** (b) **and** 78016;
Title 5 Sections 51000, 51022, 55002.5, 55100, 55130, **and** 55150;
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;
34 Code of Federal Regulations **Sections Parts** 600.2, 602.24, 603.24, and 668.8;
ACCJC Accreditation Standards II.A and II.A.9

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President, while continuing to rely primarily on the recommendations of the Academic Senate as outlined in BP 2510 **Participation in Local Decision-Making**, shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training persons involved in aspects of curriculum development; and
- consideration of job market and other related information for **vocational—and occupational career and technical education** programs.

All new courses and programs, including program deletions, shall be approved by the Board **of Trustees**.

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board **of Trustees**. Non-degree—applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board **of Trustees**.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The Superintendent/President ~~will~~ shall establish procedures which prescribe the definition of “credit hour” consistent with Title 5 and applicable federal regulations, as they apply to community college districts.

The Superintendent/President shall establish a procedure to ensure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable.

The Superintendent/President shall also establish a procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

~~See Administrative Procedures #4020 and #4021~~ Also see AP 4020 Program and Curriculum Development, AP 4021 Program Discontinuance, and AP 4022 Course Approval.

Adopted: 2/6/06
Revised: 3/10/08
Revised: 6/11/12
Revised: 11/14
Revised: 10/12/15
Revised: 3/12/18
Revised: 3/9/20

AP 4020 Program and Curriculum Development

References:

Title ~~V~~ 5 Sections 51021, 55000 et seq., and 55100 et seq.;

Accreditation Standards II.A.;

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;

34 Code of Federal Regulations ~~Sections Part 600.2, 602.24, 603.24, and 668.8;~~
~~ACCJC Accreditation Standards II.A and II.A.9~~

Procedures for course and program development, review, approval, and evaluation processes; designated responsibility and authority for development, review, and approval of courses; time lines for the process, required forms, and publication of curriculum changes; and the criteria and standards for all program and curriculum development can be found in the Academic Policies and Procedures Committee “Standards & Practice Handbook,” available on the AVC ~~Intranet~~ website.

The District shall provide annual certification to the California Community Colleges Chancellor’s Office pertaining to the approval of credit courses and credit programs as required under Title 5 Sections 55100 and 55130.

Credit Hour

One credit hour of community college work (one unit of credit) shall require a minimum of forty-eight (48) semester hours of total student work, which may include inside and/or outside-of-class hours. Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two (2) hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Also see BP 4020 Program, Curriculum, and Course Development; AP 4021 Program

Discontinuance; AP 4022 Course Approval; and AP 4105 Distance Education.

Approved: 2/6/06
Revised: 5/14/12
Revised: 5/8/17
Revised: 3/9/20

AP 4021 Program Discontinuance

References:

Education Code **Section** 78016;
Title 5 **Sections** 51022 and 55130
AGCJC Accreditation Standard II.A.15

Educational Program Evaluation and Discontinuance Procedure

Antelope Valley College is committed to support programs that fulfill the goals of the Mission Statement and the Institutional Learning Outcomes for students as stated in the Educational Master Plan. Title 5 Section 55000 defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” These educational programs are subject to approval by the **System's California Community Colleges Chancellor's** Office and are then entered on Inventory of Approved and Projected Programs. Primary consideration in the decision to consider program discontinuance will be given to the service the program provides to the college and community, not to budgetary considerations. Only programs with low or declining enrollment, decreasing demand for service, or clear obsolescence will be considered for discontinuance. A program discontinuance review will be initiated and carried out according to the following steps:

- I. When a declining trend has been identified by the division/area dean and faculty of a specific program, the division/area dean shall contact the appropriate Vice President and Academic Senate President. A declining trend will be identified using the following key performance indicators:
 - a. Statistically significant decline in class enrollment throughout the program over four consecutive semesters.
 - b. A consistently low enrollment of **fifty percent** (50%) below maximum seat load capacity over four consecutive semesters.
 - c. Retention of less than **fifty percent** (50%) from the beginning term class roster for four terms (need not be consecutive semesters).
 - d. Student success of less than **fifty percent** (50%) of students obtaining a grade of C or better and/or credit for the final course grade in all courses of the program over four terms (need not be consecutive semesters) in that program.
- II. A Taskforce will be convened that consists of no more than three faculty members from the discipline, the respective Division/Area Dean, the Dean of Occupational Education, a representative of the Counseling Department, a faculty representative of the Academic Senate who is not a member of the division in question, and a representative of the Faculty Union who is not a member of the division in question. The Director of Institutional Research and Planning will be a resource for the subcommittee.

The role of the Taskforce shall be to consider the following in keeping with good intentions and enrollment management requirements, in order to determine the disposition of the programs identified as having a declining trend:

- Needs of the community
- Workforce development
- Program Review (most recent)
- Core indicators from ~~System's~~ the California Community Colleges Chancellor's Office
- Integration/cross discipline in which the program is involved
- FTES generated by program
- Local labor market information through EDD/employer program advisory committees and surveys
- Initiate an independent, external needs assessment to determine market demand

III. The Taskforce, by consensus, may agree to one of the following to address the declining trend:

- 1) to declare the program obsolete and create a plan for discontinuance that respects the needs of students and fulfills contractual obligations to faculty and staff; or
- 2) to devise a process/plan to revitalize the program and a timetable to accomplish this goal agreed upon by the discipline faculty with the help of the other involved parties. Resources shall be allocated by the Administration in order to improve enrollment or retention. Some areas to be considered are: in-depth revision of the program's courses, update of facilities, or other program enhancements to assure currency, vitality, and relevancy of the program. Other considerations might include seeking support from or collaboration with other campus areas that could help promote student success and retention.

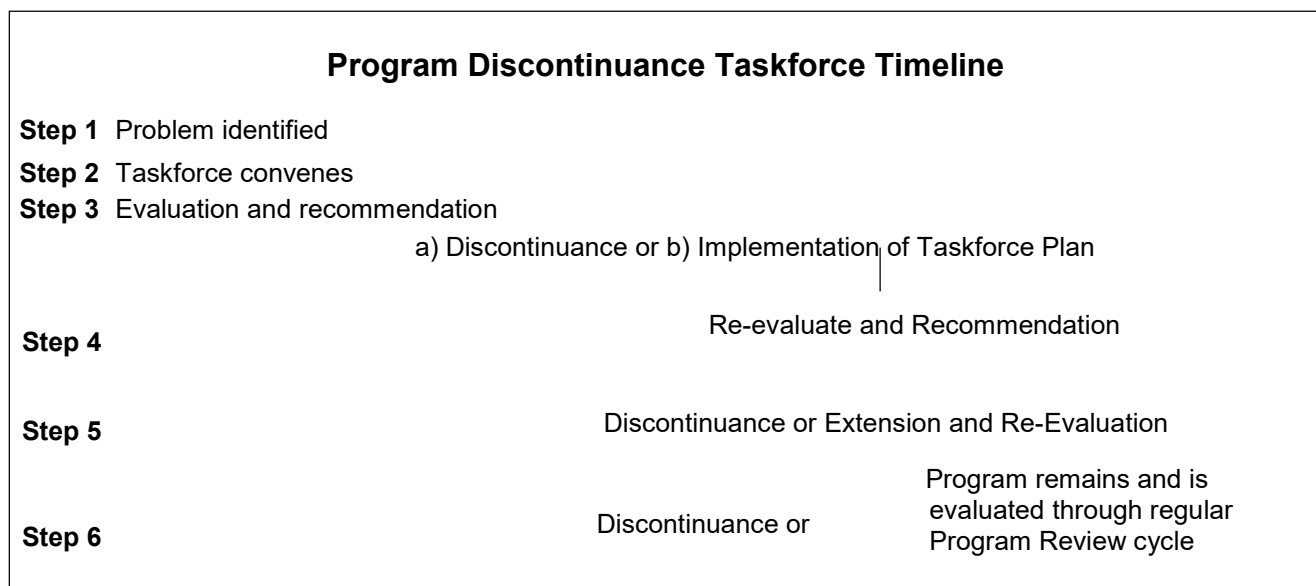
IV. If there has not been a statistically significant increase in key performance indicators after three semesters of the implementation of the process to revitalize the program, the Administration will reconvene the Taskforce to determine the appropriate course of action from the following:

- 1) Give the Program an extension of two (2) semesters. At the end of the extension, the committee will reconvene and re-evaluate.
- 2) Accept the program in its current state if it serves a community, instructional, or training need.
- 3) Create a plan to improve recruitment and enrollment. This plan will then be implemented over the following three semesters.
- 4) Discontinue the program.

V. The final decision on either program discontinuance or program continuance is

sent by the taskforce to the appropriate Vice President and Academic Senate President. If the decision is to continue the program, evaluation will occur through the regular program review cycle.

- VI. If the decision is to discontinue a program, the Academic Senate President will inform the Academic Policies & Procedures Committee so that they may formally ratify the decision of the Discontinuance Taskforce. The Academic Policies & Procedures Committee faculty co-chair will then inform the Academic Senate and Strategic Planning and Budget Council.
- VII. The Strategic Planning and Budget Council will then notify the College President/Superintendent, who will take the decision of the taskforce to the Board of Trustees.
- VIII. The Vice President of Academic Affairs will notify the **Systems California Community Colleges Chancellor's** Office to have the program removed from the inventory.



Career and Technical Education Program Discontinuance

The discontinuance process for Career and **T**echnical Education (**CTE**) Programs remains the same as the process above, with the following exceptions:

1. Each **Career and Technical Education CTE p**Program will be reviewed in a two-year cycle to ensure that they meet legal standards
2. If a CTE program is not compliant with legal standards and does not become so within an academic year, the Superintendent President shall make the determination to discontinue the program or extend the date to meet compliance. The

Superintendent/President will inform the Academic Senate President and Vice President of Academic Affairs if a CTE program is discontinued due to legal non-compliance.

See BP/AP 4020 Program, Curriculum, and Course Development and AP 4022 Course Approval.

Approved: 5/8/06
Revised: 11/13/06
Revised: 12/11/17
Revised: 3/9/20

AP 4022 Course Approval

Reference:

Title 5 Section 55100

The **Academic Policies and Procedures (AP&P) Committee** “Standards & Practice Handbook,” as well as all forms and guidelines, adhere to the requirements set forth in Title 5, 55100 regarding: procedures for course approval, **submitting courses to the Board of Trustees for approval, and when required, approval by the California Community Colleges Chancellor’s Office.** ~~of individual degree-applicable credit courses offered as part of an educational program to be approved by the CCC California Community Colleges Chancellor’s Office.~~

- ~~Procedures for~~ Course approval of **individual non-degree-applicable** credit courses offered as part of an educational program to be approved by the California Community Colleges Chancellor’s Office are submitted to the Board of Trustees according to the following procedure:
 - Courses are proposed by discipline faculty following development criteria and reviewed by department chair, department dean and college articulation officer
 - Courses are reviewed by outcomes subcommittee and technical review subcommittee for compliance with local and state standards
 - Courses are evaluated, reviewed, and approved by the Academic Policies and Procedures Committee (AP & P)
 - Courses are recommended to the Academic Senate for ratification on its consent and forwarded to the Board of Trustees for approval

Course approval of non-degree applicable and degree-applicable credit courses that are not part of a permitted educational program **may be approved following the above procedures and** including:

- Mandatory training of curriculum committee members
- Limitation of “stand alone” semester units a student may use toward completions of a degree or certificate
- Limitation on the number of courses that may be linked to one another by prerequisites or co-requisites
- ~~Procedures for approval of all courses and educational programs by the curriculum committee;~~
- ~~Procedures for submitting courses to the Board of Trustees for approval and, when~~

- ~~required, approval by the CCC California Community Colleges Chancellor's Office.~~
- ~~• Procedures for reporting all approved courses to the CCC California Community Colleges Chancellor's Office.~~

All approved courses will be reported to the California Community College Chancellor's Office.

Approved: 3/10/08

Revised: 3/9/20

BP 4025 Philosophy and Criteria for Associate Degree and General Education

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Superintendent/President, while continuing to rely primarily on the recommendations of the Academic Senate as outlined in BP 2510 **Participation in Local Decision-Making**, shall establish procedures to ensure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

See Administrative Procedure AP #4025 Philosophy and Criteria for Associate Degree and General Education.

Adopted: 2/6/06
Revised: 5/12/08
Revised: 11/14
Revised: 10/12/15
Revised: 3/9/20

AP 4025 Philosophy and Criteria for Associate Degree and General Education

Reference:

Title 5, Section 55061;
~~ACCJC~~ Accreditation Standard II.A.3

General Education (GE) is designed to introduce students to the variety of means through which people comprehend the changing world. It reflects the conviction of the Antelope Valley Community College District (AVCCD) that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, GE should lead to better self-understanding.

General Education Requirements for the AVCCD associate in arts and associate in science degrees consist of courses or a combination of courses which meet GE philosophy and criteria that will:

1. Provide an introduction to basic concepts, principles, and methodology of study common to a given discipline;
2. Lead to better self-understanding in relationship to the physical environment, culture, economy and society;
3. Provide an opportunity to examine values while proposing solutions for major social problems; and
4. Provide a breadth of knowledge and experiences that contribute to a well-rounded education.

To assure that the Associate Degree provides students with the breadth of coursework needed to meet the philosophy and criteria of general education, coursework in each of the following areas is required in order to obtain an Associate Degree.

- A. Natural science courses present critical thinking and problem-solving methods. These courses also explore the relationship that exists between people and science.
- B. Courses in the social sciences present the principles and knowledge of our personal, social, cultural, economic and political world to help students understand and manage the realities and complexities of modern life.
- C. Courses in the humanities present the cultural activities and artistic expressions of human beings. These courses help students in developing aesthetic understanding and the ability to make value judgments;
- D. Courses in languages and rationality present principles of **written, oral and**

computer languages and mathematics that lead toward logical thought, clear and precise expression, and critical evaluation of communications; and analytical thinking:

- E. Courses or a combination of courses in the performing and visual arts and physical education provide both theory and practice which leads to a greater understanding and appreciation of the aesthetic world;
- F. Courses in ethnic studies and multicultural courses across disciplines provide opportunities to raise awareness to diversity in the world community and appreciate human differences.

Note: Courses that emphasize occupational competency do not meet GE objectives; and, no course may be counted as meeting both a GE requirement and a major requirement in any District degree.

(See Associate Degree Requirements in the college catalog)

In addition, the District will ensure that its educational programs are consistent with its institutional mission and in alignment with the needs of the community. Procedures to determine which courses implement this philosophy are developed by the college and are documented in AVC's curriculum handbook.

Also see BP 4025 Philosophy and Criteria for Associate Degree and General Education, AP 4021 Program Discontinuance; and BP/AP 4100 Graduation Requirements for Degrees and Certificates.

Approved: 2/6/06
Revised: 4/14/08
Revised: 5/8/17
Revised: 3/9/20

AP 4236 Advanced Placement Credit

Reference:

Education Code Section 79500

Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination.

Course by Course equivalency for AP examination is determined by the appropriate discipline faculty and approved through the Academic Policies and Procedures Committee (AP&P).

For any AP examination that the District does not offer a course similar in content, the District will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.

The District shall post its Advanced Placement Credit procedure on its Web site in the Antelope Valley College Catalog.

Approved: 5/14/18

Revised: 1/13/20

AP 5055 Enrollment Priorities

References:

Education Code Sections 66025.8, ~~66025.9~~, and 66025.092;
Title 5 Sections 58106 and 58108

Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites. (See ~~Board Policy and Administrative Procedure BP/AP 4260 Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment regarding pre-and-co-requisites.~~)

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

The District will provide priority registration for students who enroll in a community college for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement.

The District will grant registration priority for each term the registration priority system is administered to students who are:

- are first time students within the meaning of ~~Title 5 S~~ection 55530 ~~subdivision~~ (c) and have completed orientation, assessment, and developed student education plans; or
- are not first time students within the meaning of ~~Title 5 S~~ection 55530 ~~subdivision~~ (c) and have not lost registration priority pursuant to subdivision (h).
- who are continuing students not on academic or progress probation for two consecutive terms as defined in ~~Title 5 S~~ection 55031 and first time students who have completed orientation, assessment, and developed student education plans.

The ~~D~~istrict shall provide highest and equal priority to students eligible for registration priority who are:

- a member of the armed forces or a veteran ~~pursuant to Education Code Section~~

66025.8

- a foster youth, ~~or~~ former foster youth, homeless youth, or former homeless youth pursuant to Education Code Section 66025.9
- determined to be eligible for accommodation through the Office for Students with Disabilities
- receiving services through the Extended Opportunity Programs
- receiving aid from California Work Opportunity and Responsibility to Kids Program
- A student who is receiving services through CalWORKs.
- A student who is a Tribal TANF recipient

These registration priorities apply to courses offered during all terms.

Registration priority specified above shall be lost at the first registration opportunity after a student:

- Is placed on academic or progress probation or any combination thereof as defined in ~~this Board Policy and Administrative Procedure BP/AP 4250 Probation~~ for two (2) consecutive terms: or
- Has earned one hundred (100) or more degree-applicable semester equivalent units at the ~~De~~istrict.

Foster youth, ~~or~~ former foster youth, or homeless youth who ~~that~~ are granted registration priority shall not lose registration priority if placed on academic or progress probation or any combination thereof for two (2) consecutive terms or if more than one hundred (100) degree applicable semester equivalent units are earned at the ~~De~~istrict.

For purposes of this section, a unit is earned when a student receives a grade of A, B, C, D or P as defined in ~~Board Policy and Administrative Procedure BP/AP 4230 Grading and Academic Record Symbols~~. The one hundred (100)-unit limit does not include units for non-degree applicable English as a Second Language, basic skills courses, or credit earned through credit by exam, advanced placement, or other similar programs as defined by the Vice President of Academic Affairs.

The ~~De~~istrict has established orientation, assessment, and education plans or any combination thereof as a condition for registration priority for continuing students. Local priorities are based on the following approaches:

- limiting enrollment to first come, first served, or other non-evaluative selection techniques;
- in the case of intercollegiate completion, honors courses, or public performance courses, allocating available seats to those students judged most qualified;
- limiting enrollment to any selection procedure expressly authorized by statute;

- limiting enrollment in one or more sections to students enrolled in one or more other courses, provided that a reasonable percentage of all sections of the course do not have such restrictions.

Additional registration priorities for students with priority lower than student groups covered already shall be provided to students that have completed orientation, assessment, and developed student education plan who are:

- STAR students and First Year Experience students
- Honors Students
- AVC Graduate Candidates
- Athletes, SOAR High School, ASO Officers, Student Trustee
- Paraprofessionals/AVC Employees
- High School Seniors that attend the Student Success Kick off (Summer/Fall semesters only)
- Continuing AVC Students
- New and Returning AVC Students

Registration priority specified above shall be lost at the first registration opportunity after a student:

- Is placed on academic or progress probation or any combination thereof as defined in ~~these Board Policy and Administrative Procedure BP/AP 4250 Probation~~ for two (2) consecutive terms; or
- Has earned one hundred (100) or more degree-applicable semester equivalent units at the district.

Students will have a higher enrollment priority when orientation, assessment, and developed student education plans are confirmed at the time registration appointments are assigned. Students that do not have confirmed completion will have a lower enrollment priority.

All priority groups will have priority enrollment based on total units completed in descending order then alphabetically (rotating each term).

Except as otherwise provided by state law, no student shall be required to confer or consult with or be required to receive permission to enroll in any class from any person other than those employed by the college in the District.

Students will not be required to participate in any preregistration activity not uniformly required; nor shall the District allow anyone to place or enforce nonacademic requisites that are not expressly authorized or in state law as barriers to enrollment in or the successful

completion of a class.

With respect to accessibility to off-campus sites and facilities, no student is to be required to make any special effort not required of all students to register in any class or course section. Once enrolled in the class, all students must have equal access to the site.

The District shall notify students who are placed on academic or progress probation, of the potential for loss of enrollment priority. The District shall notify the student that a second consecutive term on academic or progress probation will result in the loss of priority registration as long as the student remains on probation. The District shall notify students or who have earned seventy-five percent (75%) or more of the unit limit, that enrollment priority will be lost when the student reaches the unit limit.

Appeal procedure for loss of priority enrollment

Submit Loss of Priority Enrollment form to the Dean of Student Services (Enrollment Services) within two (2) weeks of enrollment priority assignment. One circumstance shall be verifiable on the appeal form:

- Verified extenuating circumstances of cases of accident, illnesses, or other circumstances beyond the control of the student.
- Student with a disability applied for, but did not receive, reasonable accommodation in a timely manner.
- Academic or progress probation or dismissal status recalculated to less than two (2) semesters of consecutive semesters on probation.
- One hundred (100) unit limit for degree-applicable semester equivalent units at the District recalculated to less than one hundred (100) degree-applicable semester equivalent units at the district.
- Other verifiable circumstances as deemed appropriate by the Dean of Student Services (Enrollment Services).

Loss of priority enrollment denial procedure

Denied loss of priority enrollment requests by the Dean of Student Services (Enrollment Services) may be submitted for final review to the Vice President of Student Services when information not already presented in the appeal for priority enrollment exists.

Also see BP 5055 Enrollment Priorities and BP/AP 5052 Open Enrollment.

Approved: 2/6/06
Revised: 5/12/08
Revised: 1/12/15
Revised: 7/13/20

BP 5140 Disabled Students Programs and Services

References:

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

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

The Office for Students with Disabilities (OSD) program shall be the primary provider for support programs and services that facilitate equal educational opportunities for disabled students who can profit from instruction as required by federal and state laws.

OSD 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, auxiliary aids,** accessible facilities, equipment, instructional programs, rehabilitation counseling, and academic counseling.

No student with disabilities is required to participate in the ~~Office for Students with Disabilities~~ **OSD** program.

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 OSD program conforms to all requirements established by the relevant law and regulations.

~~See Administrative Procedure #5140~~ Also see BP/AP 3410 Nondiscrimination, BP/AP 3440 Service Animals, and AP 5140 Disabled Student Programs and Services.

Adopted: 2/6/06
Revised: 11/12/12
Reviewed: 3/17/17
Revised: 3/9/20

AP 5140 Disabled Student Services and Programs

References:

Title 5, Sections 56000 et seq.

The District maintains a plan for the provision of programs and services to disabled students designed to assure that they have equality of access to District classes and programs.

Students will receive a 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 within **three to ten (3-10)** days.

Long Term Goals for the Office for Students with Disabilities (OSD) Program

The **goals of the** OSD Program will provide disabled students equal access to education by providing quality support services that directly relate to a students' limitations as a result of their disability; assist students with their understanding and acceptance of their limitations as a result of their disability; foster independence by helping students to articulate their needs to AVC instructors and staff; and contribute to the educational success of all students with disabilities on the AVC campus.

Short-term Measurable Objectives for the OSD Program

Students will gain an increased awareness and understanding of their disability, or disabilities and their functional limitations that result from their disability.

Students with disabilities will learn the specific support services/reasonable accommodations that have been recommended by OSD staff and that they are entitled to receive as a result of their disability. **Increase Students with disabilities will have increased awareness and understanding ~~by students with disabilities~~ regarding their recommended reasonable accommodations/ supportive services that they are entitled to receive.**

Office for Students with Disabilities (OSD), Program Eligibility:

A student with a disability is a person enrolled at a community college who has a verified impairment that limits one or more major life activities, which imposes an educational limitation. An educational limitation prevents the student from fully benefiting from classes, activities or services offered to non-disabled students, without specific additional support services or instruction. Services and accommodations provided by OSD must be directly related to the student's educational limitation.

Academic Accomodation Plan (AAP)

Support Services, Technology Accessibility and Instruction

OSD staff will work with students on an individual basis to determine what reasonable accommodations, or support services are required as a result of a student's disability. Verification from an appropriate professional may be required before any support services/reasonable accommodations can be recommended. Furthermore, all support services/reasonable accommodations must address the student's educational functional limitations as a result of their disability.

Educational Assistive Class KINF 100: This physical education course is designed for students who have physical limitations and who wish to participate in an individualized physical exercise program that will meet their individual needs. KINF 100 students will have the use of adaptive weight machines, aerobic bicycles, tread mills, and a heated pool with a lift.

Alternative Media: Conventional print converted into Braille, large print audio materials, and flash drives.

Alternative Seating: Accessible tables and chairs available in all classrooms.

Assistive Listening Device: Amplification device worn by hard of hearing persons so they can hear the instructor and classroom discussions.

Close Captioning: Captioning of videos, DVDs, and visual media.

Equipment Checkout: Equipment for checkout include calculators, spell checkers, audio recorders, and audio formatted textbooks.

High Tech Center: Training for students on adaptive computerized hardware and software. Assistive technology available includes closed circuit TVs (CCTV), PC based screen readers and print reading programs (i.e., Jaws, Kurzweil 1000 and 3000).

Sign Language (ASL) Interpreter Service: ASL interpreters utilized in classroom and AVC campus functions, upon reasonable request.

Peer note takers: Copy of a peer's classroom notes, on a voluntary basis.

Priority Registration: First group of students allowed to register.

Reader/Scribe: Student Aide who reads, or writes for a disabled person in a classroom, or during an exam.

Learning Ally: Audio textbooks or downloads.

Registration Assistance: Help for students during the registration process.

Real Time Captioning: Use of a transcriptionist to transcribe the classroom lecture, either in- person or remotely, for students who are deaf or hard of hearing.

Test Accommodations: Use of readers, scribes, and or extended time for exams.

Participation by students with disabilities in ~~Disabled Student Programs and Services~~ the **Office of Students with Disabilities** shall be entirely voluntary.

Receiving support services or instruction authorized under this subchapter shall not preclude a student from also participating in any other course, program or activity offered by the college.

- No qualified individual with a disability may be discriminated against by a department, agency, special purpose district, or other instrumentality of a state or local government (Title 2 of the Americans with Disabilities Act).
- No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any postsecondary education program or activities (Section 504 **Regulations, Section, 104.43[a]**).
- An institution shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or students. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution or specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted (Section 504 **Regulations, Section, 104.44[a]**).
- The modifications postsecondary institutions are required to make may be referred to as “academic adjustment” or “reasonable accommodation.” Examples of academic accommodation include modification to degree requirements (e.g., time to complete the degree, course substitution/waiver, adaptation in the manner in which a course is conducted), modifications to course examinations (e.g., additional time, alternative testing measures), and the use of auxiliary aides (e.g., readers, calculators).

All records maintained by OSD personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other requirements for handling of student records as provided in Subchapter 2 of chapter 5 of this Division.

OSD Accommodation Process:

A Disability Services Specialist or director in the Office for Students with Disabilities

program will work collegially with all students that have disabilities, the faculty, and staff to arrive at an appropriate accommodation that will meet the student's individual and specific needs.

The accommodation process shall be as follows:

1. The student will complete an Intake Application, which includes their disability verification documents. An appointment will be scheduled with a Disability Services Specialist to discuss and determine the accommodation(s).
2. The Academic Accommodation Plan (AAP) will be completed, which includes the student's Educational Limitations, ~~and the Academic Adjustments,~~ and Auxiliary Aids.
3. Services and/or Instruction Approved for this student, along with a signature portion.
4. The OSD Accommodation form will include the student's course adjustments and auxiliary aids, without the student's educational limitations. This is the form students will use to provide to their instructors to receive accommodations. The OSD Accommodation form is also the written contract for the student stating their specific accommodations.

When a mutually accepted accommodation cannot be reached between an OSD staff member and a student, the student will be sent an Accommodation Denial form explaining the denial, which will include contact information to appeal to the Vice President of Student Services, who will make the final determination.

For community members ~~other than students, reasonable accommodation requests for~~ AVC ~~actives~~ activities, services, and programs can be accessed electronically at the AVC.EDU Human Resources webpage, under forms. Reasonable accommodation requests can also be accessed electronically at the AVC OSD webpage (AVC.EDU). This request form is to be utilized when a person with a disability feels that an accommodation will be necessary for them to participate in any of AVC's activities, services, and programs.

~~The ADA/504 Officer will ensure the hearings will be closed and, In a closed hearing witnesses will be presented only when testifying unless,~~

Advisory Committee-

~~Each district receiving funds pursuant to this subchapter~~ AVC shall establish, ~~at each college in the district,~~ an advisory committee, which shall meet not less than once per year.

The OSD Advisory Committee shall meet at least once a year, at a minimum, and include students with disabilities and representatives of the disability community and agencies or organizations serving persons with disabilities.

Approved: 2/6/06
Revised: 5/12/08
Revised: 10/8/12
Revised: 5/14/18
Revised: 3/9/20

AP 5203 Lactation Accommodation

Reference:

Education Code Section 66271.9

The District shall provide reasonable accommodations (T700D Lancaster Campus; By arrangement at Palmdale Center Student Services) for a lactating student to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding whenever a student is required to be present on campus. Reasonable accommodations include, but are not limited to, all of the following:

1. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child. The room shall have a comfortable place to sit and have a table or shelf to place equipment described in paragraph (3).
2. Permission to bring onto a college campus a breast pump and any other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.

Lactating students shall be provided a reasonable amount of time to accommodate their need to express breast milk or breast-feed an infant child.

Students shall not incur an academic penalty as a result of their use of the reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use.

Also see BP/AP 5200 Student Health Services and AP 7348 Accommodations.

Approved: 3/9/20

BP 5400 Associated Student Organization ~~and Student Clubs~~

Reference:

Education Code Section 76060

The students of the District are authorized to organize a student body association. The Board of Trustees hereby recognizes that association as the Associated Student Organization (ASO) of the District.

The Associated Students Organization is recognized as the official voice for the students in District decision-making processes. It may conduct other activities as approved by the Superintendent/President or designee.

~~In addition, the District may authorize any organization composed entirely of students attending the college of the District to maintain any activities, including fundraising activities, as approved by the Board of Trustee (Education Code Section 76062). Any student political organization/club that is affiliated with the official youth division of any political party that is on the ballot of the State of California may hold meetings on a community college campus, and may distribute bulletins and circulars concerning tis meetings, provided that there is no endorsement of that organization by the school authorities and no interference with the regular educational program of the District (Education Code Section 76067);~~

The ASO and student clubs shall conduct themselves in accordance with state laws and regulations, board policy and administrative procedures established by the Board of Trustees and the Superintendent/President or designee. Student organization and clubs activities shall not conflict with the authority or responsibility of the Board of Trustees or its officers or employees.

The Superintendent/President or designee shall grant the ASO and student clubs shall be granted the use of District premises subject to administrative procedures or regulations as may be established by the Superintendent/President. Such use shall not be construed as transferring ownership or control of the premises (Educational Code Section 76060).

~~The District may assume responsibility of activities formerly conducted by the Associated Student Organization if the ASO is dissolved (Education Section 76060).~~

~~See Administrative Procedure #5400 Also see BP/AP 2510 Participation in Local Decision-Making, AP 5400 Associated Student Organization and Student Clubs, BP/AP 5410 Associated Student Organization Elections, and BP/AP 5420 Associated Student Organization Finance.~~

Adopted: 2/6/06
Revised: 3/9/20

AP 5400 Associated Student Organization ~~and Student Clubs~~ ~~and Organizations~~

Reference:

Education Code Section 76060

Antelope Valley College shall have one Associated Student Organization (ASO), which shall be the official voice of the students in the District.

The ASO officers shall be elected by a majority of the students voting in an election. ASO shall keep an account of its meetings, expenditures, authorizations, and policies established. A simple majority of the elected voting members of the ASO governing body shall constitute a quorum.

~~Antelope Valley College supports and promotes the formation of student clubs and organizations. Student clubs and organizations will afford students the opportunity to engage in the intellectual and social environment of the College. Student clubs and organizations are to conduct student activities that are not in conflict with the authority and responsibility of the College on behalf of the students enrolled at AVC.~~

~~Antelope Valley College shall approve student clubs and organizations, which promote the opportunity of association among students within the intellectual environment of the College.~~

~~Associated Student Organization (ASO) and student clubs and organizations operating in the name of the College, using the name of the College, or using the facilities of the College, must be chartered and recognized by the College under the following conditions:~~

- ~~1. The constitution must be approved by members of the organization, the College administration and the Board of Trustees.~~
- ~~2. A chartered student club and organization shall have a faculty or administration appointed advisor.~~
- ~~3. Membership in a chartered student club or organization shall comply with BP/AP 3410 Nondiscrimination, not discriminate on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation. Memberships in some chartered student clubs and organizations can be limited by interest, degree program admissions, and grade point average.~~
- ~~4. Membership in chartered student clubs and organizations shall consist exclusively of students currently enrolled. A majority of meetings shall be held on the College premises during the regular school day, have a democratic plan for the selection of members and officers, and establish aims and objectives which promote~~

educational College and community interests.

5. A student club or organization which, in its constitution or method of operation, vests control of its policies in an off-campus organization shall not be recognized as an official College organization and shall not be allowed to use the name or facilities of Antelope Valley College.
6. No hazing activities as defined by Education Code Sec. Section 32050 may be practiced by any club, organization or its members.
7. Student clubs and organizations that choose to use the name of, or affiliate with, a regional or national organization must receive prior written permission.
8. Religious clubs may not use the campus for any proselytizing, religious indoctrination or conducting worshipful services. In general, campus religious clubs should complement, not substitute for, off-campus churches.

The Associated Student Organization and chartered student clubs and organizations shall be responsible for the following:

1. Chartered student clubs and organizations shall submit a list of current officers, members and advisors each semester along with the approved constitution to the Student Development and College Activities Office.
2. The faculty advisor, selected by the club membership and approved by the College President, shall attend all official meetings.
3. All receipts and expenditures shall be handled in accordance with the Board Policy and Administrative Procedure BP/AP 5420 Associated Student Organization Finance subject to the accounting of the Student Development and College Activities office.
4. The Student Development and College Activities Office shall approve all programs and activities, both on and off campus, for the ASO and all chartered student clubs and organizations. On campus facilities requests must be submitted at least three (3) weeks prior to any scheduled event and signed by the advisor. (Clearance is necessary to prevent calendar conflicts, assure proper sponsorship, necessary transportation if required and custodial services if necessary.) A record must be kept for those activities that qualify for average daily attendance.
5. All programs and speakers must have the advance approval of the College administration and the Visiting Speakers form must be completed and on file with the Student Development and College Activities Office.
6. All student clubs and organizations shall keep detailed minutes of official meetings. Minutes will be filed with the Student Development and College Activities Office. Other distribution of minutes shall be made at the discretion of the advisor.
7. Chartered student clubs and organizations may be granted the use of College premises and property without charge, subject to rules and regulations approved by the Board of Trustees and as implemented by the administration.
8. Associated Student Organization and chartered student clubs and organizations shall conduct fund raising activities provided that they follow the procedures for student fundraising.

Political Clubs (Education Code Section 76067)

Any political student club or organization which is affiliated with the official youth division of any political party that is on the ballot of the State of California may hold meetings on the College campus and may distribute bulletins and circulars concerning its meetings, providing there is no endorsement of such organization by College authorities and no interference with the regular education program of Antelope Valley College. Only one student political club or organization for each political party on the California State ballot shall be permitted. As with all student clubs and organizations, student political clubs and organizations are under the control of the College, not of an outside organization, and must act in accordance with the College regulations governing other student clubs and organizations.

Also see BP/AP 2510 Participation in Local Decision-Making, BP 5400 Associated Student Organization, BP/AP 5410 Associated Student Organization Elections, and BP/AP 5420 Associated Student Organization Finance.

Approved: 2/6/06

Revised: 3/9/20

BP 5800 Prevention of Identity Theft in Student Financial Transactions

Reference:

~~Fair and Accurate Credit Transactions Act~~, 15 U.S. C. Code Section 1681m subdivision (e), Fair and Accurate Credit Transactions Act, (FACT Act or FACTA)

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 when the District serves as a creditor in relation to its students. When applicable, 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.

~~See Administrative Procedure #5800~~ Also see AP 5800 Prevention of Identity Theft in Student Financial Transactions.

Adopted: 11/14/11
Revised: 7/13/20



AP 5800 Prevention of Identity Theft in Student Financial Transactions

Reference:

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

I. 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.

II. 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 this 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.

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

III. Detecting “Red Flags” For Potential Identity Theft

A. Risk Factors for Identifying “Red Flags”

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

- 1) the types of covered accounts the District offers or maintains;
- 2) the methods the District provides to open the District’s covered accounts;
- 3) the methods the District provides to access the District’s covered accounts; and
- 4) the District’s previous experience(s) with identity theft.

B. Sources of “Red Flags”

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

- 1) incidents of identity theft that the District has experienced;
- 2) methods of identity theft that the District identifies that reflects changes in identity theft risks; and
- 3) guidance from the District’s supervisors who identify changes in identity theft risks.

C. Categories of “Red Flags”

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

Alerts, Notifications, or Warnings from a Consumer Reporting Agency:

- 1) A fraud or active duty alert is included with a consumer report the District receives as part of a background check.
- 2) A consumer reporting agency provides a notice of credit freeze in response to a request for a consumer report.
- 3) 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 Section (V)(9) for specific steps that must be taken to address this situation.
- 4) A consumer report indicates a pattern of activity that is inconsistent with the history and usual pattern of activity of an applicant, such as:
 - (a) A recent and significant increase in the volume of inquiries;
 - (b) An unusual number of recently established credit relationships;
 - (c) A material change in the use of credit, especially with respect to recently established credit relationships; or
 - (d) An account that was closed for cause or identified for abuse of account privileges by a creditor or financial institution.

Suspicious Documents:

- 5) Documents provided for identification appear to have been forged or altered.
- 6) The photograph or physical description on the identification is not consistent with the appearance of the applicant or customer presenting the identification.
- 7) Other information on the identification is not consistent with information provided by the person opening a new covered account or customer presenting the identification.

- 8) 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.
- 9) An application appears to have been altered or forged or gives the appearance of having been destroyed or reassembled.

Suspicious Personally Identifying Information:

- 10) Personal identifying information provided is inconsistent when compared against external information sources used by the District.

For example:

- (a) The address does not match any address in the consumer report; or
 - (b) The Social Security Number (SSN) has not been issued or is listed on the Social Security Administration's Death Master File.
- 11) Personal identifying information provided by a person is not consistent with other personal identifying information provided by the person. For example, there is a lack of correlation between the SSN range and date of birth.
 - 12) Personal identifying information is associated with known fraudulent activity as indicated by internal or third-party sources use by the District. For example:
 - (a) The address on an application is the same as the address provided on a fraudulent application;
 - (b) The phone number on an application is the same as the phone number provided on a fraudulent application;
 - 13) 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:
 - (a) The address on an application is fictitious, a mail drop, or a prison; or
 - (b) The phone number is invalid or is associated with a pager or answering service.
 - 14) The SSN provided is the same as that submitted by other persons currently being served by the District.
 - 15) The address or telephone number provided is the same or similar to the account number or telephone number submitted by an unusually large number of other persons being served by the District.
 - 16) 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.
 - 17) Personal identifying information provided is not consistent with personal identifying information that is on file with the District.
 - 18) The person opening the covered account cannot provide authenticating information beyond that which generally would be available from a wallet or consumer report.

Unusual Use Of – Or Suspicious Activity Relating To – A Covered Account:

- 19) A new covered account is used in a manner that is commonly associated with known patterns of fraud patterns. For example, a person makes a first payment, but there are no subsequent payments made.
- 20) A covered account is used in a manner that is not consistent with established patterns of activity on the account. For example, there is:
 - (a) Nonpayment when there is no history of late or missed payments; or
 - (b) A material change in electronic fund transfer patterns in connection with a payment.
- 21) A covered account that has been inactive for a reasonably lengthy period of time is suddenly used or active.
- 22) 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.
- 23) The District is notified that the person is not receiving paper account statements.
- 24) The District is notified of unauthorized transactions in connection with a person's covered account.

Notices from Customers/Persons, Victims of Identity Theft, Law Enforcement Authorities, or Other Businesses About Possible Identity Theft in Connection with Covered Accounts:

- 25) 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.

IV. Measures to Detect “Red Flags”

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

- 1) When a new covered account is open, the District shall obtain identifying information about, and information verifying the identity of, the student or other person seeking to open a covered account. Two forms of identification shall be obtained (at least one of which must be a photo identification).

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, current passport, a Social Security Card, current residential lease, or copy of a deed to the person's home or invoice/statement for property taxes.

- 2) Persons with covered accounts who request a change in their personal information on file, such as a change of address, will have the requested changes verified by the District.

The person shall provide 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.

V. 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:

- 1) Monitor the covered account for evidence of identity theft;
- 2) Contact the person who holds the covered account;
- 3) Change any passwords, security codes, or other security devices that permit access to a covered account;
- 4) Reopen the covered account with a new account number;
- 5) Not open a new covered account for the person;
- 6) Close an existing covered account;
- 7) Not attempt to collect on a covered account or not sell a covered account to a debt collector;
- 8) Notifying law enforcement;
- 9) 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 for 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
- 10) Determine that no response is warranted under the particular circumstances.

VI. 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:

- 1) The experiences of the District with identity theft;
- 2) Changes in methods of identity theft;
- 3) Changes in methods to detect, prevent and mitigate identity theft;
- 4) Changes in the types of covered accounts that the District maintains;
- 5) Changes in the business arrangements of the District, including service provider arrangements.

VII. Methods for Administering the ITPP

A. Oversight of the ITPP

Oversight by the District’s **[designate position]** shall include:

- 1) Assigning specific responsibility for the ITPP’s implementation;
- 2) Reviewing reports prepared by the staff regarding compliance of the ITPP; and
- 3) Approving material changes to the ITPP as necessary to address changing identity theft risks.

B. Reports

- 1) ***In General.*** Staff responsible for the development, implementation, and administration of this ITPP shall report to the Board of Trustees on an annual basis.
- 2) ***Contents of Report.*** 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 accounts; service provider arrangements; significant incidents involving identity theft and management's response; and recommendations for material changes to the ITPP.
- 3) ***Oversight of Service Provider Arrangements.*** Whenever the District engages a service provider to perform an activity in connection with one or more covered accounts the District shall take steps to ensure that the activity of the service provider is conducted in accordance with reasonable policies and procedures designed to detect, prevent, and mitigate the risk of identity theft. To that end, the District shall require our service contractors, by contract, to have policies and procedures to detect relevant "Red Flags" that may arise in the performance of the service provider's activities, and either report the "Red Flags" to the District, or to take appropriate steps to prevent or mitigate identity theft.

Approved: 7/13/20

AP 6325 Payroll

References:

Education Code Section 70902

Pay Periods and Frequency of Payment

The District processes payroll as authorized by bargaining unit agreements, hiring contracts, and the Board of Trustees.

Timesheet entry/approval dates and payroll issue dates are posted on the Payroll website.

Classified employees are paid on the 10th and 25th of each month. All other classifications of employees are paid once per month. This includes certificated full time, certificated overload, certificated adjunct, short term hourly employees, professional experts and student assistants.

Requests for Services

In order to allow for timely processing, any changes to W-4 forms, direct deposit requests, and payment of additional assignments, should be submitted to the Payroll office by the monthly timesheet deadline posted on the Payroll website.

Payroll Adjustments

Adjustments are handled on a case-by-case basis. In the event of an underpayment, a supplemental payroll may be processed. In the event of an overpayment, considerations and arrangements will be made for the repayment.

Garnishments

Garnishment orders from various agencies are processed in the Payroll office. The District is required to comply with the instructions on the garnishment order under state and federal laws. Prior to implementation of the garnishment, the District will mail a copy of the garnishment order to the impacted employee. To stop a garnishment order, payroll must receive an official release from the issuing agency. The garnishment order will be stopped per the date specified on the release from the issuing agency.

Approved: 12/14/20

AP 6370 Contracts – Personal Services

References:

Education Code Section 88003.1;
Government Code Section 53060.1;
Labor Code Section 3353;
Public Contract Code Section 10335.5

The District may enter into personal services contracts to achieve cost savings when each of the following conditions are met:

- It can be clearly demonstrated that the proposed contract will result in actual overall cost savings to the District;
- The contractor's wages are at the industry's level and do not undercut District pay rates;
- The contract does not cause the displacement of District employees;
- The savings are large enough to ensure that employees will not be eliminated by private sector and District cost fluctuations that could normally be expected during the contracting period;
- The amount of savings clearly justifies the size and duration of the contracting agreement;
- The contract is awarded through a publicized, competitive bidding process;
- The contract includes specific provisions pertaining to the qualifications of the staff that will perform the work under the contract, as well as assurance that the contractor's hiring practices meet applicable nondiscrimination standards;
- The potential for future economic risk to the District from potential contractor rate increases is minimal;
- The contract is with a firm; and
- The potential economic advantage of contracting is not outweighed by the public's interest in having a particular function performed directly by the District.

Personal service contracts are also permissible when any one of the following conditions is met:

- the contract is for new functions mandated or authorized by Legislature to be performed by independent contractors;
- the services are not available within the District or cannot be satisfactorily performed by District employees;
- the services are incidental to a purchase or lease contract;
- the policy, administrative, or legal goals and purposes of the District cannot be accomplished through the regular or ordinary hiring process;
- the work meets the criteria for emergency appointment;

- equipment, materials, facilities, or support services could not feasibly be provided by the District; or
- the services are of an urgent, temporary, or occasional nature.

Professional Experts

Contracts for the services of persons who qualify as professional experts may be let without competitive bidding. Professional experts are persons specially qualified to provide services and advise in financial, economic, accounting, engineering, legal or administrative matters. They must be specially trained, experienced, and competent to perform the services required. Compensation for special services and advice from professional experts may be paid from available funds in the amounts deemed proper for the services rendered.

Independent Contractors

To be an independent contractor, substantial conformance with the following conditions must exist:

- ~~The contractor controls the way in which work is performed.~~
- ~~The contractor sets his/her own hours.~~
- ~~The contractor is not restricted from taking jobs from other businesses at the same time that they are doing work for the District.~~
- ~~No District employees have duties similar to the independent contractor.~~
- ~~The District does not provide assistants to the contractor.~~
- ~~The duration of employment is for a specific job, not for a specified period of time.~~
- ~~The District does not furnish tools, training, or equipment to the contractor. Contractors should be able to perform their services without the District's facilities (e.g., equipment, office furniture, machinery).~~
- ~~The contractor's investment in his/her trade must be real, essential, and adequate.~~
- ~~The contractor has employer identification numbers with the Internal Revenue Service and the California Employment Development Department for reporting employer payroll taxes and employee wages.~~
- ~~The individual is not presently employed by the District to do the same type of work.~~
- ~~Contractors are hired to provide a result and usually have the right to hire others to do the actual work.~~
- ~~Contractors are hired for the final result, and therefore should not be asked for progress or interim reports.~~
- ~~Contractors are generally responsible for their incidental expenses.~~
- ~~Contractors should be able to make a profit or a loss. Five circumstances show that a profit or loss is possible:~~
 - ~~If the contractor hires and pays assistants~~
 - ~~If the contractor has his own office, equipment, materials, or facilities~~
 - ~~If the contractor has continuing and reoccurring liabilities~~

- ~~○ If the contractor has agreed to perform specific jobs for prices agreed upon in advance~~
- ~~○ If the contractor's services affect his/her own business reputation~~
- The contractor is free from the control and direction of the District in connection with the performance of the work, both under the contract for the performance of the work and in fact;
- The contractor performs work that is outside the usual course of the District's business; and
- The contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed.

Contractors can't be fired so long as they produce a result that meets the contract specifications.

Contractors are responsible for the satisfactory completion of a job or they may be legally obligated to compensate the hiring firm for failure to complete.

Consultants

Consulting services contracts refer to all services that:

- are of an advisory nature,
- provide a recommended course of action or personal expertise,
- have an end product which is basically a transmittal of information either written or verbal, and,
- are obtained by awarding a procurement-type contract, a grant, or any other payment of funds for services of the above type.

The product may include anything from answers to specific questions to design of a system or plan, and includes workshops, seminars, retreats, and conferences for which paid expertise is retained by contract.

Also see BP/AP 6330 Purchasing, BP/AP 6340 Bids and Contracts, AP 6345 Bids and Contracts Under the UPCCAA, AP 6350 Contracts – Construction, AP 6355 Contracts – Job Order Contracts, AP 6360 Contracts – Electronic Systems and Materials, AP 6365 Contracts – Accessibility of Information Technology, and BP/AP 6380 Vendors.

Approved: 5/8/06

Revised: 12/14/20

BP 7100 Commitment to Diversity

References:

Education Code Sections 87100 et seq.; Title 5 Sections 53000 et seq.

The Antelope Valley Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board of Trustees is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

~~Refer to Chapter 3, AP 3420 for Equal Employment Opportunity practices. Also see AP 7100 Commitment to Diversity and BP/AP 3420 Equal Employment Opportunity~~

Adopted: 5/8/06

Revised: 6/8/20

AP 7100 Commitment to Diversity

References:

Education Code Sections 87100 et seq.
Title 5 Sections 53000 et seq.

~~The District demonstrates its commitment to diversity by complying with all federal, state, and local laws and regulations regarding equal employment and nondiscrimination in employment, and by maintaining an Equal Employment Opportunity Plan. It also maintains a Student Equity Plan that addresses issues related to the student's access to educational opportunities and their academic environment.~~

The Antelope Valley Community College ~~The District demonstrates its commitment to diversity by complying with all federal, state, and local laws and regulations regarding equal employment and nondiscrimination in employment, and by~~ The District maintaining an Equal Employment Opportunity Plan and Student Equity Plan. ~~It also maintains a Student Equity Plan that addresses issues related to the student's access to educational opportunities and their academic environment.~~

The District ~~Antelope Valley College~~ is committed to ensuring equity and diversity among our staff and students' campus wide. The College maintains a commitment to these principles through the recruitment and retention of employees and students, which reflects the diversity of the communities that we serve. By fostering equal participation in critical recruitment and retention activities, we remain driven to establishing and maintaining specific activities and programs designed to promote a mindset of equity and diversity that welcomes and respects differences.

Also see BP/AP 3410 Nondiscrimination, BP/AP 3420 Equal Employment Opportunity, and AP 3435 Discrimination and Harassment Complaints and Investigations.

Approved: 7/1/13