

## **AP 7121 Faculty Internship (Suspended 11/14/11)**

**Recommended to Delete**

### **ANTELOPE VALLEY COLLEGE FACULTY INTERNSHIP PROGRAM**

~~The Faculty Internship Program at Antelope Valley College offers the opportunity to increase the recruitment of new instructors and also enhance efforts to build a diverse and representative faculty. The program introduces a faculty intern to the community college campus environment through a partnership with a tenured faculty member who acts as a mentor, providing a positive learning experience for the development of a faculty intern. During an academic year, the program offers faculty interns the full range of faculty activities and experiences necessary to acquire the tools to become a successful community college instructor, counselor, librarian, or other faculty assignment.~~

~~California Code of Regulations (Subchapter 5) states that the governing board of any community college district may establish a faculty internship program pursuant to the provisions of the Subchapter and Section 87487 of the Education Code. In accordance, governing boards may employ, as faculty interns within the program, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education or in vocational and technical fields where a master's degree is not generally expected or available, persons who are within one year of meeting the regular faculty minimum qualifications. Persons who meet the regular faculty minimum qualifications but who lack teaching, counseling, library, or other community college faculty experience may also be included in the internship program. The purpose is to enhance community college efforts toward building a diverse and representative faculty. In order to accomplish this, the internship program shall place special emphasis on locating and attracting qualified graduate students who are members of underrepresented groups.~~

~~A person employed as a faculty intern shall be employed as a temporary faculty member under Section 87482.5 of the Education Code and shall meet the minimum qualifications specified in Section 53502 of Title 5. A faculty intern shall be limited to two years of participation in the program.~~

~~For purposes of this Subchapter, the term "faculty intern" does not include any person, no matter how designated, who only assists in a class taught by a regularly qualified member, and who has no independent responsibility for instruction or supervision of students. Such a person may be termed an "intern," and may serve as a volunteer or receive a stipend according to policies established by the district.~~

~~Those individuals interested in being considered for the faculty internship program will obtain an application from the Human Resource and Employee Relations Office. The applicant will provide the number of units required for their current university degree/vocational program and evidence (i.e. transcripts) to demonstrate that they are at least mid-way toward meeting the minimum qualifications for a full-time faculty member. The faculty intern hiring process will include faculty from the discipline area, division/area dean, and one member from the Faculty Internship Steering Committee.~~

~~The Steering Committee, comprised of faculty and administrators, will oversee the program. With the leadership of a faculty coordinator, the committee will provide campus activities, train mentors, train faculty interns, and match faculty mentors with faculty interns. The overall responsibility of the Steering Committee is as follows:~~

- ~~• Recruit and select mentors from different disciplines~~
- ~~• Participate in the review and selection of faculty intern applications~~
- ~~• Inform mentors and interns on program requirements and responsibilities~~
- ~~• Organize and host campus activities; train mentors and faculty interns~~
- ~~• Maintain the current status of each faculty intern's progress~~
- ~~• Advise faculty interns on job application procedures to AVC and other community colleges~~
- ~~• Advocate the Faculty Internship Program to local higher education institutions~~

~~At the start of their internship, newly selected faculty interns will be given information and training to begin their teaching, counseling, or other faculty assignment. Faculty interns and mentors will meet and begin reviewing their intern assignment and determine which of the mentor's college responsibilities the faculty intern can participate in during an academic year. (*The Faculty Internship Program does not operate during the summer months or intersession.*) A tenured faculty mentor is assigned one faculty intern per academic year. In turn, faculty interns are limited to one teaching, counseling, or other faculty assignment per semester.~~

- ~~• Faculty interns who have not had teaching experience in their educational programs must begin their internship at AVC with the first semester activities.~~
- ~~• Faculty interns who have had teaching experience within their educational programs, may be permitted by the Steering Committee to start their internship at AVC with the second semester activities. (Documentation of teaching is required.)~~

## ~~Academic Year Activities~~

### ~~First Semester~~

~~During the *first half of the semester*, faculty interns observe mentors in their classrooms, counseling offices, or other faculty assignments. Faculty interns observe teaching, classroom management, or counseling techniques, etc., review course outlines of record, syllabi, handouts, or other instructor/counselor/faculty materials. Faculty interns are expected to attend college meetings, FLEX activities, area/division meetings, and other college responsibilities of their mentors as agreed upon.~~

~~During the *second half of the semester*, the mentor and faculty intern agree to a specific unit that the intern is responsible to instruct/counsel, etc. Mentors provide immediate feedback once the activity is completed. Additional faculty activities can be performed if the mentor determines that the faculty intern is able and agrees.~~

~~At the end of the semester, the mentor writes a summary of the faculty intern's development and makes one of the following recommendations to the Steering Committee: (1) The intern can be offered a course/or other faculty assignment for the next semester (depending on the availability of assignment); (2) The intern can be assigned additional direct mentoring for the next semester, in which the first semester activities are repeated.~~

### **Second Semester**

~~During the semester, when the faculty intern has been assigned a class as the faculty member of record, he/she will review the course outline of record and create a syllabus, develop handouts, exams, and all materials related to that class assignment with assistance from the mentor. When the faculty intern has been assigned counseling duties or another faculty assignment, he/she will assemble materials to conduct workshops, counsel and advise students, refer students to appropriate services, administer assessments, assist students with planning and decision-making, and/or refer students to relevant informational resources. In both instances, the mentor will observe the faculty intern at least four times during the semester. Feedback will be offered both orally and in writing. The mentor will be available to discuss any work performance concerns with the faculty intern.~~

~~At the end of the semester, the mentor writes an evaluation of the faculty intern's development, including what he/she has mastered in understanding the role of teaching, counseling, and other faculty duties in the community college environment. The evaluation will be forwarded to the Steering Committee.~~

~~Once the faculty intern successfully completes the second semester activities of the AVG Internship Program and meets the minimum qualifications for the discipline, he/she may apply for an adjunct faculty position.~~

## **FACULTY INTERNSHIP TERMS AND CONDITIONS**

### Faculty Intern Agreement

Faculty interns will be expected to:

- ~~1. Meet with the mentor at regularly scheduled times.~~
- ~~2. Attend regularly scheduled class, counseling, or other faculty duty hours.~~
- ~~3. Call upon the mentor as needed with respect to his/her schedule~~
- ~~4. Carry out specific assignments made by the mentor~~
- ~~5. Meet with and assist students during office hours, as directed by the mentor~~
- ~~6. Share ideas with mentor~~
- ~~7. Receive and discuss appropriate criticism~~
- ~~8. Discuss needs/ideas with the mentor to help with success as an intern.~~
- ~~9. Develop sample course or faculty assignment materials~~

10. ~~Seek out advice from Steering Committee~~
11. ~~Participate in the activities, workshops, training, area/division meetings, FLEX activities, and overall college activities as agreed with mentor.~~
12. ~~Develop appropriate course/counseling/other faculty assignment materials and methods that include a multicultural perspective.~~
13. ~~Participate in the evaluation of the AVC Internship Program~~

~~I certify that I have read and understand the terms and conditions of this agreement and agree to abide by them.~~

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Faculty Intern

Date

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Steering Committee Chair

Date

## **~~FACULTY INTERSHIP PROGRAM~~**

### ~~Faculty Mentor Agreement~~

~~The faculty mentor assigned to a faculty intern is expected to:~~

1. ~~Provide the intern with a campus tour identifying~~
  - ~~Division/Area offices and staff~~
  - ~~Mailroom~~
  - ~~Duplication~~
  - ~~Location of equipment and supplies~~
  - ~~Academic Senate Office~~
  - ~~Student Support Services, IMC, and Library~~
2. ~~Meet the faculty intern prior to the beginning of the semester to set up the following~~
  - ~~Regular meeting times~~
  - ~~Review of text(s) and related teaching/counseling/other faculty assignment materials~~
  - ~~Review of Course Outline of Record and course syllabus~~
  - ~~Discuss absence reporting and support personnel~~
  - ~~Discuss campus safety~~

- Discuss Student Code of Conduct
  - Discuss Faculty Code of Ethics, Academic Freedom Policy
3. Meet with the faculty intern regularly; visit classroom, counseling, or other faculty assignment at least four times during the semester
  4. Respond promptly to the faculty intern's questions or concerns
  5. Introduce the faculty intern to other faculty and staff
  6. Define the faculty intern's role in faculty office hours
  7. Assist the faculty intern when he/she develops course material, syllabi, assignments, exams, handouts and workshop, assessment and other faculty materials.
  8. Share counseling, teaching and other faculty responsibility by allowing the faculty intern to take an active role in evaluations, classroom presentations, workshops, advisement, etc. when the faculty intern is ready.
  9. Provide learning experiences for the faculty intern (being sure not to overextend responsibilities)
  10. Help the faculty intern understand faculty responsibilities beyond the classroom or primary faculty assignment by discussing shared governance, tenure and evaluation, faculty development, division/area meetings, service to the college, etc.
  11. Provide and receive appropriate criticism
  12. Conduct evaluation of faculty intern's development
  13. Provide assistance in job seeking skills
  14. Assist the faculty intern in developing curriculum and approaches for teaching, counseling, and other faculty assignments that include diversity and multicultural perspectives.
  15. Participate in the evaluation of the AVC Faculty Internship Program

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Faculty Mentor

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Date

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Steering Committee Chair

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Date

Faculty Coordinator, Faculty Mentor, and Faculty Intern will receive some compensation, per faculty union and administrative agreement.

5/8/06

Suspended: ~~11/14/11~~



## **BP 7130 Compensation**

### **References:**

Education Code Sections 70902 **subdivision** (b)(4), 72411, 87801, and 88160;

Government Code Section 53200;

**34 Code of Federal Regulations Part 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)**

Salary schedules, compensation, and benefits, including health and welfare benefits, for all classes of employees and each administrator employed pursuant to a contract under Education **C**ode **S**ection 72411 shall be established by the Board **of Trustees**.

### **Prohibition of Incentive Compensation**

The District shall not provide any commission, bonus, or other incentive payment based, directly or indirectly, on the success in securing enrollments or financial aid, to any person or entity engaged in any student recruiting or admission activities or admission activities or in making decisions regarding the award of student financial assistance. Employees covered by this ban shall be referred to as "covered employees" for purposes of this policy.

**For specific compensation-related details, also see AP 7130 Compensation as well as the applicable collective bargaining agreements.**

Adopted: 5/8/06

Revised: 5/9/16

**Revised: 12/9/19**



## AP 7130 Compensation

### References:

Education Code Sections 87801 and 88160;  
Government Code Section 53200;  
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

### Classified Compensation

#### Full Time Employees

The District shall maintain a single salary schedule for all regularly employed classified employees. The salary schedule for classified personnel on a full-time basis is based on a standard eight (8) hour per day, forty (40) hour workweek.

#### Part Time

Employees assigned to work less than the number of hours prescribed for full-time employees will be paid at the rate their employment bears to full-time service. This provision does not apply to short-term hourly or student employees.

#### Pay for Holidays (~~EG~~ Education Code Section 88029)

If a person serving in an exempt position is required to work on a holiday, he/she shall be compensated, in addition to his/her regular pay for the holiday, at a rate not less than his/her normal rate of pay.

### Pay Periods

#### Regular Employees

Time of payment for classified employees shall be established by the Board of Trustees providing that such payment is made at least once during each calendar month.

Regular classified employees of the District shall be paid on the 10th and 25th of each calendar month. Nothing contained in the foregoing provisions shall be construed as prohibiting the Board of Trustees from making payment of earned salary prior to the aforementioned pay period.

#### Substitute Employees

Substitute employees of the District shall be paid on or about the tenth (10<sup>th</sup>) working day of the month following the month in which the services were performed.

#### Overtime





Overtime pay will be included in the salary warrant that is issued on the **tenth** (10<sup>th</sup>) of the month following that in which such overtime pay was earned.

**Error in Compensation (EG Education Code Section 88166)**

Whenever it is determined that an error has been made in the calculation of a classified employee's salary, the Board shall, within five (5) workdays following the discovery of the error, provide the employee with a statement of the correction and supplemental payment drawn against any available funds of the District.

### Salary Deductions

**Deductions Required by Law**

Deductions from the employee's wage, mandated by law, shall be made for the following reasons:

- State and Federal Income Tax
- Public Employees Retirement (PERS)
- Old Age, Survivors and Disability Insurance (OASDI)
- Medicare

**Dues (GC Government Code Section 3543.1) (E.C. Education Code Sections 87833 and 88167)**

Refer to Section 7.12 of the Antelope Valley College Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement for information regarding dues and other payroll deductions.

**Salary Advances**

This District does not allow salary advances.

**Authorization**

The Board of **Trustees** shall, not later than the date prescribed by law for approval of the budget, fix salaries for the ensuing **school academic** year for all persons employed by the District in classified positions. The Board of **Trustees** may, at that time, include an increase in annual salaries, all or part of which is conditioned upon actual receipt by the District of anticipated revenue from all sources. If the revenue actually received is less than anticipated, the Board of **Trustees** may, at any time during the **school academic** year, reduce the annual salaries by an amount not to exceed the amount which was granted due to the anticipated revenue from all sources. The Board of **Trustees** may, at any time during the **school academic** year, increase the salaries of persons employed by the District in non-academic positions for the remainder of the year.

**Differential Compensation (EG Education Code Section 88180)**



Refer to Sections 12.7, 12.7.1, and 12.7.2 of the Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement for information regarding differential compensation.

**Paid Holidays** ([EG Education Code Section 88203](#))

General Provisions Refer to Article VIII of the current Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement.

Restrictions Refer to Article VIII of the current Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement.

**Substitute Holiday**

Any classified employee required to work a workweek other than Monday through Friday, and as a result thereof loses a holiday, shall be compensated in the amount to which the employee would have been entitled had the holiday fallen within his/her normal work schedule, or provided a substitute holiday.

**Paid Vacations**

Refer to Article VIII of the current Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement.

## **Salary Schedules**

**Provisions of Salary Schedule**

The basic or minimum salary for those who meet the minimum requirements for training and experience is indicated on the schedule for each position listed, together with other salaries.

A full year of classified service is required to progress from one step to another.

All salaries on the schedule are full-time salaries intended for full-time service except as noted in the schedule (Refer to Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement/Exhibit A). Salaries for part-time service shall be pro-rated in relation to full-time service.

No classified employee in the service of the District shall be reduced in salary as the result of the adoption of a new schedule.

**Placement**

All new probationary employees shall be placed on Step 1 and shall remain at this initial step until the anniversary date is attained.



Additional salary increments shall occur on the annual anniversary of the first (1<sup>st</sup>) increment until the maximum is reached.

### **Anniversary Date**

The anniversary date for classified employees shall be established at the time of appointment as a regular member of the classified service. If that date upon which an employee first performs any and all duties required falls between the first (1<sup>st</sup>) and the fifteenth (15<sup>th</sup>) of a month, the anniversary date shall be designated as the first (1<sup>st</sup>) of the month in which service is so rendered; if the date of first service is between the sixteenth (16<sup>th</sup>) day and the last day of a month, the anniversary date shall be designated as the first (1<sup>st</sup>) day of the following or subsequent month in which service is so rendered.

### **Adopted Schedule**

The salary schedule will be adopted by the Board of Trustees annually and shall be published, with a copy provided to the bargaining unit and any employee who requests one.

## **Unemployment Compensation**

### **Eligibility**

Every regularly employed classified employee of the District, except those listed below, shall be protected by unemployment insurance pursuant to Sections 605 and 802 of the Unemployment Insurance Code Sections 605 and 802.

### **Exempt Employees**

Students employed part-time and enrolled in college classes offered by the District, apprentices, temporary professional experts, emergency, limited term, or provisional employees or volunteers are excluded from unemployment insurance.

It shall be the responsibility of the Human Resources Office thereof to inform classified employees of their rights in the event of unemployment.

## **Academic Personnel Compensation and Related Benefits**

### **Salary Schedule**

See current Antelope Valley College Federation of Teachers Collective Bargaining Agreement.

### **General Provisions §**

Salaries of individual academic personnel will be established in accordance with the schedules and the provisions under which they are administered.



For academic personnel new to the District, credit for appropriate previous teaching experience will normally be allowed up to a maximum of five (5) years. For disciplines in which a master's degree is not generally expected or available, partial credit toward the five (5)-year maximum may be allowed for appropriate work experience in related professions and industries upon the recommendation of the Superintendent/President.

Refer to Article IX in the current Antelope Valley College Federation of Teachers Collective Bargaining Agreement.

Request for Approval of Units for Advancement

Refer to Article IX in the current Antelope Valley College Federation of Teachers Collective Bargaining Agreement.

### **Pay Periods**

Refer to Article X in the current Antelope Valley College Federation of Teachers Collective Bargaining Agreement.

### **Related Benefits**

Related benefits shall be those established by the collective bargaining process and as approved by the governing Board of Trustees on an annual basis.

### **Salary Advances**

This District does not allow salary advances.

### **Prohibition of Incentive Compensation**

Senior managers and executive level employees who are only involved in the development of policy and do not engage in individual student contact or the other covered activities will not generally be subject to the incentive compensation ban.

Although athletic coaches may be covered employees, subject to certain limitations, and, based upon the District's determination on a case-by-case basis [after consulting with exclusive representatives, if any], coaching staff and other athletic personnel may be exempt from the prohibition of incentive compensation.

The Superintendent/President or designee shall identify any covered employees of the District and determine whether the District's compensation arrangements comport with the prohibition on incentive compensation, and to the extent that they do not, make necessary modifications to comply. Similarly, the Superintendent/President or designee shall identify any covered service providers, evaluate whether the contract pricing structure is consistent with the prohibition on incentive compensation, and if not, determine what modifications the District can make to any applicable contract.



## Antelope Valley College Tablet Stipend

Your position with the College, or Board of Trustees, has been identified by the Office of the President as requiring access to a personal tablet device in order to fulfill your day-to-day responsibilities to the Board of Trustees, and/or the College. To facilitate fulfillment of this requirement, and alleviate institutional responsibility due to loss or damage, a one-time stipend of \$1,275 will be awarded to cover the expense of acquisition. Upon request, this stipend will be provided every 4 (four) years in order to ensure that the technology is updated in a timely manner. The following standard components are recommended and will officially be supported by Information Technology Services:

- One (1) Apple iPad with 16 GB Memory, a Retina Display, and wireless capacity, and AppleCare extended warranty protection.
- One (1) Protective Cover (Targus Versavu Carrying Case is recommended)
- One (1) Protective Screen Film (Zagg InvisibleSHEILD is recommended)
- GoodReader for iPad – for document management/viewing from cloud storage (available through the Apple App Store)

Your acceptance of this stipend, and signature below, signals acceptance of the following terms:

- Stipend is a one-time funding for purchase.
- Stipend is taxable income and will be reflected within your annual tax documentation.
- Equipment purchased is recognized as is your personal property and the college has no responsibility for maintenance or repair in the event of damage.
- Equipment is required for fulfillment of duties of your office and it is your responsibility to ~~insure~~ ensure its availability and good condition to execute those duties.
- Information Technology Services will provide basic training and support for the device's use, as an established standard for Tablet Computing for the college. That support will be limited to basic support of: Apple's IOS on the device; AVC/Gmail electronic mail configuration; access to AVC Wireless; web access to BoardDocs; Skype & FaceTime for video conferencing; access to GoogleDrive; and use of GoodReader. *(All other support needs should be directed to the manufacture and their support services.)*

### IDENTIFIED POSITIONS FOR ACCESS TO A PERSONAL TABLET DEVICE

Five (5) Board Members



Superintendent/President  
Executive Assistant to the Superintendent/President  
Administrative Assistant – President’s Office  
Vice President Human Resources  
Vice President Student Services  
Vice President Academic Affairs  
Executive Director of Facilities, Planning & Campus Development  
Executive Director of Information Technology Services  
Executive Director of Public & Governmental Relations  
Antelope Valley College Confidential/Management/Supervisory Employee  
President Antelope Valley College Federation of Teachers  
Antelope Valley Federation of Classified Employees  
Executive Director of Business Services  
Academic Senate President  
Executive Director of Advancement & Foundation

Also see the collective bargaining agreements for applicable employee groups.

Approved: 4/14/08  
Revised: 9/10/12  
Revised: 4/15/13  
Revised: 4/11/16  
Revised: 12/9/19



## AP 7145 Personnel Files

### References:

Education Code Section 87031;  
Labor Code Section 1198.5

Personnel records are private, accurate, complete, and permanent.

Every employee has the right to inspect personnel records pursuant to the Labor Code.

Information of a derogatory nature shall not be entered into an employee's personnel records unless and until the employee is given notice and an opportunity to review and comment on that information. The employee shall have the right to enter and have his/her own comments attached to any derogatory statement. The review shall take place during normal business hours and the employee shall be released from duty for this purpose without salary reduction.

The employee shall not have the right to inspect personnel records at a time when the employee is actually required to render services to the District.

Nothing in this procedure shall entitle an employee to review ratings, reports, or records that (a) were obtained prior to the employment of the person involved, (b) were prepared by identifiable examination committee members, or (c) were obtained in connection with a promotional examination or interview.

Refer to Antelope Valley College Faculty collective bargaining agreement Article X, 1.0 Personnel Records.

Refer to Antelope Valley College Classified collective bargaining agreement Article VII, 1.0 Personnel Records.

Approved: 5/8/06

Revised: 1/13/20



## AP 7150 Evaluation

### Reference:

Accreditation Standard ~~III.A.4.b~~ III.A.5

**NOTE:** *The language in red below reflects the accreditation standard.*

The District assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The District establishes written criteria for evaluating all personnel. The evaluation process assesses the effectiveness of personnel and encourages improvement. Actions taken following evaluations are formal, timely, and documented.

### **EVALUATION OF FACULTY AND NON-CMS CLASSIFIED EMPLOYEES**

Refer to Antelope Valley College Faculty collective bargaining agreement Article VIII, Tenure and Evaluation.

Refer to Antelope Valley College Classified collective bargaining agreement Article IX, Evaluation and Discipline of Unit Members

### **EVALUATION OF VICE PRESIDENTS, DEANS and EXECUTIVE DIRECTORS**

#### **Scope**

This evaluation procedure applies to the following leadership staff members: Vice Presidents, Deans, and Executive Directors.

#### **Philosophy**

The administrative evaluation process, by identifying an individual's areas of special competence as well as ways to improve and grow, is aimed at the betterment of personal performance, thereby enhancing the effectiveness of the College's administrative services and the quality of the educational experience provided to students. The goal of evaluation is to acknowledge and encourage high performance levels, motivating individuals to become more effective.

A formal evaluation provides administrators the opportunity to reflect on their accomplishments, redefine goals, formulate new approaches and strategies, identify barriers and needs, and reassess their professional development plans. It also provides the opportunity for administrators and their supervisors to engage in a constructive dialogue with a view towards clarifying goals and expectations, acknowledging excellence, and communicating on issues affecting the good of the College. Finally, evaluation provides a means for those affected by an administrator's actions and services to participate in assessing their effectiveness.





## **Evaluation Criteria**

The administrator's performance will be measured in accordance with the criteria outlined below.

The effective administrator should demonstrate the following qualities, skills, and competencies:

### **1. Leadership**

The administrator's leadership skills are measured by the extent to which he/ ~~or~~ she:

- a. Practices democratic leadership, delegating responsibilities and encouraging participation in decision-making.
- b. Supports the rights of others to be heard and provides the means for all to share in setting and accomplishing goals.
- c. Makes timely and effective decisions.
- d. Displays receptivity to changes and new ideas.
- e. Sets reasonable and substantive goals and objectives and works effectively toward them.
- f. Displays sound judgment and perspective, focusing on basic issues rather than trivia.
- g. Plans effectively and imaginatively.
- h. Takes the lead in identifying, selecting, and training new employees.

### **2. Communication, Coordination, and Collegiality**

In dealing with other individuals, the administrator:

- a. Is committed to and maintains effective communication with everyone.
- b. Is consistent in the application and interpretation of policy.
- c. Recognizes the accomplishments of others and is willing to put others first.
- d. Is committed to collegiality and shared governance.
- e. Recognizes problems and is willing to solve them effectively and impartially.
- f. Is sensitive to diversity, working effectively with different types of people and tolerating a variety of viewpoints and perspectives.
- g. Maintains an atmosphere of candor, trust, and respect.
- h. Open, approachable, fair, and consistent when dealing with others.
- i. Displays awareness of relevant regulations and statewide issues.
- j. Keeps abreast of developments within his/her area of responsibility and coordinates as necessary with statewide agencies.
- k. Serves on committees and participates in special projects such as program review and accreditation.



- l. Effectively represents his/her unit in interactions with all campus constituencies.
- m. Represents the college within the community.

### **3. Organization and Management**

The administrator's organizational and Management skills are revealed in the extent to which he/she:

- a. Maintains an efficient and effective office structure.
- b. Displays attention to detail
- c. Develops an effective budget and establishes procedures to allocate funds and monitor expenditures.
- d. Shows skill in planning, organizing, and implementation.

### **4. Professional Qualities**

The effective administrator has the following qualities:

- a. Current and extensive knowledge of his/her discipline or area of expertise.
- b. Broad intellectual and cultural interests and understanding.
- c. Commitment to a quality educational experience.
- d. Proponent of professional growth for self and staff.
- e. Concern for the institution as a whole rather than just his/her unit.
- f. Initiative, resourcefulness, and creativity.

## **Evaluation Schedule and Procedures**

1. Newly-hired administrators will be evaluated annually during their first three years of service. Thereafter, evaluations will be required every three years. The evaluations will be conducted during the period of September to February, with the completed evaluation submitted to the President by February 15.
2. Each administrator will use a questionnaire to assess his/her performance. The questionnaire will address all of the major subdivisions of the Criteria (Leadership; Communication; Coordination; and Collegiality; Organization and Management; Professional Qualities) and will provide opportunity for and encourage written comment. Every effort will be made to protect the anonymity of those who respond to the questionnaire.

The questionnaire will provide an opportunity for those affected by the services or actions of the administrator to assess his/her performance. The individuals to be invited to complete the evaluation instruments will be determined by the person being evaluated and the supervisor. However, any individual with direct knowledge of the administrator's performance who has not been included among



those selected to respond to the questionnaire may request inclusion from the supervisor.

3. The supervisor of the individual being evaluated will distribute the questionnaires, collect and collate the results. After the supervisor has reviewed the questionnaires, they will be forwarded to the evaluatee for summary and analysis.
4. After receipt of the completed questionnaires, the administrator will review the questionnaire data and provide a written summary of findings along with appraisal to address identified areas of concern.
5. The administrator will review progress toward achieving the prior year's goals and objectives as developed in conjunction with the supervisor. In addition, goals and objectives will be reviewed and updated annually as part of the Evaluation Conference held with the supervisor.
6. The supervisor will complete the Administrative Employee Evaluation prior to meeting with the administrator. The evaluation should address the quality of the administrator's performance and his/her personal and professional effectiveness including, if applicable, recommendations for improvement. The administrator and supervisor will meet to discuss the evaluation and both will sign it to indicate it has been reviewed. The employee's signature on the evaluation indicates only that he/she has read the evaluation. The evaluatee may append written comments to the supervisor's evaluation.
7. An Evaluation conference will be held each year.
8. The completed and signed evaluation, along with supporting materials, will be forwarded to the **Superintendent/President or designee**. The **Superintendent/President or designee** has the option of conducting an additional evaluation meeting if desired.
9. After the evaluation process is completed, all materials will be forwarded to the Office of Human Resources & Employee Relations for placement in the employees personnel file.

## **EVALUATION OF CONFIDENTIAL, MANAGEMENT, AND SUPERVISORY (CMS) EMPLOYEES**

### **Scope**

This evaluation procedure applies to those employees designated as Confidential, Management, and Supervisory (CMS).



## **Philosophy**

The CMS evaluation process, by identifying an individual's areas of special competence as well as ways to improve and grow, is aimed at the advancement of personal performance, thereby enhancing the effectiveness of the College's services and the quality of the educational experience provided to students. The goal of evaluation is to acknowledge and encourage high performance levels, motivating individuals to become more effective.

A formal evaluation provides CMS employees the opportunity to reflect on their accomplishments, redefine goals, formulate new approaches and strategies, identify barriers and training or other needs, and reassess their professional development plans. It also provides the opportunity for CMS employees and their supervisors to engage in a constructive dialogue with a view towards clarifying goals and expectations, acknowledging excellence, and communicating on issues affecting the good of the College.

## **Evaluation Criteria**

The performance of CMS employees will be measured in accordance with the criteria outlined below.

Annual appraisals are to be completed between April 1 and May 31 of each year for the first three years of employment. Beginning with the fourth year of employment evaluations may be done biennially. Final markings and comments on the appraisal should be in ink or typewritten. Additional pages may be used if more space is needed for narrative comments. The evaluation is to be given to the employee and discussed in a private meeting with the employee. Any changes made to the evaluation should be initialed by the employee and supervisor. All attachments must be signed by the employee and evaluator.

CMS employees are to be evaluated in conjunction with the Essential Functions of their respective job description. The supervisor should refer to the Essential Functions of the employee's job description prior to beginning the evaluation process.

## **Derogatory Information**

Information or material of a derogatory or critical nature which has been received from others may not be used unless the specific issue has been verified to the satisfaction of the supervisor, in consultation with the Vice President of Human Resources, and relates directly to the CMS employee's employment.

## **Signature and Response to Evaluation**

The CMS employee's signature on the report indicates only that he/she has read the report. The CMS employee may, within ten (10) working days, respond in writing to an evaluation with which the CMS employee is not in agreement. This response shall be



attached to the evaluation in question. The Human Resources Office will distribute a copy of the response to the supervisor.

### **Evaluation Schedule for Probationary CMS Employees**

Probationary CMS employees shall be rated by their immediate supervisor at the end of the 3rd month, 6th month, 9th month and prior to the end of the 12th month of employment. The above schedule does not prevent dismissal of such CMS employee at any time during the one (1) year probationary period.

### **Evaluation Categories**

Evaluation of the competence of CMS employees shall include, but not be limited to:

- 1) Knowledge of Work
- 2) Quality of Work Productivity
- 3) Dependability
- 4) Communication Skills
- 5) Initiative
- 6) Interpersonal Relations
- 7) Professionalism
- 8) Safety Practices

The Supervisor should include information on staff member's overall performance highlighting:

- 1) areas of strengths
- 2) areas for further development
- 3) areas for improvements
- 4) areas where unique or extraordinary factors contribute to the evaluation

Each rating other than Standard (below or above) requires an explanation in the Comments box beside the category. Each rating below Standard must be based on issues discussed with the employee prior to the evaluation, supported by a statement of facts in the Comments box, and accompanied by a separate Development Plan. Subsequently, one or more conferences shall be held with the employee to assist him/her in correcting deficiencies previously noted. A record of such conference(s) shall be prepared by the evaluator for the file on the employee and a copy submitted to him/her.

Approved: 5/8/06  
Revised: 9/13/10  
Revised: 5/11/15  
Revised: 8/8/16  
Revised: 12/9/19



## BP 4100 Graduation Requirements for Degrees and Certificates

### References:

Education Code Section 70902 ~~subdivision~~ (b)(3); -  
Title 5, Sections 55060, et seq.

The District grants the degrees of Associate in Arts and Associate in Science to those students who have completed ~~the subject requirements at least 18 semester units or of study in a major or area of emphasis~~ for graduation and who have maintained a cumulative 2.0 average in subjects attempted. Students must also complete the general education, residency, and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of ~~18 sixteen (16)~~ or more semester units of degree-applicable coursework designed as a pattern of learning experiences ~~intended designed~~ to develop certain capabilities that may be oriented to career or general education.

In addition, ~~pursuant to Title 5 Section 55070 subdivision (c), the a D~~district may ~~award a certificate of achievement for submit~~ any sequence of courses consisting of ~~12 eight (8)~~ or more semester units of degree-applicable credit coursework if approved by the ~~CCC~~ Chancellor of the California Community Colleges and request that it be approved as a program leading to a certificate of achievement. The Chancellor of the California Community Colleges may approve such a program if he/she determines that it satisfies the requirements of Title 5 Section 55070 subdivision (a) despite requiring fewer than ~~18 sixteen (16)~~ semester units of degree-applicable credit coursework.

The ~~College~~ President/Superintendent shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the local curriculum committee. The procedures shall assure that graduation requirements are published in the ~~D~~district's catalog(s) and included in other resources that are convenient for students. As specified in BP 2510 ~~Participation in Local Decision-Making~~, the Board of Trustees agrees to "rely primarily" on the Academic Senate regarding the following Academic and Professional Matters which include Graduation Requirements for Degrees and Certificates:

- (1) Curriculum, including establishing prerequisites.
- (2) Degree and certificate requirements.
- (3) Grading policies.
- (4) Education program development.
- (5) Standards or policies regarding student preparation and success.
- (8) Policies for faculty professional development activities.



~~See Administrative Procedure #4100~~ Also see AP 4100 Graduation Requirements for Degrees and Certificates.

Adopted: 2/6/06  
Revised: 3/10/08  
Revised: 5/12/08  
Reviewed: 12/11/17  
Revised: 12/9/19



## AP 4100 Graduation Requirements for Degrees and Certificates

### References:

Title 5, Sections 55060 et seq.

### Associate Degree Requirements (Title 5, Section 55806)

Graduation from Antelope Valley College with the associate in arts or associate in science degree requires that students demonstrate competency in reading, writing, and mathematics and complete a minimum of **sixty (60)** semester units, including requirements 1 through 6 listed below.

#### 1. General Education Requirements

A minimum of 21 units, including a minimum of 3 semester units in, in Areas A, B, C, D1, D2, E and F. Courses meeting general education and major requirements can be found in the Graduation/Associate Degree Requirements section of the college catalog.

##### **Area A\* - Natural Sciences** (Select at least **three (3)** semester units)

Courses in the Natural Sciences are those which examine the physical universe, its life forms and its natural phenomena. To satisfy the GE requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage the understanding of the relationships between science and other human activities.

##### **Area B\* - Social & Behavioral Sciences** (Select at least **three (3)** semester units)

Courses in the Social and Behavioral Sciences are those which focus on people as members of society. To satisfy the GE requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.

##### **Area C\* - Humanities** (Select at least **three (3)** semester units)

Courses in the Humanities are those which study the cultural activities and artistic expression of human beings. To satisfy the GE requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.





**Area D -Language & Rationality** [Select **three (3)** semester units from (1) and select 3 units from (2)]

Courses in Language and Rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

**1. Academic Composition**

Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

**2. Communication and Analytical Thinking**

Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

**Area E -Additional Breadth** (Select at least **three (3)** semester units)

Courses in this area are designed to expand the acquisition and utilization of knowledge in GE and/or self understanding. Courses must be taken from a discipline not previously selected.

**Area F -Diversity Studies** (Select at least **three (3)** semester units)

The primary focus of courses meeting the Diversity Studies requirement will deal, in depth, with non- dominant groups in the State of California and the United States. These groups of people are defined as African-American, Hispanic, Asian-Pacific Islander, Native American and Women. Courses meeting the Diversity Studies requirement will deal with more than one group. Courses will deal with one non-dominant group in comparison to the dominant group or other non-dominant group(s). Issues of racism and sexism will be explicitly covered.

**2. Proficiency Requirements**

Proficiency requirements exist for the areas of Reading, Writing and Math. Students must demonstrate competency in each of these areas in order to be eligible for the associate degree.

- A. **READING** Eligibility for College Level Reading (AVC assessment) or completion of READ 099 with a minimum grade of "P" (Pass), or completion of an Associate Degree or higher from a regionally accredited institution of higher education other than AVC.
- B. **WRITING** Completion of ENGL 101 with a minimum grade of "C."
- C. **MATHEMATICS** Completion of MATH 102 or higher or CIS 121 with a minimum grade of "C." or placement by AVC assessment into a math course higher than MATH 102.



### 3. Major or Area of Emphasis Requirements

Major or area of emphasis requirements may be satisfied by:

Completing at least **eighteen (18)** semester units of study in a specific major or area of emphasis as outlined in the specific degree requirements listed in the AVC catalog, with a grade of “C” or better in all required core course and the specific courses listed as program electives.

### 4. Electives

Sixty **(60)** semester units are required for an associate degree. In addition to the general education and major requirements, the remaining number of units needed to complete an associate degree is considered electives. Any course that has already been counted toward (1) the general education requirements, or (2) the major or area of emphasis, cannot be used as an elective.

### 5. Grade Point Average Requirement

A cumulative grade point average of 2.0 (“C” average) is required.

### 6. Residence Requirement

Of the required **sixty (60)** units, “at least **twelve (12)** semester units must be completed in residence at the college granting the degree” as stated in Title 5, Section 54000 et seq.

### 7. Requirements for Two or More Associate Degrees

To be eligible for multiple associate degrees, a student must have completed all of the graduation requirements for each degree.

Antelope Valley College awards the associate arts and associate science degree to students who pursue majors or designated areas of emphasis listed in the college catalog. In the course description section of this catalog, all courses that apply to the associate degree or certificates are designated as (AVC).

The completion of an associate in arts or an associate in science degree does not ensure that a student can transfer directly to a four-year college or university. Students interested in transferring should refer to the Transfer Requirements section in the college catalog.

### Certificate of Achievement Requirements:

- For a certificate of achievement, a student must successfully complete a course of study or curriculum that consists of ~~18~~ **sixteen (16)** or more semester units of degree-applicable credit coursework. The certificate of achievement shall be



designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

- A student may also be awarded a certificate of achievement for a sequence of courses consisting of **twelve (12)** or more semester units if approved by the **CCC California Community Colleges Chancellor's Office**.
- Shorter credit programs that lead to a certificate may be established by the District, but **they** cannot be listed on the student's transcript.
- Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of Antelope Valley College, meet a demonstrated need, are feasible, and adhere to guidelines on academic integrity.
- Certificates for which **CCC California Community Colleges Chancellor's Office** approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

### **Application for Graduation**

Antelope Valley College awards degrees three times, annually—in December following the fall semester, in June following the spring semester, and in August. An application for graduation must be filed in the Admissions and Records Office. After submitting the application, students will receive a formal evaluation of progress toward the degree. Students will receive information on participating in the annual graduation ceremony. While participation in the graduation ceremony is encouraged, it is not mandatory to attend to receive a degree. Early filing of the graduation application is highly recommended.

### **Credit Courses Not Transferable/Applicable to the Associate Degree and Certificate Programs**

Effective Fall 1988, selected credit courses shall not apply to the associate degree and certificate programs.

Students who enroll in credit courses not applicable to the degree can use these credits for eligibility purposes, i.e., full-time status, intercollegiate athletic status and financial aid status. In the course description section of the college catalog, these courses are designated as: Credit course not applicable to the associate degree and certificate programs. Grades will not count in calculating the GPA when received in credit courses not applicable to the associate degree and certificate programs. All courses that do apply to the associate degree or certificates are designated as **“(AVC).”**

The list of credit courses not applicable to the associate degree and certificate programs are listed in the college catalog under **“Credit Courses Not Transferrable/Not Applicable to the Associate Degree and Certificate Programs.”**



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

**College Work Applicable to the Associate Degree and Certificate Programs**

College work acceptable toward the associate degree includes those courses that have been properly approved pursuant to Title 5, Section 55002 **subdivision** (a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section Title 5 of the California Code of Regulations is available at <http://ccr.oal.ca.gov>.

**Also see BP 4100 Graduation Requirements for Degrees and Certificates.**

Approved: 2/6/06  
Revised: 3/10/08  
Revised: 7/9/12  
Revised: 12/11/17  
**Revised: 12/9/19**



## BP 4235 Credit by Examination

**Reference:**

Title 5, Section 55050

Credit may be earned by students who satisfactorily pass authorized examinations. The **College** Superintendent/President shall establish administrative procedures to implement this policy.

~~See Administrative Procedure #4235~~ Also see AP 4235 Credit by Examination.

Adopted: 2/6/06  
Revised: 5/12/08  
**Revised: 12/9/19**



## AP 4235 Credit by Examination

### References:

Education Code Section 79500;  
Title 5, Sections 55050 and 55052

Credit by Examination may be obtained by one of the following methods:

- Achievement of a score of [3 or higher] on an Advanced Placement Examination administered by the College Entrance Examination Board. Consult the “Non-traditional Credit Guideline” document available through the Counseling Center.
- Achievement of a score that qualifies for credit by examination in the College Level Examination Program. Consult the “Non-traditional Credit Guideline” document available through the Counseling Center.
- Credit by satisfactory completion of an AVC Course Proficiency Exam administered by the college in lieu of completion of a course listed in the college catalog. Consult the “Non-traditional Credit Guideline” document available through the Counseling Center.

### Determination of Eligibility to take an AVC Course Proficiency Exam

- The student must be currently registered in the college and in good standing.
- The course is listed in the college catalog.
- Antelope Valley College faculty have designated the course as one that may be challenged by examination.

Credits acquired by examination are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's, or Social Security benefits.

Credits acquired by examination shall not be counted in determining the **twelve (12)** semester hours of credit in residence required for an Associate degree.

A student's academic record clearly indicates that the credit was earned by examination by an annotation of (CHL).

The results of the challenge exam, with grade and grade points, are entered upon the student's academic record. No record will be made if a student receives a failing grade on a challenge exam.



A student may apply up to **forty-eight (48)** units earned by credit by examination to the Associate degree. A student cannot earn credit by examination for courses in which they are currently enrolled.

Students desiring to challenge a course by examination should submit a petition to the Office of Admissions & Records before the end of the fourth **(4<sup>th</sup>)** week of the semester.

Challenge examinations must be completed by the seventh **(7<sup>th</sup>)** week of the semester.

**Also see BP 4235 Credit by Examination and AP 4236 Advanced Placement Credit.**

Approved: 2/6/06  
Revised: 4/14/08  
Revised: 5/14/18  
**Revised: 12/9/19**



## **BP 4260 Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment**

### **References:**

Title 5, Sections, 55000 and 55003

The College Superintendent/President is authorized to establish prerequisites, co-requisites, advisories, and limitations on enrollment on recommended preparation for courses in the curriculum. As specified in BP 2510 **Participation in Local Decision-Making**, the Board of Trustees agrees to “rely primarily” on the Academic Senate regarding the following Academic and Professional Matters which includes Pre-requisites, Co- requisites, Advisories, and Limitations on Enrollment:

- (1) Curriculum, including establishing prerequisites.
- (2) Degree and certificate requirements.
- (3) Grading policies.
- (4) Education program development.
- (5) Standards or policies regarding student preparation and success.
- (8) Policies for faculty professional development activities.

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

~~See Administrative Procedure #4260~~ Also see AP 4260 Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment.

Adopted: 2/6/06  
Revised: 3/10/08  
Revised: 5/12/08  
Revised: 12/9/19





## AP 4260 Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment

### References:

Title 5, Sections 55000 et seq.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review **or content review with statistical validation**.

Antelope Valley College establishes pre-requisites, co-requisites, advisories, and limitations on enrollment in accord with the California Community Colleges Model District Policy developed by the Chancellor's Task Force **in conjunction with the State Academic Senate**. The following procedures assure compliance with the Model District Policy.

### 1. Information in the Catalog and Schedule of Courses.

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree applicable basic skills courses, prerequisite, and satisfactory grade.

### 2. Challenge Process



- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
1. If space is available in a course when a student files a challenge to the prerequisite or co- requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
  2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.
- B. Grounds for challenge shall include the following:
1. Those grounds for challenge specified in Title 5, Section 55201 **subdivision** (f).
  2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he/ ~~or~~ she would be delayed by a semester or more in attaining the degree or certificate specified in his/ ~~or~~ her educational plan.
  3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/ ~~or~~ she does not pose a threat to himself/ ~~or~~ herself or others.
  4. The student has the obligation to provide documented satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.
- C. Curriculum Review Process
- The curriculum review process shall at a minimum be in accordance with all of the following:
1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
  2. Establish prerequisites, co-requisites, and advisories on recommended preparation only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee



without forfeiting its rights or responsibilities under **Title 5** Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.

**3. Establish prerequisites, co-requisites, and advisories on recommended preparation, and limitations on enrollment only if:**

a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:

(1) Approve the course; and,

(2) As a separate action, approve any prerequisite or co-requisite, only if:

(a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:

(i) involvement of faculty with appropriate expertise;

(ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.

(iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

(iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

(v) identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.

(vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and

(vii) maintain documentation that the above steps were taken.

(3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.

(4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

(5) Review the course outline to determine if a student would be highly



unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.

- (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree- applicable course in English or mathematics, respectively.
  - b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
    - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
    - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
  - c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
  - d) If the District chooses to use content review as defined in Title 5 Section 55000 subdivision (c) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 Section 55003 subdivision (c).
4. **Program Review.** As a regular part of the program review process or at least every six (6) years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two (2) years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this **procedure, the related** policy, and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this **procedure, the related** policy, and with the law.
5. **Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.** Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the



classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he/ ~~er~~ she has met all the conditions or has met all except those for which he/ ~~er~~ she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

- 6. Instructor's Formal Agreement to Teach the Course as Described.** Each college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

#### **Review of Individual Courses:**

If the student's enrollment in a course or program is to be contingent on his/ ~~er~~ her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

- 1. Advisories on Recommended Preparation.** The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.
- 2. Limitations on Enrollment.** The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six (6) years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

**A. Performance Courses.** The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

1. For any certificate or associate degree requirement which can be met by



taking this course, there is another course or courses which satisfy the same requirement; and

2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six (6) years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

**Honors Courses.** A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

**B. Blocks of Courses or Sections.** Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Approved: 2/6/06  
Revised: 3/10/08  
Revised: 5/14/12  
Revised: 12/9/19



## BP 4400 Community Services Programs

### References:

Education Code Section 78300;  
Title 5, Section 55002

The District shall maintain a community services program that offers classes that contribute to the personal, physical, mental, ethical, economic, or civic development of community individuals or groups.

The community services program shall be designed to contribute to the physical, mental, ethical, personal, economic, or civic development of the individuals or groups enrolled in it.

Community services programs shall be open for admission of adults and of minors who can benefit from the offerings.

No General Fund monies may be expended to establish or maintain community services offerings. Students involved in community services classes shall be charged a fee not to exceed the cost of maintaining the offerings. Community Service offerings may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

~~See Administrative Procedure #4400~~ Also see AP 4400 Community Services Programs.

Adopted: 2/6/06  
Revised: 3/10/08  
Revised: 12/9/19



## AP 4400 Community Services Programs

### References:

Education Code Sections 78300 et seq;  
Title 5, Sections 55002, and 55160 subdivision (b)

Community Services offerings originate from community needs and interests and are developed in consultation with the Community Services Office.

Community Services offerings are:

- designed to provide instruction that contributes to the personal, physical, mental, ethical, economic, or civic development of the individuals or groups enrolled in them.
- open for the admission of adults and of those minors who, in the judgment of the governing Board of Trustees, may profit.

General fund moneys are not expended to establish and maintain community service offerings.

Students enrolled in community service offerings may be charged a fee not to exceed the cost of maintaining community service offerings, or offerings may be provided for remuneration by contract, or with contributions or donations of individuals or groups.

The AVC Academic Policies and Procedures (AP&P) Committee must approve Community Services offerings.

Also see AP 4022 Course Approval.

Approved: 2/6/06  
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Revised: 12/9/19