

8. Bay Area Council Economic Institute Tracking the San Francisco Bay Area's Pandemic Recovery	I/D – The Institute is partnering with the CBRE Tech Center to produce a rolling three-year analysis of economic recovery in the Bay Area.	Judy
9. District Governance Committee/Constituent Group Reports <ul style="list-style-type: none"> • Affordable Housing Task Force • District Budget Advisory Committee https://www.fhda.edu/about-us/participatorygovernance/B-district-budget-advisory-committee.html • Energy and Sustainability Advisory Committee https://www.fhda.edu/about-us/participatorygovernance/E-Energy-and-Sustainability-Advisory-Committee.html • Police Chief's Advisory Committee https://www.fhda.edu/about-us/participatorygovernance/G-Police-Chiefs-Advisory-Committee.html • Human Resources Advisory Committee/District Diversity and Equity Advisory Committee https://www.fhda.edu/about-us/participatorygovernance/F-hrac.html • Educational Technology Advisory Committee https://www.fhda.edu/about-us/participatorygovernance/D-Educational-Technology-Advisory-Committee.html 	I – Broaden awareness. Provide information for council members to disseminate to constituents about work/actions of districtwide governance groups and constituent groups.	All
10. Dates to remember/other information and updates	I – Share information for council members to disseminate to constituents.	All

I – Information, D – Discussion, A – Action

2022-23 Chancellor's Advisory Council meeting dates:

May 26, 2023 – HyFlex (in person and Zoom)

June 16, 2023 – (In Person)

Agenda Items for next meeting | May 26, 2023:

- Review Revised Draft BP 3050 Fees (Second Reading)
- Review Revised Draft AP 3050 Fees (Second Reading)
- Review Revised BP 3250 (to be revised to BP 3720 "Computer and Network Use") (Second Reading)
- Review Revised AP 3250 (to be revised to AP 3720 "Computer and Network Use") (Second Reading)

Topic: Chancellor's Advisory Council | 03/17/2023

Time: Mar 17, 2023 09:00 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://fhda-edu.zoom.us/j/88229281230?pwd=RitZOXZDVTV0OHFYn3dQNmo1d2Z4UT09>

Meeting ID: 882 2928 1230

Passcode: 936972

One tap mobile

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- +1 253 215 8782 US (Tacoma)
- +1 646 931 3860 US
- +1 689 278 1000 US
- +1 301 715 8592 US (Washington DC)
- +1 305 224 1968 US
- +1 309 205 3325 US
- +1 312 626 6799 US (Chicago)
- +1 360 209 5623 US
- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US
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Meeting ID: 882 2928 1230

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RECOMMENDED EDITS

Computer and Network Use: ~~Rights and Responsibilities~~

BP 3250 3720

The Foothill - De Anza Community College District ("District") owns, leases, and/or operates a variety of computer and communication systems, including but not limited to, voicemail, electronic mail (e-mail), telephone, cloud-based applications, and access to the Internet, which are provided for the use of District faculty, administrators, staff, and students in support of the programs of the Colleges and District. Hereinafter, this system and all its component parts shall be referred to as the "District Network." This network establishes a communications platform that often substitutes for in-person meetings regarding District business.

Employees, students, or other individuals who use District computers and networks, including the information they contain and related resources, have a responsibility not to abuse those resources and to respect the rights of others. The Chancellor shall establish procedures that provide guidelines for the appropriate use of the District Network, computing equipment, and information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

~~The Computer and Network Use: Rights and Responsibilities Policy ("the Policy") applies to all members of the District community using the District Network including faculty, administrators, staff, students, independent contractors, and authorized guests. The Policy covers use of computer equipment and communication systems at any District facility in computer labs, classrooms, offices, libraries and the use of the District servers and networks from any location. If any provision of this policy is found to be legally invalid it shall not affect other provisions of the policy as long as they can be effective without the invalid provision.~~

Ownership Rights

~~The Policy is based upon and shall be interpreted according to the following fundamental principle: the entire District Network, and all hardware and software components within it, is the sole property of the District which sets the terms and conditions of its use consistent with the law. Except as provided in Board Policy or collective bargaining agreements pertaining to intellectual property rights, employees and students have no rights of ownership to these systems or to the information they contain by virtue of their use of all or any portion of the District Network.~~

Privacy Interests

~~The District recognizes the privacy interests of faculty and staff and their rights to freedom of speech, participatory governance and academic freedom as well as their rights to engage in protected union and concerted activity. However, both the nature of electronic communication and the public character of District business make electronic communication less private than many users anticipate. In the District Network can be subject to authorized and unauthorized access by both internal and external users. For these reasons, there are virtually no online activities or services that guarantee an absolute right of privacy, and therefore the District Network is not to be relied upon as confidential or private. Nonetheless,~~

the District seeks to afford email communications privacy protections comparable to those it traditionally affords paper mail and telephone communications.

District Rights

~~System administrators may access user files or suspend services they manage without notice: 1) to protect the integrity of computer systems; 2) under time dependent, critical operational circumstances; 3) as required by and consistent with the law; or 4) when it reasonable to believe that violations of law or District policy or procedures have occurred. For example, system administrators, following organizational guidelines, may access or examine individual files or accounts based on suspicion that they have been corrupted or damaged or subject to unauthorized use or misuse. In such cases of access without notice, data or information acquired may be used to initiate or extend an investigation related to the initial cause or as required by law or Board policy. Such data or information may also be used as grounds for appropriate personnel action.~~

User Rights

~~While the District monitors electronic usage as part of its normal network operating procedures, the District does not routinely inspect or monitor users' computer hardware or files, email, and/or telephone message system, nor disclose information created or stored in such media without the user's consent. The District shall attempt to notify users before accessing computer hardware and files or prior to suspending service. In the event that the District acts without user consent, under its District Rights specified above, the District shall do so with the least perusal of contents and the least action necessary to resolve the immediate situation. When the District accesses files without user consent, it shall notify the user as soon as possible of its access and provide the reason for its action.~~

User Responsibilities

~~The Board recognizes that computers and networks can provide access to resources on and off campus, as well as the ability to communicate with other users worldwide. Such open access is a privilege and requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related physical resources and observe all relevant law, regulations and contractual obligations.~~

~~For District employees, the intended uses of the District Network are those which are reasonable and necessary for the pursuit of job duties; for students, the intended uses are those which are reasonable and necessary for the pursuit of instructional activities. Although personal use is not an intended use, the District recognizes that the Network will be used for incidental personal activities provided that such use is within reason and provided that such usage is ordinarily on an employee's own time, is occasional, and does not interfere with or burden the District's operation.~~

~~"Unauthorized uses" include prohibited uses and any other use for a prohibited purpose, including illegal activities, messages which may constitute discrimination or harassment under state or federal law, or anything that interferes with the intended use. These types of prohibited uses and purposes are further defined in Administrative Procedure 3250.~~

~~All users of the District Network must read, understand, and comply with this Policy as well as Administrative Procedures 3250, and any additional guidelines established by the District. Such guidelines will be reviewed by the District and may become subject to Board approval as a District policy or procedure. By using any part of the District Network, users agree that they will comply with this Policy.~~

Copies of this Policy can be found in the policies section of the College Catalogues, Schedule of Classes, Student Handbooks, Faculty Handbooks, New Classified Employee Handbook, and the Handbook for New Administrators. Copies of this Policy are also available in the District Human Resources Office, the Office of the Dean of Student Development and EOPS (De Anza), the Office of the Dean of Student Affairs and Activities (Foothill), and on the District's Web site at <http://www.fhda.edu>.

Enforcement of the Policy

The Board directs the Chancellor or designee to enforce all existing federal and state laws and District and college policies, including not only those laws and regulations that are specific to computers and networks but also those that apply generally to personal conduct. Violations of this Policy will be dealt with in the same manner as violations of other District policies or standards of behavior and may result in disciplinary action, subject to applicable due process requirements.

Users who believe this policy has been misinterpreted or misapplied may file a complaint in accordance with the Complaint Procedures found in Administrative Procedures 3250.

Students who do not observe the requirements of this Policy may be in violation of the Student Code of Conduct and subject to student discipline. **Employees who do not observe the requirements of this Policy may be subject to disciplinary action up to and including termination.**

This Policy and Administrative Procedure ~~3520~~ **3720** shall be distributed to all new and existing employees. Nothing in this policy should be construed to interfere with First Amendment rights or with the academic freedom of faculty as outlined in Board Policy 4190.

References:

Education Code Section 70902;

Government Code Section 3543.1 subdivision (b);

Penal Code Section 502;

Cal. Const., Art. 1 Section 1;

17 U.S. Code Sections 101 et seq.

**See Administrative Procedure ~~3250~~ 3720 Procedures Regarding Misuse of Computer Information
Computer and Network Use**

Approved 11/17/97
Revised 07/07/03, 12/05/05, **XX/XX/23**

RECOMMENDED EDITS

Procedures Regarding Misuse of Computer Information Computer and Network Use

AP ~~3250~~ 3720

This administrative procedure implements Board Policy ~~3250~~ 3720.

The Computer and Network Use Policy ("the Policy") applies to all members of the District community using the District Network including faculty, administrators, staff, students, independent contractors, and authorized guests. The Procedure covers the use of computer equipment and communication systems at any District facility in computer labs, classrooms, offices, and libraries, and the use of District equipment, servers, systems, and networks from any location. If any provision of this Procedure is found to be legally invalid, it shall not affect other provisions of the Procedure as long as they can be effective without the invalid provision.

Ownership Rights

The Procedure is based upon and shall be interpreted according to the following fundamental principle: the entire District Network, and all hardware and software components within it, is the sole property of the District which sets the terms and conditions of its use consistent with the law. Except as provided in Board Policies, Administrative Procedures, and collective bargaining agreements pertaining to intellectual property rights, network users have no rights of ownership to these systems or to the information they contain by virtue of their use of all or any portion of the District Network.

Privacy Interests

The District recognizes the privacy interests of faculty and staff and their rights to freedom of speech, participatory governance, and academic freedom, as well as their rights to engage in protected union and concerted activity. However, both the nature of electronic communication and the public character of the District's business make electronic communication less private than many users anticipate and may be subject to public disclosure. In addition, the District Network can be subject to authorized and unauthorized access by both internal and external users. For these reasons, there are no online activities or services that guarantee an absolute right of privacy, and therefore, the District Network is not to be relied upon as confidential or private. Nonetheless, the District seeks to afford email communications privacy protections comparable to those it traditionally affords paper mail and telephone communications consistent with state and federal laws.

District Rights

System administrators may access user files or suspend services they manage without notice: 1) to protect the integrity of computer systems; 2) under time-dependent, critical operational circumstances; 3) as required by and consistent with the law; or 4) when it is reasonable to believe that violations of law or District policy or Administrative Procedures have occurred. For example, system administrators, following District guidelines, may access or examine individual files or accounts based on suspicion that they have been corrupted or damaged or subject to unauthorized use or misuse. In such cases of access without notice, data or information acquired may be used to initiate or extend an investigation related to the initial cause or as required by law or Board Policy or Administrative Procedure and/or to protect system integrity. Such data or information may also be used as grounds for appropriate disciplinary action.

Access to the District enterprise resource planning (“ERP”) system or other District applications or databases containing personally identifiable information (“PII”) or protected health information (“PHI”), or any other student or employee information protected by state or federal law, shall be granted upon the successful completion of the Department of Justice (“DOJ”) Live Scan fingerprint check.

To ensure an effective response to emergency situations, the District may monitor telephone calls only when an emergency call is made to 911. This emergency call monitoring allows District Police to communicate and coordinate with Police, Fire, and other emergency responders.

User Rights

While the District uses automated processes to monitor electronic usage as part of its normal network operating procedures, the District does not routinely inspect or monitor individual users’ computer hardware or files, email, and/or telephone messages, nor disclose information created or stored in such media without the user’s consent unless required by law. The District shall attempt to notify users before accessing computer hardware and files or prior to suspending service. If the District acts without user consent, under its District Rights specified above, the District shall do so with the least perusal of contents and the least action necessary to resolve the immediate situation. When the District accesses files without user consent, it shall notify the user as soon as possible of its access and provide the reason for its action.

User Responsibilities

The District recognizes that computers and networks can provide access to resources on and off campus, as well as the ability to communicate with other users worldwide. Open access is a privilege and requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related physical resources, and observe all relevant laws, regulations, policies, procedures, and contractual obligations.

For District employees, the intended uses of the District Network are those which are reasonable and necessary for the pursuit of job duties; for students, the intended uses are those which are reasonable and necessary for the pursuit of instructional or other authorized activities.

“Unauthorized uses” include prohibited uses and any other use for a prohibited purpose, including illegal activities, messages which may constitute discrimination or harassment under state or federal law, or anything that interferes with the intended use.

No Personally Identifiable Information (PII) unrelated to district matters should be stored or transmitted using the District Network. Users are prohibited from receiving, transmitting, or storing student or employee information categorized as PII outside District systems specifically designated for secure storage and transmittal of PII.

Users accessing the District Network are expected to act responsibly and engage in safe computing practices. To protect the integrity of the District Network and the information it contains, all employees are provided with regular cybersecurity training modules and should utilize effective cybersecurity practices.

International Travel

When traveling outside the United States, employees will be restricted from accessing certain sensitive data systems and/or connecting to the District Network via Virtual Private Network (VPN) connections. These limitations are intended for security purposes and the District will make an effort to allow international access to instructional systems to the greatest extent feasible given security, data protection, and risk considerations. Additionally, when engaging in authorized international travel, employees shall ensure District-owned computing hardware and any storage devices containing District data are encrypted per current District standards.

All District Network users must read, understand, and comply with this Administrative Procedure, Board Policy 3720, and any additional guidelines established by the District. Such guidelines will be reviewed by the District and may become subject to Board approval as a District policy or procedure. By using any part of the District Network, users agree that they will comply with this Procedure.

Copies of this Policy can be found in the policies section of the College Catalogs, Schedule of Classes, Student Handbooks, Faculty Handbooks, New Classified Employee Handbook, and the Handbook for New Administrators. Copies of this Policy are also available in the District Human Resources Office, the Office of the Dean of Student Development and EOPS (De Anza), the Office of the Dean of Student Affairs and Activities (Foothill), and on the District's web site at <http://www.fhda.edu>.

Enforcement of the Procedure

The Chancellor or designee will enforce all existing federal and state laws and Board Policies and Administrative Procedures, including not only those laws and regulations that are specific to computers and networks but also those that apply generally to personal conduct. Users violating Board Policy 3720 and this Administrative Procedure will be dealt with in the same manner as violations of other Board Policies or Administrative Procedures or standards of behavior.

Users who believe this policy has been misinterpreted or misapplied may file a complaint in accordance with the Complaints procedures found below.

Students who do not observe the requirements of this Procedure may be in violation of the Student Code of Conduct and subject to student discipline. Employees who do not observe the requirements of this Procedure may be subject to disciplinary action up to and including termination. Such violations may also be subject to criminal investigation when warranted.

The District is responsible for making this Procedure readily accessible to all users prior to their use of the District Network. Abuse of computing, networking or information resources contained in or part of the District Network may result in the loss of ~~computing privileges~~ **access to the District Network**. Additionally, abuse can be prosecuted under applicable ~~statutes~~ **laws**. Users may be held accountable for their conduct under any applicable **Board**, District or College policies, **Administrative** Procedures, **state and federal laws**, or collective bargaining agreements. Complaints alleging abuse of the District Network will be directed to those responsible for taking appropriate disciplinary action. Illegal reproduction of material protected by U.S. Copyright Law is subject to civil damages and criminal penalties including fines and imprisonment.

~~Examples of behaviors constituting abuse which violate District Board Policy 3250 include, but are not limited to, the following activities:~~

System Abuse

Examples of behaviors constituting abuse include, but are not limited to, the following:

- **Any activity which is illegal.**
- Using a computer account that one is not authorized to use.
- Obtaining a password for a computer ~~account~~ **or application or system** that one is not authorized to have.
- Using the District Network to gain unauthorized access to any ~~computer~~ **information technology** systems.
- Knowingly performing an act which will interfere with the normal operation of ~~computers, terminals, peripherals or networks~~ **applications, systems, computers, terminals, peripherals, or networks.**
- Knowingly running or installing on any ~~computer~~ system or network **a program intended to take control of the computer(s) systems** or giving to another user a program intended to damage or to place excessive load on a computer system or network. **This includes programs known as computer viruses, Trojan horses, zombie software, and worms.**
- Knowingly ~~or carelessly~~ **or through negligence** allowing someone else to use your account ~~who engages in any misuse in violation of Board Policy 3250 or of this AP3250.~~
- Forging e-mail messages.
- Attempting to circumvent data protection schemes or uncover or exploit security loopholes.
- Masking the identity of an account or machine.
- Deliberately wasting computing resources, **such as by engaging in file sharing schemes, participating in e-mail chains, spamming, and/or excessive bandwidth usage.**
- **Intentionally accessing,** downloading, displaying, uploading, or transmitting obscenity or pornography, as legally defined.
- Attempting without District authorization to monitor or tamper with another user's electronic communications, or changing, or deleting another user's files or software without the explicit agreement of the owner, or any activity which is illegal ~~under California Computer Crime Laws.~~
- Personal use, which is excessive or interferes with the user's or others' performance of job duties, or otherwise burdens the intended use of the Network.
- Illegal downloading and/or distribution of copyright-protected materials, including music and videos.
- **Using the District Network for online gambling.**
- **Using the District Network for political purposes as set forth in Education Code Section 7054.**

Harassment

- Using the **District Network, including** telephone, e-mail, voicemail, **or other electronic communications,** to harass or threaten others.
- Knowingly downloading, displaying, or transmitting by use of the District Network, communications, pictures, drawings, or depictions that contain ethnic slurs, racial epithets, or anything that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religious or political belief.
- Knowingly downloading, displaying, or transmitting by use of the District Network sexually explicit images, messages, pictures, or cartoons ~~when done to harass or for the purposes of harassment~~ **which have the clear purpose of harassment or have been identified as harassment as the result of a formal investigation into the matter.**

- Knowingly downloading, displaying, or transmitting by use of the District Network sexually harassing images or text in a public computer facility, or location that can potentially be in view of other individuals **that do not constitute proper exercise of academic freedom or constitutionally protected free speech or expression within a public computer facility or location that can potentially be in view of other individuals.**
- Posting on ~~electronic bulletin boards~~ **sites or applications** material that violates existing laws or the colleges' Codes of Conduct.
- Using the District Network to publish false or defamatory information about another person.

Commercial Use

- Using the District Network for any commercial activity, **other than incidental or traditional commercial use**, without written authorization from the District. "Commercial activity" means for financial remuneration or designed to lead to financial remuneration. **Examples of "incidental or traditional commercial use" include but are not limited to:**
 - **Electronic communication between an instructor who is an author of a textbook and his/her publisher.**
 - **Electronic communication by a staff member who uses the District Network to communicate regarding a presentation at an educational conference or workshop for which that staff member might receive an honorarium.**
 - **Electronic use of the District Network by a student to seek a part-time or full-time job or career related to the student's field of study, or to assist her/him in applying for such work.**
 - **Electronic communication by a staff member to inform a colleague about their child's candy bar fundraising sale for the child's school.**
 - **Using electronic resources to research and/or purchase supplies, equipment, or other items required for campus, District, or student use.**

Copyright

- Violating terms of applicable software licensing agreements or copyright laws.
- Publishing copyrighted material without the consent of the owner on District web sites in violation of copyright laws.
- **Downloading of unlicensed or copyrighted movies or music for other than legally authorized uses or uses authorized by the District.**
- **Illegally downloading copyrighted material or information that would enable the unauthorized utilization of copyrighted material.**

Exceptions

The interaction of a user's personal computing equipment, connected to the District Network, is subject to this Procedure. Contents of a user's personal computing equipment are subject to search by the District only by legal warrant.

There may be times when District employees may be exempted from certain provisions of this Procedure to perform their duties or assignments that are an established part of their job.

Activities by technical staff, as authorized by appropriate District or College officials, to take action for security, enforcement, technical support, troubleshooting or performance testing purposes will not be considered abuse of the District Network.

Although personal use is not an intended use, the District recognizes that the Network will be used for incidental personal activities and will take no disciplinary action provided that such use is within reason and provided that such usage is ordinarily on an employee's own time; is occasional, and does not interfere with or burden the District's operation, **and is not otherwise contrary to Board Policies or Administrative Procedures**. Likewise, the District will not purposefully surveil or punish reasonable use of the District Network for union business-related communication between employees and their unions.

Complaints by Employees or Students Regarding Enforcement of this Procedure

An user **employee** who asserts that the District or District personnel have violated this policy **Procedure** shall **may alert the Vice Chancellor of Technology or any ETS manager of the incident and may also** file a complaint with his or her immediate supervisor with a copy to the Vice Chancellor of Human Resources **and Equal Opportunity**, and **with** a copy to the employee's bargaining unit **if applicable**. The supervisor **appropriate manager** shall notify the supervisor of the alleged violator to discuss the complaint. ~~The supervisor of the complainant~~ **District management** shall initiate an investigation if necessary and determine an appropriate remedy/resolution in consultation with the Vice Chancellor of Human Resources **and Equal Opportunity and/or the Vice Chancellor of Technology**. In cases where the supervisor is part of the complaint, the complaint shall be filed with the next level of supervision for investigation and resolution and/or remedy. The complainant shall be informed in writing 1) of the initiation of the investigation, and 2) of its outcome as appropriate, with copies to the Vice Chancellor of Human Resources **and Equal Opportunity** and the employee's bargaining unit **as applicable**. Complainants dissatisfied with the resolution/remedy have full recourse to relevant contractual protections and/or legal action.

A student who asserts that the District, its personnel, or another student has violated this Procedure may alert college or district personnel, who may take appropriate action and shall immediately notify the Vice Chancellor of Technology regarding the specifics of the incident. If the student deems it necessary, they may file a complaint pursuant to the College's student complaint process.

References:

Government Code Section 3543.1 subdivision (b);

Penal Code Section 502;

Cal. Const., Art. 1 Section 1;

15 U.S. Code Sections 6801 et seq.;

17 U.S. Code Sections 101 et seq.;

16 Code of Federal Regulations Parts 314.1 et seq.;

Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, 45;

See Board Policy ~~3250 3720~~ Computer Use: Rights and Responsibilities Computer and Network Use

Approved 11/17/97

Reviewed 08/16/99, 07/07/03

Revised 10/28/05, 02/06/09, **XX/XX/23**



**FOOTHILL-DE ANZA
Community College District**

Book	Board Policy
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	Fees
Code	BP 5030
Status	Active
Legal	California Code of Regulations, Title 5, Section 58520 California Code of Regulations, Title 5, Sections 59400 et seq. Education Code Section 76060.5 Education Code Section 76142 Education Code Section 76223 Education Code Sections 76300 et seq. Education Code Section 76355 Education Code Section 76361 Education Code Section 76360 Education Code Section 76365 Education Code Section 76370 Education Code Section 76395
Adopted	January 4, 1999
Last Revised	December 4, 2017
Last Reviewed	December 4, 2017

The Board authorizes the fees set forth below:

Enrollment Fee (Education Code Section 76300)

Each student shall be charged a fee for enrolling in credit courses as required by law.

Baccalaureate Degree Pilot Program Fees (Title 5, Section 58520)

Each student shall be charged a fee in addition to an enrollment fee for upper division coursework in a baccalaureate degree pilot program.

Auditing Fee (Education Code Section 76370)

Persons auditing a course shall be charged a fee of ten dollars (\$10) per unit per quarter. Students enrolled in classes to receive credit for 15 or more quarter credit units shall not be charged an auditing fee to audit five or fewer units per quarter.

Health Fee (Education Code Section 76355)

The District shall charge each student a fee of seventeen dollars (\$17) for health supervision and services.

Parking Fee (Education Code Section 76360)

Students shall be required to pay a fee for parking services. The Chancellor shall present for board approval fees for parking for students.

Instructional Materials (Education Code Section 76365; Title 5, Sections 59400 et seq.)

Students may be required to provide required instructional and other materials for a credit or non-credit course, provided such materials are of continuing value to the student outside the classroom and provided that such materials are not solely or exclusively available from the District.

Physical Education Facilities (Education Code Section 76395)

Where the District incurs additional expenses because a physical education course is required to use non-district facilities, students enrolled in the course shall be charged a fee for participating in the course. Such fee shall not exceed the student's calculated share of the additional expenses incurred by the district.

Student Representation Fee (Education Code Section 76060.5)

As authorized by the colleges, students will be charged a per quarter fee to be used to provide support for student governmental affairs representation. A student may refuse to pay the fee for religious, political, financial or moral reasons and shall submit such refusal in writing.

Student Transportation Costs (Education Code Section 76361)

Students shall be charged a fee for the purpose of recovering transportation costs incurred by the District for services provided by common carriers to students. The fee shall be seven dollars and seventy-five cents (\$7.75) for full time students enrolled in 12 or more units, six dollars and seventy-five cents (\$6.75) for part-time students enrolled in 6 to 11.9 units, and five dollars and seventy-five cents (\$5.75) for students enrolled in fewer than 6 units.

Transcript Fees (Education Code Section 76223)

The District shall charge a reasonable amount for furnishing copies of any student record to a student or former student. The Chancellor is authorized to establish the fee, which shall not exceed the actual cost of furnishing copies of any student record. No charge shall be made for furnishing up to two transcripts of a student's records or for two verifications of various records. There shall be no charge for searching for or retrieving any student record.

International Students Application Processing Fee (Education Code Section 76142)

The District shall charge students who are both citizens and residents of a foreign country a fee to process his/her application for admission. The processing fee and regulations for determining economic hardship may be established by the Chancellor. The fee shall not exceed the lesser of 1) the actual cost of processing an application and other documentation required by the United States government or 2) one hundred dollars (\$100), which shall be deducted from the tuition fee at the time of enrollment.

The Chancellor shall establish procedures for the collection, deposit, waiver, refund, and accounting for fees as required by law. The procedures shall also ensure that those who are exempt from or for whom the fee is waived are properly enrolled and accounted for. Fee amounts shall be published in the college catalogs.

Students who wish to apply for a Board of Governors Fee Waiver pursuant to Education Code Section 76300 shall be required to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.

Students who are currently incarcerated and enrolling in classes from the Correctional Facility where they are incarcerated are exempt from all Basic Fees.

[See Administrative Procedure 5030 Fees](#)

Adopted 1/4/99
Amended 5/4/15, 12/4/17



**FOOTHILL-DE ANZA
Community College District**

Book	Administrative Procedures
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	Fees
Code	AP 5030
Status	Active
Legal	California Code of Regulations, Title 5, Section 51012 California Community College Chancellor's Office (CCCCO) Student Fee Handbook Education Code Section 66025.3 Education Code Section 70902(b)(9) Education Code Section 76300.5
Adopted	May 3, 1982
Last Revised	March 20, 2015

The District only requires students to pay a fee if required or specifically authorized by statute.

Required fees include:

- Enrollment fees as set forth in Education Code, Section 76300 and 76300.5; Title 5, Sections 58500 and 58509
- Nonresident tuition as set forth in Education Code Sections 76140 and 76140.5

Fees authorized by law include:

- Non-District physical education facilities as set forth in Education Code, Section 76395
- Noncredit courses as set forth in Education Code, Section 76385
- Community service courses as set forth in Education Code, Section 78300
- Auditing of courses as set forth in Education Code, Section 76370
- Instructional materials as set forth in Education Code, Sections 73365, 81457, and 81458; Title 5, Sections 59400 and 59408
- Athletic insurance as set forth in Education Code, Section 70902(b)(9)
- Cross-enrollment with the California State University (CSU) or University of California (UC) as set forth in Education Code, Section 66753
- Health as set forth in Education Code, Section 76355
- Parking as set forth in Education Code, Section 76360
- Transportation as set forth in Education Code, Sections 76361 and 82305.6
- Student representation as set forth in Education Code, Section 76060.5; Title 5, Sections 54801 and 54805
- Student Center as set forth in Education Code, Section 76375; Title 5, Section 58510
- Copies of student records as set forth in Education Code, Section 76223
- Dormitory as set forth in Education Code, Section 81670
- Child care as set forth in Education Code, Sections 79121 et seq. and 66060

- Nonresident capital outlay as set forth in Education Code, Section 76141
- Nonresident application processing as set forth in Education Code, Section 76142
- Credit by Examination as set forth in Education Code, Section 76300; Title 5, Section 55050
- Use of facilities financed by revenue bonds as set forth in Education Code, Section 81901(b)(3)
- Refund processing as set forth in Title 5, Section 58508
- Telephone registration as set forth in Education Code, Section 70902(a)
- Physical fitness test as set forth in Education Code, Section 70902(b)(9)
- Instructional tape lease/deposit as set forth in Education Code, Section 70902(b)(9)
- Credit card use as set forth in Education Code, Section 70902(b)(9)
- International student medical insurance as set forth in Education Code, Section 70902(b)(9)
- Baccalaureate degree program fees as set forth in Title 5, Section 58520

Prohibited fees include:

- Late application as set forth in California Community College Chancellor's Office (CCCCO) Student Fee Handbook
- Add/drop as set forth in CCCCCO Student Fee Handbook
- Mandatory student activities except permissive optional fees as set forth in the CCCCCO Student Fee Handbook
- Mandatory student identification cards as set forth in CCCCCO Student Fee Handbook
- Mandatory Student Body Organization as set forth in CCCCCO Student Fee Handbook
- Nonresident application as set forth in CCCCCO Student Fee Handbook
- Field trip as set forth in Title 5 Sections 55450 and 55451
- For dependents of certain victims of September 11, 2001, terrorist attacks as set forth in CCCCCO Student Fee Handbook
- For certain recipients of the Medal of Honor and certain children of the recipients of the Medal of Honor as set forth in Education Code Section 66025.3
- Required or funded services as set forth in CCCCCO Student Fee Handbook
- Refundable deposits as set forth in CCCCCO Student Fee Handbook
- Distance education (other than the statutorily authorized enrollment fees) as set forth in CCCCCO Student Fee Handbook
- Mandatory mailings as set forth in CCCCCO Student Fee Handbook
- Rental of practice rooms except permissible optional service fee as set forth in CCCCCO Student Fee Handbook
- Apprenticeship courses as set forth in CCCCCO Student Fee Handbook
- Technology except permissible optional fees as set forth in CCCCCO Student Fee Handbook
- Late payment as set forth in Title 5 Sections 58502 and 59410
- Nursing/healing arts student liability insurance as set forth in Title 5 Section 55234
- Cleaning as set forth in CCCCCO Student Fee Handbook
- Breakage as set forth in CCCCCO Student Fee Handbook
- Test proctoring as set forth in CCCCCO Student Fee Handbook

Collection and Refund of Fees

Fees are collected at the time of registration.

Fees that are raised by an act of the Legislature and made effective following registration by a student will be calculated and added to the student's account. The student will be notified of the fee amount.

Fees that are refundable due to changes in law or regulation authorizing and establishing enrollment fees shall be refunded.

Any fee or tuition collected in error or collected for a class that is canceled by the College shall be refunded.

Nonresident tuition shall be refundable, upon application, for classes which are dropped during the first four 4 weeks of the quarter length classes and before the second class meeting for classes of more than one week but less than a quarter in length.

Students who have had a change in their residency, and were initially charged out of state fees in error, may request a refund within the academic year (prior to June 30) of the documented residency change. Nonresident fees are not reversible or refundable past the single academic year period.

The enrollment fee, health fee, student body fee and campus center fee are refundable, upon application, if all classes are officially dropped during the first two weeks of the class.

The parking fee is non-refundable except when collected in error or when the fee has been paid for attending a class that is canceled.

Students who are currently incarcerated and enrolling in classes from the Correctional Facility where they are incarcerated are exempt from all Basic Fees.

Students will be notified of the availability of exemptions from certain mandatory and authorized fees.

[*See Board Policy 4070 Auditing and Auditing Fees*](#)

[*See Board Policy 5020 Nonresident Tuition*](#)

[*See Administrative Procedure 5020 Nonresident Tuition*](#)

[*See Board Policy 5030 Fees*](#)

[*See Administrative Procedure 5031 Instructional Materials Fees*](#)

[*See Administrative Procedure 4235 \(Note: currently AP 6030\) Credit by Examination*](#)

Approved 5/3/82

Reviewed 1/4/99

Revised by Chancellor's Staff 8/11/08

Revised 3/20/15



Book	Administrative Procedures
Section	Chapter 3 - General Institution
Title	Accreditation
Code	AP 3200
Status	New
Legal	Title 5 Section 51016 ACCJC Accreditation Eligibility Requirement 21 ACCJC Accreditation Standards I.C.12 and 13
Origin	Legally required - Going for review at Academic and Professional Matters Committee meeting on 12/7/2022
Office	Chancellor's Office

(CCLC note: This procedure is legally required.)

De Anza College and Foothill College shall adhere to the standards and requirements identified by the Accrediting Commission of Community and Junior Colleges (ACCJC), a part of the Western Association of Schools and Colleges (WASC): a regionally, federally-recognized accrediting agency designated by the Board of Governors of the California Community Colleges. The District's College of Continuing Education program is accredited by the WASC Accrediting Commission for Schools.

The following guidelines apply to the District colleges' preparation of the comprehensive Self Evaluation of Educational Quality and Institutional Effectiveness Report (Self Evaluation Report) for reaffirmation of accreditation.

Under processes established by ACCJC, the colleges undergo a cycle of periodic evaluation through institutional self-evaluation and external peer review. ACCJC sets a seven-year cycle for evaluation and reaffirmation of accreditation. The review process includes four steps:

1. Internal evaluation
2. External evaluation
3. Commission review and accreditation action
4. Continuous institutional improvement

Each college president shall appoint an Accreditation Liaison Officer who is responsible for coordinating all necessary activities in preparation for the external evaluation by the visiting team and subsequent reports and visits. The college's Accreditation Liaison Officer, working with the President, will ensure that the Self-Evaluation process and all related reports are completed in a thorough and timely manner.

An Accreditation Steering Committee, in consultation with the Accreditation Liaison Officer, will establish a Self-Evaluation writing process and timeline that will include a broad representation of the college faculty, staff, and students.

The Chancellor shall appoint a district-wide Accreditation Liaison who is responsible for coordinating the districtwide activities for accreditation logistics, including compilation of districtwide information for the self-evaluation reports and coordinating the

external evaluation for all the institutions to ensure consistency and alignment in reporting districtwide processes.



**FOOTHILL-DE ANZA
Community College District**

Book	Administrative Procedures
Section	Chapter 3 - General Institution
Title	Institutional Planning
Code	AP 3250
Status	New
Legal	Title 5 Sections 56270 et seq. Title 5 Section 55510 Title 5 Section 55190 Title 5 Section 55080 Title 5 Section 54220 Title 5 Sections 53003 Title 5 Section 51027 Title 5 Section 51010 ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5 Title 5 Section 51008
Origin	Legally required - Going for review at Academic and Professional Matters Committee meeting on 12/7/2022
Office	Chancellor's Office

(CCLC note: This procedure is legally required.)

Each college president shall appoint an administrator who is responsible for the timely and accurate completion of required planning documents that include, but are not limited to:

- Educational Master Plan
- Facilities Plan
- Technology Plan
- Equal Employment Opportunity Plan
- Student Equity Plan
- Student Success and Support Program Plan
- Transfer Center Plan
- Extended Opportunity Program and Services Plan

The Colleges will engage faculty, students, classified professionals, administrators, and relevant external stakeholders in developing plans as guided and/or required by:

California Community Colleges Vision for Success
District and College missions

Foothill-De Anza Board of Trustees Priorities

Accreditation bodies

Legislation

The Colleges will document their processes for:

Curriculum development and approval

Approval of general education status

Approval of baccalaureate degree programs

Approval of associate degree programs

Communication and collaboration between the Colleges

Documentation shall include the positions responsible for accomplishing essential tasks and the timeline by which they must be completed within a typical cycle.



FOOTHILL-DE ANZA
Community College District

Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Philosophy and Criteria for Bachelor Degree, Associate Degree and General Education
Code	AP 4025
Status	New
Legal	Title 5 Section 55061 ACCJC Accreditation Standard II.A
Origin	Legally required - Going for review at Academic and Professional Matters Committee meeting on 12/7/2022
Office	Chancellor's Office

(CCLC note: This procedure is legally required.)

With primary reliance on Academic Senate leadership, the Colleges will engage students, classified professionals, administrators, and relevant external stakeholders in articulating their philosophy of education and criteria for degrees and general education as guided and/or required by:

California Community Colleges Vision for Success
District and College missions
Foothill-De Anza Board of Trustees Priorities
Accreditation bodies
Legislation

The Colleges will document their processes for:

Curriculum development and approval
Approval of general education status
Approval of baccalaureate degree programs
Approval of associate degree programs
Communication and collaboration between the Colleges

Documentation shall include the positions responsible for accomplishing essential tasks and the timeline by which they must be completed within a typical cycle.



**FOOTHILL-DE ANZA
Community College District**

Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Career and Technical Education Programs
Code	AP 4102
Status	New
Legal	2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition) ACCJC Accreditation Standard II.A.14 34 Code of Federal Regulations Part 600 (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) Title 5 Sections 55600 et seq.
Origin	Legally required - Going for review at Academic and Professional Matters Committee meeting on 12/7/2022
Office	Chancellor's Office

(CCLC note: This procedure is legally required.)

The Colleges will establish systems and procedures that support student success, curriculum, career pathways, Career Technical Education (CTE) faculty, and regional coordination:

Student Success

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.

Curriculum

2. Utilize program review, evaluation, and revision processes to ensure program relevancy to both students and business/industry as reflected in labor market data. Develop, identify, and disseminate effective CTE practices.
3. Clarify practices and address issues of course repetition for Career Technical Education (CTE) courses when course content evolves to meet changes in skill requirements.

Career Pathways

4. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Career Technical Education (CTE) Faculty

5. Enhance professional development opportunities for CTE faculty to maintain industry and program relevancy.
6. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.

Regional Coordination

7. Cultivate robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.
8. Outreach to industry and the community-at-large to promote career development and attainment and the value of career technical education.



Book	Administrative Procedures
Section	Chapter 7 - Human Resources (including former Article 4 - Personnel)
Title	Travel
Code	AP 7400
Status	Active
Legal	Education Code Section 87032 Government Code Section 11139.8 2 Code of Federal Regulations Part 200.474
Adopted	August 16, 1999
Last Revised	February 5, 2018
Last Reviewed	February 5, 2018

Board Policy 7400 states that District employees are reimbursed for **authorized** expenses incurred while ~~away on~~ **traveling on official** district business.

The purpose of this administrative procedure is to set forth guidelines for authorizing travel and ~~to highlight allowable travel expenses,~~ **define allowable travel and mileage expenses for overnight trips for reimbursement.** **Travel expenses must have an official District business purpose to ensure these travel and mileage reimbursements are not classed as a fringe benefit and are excludable from taxable income. Under Internal Revenue Code (IRC) Section 61, all income is taxable unless an exclusion applies.** These procedures apply only to District employees and trustees and do not pertain to students, temporary/hourly employees, or independent contractors.

For guidance on processing authorized travel reimbursement claims outlined in this procedure and information on the required supporting documentation, please see the **Accounts Payable website under Travel Requirements here:** <https://business.fhda.edu/policies-and-procedures/ff-travel-policy.html> **(NOTE: THIS LINK WILL BE MADE ACTIVE AFTER THE AP RECEIVES FINAL APPROVAL)**

Travel Authorization

The following guidelines will be used by the Chancellor in authorizing travel:

1. The number of staff members to be away from a campus or Central Services at any one time shall be controlled so that no department will be depleted below effectiveness.
2. The duties of a staff member while away will be normally covered by other staff members when necessary.
3. The opportunity to attend conventions, **conferences** and professional meetings will be distributed as broadly as possible.
4. The Chancellor delegates to an employee's immediate supervising manager the authority to approve all requests for domestic travel. Approval must be secured before travel arrangements are made. Staff members employed within the Office of International Students and the campus abroad programs who are performing their regularly assigned duties requiring international travel are not required to obtain the Chancellor's advance approval of such travel. In all other cases, international travel must be approved in advance by the Chancellor.
5. Travel authorization will generally be limited for one of the following purposes:
 - a. Transact business of the District, such as consideration of items for procurement, contact with community and governmental groups and agencies, business/financial contractual negotiations and travel between properties owned

or used by the District.

- b. Attend educational and professional meetings, such as subject matter meetings, educational conventions, professional organization conferences, and committee meetings.
 - c. Attend meetings related to legislative matters important to the District, such as legislative hearings and sessions, and committee and other meetings of professional organizations working on legislation.
 - d. Travel with student groups and for student activities, such as all travel with teams, clubs, and student government groups, travel to chaperone student activities, travel to arrange for all such student activities, travel on field trips, and travel to recruit students.
6. **The Board of Trustees prohibits the use of all District funds, regardless of source, to sponsor or support employee travel to states determined by the California Attorney General under AB 1887 to be restricted for use of state funds. Expenses incurred for travel to states identified on the California Attorney General's website <https://oag.ca.gov/ab1887> as having enacted discriminatory laws shall not be reimbursed unless the Chancellor has determined in advance that adherence to the travel ban would be seriously detrimental to district/college operations and has authorized travel.**

Travel Reimbursement

It is the intent of the Board of Trustees that no employee ~~suffer~~ **incur** financial loss or produce personal gain as a result of being on district business. It is further intended by the Board that when an employee ~~is away~~ **travels** on district business, a **reasonable and conventional** standard of living be sustained. ~~comparable to what are normally maintained under conventional living conditions.~~ **The District recognizes that travel paid for with public funds is of interest to the taxpayer, and therefore these guidelines reflect a concerted effort to ensure allowed costs are reasonable and not excessive, lavish or extravagant.**

In order to comply with IRS guidelines that exclude travel reimbursements from taxable income, claims for reimbursement must be submitted within a reasonable time. Employees must submit claims for reimbursement within ninety (90) calendar days following the date of return from travel for official District business. Travel reimbursement claims for expenses incurred in the last quarter of the fiscal year (April through June) are due no later than July 15 of the following fiscal year. Claims submitted after July 15 for expenses incurred in the prior fiscal year will not be reimbursed.

~~The Board of Trustees prohibits the use of district funds to sponsor or support employee travel to states determined by the California Attorney General to have implemented laws that authorize or allow discrimination on the basis of sexual orientation, gender identity, gender expression, same-sex relationships, or same-sex marriage. Expenses incurred for travel to states identified on the California Attorney General's website <https://oag.ca.gov/ab1887> as having enacted discriminatory laws shall not be reimbursed unless the Chancellor has determined in advance that adherence to the travel ban would be seriously detrimental to district/college operations and has authorized travel.~~

Expenses of a personal nature are not reimbursable.

General Travel Guidelines and Allowable Expenditures:

Below are examples of general travel guidelines and allowable travel expenditures; however, these examples are not intended to be all-inclusive nor fully refined. **Except when claiming meal per diem, all original receipts that are provided by the vendor must accompany a claim for reimbursement. Limitations exist on reimbursement of meals; see per diem below.**

Expenses incurred by a companion while traveling with an employee are not recoverable. Furthermore, any premium induced because of the travel companion (e.g. additional room charges) will be borne by the employee.

Hotel Accommodations:

While traveling on district business, employees are encouraged to stay at good standard (e.g. major hotel chains), clean, and safe hotels selecting non-premium accommodations. ~~Premium accommodations should be avoided unless no other suitable arrangements are available or special extraordinary and preapproved circumstances justify their use.~~ Hotel arrangements should only be sought when staying overnight and **when traveling** ~~the hotel is~~ outside a 75-mile radius from the District, **unless there are extenuating factors such as traveling through extremely busy commuter traffic areas or on multiple days. See the Accounts Payable website under Travel Policy/Procedures for further guidance.**

Only room charges, necessary room taxes and fees, and mandatory parking are reimbursable. Room service, laundry service, entertainment, recreational activities, or upgraded options such as valet parking are not allowed.

Air Transportation:

~~The standard for domestic air travel is coach class and for international travel is business class. The baseline for air travel is the standard coach/economy rate that would allow for a checked suitcase without seating upgrades or early check-ins that are considered premium.~~ Reservations should be made early to obtain the lowest rates. Employees should ensure plans are confirmed prior to purchasing tickets with flight restrictions or no refund clauses.

Car Rental:

The standard car rental is a compact automobile; however, a larger car can be ~~used~~**requested** if more than two employees share a single automobile. **Generally, rental agencies provide insurance coverage at a premium. The District recommends electing such coverage.**

~~Generally, rental agencies provide insurance coverage at a premium. The District recommends you elect such coverage. If you use certain credit cards (i.e., “gold cards”) for payment, collision coverage is sometimes provided for under their policy. Before declining the insurance coverage, verify that the credit card does indeed provide such advantages.~~

Personal Automobile Transportation:

When an employee elects to use a personal automobile for out-of-district transportation, the employee will be reimbursed at the current IRS statutory limit ~~for the first 300 miles.~~ **to their business destination. Beyond that mileage, the employee will be reimbursed at the “economy” airfare to/from that location. Mileage reimbursement will be from an employee’s regular reporting worksite or from their residence to the destination depending on, which point of departure results in fewer miles. For long distance travel, an employee may opt to drive a personal vehicle and be reimbursed for the actual roundtrip mileage or the baseline two-week advance roundtrip airfare plus the cost of ground transportation to the destination, whichever results in a lower cost to the District.**

Business Travel Accompanied by a Spouse:

~~Expenses incurred by a spouse while traveling with an employee are not recoverable. Furthermore, any premium induced as a result of the spouse (i.e., additional room charge) will be borne by the employee.~~

Telephone Calls:

~~All business related calls are reimbursable. A reasonable amount (one or two per day) of personal calls are also reimbursable.~~

Receipts:

~~Except when claiming per diem, all “original” receipts must accompany a claim for reimbursement. In certain instances, (i.e., toll, taxi, etc.) receipts are not furnished. In these situations, the reimbursement request must clearly explain the nature of the charge and why a receipt was not provided. Limitations exist on meals, see per diem below. Claims for reimbursement are to be submitted within 90 calendar days following the trip, but no later than July 15 following the end of the fiscal year. Claims from a prior fiscal year will not be paid.~~

Meals Per Diem:

The meal per diem, periodically adjusted for inflation, is \$55.00 for domestic travel and \$80.00 for international travel as follows:

US Domestic Travel		International Travel	
Breakfast	\$10.00	Breakfast	\$15.00
Lunch	\$15.00	Lunch	\$25.00
Dinner	\$30.00	Dinner	\$40.00
Total	\$55.00	Total	\$80.00

~~Unless specifically authorized by the Chancellor or College Presidents, meal amounts exceeding the per diem limit will not be reimbursed. Moreover, if a conference registration includes meals as part of the fee, then per diem for that meal may not be additionally claimed.~~

Meals eligible for per diem claims include breakfast, if departure from the employee's residence is before 7:00 a.m., lunch, and dinner, if return to the employee's residence is after 6:00 p.m. Per diem may not be claimed for any meal included as part of a conference registration fee.

The daily meal per diem rates are based on the U.S. General Services Administration (GSA) per diem rates, which vary depending on travel location. The rates are all-inclusive and assume taxes and tips, so separate claims for those items are not allowable.

The per diem rates are periodically reviewed and updated in accordance with rates set by the GSA. The current per-diem rates for domestic travel and international travel are posted on the Accounts Payable website under Travel Policy/Procedures. **(NOTE: THE RATES WILL BE UPDATED PER THE NEW GUIDELINES AFTER THE AP RECEIVES FINAL APPROVAL)**

[See Board Policy 7400 Travel](#)

Approved 8/16/99

Revised 4/7/03

Revised and renumbered (formerly AP 3152, BP 4175) 2/5/18

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A: Mission

		College	District
I.A.1	The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	P
I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	P
I.A.3	The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	P
I.A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	P

I.B: Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S

Institutional Effectiveness

I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
I.B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	P
I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S

I.B.9	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	P
I.C:	<u>Institutional Integrity</u>		
I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	S
I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	P
I.C.6	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
I.C.7	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	P
I.C.8	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
I.C.10	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	P
I.C.11	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
I.C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	P

<p>I.C.13</p>	<p>The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)</p>	<p>SH</p>	<p>SH</p>
<p>I.C.14</p>	<p>The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p>	<p>SH</p>	<p>SH</p>

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

2A: Instructional Program

		College	District
2A1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2A2	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
2A3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
2A4	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
2A5	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
2A6	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
2A7	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
2A8	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
2A9	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
2A10	The institution makes available to its students clearly stated transfer-or-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
2A11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S

<p>2A12</p>	<p>The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)</p>	<p>P</p>	<p>S</p>
<p>2A13</p>	<p>All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.</p>	<p>P</p>	<p>S</p>
<p>2A14</p>	<p>Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.</p>	<p>P</p>	<p>S</p>
<p>2A15</p>	<p>When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	<p>P</p>	<p>S</p>
<p>2A16</p>	<p>The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.</p>	<p>P</p>	<p>S</p>

2B: Library and Learning Support Services

<p>2B1</p>	<p>The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)</p>	<p>P</p>	<p>S</p>
<p>2B2</p>	<p>Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.</p>	<p>P</p>	<p>S</p>
<p>2B3</p>	<p>The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	<p>P</p>	<p>S</p>
<p>2B4</p>	<p>When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)</p>	<p>P</p>	<p>S</p>

2C: Student Support Services

<p>2C1</p>	<p>The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)</p>	<p>P</p>	<p>S</p>
<p>2C2</p>	<p>The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</p>	<p>P</p>	<p>S</p>

2C3	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
2C4	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
2C5	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
2C6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
2C7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
2C8	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

3A: Human Resources

		College	District
3A1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
3A2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3A3	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
3A4	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	P	S
3A5	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
3A6	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
3A7	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
3A8	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
3A9	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	P
3A10	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	P
3A11	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P

3A12	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
3A13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
3A14	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	P
3A15	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH

3B: Physical Resources

3B1	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
3B2		SH	SH
3B3	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
3B4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH

3C: Technology Resources

3C1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
3C2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
3C3	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
3C4	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	P
3C5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

3D: Financial Resources

Planning

3D1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH
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<p>3D2 The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.</p>	<p>SH</p>	<p>SH</p>
<p>3D3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.</p>	<p>SH</p>	<p>SH</p>
<p><i>Fiscal Responsibility and Stability</i></p>		
<p>3D4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</p>	<p>SH</p>	<p>SH</p>
<p>3D5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.</p>	<p>SH</p>	<p>SH</p>
<p>3D6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.</p>	<p>SH</p>	<p>SH</p>
<p>3D7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</p>	<p>SH</p>	<p>SH</p>
<p>3D8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.</p>	<p>SH</p>	<p>SH</p>
<p>3D9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.</p>	<p>SH</p>	<p>SH</p>
<p>3D10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.</p>	<p>SH</p>	<p>SH</p>
<p><i>Liabilities</i></p>		
<p>3D11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.</p>	<p>S</p>	<p>P</p>
<p>3D12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.</p>	<p>S</p>	<p>P</p>
<p>3D13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.</p>	<p>S</p>	<p>P</p>
<p>3D14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.</p>	<p>P</p>	<p>P</p>
<p>3D15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.</p>	<p>P</p>	<p>S</p>
<p><i>Contractual Agreements</i></p>		

<p>3D16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.</p>	<p>P</p>	<p>P</p>
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Functional Responsibility

P = Primary, S = Secondary, SH = Shared

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

4A: Decision-Making Processes

		College	District
4A1	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	P
4A2	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	P
4A3	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	P
4A4	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
4A5	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	P	P
4A6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	P
4A7	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	P

4B: Chief Executive Officer

4B1	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
4B2	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S

<p>4B3</p>	<p>Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:</p> <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and 	<p>P</p>	<p>S</p>
<p>4B4</p>	<p>The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.</p>	<p>P</p>	<p>S</p>
<p>4B5</p>	<p>The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.</p>	<p>P</p>	<p>S</p>
<p>4B6</p>	<p>The CEO works and communicates effectively with the communities served by the institution.</p>	<p>P</p>	<p>S</p>

4C: Governing Board

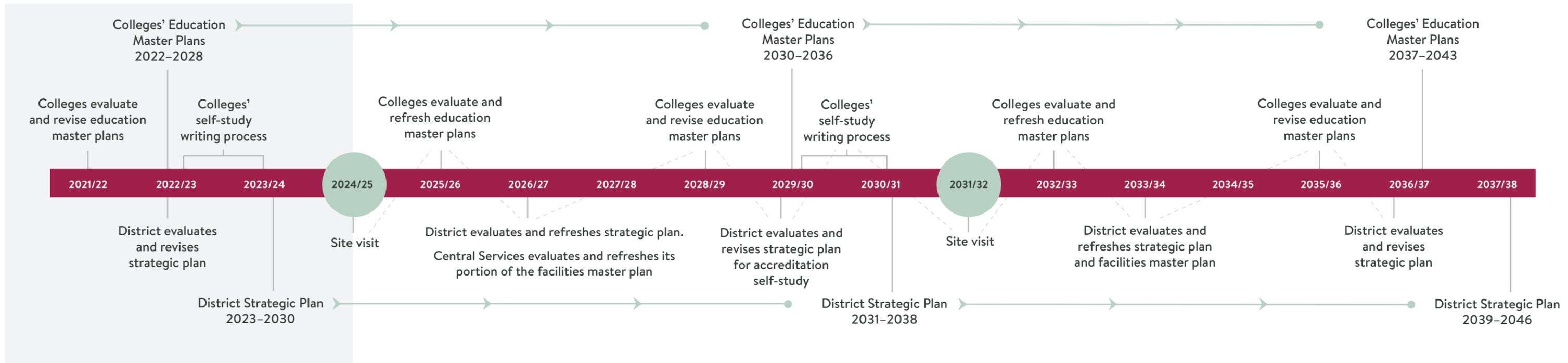
<p>4C1</p>	<p>The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)</p>	<p>S</p>	<p>P</p>
<p>4C2</p>	<p>The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.</p>	<p>N/A</p>	<p>P</p>
<p>4C3</p>	<p>The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.</p>	<p>S</p>	<p>P</p>
<p>4C4</p>	<p>The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)</p>	<p>N/A</p>	<p>P</p>
<p>4C5</p>	<p>The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.</p>	<p>S</p>	<p>P</p>
<p>4C6</p>	<p>The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</p>	<p>N/A</p>	<p>P</p>
<p>4C7</p>	<p>The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.</p>	<p>S</p>	<p>P</p>
<p>4C8</p>	<p>To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.</p>	<p>S</p>	<p>P</p>
<p>4C9</p>	<p>The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</p>	<p>S</p>	<p>P</p>
<p>4C10</p>	<p>Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.</p>	<p>S</p>	<p>P</p>

<p>4C11</p>	<p>The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)</p>	<p>N/A</p>	<p>P</p>
<p>4C12</p>	<p>The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.</p>	<p>S</p>	<p>P</p>
<p>4C13</p>	<p>The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.</p>	<p>S</p>	<p>P</p>

4D: Multi-College Districts or Systems

<p>4D1</p>	<p>In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.</p>	<p>S</p>	<p>P</p>
<p>4D2</p>	<p>The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.</p>	<p>S</p>	<p>P</p>
<p>4D3</p>	<p>The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.</p>	<p>S</p>	<p>P</p>
<p>4D4</p>	<p>The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.</p>	<p>S</p>	<p>P</p>
<p>4D5</p>	<p>District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</p>	<p>S</p>	<p>P</p>
<p>4D6</p>	<p>Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</p>	<p>S</p>	<p>P</p>
<p>4D7</p>	<p>The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	<p>S</p>	<p>P</p>

Foothill-De Anza Community College District Planning Cycle



Foothill-De Anza Community College District Participatory Governance Structure

“Meeting and Serving the Needs of the Community”

