

TO: BOARD OF TRUSTEES
FROM: SUPERINTENDENT

INFORMATIVE REPORT NO. 10-2009/10-IR/S

Prepared by the Office of the Superintendent
for Presentation to the Board of Trustees
December 14, 2009

SUBJECT: PROPOSED NEW AND REVISED BOARD POLICIES (BP) AND ADMINISTRATIVE PROCEDURES (AP): AP 2510 PARTICIPATION IN LOCAL DECISION MAKING, AP 3506 CAMPUS AND SITE CLOSURES AND REOPENINGS, BP AND AP 3550 DRUG FREE ENVIRONMENT AND DRUG PREVENTION PROGRAM, BP AND AP 4225 COURSE REPETITION, AND AP 4227 REPEATABLE COURSES

A. Background

Administrative procedure 2510 has been revised to update the name of the Faculty Professional Development Committee and membership of the Strategic Planning and Budget Council; correct a reference to previous board policy cited in the function of the College Coordinating Council; replace the term "campus-wide" with the term "collegewide;" and correct the Superintendent/President's title. The Academic Senate, College Coordinating Council, and Strategic Planning and Budget Council reviewed the changes to AP 2510.

AP 3506 is a new procedure (AP 3506) developed to clarify the process for closing and reopening the campus in emergency situations.

The policy and procedure regarding maintaining a drug free campus have been updated to comply with federal regulations that require that health risks associated with various drugs be described and that employees notify the district of a drug conviction within five days.

A legal reference has been added to the policy regarding course repetition (BP 4225), and the corresponding procedure (AP 4225) and the procedure regarding repeatable courses (AP 4227) have been modified to reflect changes in Title 5 regulations.

Added language is indicated on the attachments by bold, underlined text, while deleted text is indicated by strikethrough. The revised policies will be presented for approval at the regular meeting of the Board of Trustees in January.

Respectfully submitted,

Jackie L. Fisher, Sr.
Superintendent/President

Office of the Superintendent

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AP 2510 Participation in Local Decision-Making

Reference:

***Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq; 51023.5; 51023.7
Accreditation Standard IV.A.2, IV.A.5***

ADMINISTRATIVE PROCEDURES RELATED TO PARTICIPATORY GOVERNANCE

The faculty, students, staff, and administration of Antelope Valley **Community** College **District** have developed the following procedures to fulfill the statutory requirements of Title 5 related to Participatory Governance.

Procedures for Participatory Governance Committees and Academic and Professional Matters:

A. Procedures related to participatory governance committees:

1. All **collegewide** ~~campus-wide~~ participatory governance committees will abide by the “Participatory Governance Committee Operating Procedures” in Appendix I. Academic Senate committees will operate in accord with Senate guidelines.
2. To insure “effective participation,” **collegewide** ~~campus-wide~~ participatory governance committees shall include representatives from constituencies directly affected by the recommendation and representatives who also have expertise related to the role and purpose of the committee, whenever possible.
3. The College Coordinating Council (**CCC**) will determine the role and function of **collegewide** ~~campus-wide~~ participatory governance committees and specify the membership and terms of those committees. In addition, the CCC will review the role, function and membership of all **collegewide** ~~campus-wide~~ participatory governance committees at least every three years and modify as needed. Participatory governance committees may request that the CCC review their role, function, or membership at any time for possible modification.
4. Each constituent group represented on the College Coordinating Council will determine the process by which it appoints representatives to **collegewide** ~~campus-wide~~ participatory governance committees.
5. Each campus-wide standing committee will determine if any part of an item or issue before it is related to an academic and professional matter, or a collective bargaining issue, using the guidelines listed in Appendix II, and refer that part to the ~~College~~ **Superintendent/**President and the Academic Senate or Collective Bargaining Agent, as appropriate, for consideration.

B. Procedures for reaching agreement on Academic and Professional Matters:

1. Recommendations related to Academic and Professional Matters, where the Board relies primarily on the Academic Senate, will be submitted to the Board of Trustees for consideration, via the ~~College~~ **Superintendent/**President. If the recommendations of the Academic Senate are not accepted, the Board will communicate the “compelling reasons or legal liability” to the Academic Senate in a written statement.
2. For those Academic and Professional Matters that require mutual agreement, the Mutual Agreement Council will solicit feedback from the Board of Trustees and the Academic Senate, and may solicit feedback from other **college** ~~campus~~ constituent groups if needed. The

Mutual Agreement Council will deliberate until mutual agreement is reached between the Board of Trustees, or their designees, and the Academic Senate.

3. If mutual agreement is reached, the Board will put the new policy into effect unless legal liability or substantial fiscal hardship can be demonstrated. If mutual agreement cannot be reached and a policy currently exists, the current policy remains in effect, unless legal liability or substantial fiscal hardship can be demonstrated. Both the Board of Trustees, or their designees, and the Academic Senate will communicate in a joint statement the reasons that agreement cannot be reached.
4. Mutual agreements between the Academic Senate and the Board of Trustees, or their designees, will be placed on the next scheduled Board Agenda as an informative report. Mutual agreements requiring Board approval will be submitted at a subsequent meeting as a communication for approval.
5. The Mutual Agreement Council will also serve as a forum for the President's Executive Council and Senate Executive Committee to share information and discuss concerns about academic and professional matters.

AVCCD Governance Councils and Committees:

- A. College Coordinating Council
- B. Mutual Agreement Council
- C. Strategic Planning & Budget Council
- D. **Collegewide** ~~Campus-wide~~ Participatory Governance Committees
 1. Staff Development Committee
 2. Information Technology Committee
 3. Matriculation Committee
 4. Equal Employment Opportunity Advisory Committee
 5. Campus Safety Committee
 6. Calendar Committee
 7. Legislative Committee
 8. Enrollment Management Committee
- E. Academic Senate Standing Committees
 1. Academic Policies & Procedures Committee
 2. ~~Flex~~ **Faculty** Professional Development ~~Program~~ Committee
 3. Honors Program Committee
 4. Distance Education Committee
 5. Student Learning Outcomes Committee
 6. Equivalency Committee
 7. Senate Grant Program Committee

Membership and Functions of Governance Councils:

A. College Coordinating Council

(Membership)

1. ~~College~~ **Superintendent/**President and/or Vice Presidents (one vote) Representing the Board of Trustees
2. Academic Senate President
3. Administrative Council Representative
4. President of Faculty Exclusive Bargaining Unit
5. President of Classified Exclusive Bargaining Unit
6. Confidential/Management/Supervisory Unit Representative
7. Associated Student Organization Representative

(Function)

- a) The College Coordinating Council will serve as the coordinating body for governance issues at Antelope Valley College, except academic and professional matters and collective bargaining issues. The Council will have four main functions: issue management, providing a communication network for distributing information to all **college** ~~campus~~ constituent groups, determining the decision-making and recommending authority of **collegewide** ~~campus-wide~~ participatory governance committees, and submitting recommendations to the President in areas of "effective participation".
- b) Issue management means the Council will determine the appropriate governance committee or process to address any new issue or task that is not already assigned to an existing committee or process. When the Council assigns an issue or task to an existing or a newly created committee, the Council will specify in writing the nature and scope of the assignment, if the committee has decision-making or recommending authority, the appropriate reporting process, and a timeline for completion of the assignment.
- c) If an issue before the Council involves an academic and professional matter, it will be referred to the Academic Senate and the-President's Executive Council for consideration. If an issue before the Council involves collective bargaining matters, it will be referred to the affected Collective Bargaining Unit and the ~~College~~ **Superintendent/**President for deliberation.
- d) When a **collegewide** ~~campus-wide~~ participatory governance committee makes a recommendation that only requires "effective participation" of faculty, staff and students, the College Coordinating Council will consider the recommendation **and communicate the committee's recommendation to all college constituent groups** ~~as previously described in I, 7 of this document.~~
- e) The Council may address an issue itself, when a recommendation cannot be made in a timely manner by another committee or process, or the Council determines that **not** taking action will expose the district to legal liability or cause substantial fiscal hardship. The Council may also make a recommendation to the ~~College~~ **Superintendent/**President when no existing or new committee or process is deemed appropriate for handling the issue, or a committee or constituent group requests a recommendation from the Council regarding an issue.

- f) The Council shall seek consensus as the basis for making decisions. However, when consensus cannot be reached, the Council may take action if six out of seven Council members are in agreement. When a resolution before the Council does not have the required "6 out of 7" members in favor, the status quo remains in effect until such time as a mutually acceptable resolution can be negotiated and agreed to by 6 of the 7 members of the Council. The Council will determine, by consensus, criteria and a process for emergency and fast-track decision-making to be used when waiting until the next regular Council meeting would not be in the best interest of the district. All Council members have a single vote and the meetings of the Council shall be open.
- g) The Council will review the purpose/function and scope of decision-making/recommending authority of each **college** ~~campus~~ standing committee every three years. Any recommendation for change in purpose or scope of a committee, including the dissolution of the committee, will be presented to **college** ~~campus~~ constituent groups for feedback. All feedback will be shared with the affected committee. The Council and the affected committee will discuss the recommendation and the feedback from constituent groups with the goal of reaching consensus. If consensus is reached, the purpose/function and/or decision-making/recommending authority will be changed. If consensus cannot be reached, the Council may still make changes in these areas if six of seven Council members are in agreement with the change.
- h) If a proposed change in purpose/function involves an academic and professional matter, the recommendation and feedback from constituent groups will be forwarded to the Mutual Agreement Council (MAC) for deliberation. If mutual agreement is reached by the MAC, the purpose will be changed. If mutual agreement cannot be reached, the purpose/function of the committee remains the same in accord with the provisions of Title 5.

B. Mutual Agreement Council

(Membership)

1. President's Executive Council
2. Senate Executive Committee

(Function)

The Mutual Agreement Council consists of the President's Executive Council and the Senate Executive Committee and its purpose is to consult and deliberate with the intention of reaching mutual agreement between the Academic Senate and the Board of Trustees on academic and professional matters 6, 7, 9, 10 and 11 of Section 53200 in Title 5. "The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations."

C. Strategic Planning & Budget Council

(Membership)

1. ~~College~~ **Superintendent/**President - Ex-Officio
2. Academic Senate President (Co-chair)
3. College Vice Presidents (4) (Designated Co-chair)
4. Faculty Union Representative (1)
5. ~~Classified Union Representative (1)~~

~~5~~6. Student Representatives ~~(2)~~⁴)

~~6~~7. Faculty Representatives (~~5~~⁴ – 1 transfer, 1 student services, 1 instructional resources, 1 vocational, **1 adjunct**)

~~8.~~ Adjunct Faculty Representative (~~1~~)

~~7~~9. Classified Representatives ~~(5)~~⁴)

8. Confidential/Management/Supervisory Representative (1)

~~9~~¹⁰. Deans/Directors Representatives (2)

10. Director of Facilities Planning and Campus Development

11. Director of Information Technology Services

12. Director of Institutional Advancement and Foundation

~~13~~¹⁴. Director of Institutional Research and Planning

~~14~~¹². Director of Public and Governmental Relations

~~13.~~ Director of Business Services

15. Enrollment Management Committee Co-Chair

(Function)

The Strategic Planning & Budget Council (SPBC) is a shared governance council that provides oversight and monitoring of the various planning documents within the institution in order to accomplish the mission and goals of the district. SPBC utilizes the Educational Master Plan, which is the district's strategic plan, to review the mission, vision, values, and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

The council reviews the annual budget requests brought forward by the Budget Subcommittee and makes a recommendation to the Superintendent/President to fund those requests that utilize institutional resources most efficiently in accomplishing the district's strategic goals and improving the Institutional Learning Outcomes. SPBC works collegially with the Superintendent/President to recommend budget priorities in a timely fashion. The Superintendent/President may recommend budget expenditures to the Board of Trustees without consensus of the SPBC in those instances of legal and fiscal responsibility, as cited in both Education Code and Title 5. The Superintendent/President submits budget recommendations to the Board of Trustees for approval.

In order to function most efficiently and to support and execute the Educational Master Plan, members of the SPBC are assigned to the following subgroups/subcommittee:

- Facilities: Based on the findings of the Educational Master Plan, responsible for developing and evaluating the effectiveness of the Facilities Master Plan, which oversees the district's long-range infrastructure, building, and parking needs.
- Human Resources: Responsible for creating a Human Resources Plan that includes a long-range Staffing Plan to support the program needs identified in the Educational Master Plan.

- Finance: Responsible for developing a Finance Plan to analyze and determine the financial impact and necessary resources to implement the Facilities, Human Resources, Technology, and Enrollment Management plans.
- Communications: Responsible for developing, implementing, and evaluating a marketing and communications plan with strategies to increase communications with our internal and external constituents. Responsible for disseminating information to the campus and general community through e-mail, the website, myAVC, and the SPBC Annual Review.
- Educational Master Plan: Responsible for annually reviewing the Educational Master Plan to ensure that the District's ongoing needs are met.
- Budget Subcommittee: Responsible for evaluating and prioritizing the annual budget requests to most efficiently utilize institutional resources and present those recommendations to the SPBC.

APPENDIX I

"Participatory Governance Committee Operating Procedures"

Each committee will have a statement of purpose/function in accord with the **district** college mission and a membership list, along with the minimum number and frequency of meetings that will be held during the academic year. In addition, each committee will have a statement of reporting responsibilities to individuals, committees or constituent groups and publish this information to all **district** campus employees. Committees will make decisions or recommendations through consensus.

Each committee will also circulate a "Call for Agenda Items" five working days prior to a meeting and distribute to members and post an agenda two working days prior to a meeting. Each committee will also distribute to members and post a draft of unapproved minutes within ten working days after a meeting. Minutes will include a brief summary of discussion regarding actions taken, including motions made, seconded, passed or defeated. On an annual basis, each committee will review its activities and submit a year-end report to whichever reporting body it is accountable. In most instances, reports would be made to the College Coordinating Council, ~~College~~ **Superintendent/**President, or appropriate administrator. The year-end report will include accomplishments, preview issues for the coming year, and make recommendations for change in membership or function.

APPENDIX II

"Criteria for Committees to Use in Determining if an Item is an Academic and Professional Matter or a Collective Bargaining Issue"

In doing their work, committees, particularly the chair(s), must recognize which items/issues under discussion are subjects of collective bargaining (CB) or are academic and professional matters (APM). Unless specifically asked to handle a CB item or an APM, the committee should not. In addition, each participatory governance committee should assure effective participation of all parties, as well as effective communication with the College Coordinating Council (CCC). As committees forge recommendations, the committee chair is responsible for assuring the following steps have been completed:

- Verify that the topic is not CB or APM (unless the CB/APM has been assigned to the committee)
- Develop recommendation/policy with input from all representatives

- if representatives are not attending, committee chair notifies constituency president
- ask regularly if representatives have consulted with their constituency
- consult with CCC if stuck, hit controversy or need clarification

Disseminate to campus via mailbox or email prior to completing last draft of recommendation/policy and give the campus 2 weeks to respond to any issues

Consider campus input, complete and send to the ~~College~~ **Superintendent**/President and the CCC

If CB, send to presidents of college and union (s); if APM, send to presidents of college and senate

COLLECTIVE BARGAINING

salaries--steps, columns, merit pay, rate of pay for stipends, bonuses, reassigned time, overtime, placement & advancement benefits

leaves, vacations, holidays

union & district rights

grievance, arbitration & evaluations

discipline procedures.

academic freedom

committees that deal with CB items, such as calendar, classified: as it relates to work hours and calendar year for classified, certificated: as it relates to academic year and work hours

discrimination--sex, race, religion etc

job assignments, reclassification & reassignment

seniority, promotions, retirement

office space & parking

graduation attendance

preparation time

tools/equipment: access to computer, telephone and equipment necessary for the job

training (impact on wages/hours, such as sabbaticals, staff development, flex) & travel

contracting out of bargaining unit work

work load/class size/work hours/work days

ACADEMIC AND PROFESSIONAL MATTERS

curriculum, including establishing prerequisites

degree and certificate requirements

grading policies

education program development

standards or policies regarding student preparation and success
district and college governance structures as related to faculty roles
faculty roles and involvement in accreditation
policies for faculty professional development activities---(staff development, flex,
sabbaticals, faculty academy, senate grant program)
processes for program review
processes for planning and budget

APPENDIX III

Other Statutory Requirements related to Participation in Local Decision-making

- **Ed Code 66450: *Distribution of academic presentations***

Pursuant to Ed. Code Section 66450-66452, anyone (other than the instructor of record) making a recording in any medium of a classroom presentation cannot use the recording for financial or economic gain. Students who are found to be in violation of this section will be subject to disciplinary measures. All persons found to be in violation of this section may be subject to legal action. Distribution of classroom information or materials requires prior permission from the instructor of record.

Students will be informed of this regulation through posting in the college catalog and the Antelope Valley College website.

See Board Policy #5500

- **Ed Code 87458: *Administrative retreat rights***

The process by which the board of trustees determines retreat rights of administrators shall be developed and agreed upon jointly by representatives of the board and the academic senate, and the board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member. See Administrative Procedure #7250

- **Ed Code 87359: *Equivalencies to minimum qualifications***

The process and criteria used to determine that individual faculty members who do not meet the applicable minimum qualifications specified in Ed. Code 87356 shall be developed and agreed upon jointly by representatives of the board of trustees and the academic senate. The board shall rely primarily upon the advice and judgment of the academic senate to determine that faculty members possess qualifications that are at least equivalent to the applicable minimum qualifications.

Equivalencies for each discipline will be determined by full-time faculty from the respective disciplines and submitted to the Academic Senate for approval. Equivalencies must be approved by the Academic Senate and available to the Human Resources Office prior to screening of applicants.

See Administrative Procedure #7211

- **Ed Code 87360: *Faculty hiring***

Hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the board of trustees and the academic senate.

See Administrative Procedure #7120

- **Ed Code 87610.1: Faculty tenure**

The faculty's exclusive representative shall consult with the academic senate prior to engaging in collective bargaining on procedures related to tenure evaluation procedures.

See Administrative Procedure #7210

- **Ed Code 87663: Faculty evaluation**

The board of trustees, in consultation with the faculty, shall adopt rules and regulations establishing the specific procedures for the evaluation of its contract and regular employees on an individual basis and setting forth reasonable but specific standards which it expects its faculty to meet in the performance of their duties. Such procedures and standards shall be uniform for all contract employees with similar duties and all regular employees with similar duties.

See Administrative Procedure #7150

- **Ed Code 87743.2: Faculty service areas**

The faculty's exclusive representative shall consult with the academic senate in developing its proposals for establishing faculty service areas.

See Administrative Procedure #7211

- **Title 5 55022: Curriculum committee**

Curriculum Committee. The college and/or district curriculum committee (Academic Policies and Procedures Committee) recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

In order to fulfill the mandate of Title 5, Section 55022, the Board of Trustees and the Academic Senate mutually agree to establish a curriculum committee, referred to as the Academic Policies and Procedures Committee, comprised of members from each faculty division and co-chaired by a full-time faculty member and the vice president of academic affairs.

- **Title 5 53204: Academic senate/union agreements**

Nothing in these administrative procedures shall be construed to impinge upon the due process rights of faculty, nor detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

Glossary of Terms

1. Academic Senate

An organization representing faculty, whose primary function is to consult collegially with the governing board of a district and/or the administration of a college as their representative. The role of the academic Senate constitutes a delegation of authority; by regulation local governing boards are required to consult collegially with the academic Senate on academic and professional matters. (Title 5 §53200-53201) (Ed Code §70901)

2. Ad-Hoc

A group of individuals working on a one-time task

3. College Coordinating Council (CCC)

The College Coordinating council is a governance group of **district** campus-constituent leaders, established to respond to changing conditions in the institution within a participatory governance framework.

4. ~~Collegewide~~ College-Wide Participatory Governance Committee

A committee that functions under the operating guidelines of the College Coordinating Council.

5. Consensus

A decision-making process used to resolve conflict creatively and with general agreement. Complete unanimity is not the goal. Each individual should accept the group's decision on the basis of logic and feasibility.

6. Constituent

Individual members of any represented group.

7. Effective Participation of Faculty Outside of Academic and Professional Matters

Faculty shall be provided with opportunities to participate on matters affecting them. (Title 5 §51023)

8. Effective Participation of Staff

- a) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures. Governing boards should solicit input of staff on matters affecting them. Delegation of authority does not extend to staff. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration. (Title 5 §51023.5)
- b) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on staff until it has provided staff with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by staff are given every reasonable consideration. (Title 5 §51023.5)

9. Effective Participation of Students

- a) Students shall be provided an opportunity to participate in the formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures. Delegation of authority does not extend to students.
- b) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration. (Title 5 §51023.7)

10. Exceptional Circumstances

The regulations do not define the terms “exceptional circumstances” and “compelling reasons,” and these terms are not intended to have a legal definition. These terms mean that Boards must usually accept Senate recommendations in relation to academic and professional matters. In instances where a recommendation is not accepted, the Board’s decision must be in writing, based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. (Title 5 §53203 - d.2).

11. Participatory Governance

Effective participatory governance includes collectively sharing ideas and formulating good recommendations to present to Boards of Trustees or their designee. It is the responsibility of the Board to focus on the needs and best interests of the district as a whole.

Participatory governance is not effective when the participating entities interpret their roles to include final approval of policies, procedures or budgets. (May 19, 1999 Report to the Consultation Council on the Effectiveness of Faculty, Staff and Student Participation in College and District Governance.)

12. Recommendations

Committee makes a “decision” of what to recommend to appropriate bodies (i.e., Academic Senate, College ~~College~~ **Superintendent**/President, or Board of Trustees). (Title 5 §53203(d).)

13. Senate Standing Committee

A committee formed by the Academic Senate on academic and professional matters assigned to it.

14. Taskforce

A group carrying out a specific task.

15. Title 5

The California Code of Regulations specific to education. (California Code of Regulation 1/99 Update).

16. Subgroup

A group of individuals assigned by the Strategic Planning and Budget Council to formulate recommendations relating to a designated institutional function or interest including Human Resources, Facilities, Communication, Educational Master Plan, Budget Subcommittee, and Finance.

7/5/05

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AP 3506 Campus and Site Closures and Re-Openings

Reference:

The Maintenance & Operations (M&O) Director will confer via telephone or in person with the Director of Risk Management, and a recommendation regarding closure or re-opening will be formulated. The M&O Director will communicate the recommendation to the Vice President of Business Services.

The Vice President of Business Services will contact the Superintendent/President immediately or by 10:00 PM the night prior to any day for which a foreseeable closure/re-opening decision needs to be made, and the recommendation and its rationale will be provided. The final decision will be made by the Superintendent/President. If a closure decision is made after the Administrator on Duty has begun his or her assignment, the Superintendent/President will contact the Administrator(s) on Duty.

Closed means closed with the ONLY exception being the emergency services personnel necessary to keep on site or to return on site for any given inclement weather induced closure. These emergency services personnel consist of all personnel necessary to ensure safety for people and property and can vary from situation to situation (e.g. M&O personnel to maintain heat to various buildings to preclude freezing and broken pipes with resultant water flooding when the water thaws in the broken pipes; M&O personnel necessary to bring the campus to a state of readiness for re-opening; security personnel to safeguard the campus after closure from vandals and thieves who may take advantage of the situation, etc.) No faculty, students, staff, or administrators, including athletic teams or those involved in activities of any kind, will be exempt from the closure.

After a directive has been given by the Superintendent/President to re-open the campus, the M & O Director will assign appropriate M&O personnel to restore the campus to safe/useable condition. Once restored, the M & O Director will contract the Superintendent/President who will initiate various methods of disseminating this information, including a communication tree which cascades down from supervisor (beginning at the Superintendent/President's level) to direct report(s) on each appropriate level.

All campus and site closure and re-opening directives will be communicated using one or more of the following methods: the communication tree method whereby supervisors will call the individuals who report directly to them in a cascading fashion, beginning with the Superintendent/President or designee at

the top of the communication tree; radio stations; Antelope Valley College website; AlertU; Antelope Valley College emergency telephone message extension - 661-722-6600.

In the event the Superintendent/President is not available a designee will be assigned.

12/14/09

BP 3550 Drug Free Environment and Drug Prevention Program

Reference:

Drug Free Schools and Communities Act, 20 U.S.C. Section 1145g and 34 C.F.R. Section 86.1 et seq.; Drug Free Workplace Act of 1988, 41 U.S.C. Section 702

The Antelope Valley Community College District shall be known as a “Drug Free” District, and adopt a “Zero” tolerance policy in regards to any schedule I and Schedule II substance deemed unlawful by local, state and federal laws.

The District shall be free from all drugs and from the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in all facilities under the control and use of the District.

Use, sale, or possession on campus of, or presence on campus under the influence of, a controlled substance, narcotics, hallucinogenic drugs or substances or any hazardous substance classified as such by Section 108125 of the Health and Safety Code not possessed pursuant to a legal prescription, or any poison classified as such by Schedule D in Section 4160 of the Business and Professions Code is prohibited. (CA ED Code 76033 (d)).

Any student or employee who violates this policy will be subject to disciplinary action **(consistent with local, state, or federal law)**, which may include referral to an appropriate rehabilitation program, suspension, demotion, expulsion, dismissal, or criminal prosecution.

The following are summaries of the major health risks of and common symptoms associated with alcohol and other drug use and abuse. This is not a complete listing but an overview. Each individual will experience the effects of alcohol and other drugs in a slightly different way given his or her tolerance, body size, family history, gender, and other physical and psychological factors. Abuse of alcohol and other drugs can lead to chemical dependency and can be harmful during pregnancy.

Alcohol

Health Risks: Alcohol in moderate amounts causes dizziness, dulling of the senses, impairment of coordination, reflexes, memory and judgment. Increased amounts of alcohol produce staggering, slurred speech, double vision, mood changes and, possibly, unconsciousness. Larger amounts result in death. Alcohol causes damage to the liver, heart and pancreas. It also may lead to malnutrition, stomach irritation, lowered resistance to disease and irreversible brain or nervous system damage.

Symptoms: Glazed eyes, obvious odor, pale and dry skin, broken blood vessels in facial area, slowed motor coordination and enlarged stomach.

Marijuana

Health Risks: Marijuana use leads to a substantial increase in heart rate. It impairs or reduces short-term memory and comprehension, and motivation and cognition are altered. With extended use it can produce paranoia and psychosis. Smoking marijuana damages the lungs and pulmonary system. Marijuana contains more cancer causing agents than tobacco. It also lowers male sex hormones, suppresses ovulation, and causes changes in the menstrual cycle and possibly causes birth defects.

Symptoms: Someone who uses marijuana may laugh inappropriately and have bloodshot eyes, dry mouth and throat, and a tell-tale odor of the drug, a poor sense of timing and increased appetite.

Cocaine and Crack

Health Risks: Cocaine and its derivative crack produce dilated pupils and elevated blood pressure, heart rate, respiratory rate and body temperature. They may also cause insomnia, loss of appetite, tactile hallucinations, paranoia, seizure and death.

Symptoms: Someone using cocaine may experience muscle twitching, panic reactions, anxiety, numbness in hands and feet, loss of weight, a period of hyperactivity followed by a depression, a running or bleeding nose and sustained depression.

Barbiturates

Health Risks: In small doses, barbiturates produce calmness, relaxed muscles and lowered anxiety. Larger doses cause slurred speech, staggering gait and altered perception. Very large doses taken in combination with other central nervous system depressants (e.g., alcohol) cause respiratory depression, coma and sometimes death.

Symptoms: A person who uses barbiturates may have poor muscle control, appear drowsy or drunk, become confused, irritable, inattentive or have slowed reactions.

Amphetamines

Health Risks: Amphetamine use causes increased heart and respiratory rates, elevated blood pressure, and dilated pupils. Larger doses cause rapid or irregular heartbeat, tremors and physical collapse. An amphetamine injection

creates a sudden increase in blood pressure that can result in stroke, high fever and heart failure.

Symptoms: An individual using amphetamines might begin to lose weight, have periods of excessive sweating, and appear restless, anxious, moody and unable to focus. Extended use may produce psychosis, including hallucinations, delusions and paranoia.

Hallucinogens (including PCP, LSD, Mescaline, Peyote, Psilocybin)

Health Risks: PCP, or angel dust, interrupts the part of the brain that controls the intellect and impulsive behavior. PCP blocks pain receptors. Violent episodes, including self-inflicted injuries, are not uncommon. Chronic users report memory loss and speech difficulty. Very large doses produce convulsions, coma, heart and lung failure, or ruptured blood vessels in the brain. LSD, mescaline, peyote, etc. cause dilated pupils, elevated body temperature, increased heart rate and blood pressure, and tremors.

Symptoms: Someone using PCP might appear moody, aggressive or violent. Such an individual may become paranoid and experience hallucinations and have time and body movements slowed. LSD users may experience loss of appetite, sleeplessness, confusion, anxiety and panic. Flashbacks may also occur.

Narcotics (including Heroin, Codeine, Morphine, Opium, Percodan)

Health Risks: Because these narcotics are generally injected, the use of contaminated needles may result in AIDS and hepatitis. Symptoms of overdose include shallow breathing, clammy skin and convulsions. An overdose may result in a coma or even death.

Symptoms: Some signs of narcotic use are euphoria, drowsiness, constricted pupils and nausea. Other symptoms include itchy skin, needle or "track" marks on the arms and legs, nodding, loss of sex drive and appetite. When withdrawing from the drug, sweating, cramps and nausea occur.

The Superintendent/President shall assure that the District distributes annually to each student **and employee** the information required by the Drug-Free Schools and Communities Act Amendments of 1989 and complies with other requirements of the Act.

See Administrative Procedure #3550

Adopted: 11/7/05

Revised: 1/11/10

AP 3550 Drug Free Environment and Drug Prevention Program

Reference:

Drug Free Schools and Communities Act Amendment, 1989; 20 U.S. Code Section 1145g and 34 C.F.R. 86.1 et seq.; Federal Drug-Free Workplace Act, 1988, 41 U.S. Code Section 702

The District is committed to providing its employees and students with a drug-free workplace and campus environment. It emphasizes prevention and intervention through education.

The Antelope Valley Community College District Police Department may make recommendations to the District Attorney's office for a "Drug Diversion" program for any offender of the District's "Drug Free" policy.

The following are summaries of the major health risks of and common symptoms associated with alcohol and other drug use and abuse. This is not a complete listing but an overview. Each individual will experience the effects of alcohol and other drugs in a slightly different way given his or her tolerance, body size, family history, gender, and other physical and psychological factors. Abuse of alcohol and other drugs can lead to chemical dependency and can be harmful during pregnancy.

Alcohol

Health Risks: Alcohol in moderate amounts causes dizziness, dulling of the senses, impairment of coordination, reflexes, memory and judgment. Increased amounts of alcohol produce staggering, slurred speech, double vision, mood changes and, possibly, unconsciousness. Larger amounts result in death. Alcohol causes damage to the liver, heart and pancreas. It also may lead to malnutrition, stomach irritation, lowered resistance to disease and irreversible brain or nervous system damage.

Symptoms: Glazed eyes, obvious odor, pale and dry skin, broken blood vessels in facial area, slowed motor coordination and enlarged stomach.

Marijuana

Health Risks: Marijuana use leads to a substantial increase in heart rate. It impairs or reduces short-term memory and comprehension, and motivation and cognition are altered. With extended use it can produce paranoia and psychosis. Smoking marijuana damages the lungs and pulmonary system. Marijuana contains more cancer causing agents than tobacco. It also lowers

male sex hormones, suppresses ovulation, and causes changes in the menstrual cycle and possibly causes birth defects.

Symptoms: Someone who uses marijuana may laugh inappropriately and have bloodshot eyes, dry mouth and throat, and a tell-tale odor of the drug, a poor sense of timing and increased appetite.

Cocaine and Crack

Health Risks: Cocaine and its derivative crack produce dilated pupils and elevated blood pressure, heart rate, respiratory rate and body temperature. They may also cause insomnia, loss of appetite, tactile hallucinations, paranoia, seizure and death.

Symptoms: Someone using cocaine may experience muscle twitching, panic reactions, anxiety, numbness in hands and feet, loss of weight, a period of hyperactivity followed by a depression, a running or bleeding nose and sustained depression.

Barbiturates

Health Risks: In small doses, barbiturates produce calmness, relaxed muscles and lowered anxiety. Larger doses cause slurred speech, staggering gait and altered perception. Very large doses taken in combination with other central nervous system depressants (e.g., alcohol) cause respiratory depression, coma and sometimes death.

Symptoms: A person who uses barbiturates may have poor muscle control, appear drowsy or drunk, become confused, irritable, inattentive or have slowed reactions.

Amphetamines

Health Risks: Amphetamine use causes increased heart and respiratory rates, elevated blood pressure, and dilated pupils. Larger doses cause rapid or irregular heartbeat, tremors and physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, high fever and heart failure.

Symptoms: An individual using amphetamines might begin to lose weight, have periods of excessive sweating, and appear restless, anxious, moody and unable to focus. Extended use may produce psychosis, including hallucinations, delusions and paranoia.

Hallucinogens (including PCP, LSD, Mescaline, Peyote, Psilocybin)

Health Risks: PCP, or angel dust, interrupts the part of the brain that controls the intellect and impulsive behavior. PCP blocks pain receptors. Violent episodes, including self-inflicted injuries, are not uncommon. Chronic users report memory loss and speech difficulty. Very large doses produce convulsions, coma, heart and lung failure, or ruptured blood vessels in the brain. LSD, mescaline, peyote, etc. cause dilated pupils, elevated body temperature, increased heart rate and blood pressure, and tremors.

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Prohibition of Drugs

The unlawful manufacture, distribution, dispensing, possession or use of alcohol or any controlled substance is prohibited on District property, during District-sponsored field trips, activities or workshops, and in any facility or vehicle operated by the district.

Violation of this prohibition will result in appropriate action up to and including termination of employment, expulsion, and referral for prosecution, or, as permitted by law, may require satisfactory participation in an alcohol or drug abuse assistance or rehabilitation program, or other services such as those provided through the Central Valley Trust Employee Assistance Program.

As a condition of employment, employees must notify the District within ~~ten~~ **five** days of any conviction for violating a criminal drug statute while in the workplace. The District is required to inform any agencies that require this drug-free policy within ten days after receiving notice of a workplace drug conviction.

11/7/05

Revised: 12/14/09

BP 4225 Course Repetition

Reference:

Title 5, Sections 55040, 55041, 55042, 55044, 58161

Students may repeat repeatable and non-repeatable courses in which substandard grades (less than "C") were earned. Refer to AP 4225 for detailed administrative procedures regarding repeatability.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Under special circumstances, students may repeat courses in which a C or better grade was earned. The special circumstances are defined in administrative procedures.

See Administrative Procedure #4225

Adopted: 2/6/06

Revised: 6/11/07

Revised: 3/10/08

Revised: 1/11/10

AP 4225 Course Repetition

Reference:

Title 5 Sections 55040, 55041, 55042, -55043 and 55253, 56029; Education Code Section 76224

Students may petition for approval to repeat units in which substandard grades (less than C) were awarded.

Students repeating a non-repeatable course for a 2nd attempt may repeat a course with Counselor approval. Students repeating non-repeatable course for a 3rd attempt or more must complete a Petition for Extenuating Circumstance and submit to the Dean of Student Services (Admissions & Records) for consideration.

~~Upon completion of a repeated course the most recent grade earned will be computed in the cumulative grade point average and the student's academic record so annotated. However, grades awarded in any subsequent repetitions of the same course will not count in computing the student's cumulative grade point average.~~

Should a student transfer to another college, Antelope Valley College cannot guarantee which grade will be used in computing the grade point average.

When a student repeats a class to alleviate substandard academic work, the previous grade and credit shall be disregarded in the computation of grade point averages.

When a student with a disability repeats a class, ~~the~~ the previous grade and credit shall be disregarded in the computation of grade point average.

Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate symbol.

Annotating the permanent academic record shall be done in a manner that all work remains legible, insuring a true and complete academic history.

Nothing can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or district procedures relating to retention and destruction of records.

A student may repeat a course taken at another accredited college or university for which substandard academic performance is recorded.

Provisions that permit repetition of work not recorded as substandard are as follows:

A period of time has elapsed since the last time the student completed the class, and the student can justify the need to repeat the class as a "refresher course" prior to advancing on to the next higher level of course work.

The student needs to repeat the class as a "refresher class" because comprehension of the course material is directly related to success on the job.

Other special circumstances as deemed appropriate by the Dean of Student Services (Counseling).

Such course repetition requires a finding that circumstances exist which justify such repetition. A Petition for Extenuating Circumstances must be submitted to the Dean of Student Services (Counseling) for consideration.

Grades awarded for courses repeated under these provisions shall ~~not be counted in~~ **included** **when** calculating a student's grade point average.

Repeatable Courses

Certain specified courses may be repeated if they meet the following criteria and have been reviewed and approved by the AP&P Committee. "Each identified course is one in which the course content differs each time it is offered, and the student who repeats it is gaining an expanded educational experience." In addition, each repeatable course must prove one of the following justifications:

Skills or proficiencies are enhanced by supervised repetition and practice in class; or

Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained; or

"Instances when such repetition is necessary for a student to meet legally mandated training requirements as a condition of continued paid or volunteer employment. Such courses may be repeated for credit any number of times, regardless of whether or not substandard work was previously recorded, and the grade received each time shall be included for purposes of calculating the student's grade point average."

These repeatable courses are approved by the Academic Policies & Procedures Committee and identified in the catalog and class schedule by the symbol **(R)** and a number which represents the total number of times the course can be repeated, e.g. **(R3)** means the course may be taken for a total of four times.

A student who received a substandard grade in a repeatable course would have to repeat the course one attempt beyond what is allowable to have the grade excluded from the calculation of the student's GPA.

Students who complete a course for the maximum number of times should request to audit the course for any additional participation in that course.

A student may request to repeat a repeatable course to have a substandard grade excluded (before the maximum allowable repeatability is completed) from the student's GPA by submitting a Petition for Extenuating Circumstances to the Dean of Student Services (Counseling) for consideration.

2/6/06

Revised: 6/11/07

Revised: 3/10/08

Revised: 5/11/09

Revised: 12/14/09

AP 4227 Repeatable Courses

References:

Title 5 Sections 55040, 55041, 55042, and 55253

Under special circumstances, students may repeat courses in which a C or better grade was earned.

Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or **continued** paid employment. Students can repeat such courses any number of times, even if they received a grade of C or better; however, the grade received by the student each time will be included in calculations of the student's grade point average.

The district must identify and designate such repeatable courses in its catalog. The district must also determine and certify that each repeatable course is one in which either the course content differs each time the course is offered or the course is an activity courses subject to certain criteria. Foreign language courses, ESL courses, and non-degree applicable basic skills courses are not considered "activity courses" based on the above criteria.

~~Students may repeat activity courses that have been designated as activity courses and where it is found that the course content differs each time it is offered to enhance the skills and proficiencies of the student. Activity courses are defined as career technical courses where the content differs each time the course is offered, but the primary educational activity remains the same. Examples of activity courses~~ **that qualify as repeatable courses** include physical education **courses** and courses in music, fine arts, theater, and dance. Absent substandard academic work courses may not be repeated for more than three semesters or five quarters including summers and intersessions.

Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation **for the student for one of the reasons specified in Title 5, Section 56029.**

Students are allowed to repeat **an occupational** ~~cooperative~~ work experience course if a college only offers one course in **occupational** ~~cooperative~~ work experience **in a given field and that course is not offered as a variable unit open-entry/open-exit course.** Where only one **occupational** work experience course is offered **subject to the above conditions**, students may be permitted to repeat this course any number of times as long as they do not exceed the limits on the number of units of cooperative work experience set forth in Title 5 Section 55253(a).

The District shall develop and implement a mechanism to allow it to properly monitor course repetition.

5/11/09

Revised: 12/14/09