NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
CYPRESS COLLEGE | FULLERTON COLLEGE
NORTH ORANGE CONTINUING EDUCATION

District Consultation Council Meeting

January 26, 2026
2:00 p.m.
Anaheim Campus – Room 105 (1st Floor)

Videoconferencing participation available from the Cypress College President's Conference Room
and the Fullerton College President's Conference Room B

AGENDA

MEETING SUMMARY
1.   November 24, 2025 Summary   **Action**

STRATEGIC GOALS & PLANNING
1.   Governor's 2026-27 Budget Proposal   **Information**

2.   Evaluation of the Resource Allocation Model (RAM)   **Information**

OPERATIONAL REVIEW
1.   District Technology Committee – Change to Charter   **Action**

POLICY
1.   Policy Review and Development Process   **Information**

2.   Revised Board Policies & Administrative Procedures –   **Action**
      CCLC Legal Updates

3.   New AP 3440, Service Animals   **Action**

OTHER ITEMS
1.

DISTRICT CONSULTATION COUNCIL
November 24, 2025

SUMMARY

MEMBERS PRESENT: Byron D. Clift Breland, Steven Estrada, Brandon Floerke, Naveen Kanal (for Marlo Smith), Bridget Kominek, Elaine Loayza, Flavio Medina-Martin, Jennifer Merchant (for Karla Frizler), Cynthia Olivo, Khaoi Mady, Kathleen McAlister, Jaclyn Magginetti, Michelle Patrick Norng, Valentina Purtell, Irma Ramos, Joel Salcedo, Pamela Spence, Kai Stearns, Scott Thayer, Annalisa Webber, and Fred Williams.

VISITORS: Erika Almaraz, Danielle Davy, Julie Leggin, and Gabrielle Stanco.

ABSENT: Candace Lynch and Jennifer Vega La Serna.

CALL TO ORDER: Chancellor Byron D. Clift Breland called the meeting to order at 2:07 p.m.

He noted that Michelle Patrick Norng was joining via teleconference under the AB 2449 "just cause" allowance due to childcare and must participate with both audio and video throughout the meeting. All votes will be taken by roll call.

MEETING SUMMARY

Summary: The summary of the October 27, 2025 meeting was approved. **There was consensus to approve the summary with four abstentions** (Elaine Loayza, Khaoi Mady, Jennifer Merchant, and Pamela Spence) **and two absences** (Cynthia Olivo and Irma Ramos).

STRATEGIC GOALS & PLANNING

Evaluation of the Resource Allocation Model – Establish Post Award Grants Office: The Resource Allocation Model (RAM) is evaluated on an annual basis. This year, proposed changes to the RAM were presented at the October 13, 2025 Council on Budget & Facilities (CBF) meeting with feedback on the changes shared at the November 10, 2025 CBF meeting. Based on the discussion, the proposed changes for 2026-27 included:

- The District and campuses charging an indirect cost rate on categoricals and grants ranging from 0% to 32.70% in order to offset the administrative cost of supporting the programs. In the past, these funds were split 50-50 between the District and the campuses, and used to offset overall expenses in the current year.
- To improve budget and accounting support for categoricals and grants, it is proposed that we shift 100% of indirect cost funds from the District and the campuses, to districtwide funds and utilize the dollars to fund a post-award grants team. The grants team would assist with invoicing; drawdowns; reporting; reconciliations; developing and maintaining a grants database; training project personnel; keeping abreast of new state and federal compliance requirements; updating budgets for new allocations and carryovers; reviewing expense and budget transfers; preparing fiscal-year closing entries and audit schedules. Indirect cost funds over the last two years were: $750,000 and $765,000. About 36%-38% came from federal funds. The estimated cost of a grants team (one manager and three staff) is about $720,000. Offset by indirect cost, the net cost of a grants team is estimated to be -$30,000.

At this time, CBF recommends that DCC approve shifting 100% of indirect cost funds from the District and the campuses to districtwide funds and to utilize the dollars to fund a post-award grants accounting team. The other proposed changes to the RAM will continue to be discussed at CBF and recommendations will be brought back to DCC at a future date.

During the discussion, members noted or asked the following:

- Fred Williams, Vice Chancellor of Administrative Services, stated that there is cost to both District Services and the campuses, roughly about $350,000, but was supportive of the shift because a lot of help is needed in this area.
- CSEA noted that it is currently classified positions handling the work.
- Clarification on what post award means, the role of the manager/director currently overseeing the grants, and the delineation between the roles of the new grant manager and campus grant managers.
- The District currently has 300 grants and we want to pursue more grants, so someone needs to be responsible for overseeing the administrative side of the grants.
- Are there existing classified job descriptions? (The Accounting Specialist positions will be used.)
- What if the grant funding is lost? Concern with unstable federal funds. (The largest grants are from the State, but indirect costs can be used to stay within budget. Federal funding is mostly related to financial aid.)
- Will there be administrative support for the manager or will all three staff positions be accounting specialist roles?

There was consensus to approve shifting 100% of indirect cost funds from the District and the campuses, to Districtwide and to utilize the dollars to fund a post-award grants accounting team with two abstentions (Elaine Loayza and Jennifer Merchant).

Evaluation of the Resource Allocation Model – Other: As part of the annual evaluation of the Resource Allocation Model (RAM), the Council on Budget & Facilities (CBF) also discussed the following proposals related to districtwide expenses, contingency for salary and benefits, and District Services carryover funds.

Districtwide Expenses
The following departments serve all four budget centers (Cypress College, Fullerton College, NOCE, and District Services). It is proposed that all four budget centers share in the cost of funding these departments (estimated at $1.4 million).

- District Campus Safety (Org 1327) about $169,000 – New
- District Diversity, Culture, Inclusion (Org 1130) about $277,000
- EEO & Compliance (Org 1425) about $502,000
- Districtwide Staff Development (Org 1420) about $448,000

Should the cost of funding these departments shift from District Services to districtwide, below is the estimated distribution of costs.

	DS	CC	FC	NOCE	TOTAL
	-130,671	-507,329	-608,683	-149,379	-1,396,061
%	9.36%	36.34%	43.6%	10.7%	100%

Existing advisory committees will continue to collaborate in the review of existing and future programs.

Contingency for Salary and Benefits
It is proposed that a contingency between 0.5% to 3.0% of permanent positions in the ongoing and self-supporting funds be budgeted to set aside funds for districtwide increases that benefit all budget centers such as future negotiations and the Job Family Study. This contingency is not meant to restrict future negotiations regarding salaries and benefits and would be reevaluated each year as part of the annual review of the RAM. Estimated contingency based on 2025-26 permanent positions using 0.5%, 1%, 2%, or 3% include:

Contingency	DS	CC	FC	NOCE	TOTAL
3%	-651,133	-2,339,623	-2,851,987	-541,322	-6,384,065
2%	-434,089	-1,559,748	-1,901,325	-360,881	-4,256,043
1%	-217,044	-779,874	-950,662	-180,441	-2,128,022
0.5%	-108,522	-389,937	-475,331	-90,220	-1,064,011

District Services Carryover
It is proposed that beginning in 2026-27, any current year surplus at District Services flow to the three campuses (Cypress College, Fullerton College, and NOCE) based on the percentage of RAM revenue each generated during the fiscal year. Existing and 2025-26 carryovers at District Services would be utilized to complete committed projects and purchases. District Services surpluses over the last two years were: $4.6 million for 2024-25 and $3.1 million for 2023-24. Estimated redistribution of District Services carryover based on each campuses revenues as a percentage of total RAM revenue include:

	DS	CC	FC	NOCE	TOTAL
	-4,009,816	1,607,490	1,928,819	473,507	0
%		40.1%	48.1%	11.8%	100%

This estimate is using the 2024-25 Settle-Up, less carryover POs still in progress.

Chancellor Clift Breland introduced the discussion by stating that the item was presented as a proactive approach to looking at how the District can be an organization that moves toward the future prepared. The approach is a change in how we do things, but the District is also running out of one-time funds, and while the campuses have built back enrollment, we also need to look at the front end (instead of being reactive) in order to take care of our employees.

Vice Chancellor Fred Williams stated that there was not agreement on these items in CBF and the proposals were presented to DCC so that members are aware of them as discussions continue in CBF. He also noted that some modifications were made based on discussions at CBF and with the budget officers.

Erika Almaraz, Executive Director of Fiscal Affairs, noted that staff met with other districts to discuss the models they use and what expenses are included as districtwide expenses that benefit all budget centers. The proposals presented were developed based on requests from the campuses on the support they want from Human Resources and IT. However, without the additional funding, District Services cannot provide additional support.

During the discussion, members noted or asked the following:

- There is certainly a need for the four established departments, but the campuses are not completely recovered, especially NOCE.
- The proposals will force NOCE to use one-time funds to cover the deficit for expenses that will include permanent positions because the NOCE budget has no wiggle room. Hope for a compromise so that the financial burden will be spread over the four budget centers, not just three campuses.
- When meeting with other districts to discuss their budget models, they include the departments in their districtwide expenses.
- We can also look at increasing the 9.25% figure for District Services because when the percentage was determined, three of those positions did not exist.
- Support for the departments and positions, but this solution does not do enough as District Services takes on more services for the entire district. We need to look at increasing the percentage overall.
- At Rancho Santiago Community College District, the necessary funding for districtwide expenses is taken off the top.
- What happens with the carryover at District Services now? Concern about not keeping money for future expenses.
- We need more of a give and take model in order for it to be sustainable and that includes more transparency within District Services. Currently with carryover funds, the District decides where the money goes and with this proposal it would be more collaborative.
- Currently, with the District Services budgeting process, the administrative review is done at the end of the year, but it will be moving to a more formal process in January with the same overall budget timeline so you know the requests as the budget is being developed.
- Again, NOCE would need to use one-time funds for permanent positions. Maybe the percentage increase is better to address the costs of the positions, but it should not be the full amount.
- A much bigger discussion is coming due to much tighter budgets due to smaller carryover balances and lower ending balances.
- Another option is to not have the positions because in order to balance the budget, the District had to cover the positions with one-time funds. In response, the Chancellor stated that we have to offer the positions because they are legally required and we need to structurally build in the costs for them.
- Has there been a conversation about auditing what constitutes a district service?
- Is it possible to have a similar chart to compare what the revenue increase looks like if the percentage increased instead of moving the costs to districtwide?
- Can we see what the percentage impact with the four positions would be even if the District Services percent isn't increased?
- The campuses are gaining more than they are giving up ($1 million vs $4 million) and District Services needs ongoing funding more than they need carryover funds.
- When the resource allocation model (RAM) was revised in the past, it was because the campuses wanted more transparency, but what we are seeing now are the problems that resulted from that: a lack of negotiations dollars and need at District Services.
- We need more in-depth conversations besides just sweeping funding from District Services.
- We need a contingency percentage. It doesn't matter whether it's at the campuses or the District, but we need to set it aside to handle negotiations or other large-scale projects.

- There were four proposals and one was passed by DCC. Will they all be addressed separately? (The districtwide expenses and District Services carryover proposals are linked, but the contingency for salary and benefits proposal can be addressed separately.)
- There still remains a need to talk about the RAM overall and a workgroup should be formed.

Chancellor Clift Breland concluded the discussion by noting that the intent is not to take funding away to give it to one area and that the District provides a service for everyone's benefit. It seems we need a better understanding of what districtwide services and expenses are, what is versus what could be, and what is paid by the District that aren't charged to the campuses. He also emphasized that we need to allocate money up front to continue to serve students and that we cannot talk about dollars available for negotiations without knowing what we're working with based on the RAM.

The proposals will be discussed again at CBF in December to get additional feedback.

OPERATIONAL REVIEW

NOCCCD Districtwide Employee Climate Survey Results: Gabrielle Stanco, District Director, Research, Planning & Data Management, presented selected results from the Districtwide Employee Climate survey results from spring 2025. The survey was locally developed (originally based on the Cypress College Employee Climate Survey) to gather employee feedback about employee satisfaction on general job satisfaction; campus climate; diversity, equity, inclusion, and accessibility; decision-making processes; and planning and program review processes.

Chancellor Clift Breland expressed a need to take the survey seriously and get feedback to improve communication and better understand what's working well and where we've missed the mark.

During the discussion, members noted or asked the following:

- Was it a standard instrument that has been used at other institutions to compare where we stand with the norm?
- Do we have the disaggregated data to follow up on certain areas/questions? Especially the general respectful culture and negative stereotypes.
- Rancho Santiago CCD had a climate survey and used the results to make changes to discuss the academic calendar earlier and included the senates.
- The elephant in the room is the Board of Trustees. We do all the work we do and then it gets to the Board and they make a decision and it's hard to understand what they thought or what their line of thinking is. We need to improve the relationship with the Board and improve our processes.
- The numbers in the survey are quite low and it seems to be due to sudden decisions that affect the campuses with no explanations to the quick changes. Communication is also lacking, and it requires both talking and listening.
- A lot of the responses hit the nail on the head, especially with shared governance. It doesn't seem like classified voices are taken into consideration.
- District Services participation improves each year, but it would be helpful to include the proportion of employees to help with perspective.
- A lot of the negative was from a different perspective as it relates to the union and senates, and that is changing with different leadership.

- Reach out to the unions to help solicit participation.
- The Institutional Effectiveness Coordinating Council (IECC) discusses the survey results and how they are presented, but then it drops off. Maybe continue to discuss it and take action? Maybe acknowledge it at Opening Day? Do something with the survey results beyond sharing them.
- Is it possible to get the campuses their own report so they can dive deeper into the results for their institution?

District Technology Committee – Change to Charter: Khaoi Mady, Interim Executive Director of Information Technology, presented an updated District Technology Committee (DTC) Charter which was revised to replace the Vice Chancellor of Educational Services & Technology as the non-voting chair with the Executive Director of Information Technology. The change, which was approved by DTC, was made because the Vice Chancellor role no longer exists in the same capacity.

During the discussion, members expressed concern about the Executive Director being a non-voting member and needed clarification on who the five IT management representatives are. It was also noted that the CSEA representatives should not be listed as site-based IT technical leads because they are union appointments.

This item will return to a future meeting for consideration.

NOCCCD Retiree Email Accounts: Khaoi Mady presented information on how the District can formally implement a standard for retirees to retain an active NOCCCD email accounts that was discussed at the District Technology Committee. The recommendations of criteria for an active NOCCCD email account were provided by members of DTC, but have not been formally approved, and were presented to DCC for review and discussion.

The recommendations were suggested in order to provide email account access to retirees on a consistent basis with an opt in plan that includes an email address in a slightly different email format (username@retired.campu65s.edu).

Members noted that faculty at large want to keep the same email in order to have students contact them in the future, in response, it was suggested that an auto reply or forward could be added to the original email address for a period of time to note the new email address. It was also noted that the recommendations are a compromise because legal counsel advised eliminating access to email addresses for retirees.

This item will return to a future meeting for additional discussion.

POLICY

Revised Chapter 4 Policies – Scholastic Terminology: At the April 28, 2025 DCC meeting, members expressed a desire to replace the term "probation" with a different term like "notice" throughout district policies. Additionally, the Board of Governors is in the midst of reviewing amendments to Title 5, California Code of Regulations, §55031–55034 and 55046, which would update the naming references to "probation" and "dismissal" and revise and standardize academic renewal standards within the California community college system.

In response to the request of DCC and the anticipated changes, the following BPs and APs were revised to update the change in terminology (replacing "probation" with "notice" and replacing "dismissal" with "pause"):

- **AP 4220, Standards pf Scholarship**
- **BP 4225, Course Repetition**
- **BP 4250, ~~Probation, Dismissal,~~ <u>Scholastic Notice, Pause,</u> and Readmission**
- **AP 4250, ~~Probation, Dismissal,~~ <u>Scholastic Notice, Pause,</u> and Readmission**

Members expressed support for the revisions and briefly discussed options for replacing use of the word "dismissed" in the policies, but opted to let it remain.

There was unanimous consensus to approve the revised Administrative Procedures and post them on the District website and forward the revised Board Policies to the Board for their consideration.

New AP 3440, Service Animals: The Community College League of California (CCLC) Policy and Procedure Legal Updates Service indicates that all districts are legally required to establish an administrative procedure to address the use of service animals. After reviewing CCLC's recommended language, staff developed AP 3440, Service Animals to ensure compliance and clarity which was shared with DCC for a first reading on September 17, 2025. Based on the discussion at that meeting, staff proposed further edits to AP 3440 and DCC received a second reading of the newly developed AP 3440, Service Animals with revisions noted in red.

Julie Leggin, District Director, Risk Management & Workplace Safety, led a brief overview of the revisions which are based on the suggestions that were received noting that while the language was altered, the intent remained the same of trying to balance the law with equitable treatment of employees and animals.

This item will return to a future meeting for additional discussion.

Inclusive Facilities Efforts: At the February 24, 2025 DCC meeting, members discussed a proposal to develop an administrative procedure to make inclusive restrooms for district buildings/facilities a priority and/or requirement after learning that a new Fullerton College building did not include an inclusive restroom. At that time, it was noted that there has been legislation in place since 2017 regarding restrooms and in 2024 the law was reinterpreted and states that the Department of State Architects (DSA) requires inclusive restrooms.

As a follow up to that discussion, an inventory of all gender-neutral restrooms located across the District as well as restrooms that will be included in future projects was provided along with college maps which include infographics to highlight both gender neutral/inclusive restrooms and lactation rooms.

Chancellor Clift Breland shared the information to provide an update on what the District is doing and has tried to do in relation to compliance. Vice Chancellor Fred Williams highlighted that inclusive facilities have been included in new projects, and when possible, also with renovations, and noted that DSA does not require a certain number of restrooms beyond the requirement.

Update on AP 7400, Employee Travel and Conference Attendance: DCC received a second reading of revised AP 7400, Employee Travel and Conference Attendance at the October 27 meeting. At that time, members recommended the development of a workgroup, to include representatives from the professional development committees from each campus, to help develop a procedure. The workgroup has been established and will meet on December 9.

OTHER

Burden-Free Access to Instructional Materials: DCC received information on new regulatory provisions regarding Burden-Free Access to Instructional Materials that were adopted by the Board of Governors with college districts required to conform policies and procedures to the regulatory requirements by January 26, 2026.

During the brief discussion, it was emphasized that the legislation requires that all students need to have all materials by the first class. Members expressed concern over publishing companies only allowing free access to the first couple of chapters by the first day of classes. The materials are supposed to remain free, not partially free, and they are not complying with the intent and spirit of the law.

Update on Block Grant: Chancellor Clift Breland shared that the District had been waiting to hear from the State what the Block Grant funding amount would be and recently learned that the District will receive $1.46 million. The allocation of funds will be determined by the District Grants Office by the following week.

Next DCC Meeting: The next DCC meeting will take place on Monday, January 27, 2026 in Room 105 at the Anaheim Campus.

ADJOURNMENT: Prior to adjourning the meeting, Chancellor Clift Breland noted that it was the last DCC meeting for Fred Williams prior to his retirement and acknowledged the lasting legacy he leaves behind. He also wished everyone a Happy Thanksgiving. The meeting was adjourned at 4:21 p.m.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: January 22, 2026

From: Erika Almaraz, Acting Vice Chancellor, Administrative Services

Re: Agenda Item for District Consultation Council Meeting of January 26, 2026

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1. AGENDA ITEM NAME

    Governor's 2026-27 Budget Proposal

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only	**X**	**Second Reading**	
Review/Discussion		**Action**	
First Reading		**Consent Agenda Item**	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

    The Governor's Proposed Budget is fully balanced and projects $42.3 billion in revenues above expectations in the 2025 Budget Act related to a stronger-than-expected stock market and investor enthusiasm surrounding artificial intelligence.

    - **For California Community Colleges, the budget proposal focuses on maintaining base funding stability and continued investment in priorities aimed at achieving Vision 2030 and Roadmap goals.**
    - **Under the proposal, the overall state budget would be higher than in 2025-26, increasing by about 8.7% to $348.9 billion, reflecting higher state receipts driven by stock market gains. General Fund spending would increase by nearly $20 billion (8.7%) to $248.3 billion.**
    - **The proposal for additional ongoing spending includes $240.6 million for a 2.41% cost-of-living adjustment (COLA) for community college apportionments and about $30.6 million for COLAs and adjustments to certain categorical programs. It also includes $87.2 million to cover systemwide enrollment growth of 1.5% over two years ($55.3 million for growth of 1.0% starting in 2025-26 and $31.9 million for 0.5% growth starting in 2026-27).**
    - **One-time funding in the proposal includes $120.7 million to address deferred maintenance, $100 million for the Student Support Block Grant, $36 million to fully scale the Common Cloud Data Platform, and $35 million to scale and institutionalize the Credit for Prior Learning Initiative.**
    - **The Governor's proposal includes capital outlay funds from Proposition 2 to support 39 projects. This includes $25 million in Proposition 2 funding for the Fullerton College STEM Vocational Center.**

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

Additional Considerations

- **As state revenue projections rely heavily on the artificial intelligence boom, a downturn in the stock market continues to be a significant risk.**
- **Although the California Community College system requested to fund credit FTES at the higher of the three-year average or the amount reported in the current year, this was <u>not</u> included in the Governor's Proposed Budget.**

5. <u>RECOMMENDATION</u>:

Members are asked to receive and review the information on the Governor's 2026-27 budget proposal.

6. <u>OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM</u>:

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: January 22, 2026

From: Erika Almaraz, Acting Vice Chancellor, Administrative Services

Re: Agenda Item for District Consultation Council Meeting of January 26, 2026

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1.   AGENDA ITEM NAME

     Evaluation of the Resource Allocation Model (RAM)

2.   AGENDA ITEM ACTION (Please check all that apply.)

Information Only	**X**	**Second Reading**	
Review/Discussion		**Action**	
First Reading		**Consent Agenda Item**	

3.   ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **5 minutes**

4.   BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

     The Resource Allocation Model (RAM) is evaluated on an annual basis.

     Proposed changes to the RAM were presented at the October 13, 2025 Council on Budget and Facilities (CBF) meeting and feedback regarding changes was obtained at subsequent meetings. Following discussion, the CBF agreed to form a Resource Allocation Model (RAM) Workgroup to further evaluate changes to the RAM before forwarding additional recommendations to DCC.

5.   RECOMMENDATION:

     Not applicable.

6.   OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

     Acting Vice Chancellor Almaraz and Council on Budget and Facilities Members.

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

Date: January 22, 2026

From: Khaoi Mady, Interim Executive Director, IT

Re: Agenda Item for District Consultation Council Meeting of January 26, 2026

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1.   <u>AGENDA ITEM NAME</u>

       District Technology Committee – Change to Charter for approval

2.   <u>AGENDA ITEM ACTION</u> (Please check all that apply.)

Information Only		**Second Reading**	
Review/Discussion		**Action**	**X**
First Reading		**Consent Agenda Item**	

3.   <u>ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION</u>: **5 minutes**

4.   <u>BRIEF NARRATIVE SUMMARY OF AGENDA ITEM</u>:

       At the November 24, 2025, DCC meeting, a recommendation was presented to update the DTC Charter by replacing the Vice Chancellor of Educational Services and Technology as the non-voting chair with the Executive Director of Information Technology. This change was proposed because the role of Vice Chancellor of Educational Services and Technology no longer exists in this capacity.

       During discussion, DCC members suggested additional updates to the DTC membership and representative list. These broader revisions will be reviewed further at the February DTC meeting and will be brought back to the DCC for approval at a later date.

       To ensure continuity of operations in the interim, approval is requested at this time for the specific change to the DTC Charter replacing the Vice Chancellor of Educational Services and Technology with the Executive Director of Information Technology as the non-voting chair.

5.   <u>RECOMMENDATION</u>:

       It is recommended that DCC approve the change to replace the Vice Chancellor of Educational Services and Technology as the non-voting chair with the Executive Director of Information Technology.

6.   <u>OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM</u>:

       In consultation with DTC members.

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

District Technology Committee (DTC)

Purpose:

The purpose of the NOCCCD District Technology Committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies. The committee will develop and support the strategic technology plan, policies, procedures and standards for the District and colleges. The committee is responsible for researching, planning, and providing technology solutions to meet the needs of the North Orange County Community College District.

Specifically, DTC serves the following purposes:

1. Develop and recommend District policies, procedures, and standards that:
   a. Address the acquisition and use of technology.
   b. Ensure the security and business continuity of the District's business critical systems.
   c. Ensure compliance with state and federal laws.
2. Develop and regularly review the District Strategic Technology Plan to ensure that it
   a. incorporates leading practices in the District's use of technology;
   b. supports the success of all students through the development and/or acquisition of instructional and student support technologies, including the delivery of instructional media and online instruction and support;
   c. aligns with state recommendations and state's allocation of resources;
   d. aligns with the District's Educational and Facilities Master Plan (EFMP) and the strategic directions and goals contained therein;
   e. aligns with the work of the colleges' planning/budget committees and/or technology committees;
   f. addresses licensing responsibility, system and data security, training and education, and project/initiative completion.
3. Promote the use of technology to increase efficiency of District operations, to support teaching, and to enhance student learning.
4. Review technology-related recommendations from the colleges for cost effectiveness and District-wide compatibility.

5. Identify, prioritize, and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the District and colleges.
6. Assess how effectively current technology is being utilized throughout the district and make recommendations for improvement.
7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations.
8. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success.
9. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the District and the colleges.
10. Assure bi-directional communication between end users and IT ~~with regard to~~ regarding technology.
11. Establish and oversee technology focus workgroups as needed.

Membership:

- One faculty from each site – appointed by the Academic/Faculty Senates (3 total)
- One representative from each budget center – appointed by the Presidents and by the Chancellor for District Services (4 total)
- IT managers from all sites – (5 total)
- Faculty DE Coordinator/DE Committee Chair from each site – (3 total)
- Campus budget officers and District Fiscal ~~R~~representative – (4 total)
- One student from each site – appointed by AS or other appropriate body for NOCE (3 total)
- 1 each from Adjunct Faculty United, Confidential~~s~~, DMA, and United Faculty - appointed by the named bodies (4 total)
- Site based IT technical leads – appointed by CSEA (4 total)
- 1 VPI representative (rotating) and 1 VPSS representative (rotating) – (2 total)
- The Executive Director of Informational Technology and Services ~~Vice Chancellor of Educational Services and Technology~~ serve as the non-voting chair

Special Guidelines, Parameters, and/or Resources:

1. The committee will invite resource members as needed to provide subject matter expertise and input on specific agenda items.
2. Decision Making:

a. Quorum - A quorum of a simple majority (50%+1) of the seated members with at least two (2) individuals from each college/site is required for a vote on a recommendation. Voting members have the option to send a proxy if they are unavailable on a particular meeting date. Proxies must represent the same constituency group as the voting members and therefore shall have full voting privileges as the voting members.

b. The District Technology Committee will obtain agreement of all three academic senates for issues that touch on academic senate purview* as outlined in Board Policy 2510, Participation in Local Decision Making.

c. DTC will work closely with CBF and DCC on technology funding recommendations.

3. Meeting Schedule: Once a month while school is session; 8 meetings per year

Communication:

The Technology Plan, policies, standards, and procedures will be posted to the District website for sharing with all District staff.

North Orange County Community College District
DISTRICT CONSULTATION COUNCIL
Agenda Item Submittal Form

Date: January 22, 2026

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of January 26, 2026

1. <u>AGENDA ITEM NAME</u>

   Policy Review and Development Process

2. <u>AGENDA ITEM ACTION</u> (Please check all that apply.)

Information Only	X		Second Reading	X
Review/Discussion			Action	
First Reading			Consent Agenda Item	

3. <u>ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION</u>: **15 minutes**

4. <u>BRIEF NARRATIVE SUMMARY OF AGENDA ITEM</u>:

   The Policy Review and Development Process was revisited by the District Consultation Council on October 27, 2025 to ensure clarity, consistency, and alignment with the District's participatory governance framework. An updated chart is provided at this time for further discussion.

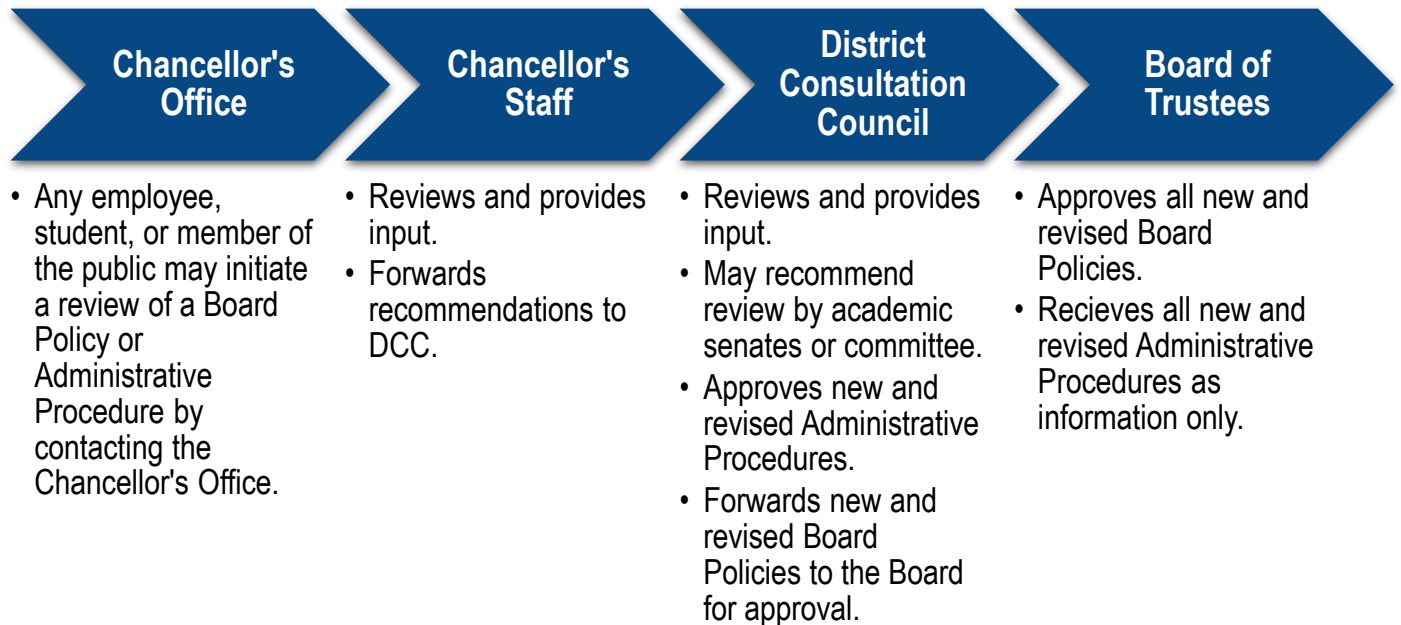5. <u>RECOMMENDATION</u>:

   It is recommended that DCC review the updated Policy Review and Development Process.

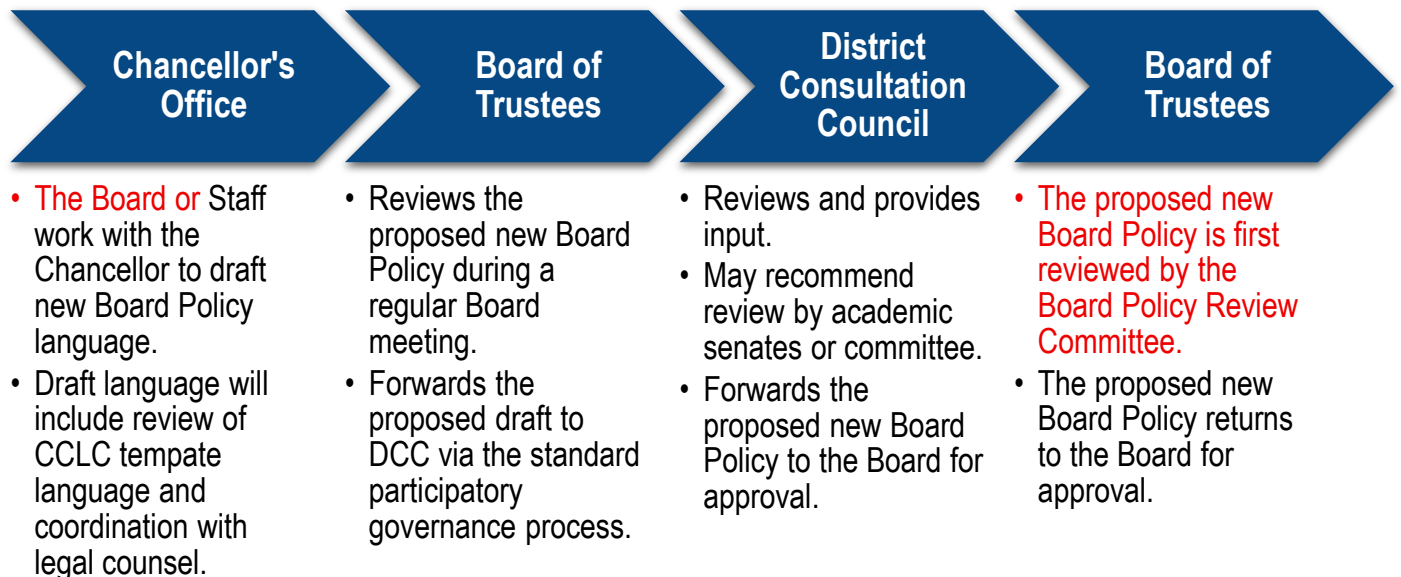6. <u>OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM</u>:

   District Consultation Council

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

Board Policy & Administrative Procedure Review Process

Chancellor's Office	Chancellor's Staff	District Consultation Council	Board of Trustees
• Any employee, student, or member of the public may initiate a review of a Board Policy or Administrative Procedure by contacting the Chancellor's Office.	• Reviews and provides input. • Forwards recommendations to DCC.	• Reviews and provides input. • May recommend review by academic senates or committee. • Approves new and revised Administrative Procedures. • Forwards new and revised Board Policies to the Board for approval.	• Approves all new and revised Board Policies. • Recieves all new and revised Administrative Procedures as information only.

New Board Policy Development Process

Chancellor's Office	Board of Trustees	District Consultation Council	Board of Trustees
• The Board or Staff work with the Chancellor to draft new Board Policy language. • Draft language will include review of CCLC tempate language and coordination with legal counsel.	• Reviews the proposed new Board Policy during a regular Board meeting. • Forwards the proposed draft to DCC via the standard participatory governance process.	• Reviews and provides input. • May recommend review by academic senates or committee. • Forwards the proposed new Board Policy to the Board for approval.	• The proposed new Board Policy is first reviewed by the Board Policy Review Committee. • The proposed new Board Policy returns to the Board for approval.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: January 21, 2026

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of January 26, 2026

_____

1.   <u>AGENDA ITEM NAME</u>

Revised Board Policies & Administrative Procedures – CCLC Legal Updates

- **BP 2015, Student Members**
- **AP 3415, Immigration Enforcement Activities**
- **BP 4010, Academic Calendar**
- **BP 4020, Program and Curriculum Development**
- **BP 4025, Philosophy and Criteria for ~~Associate~~ Degree~~s,~~ and General Education~~, and Bachelor's Degree~~**
- **AP 4025, Philosophy and Criteria for ~~Associate~~ Degree~~s,~~ and General Education~~, and Bachelor's Degree~~**
- **BP 4100, Graduation Requirements for Degrees & Certificates**
- **AP 4100, Graduation Requirements for Degrees & Certificates**
- **BP 5050, Student Success and Support Program**
- **AP 5050, Student Success and Support Program**

2.   <u>AGENDA ITEM ACTION</u> (Please check all that apply.)

Information Only		Second Reading	
Review/Discussion		Action	X
First Reading	X	Consent Agenda Item	

3.   <u>ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION</u>: **20 minutes**

4.   <u>BRIEF NARRATIVE SUMMARY OF AGENDA ITEM</u>:

The proposed revisions to these BPs and APs include reference section updates pursuant to the 2024 changes to ACCJC Accreditation Standards, to update legal citations, and to update legal language as provided by the CCLC Policy and Procedure Legal Updates Service. Additional revisions include minor grammar corrections in keeping with District practices. [Refer to the enclosed revision summery.]

5.   <u>RECOMMENDATION</u>:

It is recommended that upon DCC consensus, the revised Administrative Procedures be posted on the District website and the revised Board Policies be forwarded to the Board for their consideration.

6.   <u>OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM</u>:

CCLC Legal Updates Service

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

Policy/Procedure	Proposed Changes
BP 2015, Student Members	CCLC updated this policy to clarify a district cannot impose eligibility requirements more stringent than those contained in the Education Code section cited in the revision.
AP 3415, Immigration Enforcement Activities	CCLC updated this procedure to add notification requirements pursuant to revisions to the Education Code.
BP 4010, Academic Calendar	CCLC updated this policy to add a legal citation to the revised Title 5 regulations on flexible calendars and to reference the regulations in the policy.
BP 4020, Program and Curriculum Development	CCLC updated this policy to add a legal citation to the revised Title 5 regulations on baccalaureate degree programs. The Vice Chancellor references were also updated.
BP 4025, Philosophy and Criteria for ~~Associate~~ Degree~~s~~, and General Education~~, and Bachelor's Degree~~	CCLC updated the title of this policy and added a legal citation to the revised Title 5 regulations on baccalaureate degree programs. The Service also updated this procedure to include requirements related to baccalaureate degree programs. The corresponding procedure listing was also updated.
AP 4025, Philosophy and Criteria for ~~Associate~~ Degree~~s~~, and General Education~~, and Bachelor's Degree~~	CCLC updated the title of this procedure and added a legal citation to the revised Title 5 regulations on baccalaureate degree programs. The corresponding policy/procedure listing was also updated.
BP 4100, Graduation Requirements for Degrees & Certificates	CCLC updated this policy to remove the requirement regarding publishing graduation requirements in the District's catalog pursuant to changes in the Title 5 regulations, to add a legal citation to the revised Title 5 regulations on baccalaureate degree programs, and to update language for graduation subject requirements.
AP 4100, Graduation Requirements for Degrees & Certificates	CCLC updated this procedure to remove the requirement regarding publishing graduation requirements in the District's catalog pursuant to changes in the Title 5 regulations and to add a legal citation to the revised Title 5 regulations on baccalaureate degree programs.
BP 5050, Student Success and Support Program	CCLC updated this policy to add a legal citation to the revised Title 5 regulations on Mathematics, Engineering, Science Achievement (MESA) programs and to add a policy statement on MESA programs. The corresponding procedure listing was also updated.
AP 5050, Student Success and Support Program	CCLC updated this procedure to add a legal citation to the revised Title 5 regulations on Mathematics, Engineering, Science Achievement (MESA) programs and to add a procedure regarding MESA programs. Minor grammar edits were also made and the corresponding policy listing was added.

BP 2015 Student Members

Reference:
Education Code Section 72023.5;
Education Code Section 70902

1.0   The Board of Trustees shall include one student member each from Cypress College, Fullerton College, and North Orange Continuing Education to represent the students of their campus. Student members shall be elected, and may be recalled, by the students of their campus in accordance with procedures established by the Chancellor. The term of office shall be one year, commencing June 1. Student members are authorized to cast advisory votes only, which shall not be included in determining the vote required to carry any measure before the Board of Trustees, but shall be recorded in the official minutes of the Board meeting, and shall be taken prior to the other votes. Student members are expected to gather input and opinions from the students at large and from the student body association or student organization of their campus on any relevant agenda items and provide such input to the Board of Trustees.

2.0   To be eligible for election as a student trustee, students shall be enrolled in and maintain a minimum of five (5) semester credit units or 75 semester noncredit hours in the District at the time of appointment and throughout the term of service. The student members must maintain a minimum of a cumulative 2.0 grade point average or Satisfactory Progress (SP) and Pass (P) grades in noncredit classes. If, on the first day of each semester, or during the term of service, a student member fails to meet the criteria of this policy, the student member shall be disqualified for service on the Board of Trustees. The student member is not required to give up employment with the District.

   2.1   These requirements apply to the spring and fall semesters only.

   2.2   The District shall not impose eligibility requirements more stringent than those set forth in Education Code Section 72023.5.

3.0   If the seat of a student member becomes vacant during their term, the Board of Trustees may authorize the officers of the relevant student body association or student organization to elect or appoint an eligible student to serve the remainder of the term in accordance with procedures established by the Chancellor.

4.0   Student members shall be seated with the Board of Trustees during the open session portion of meetings and shall be recognized as full members of the Board of Trustees at meetings. Student members shall have the right to attend each and all meetings of the Board of Trustees, except student members may not attend closed session. Student members are entitled to participate in discussion of issues and receive all materials presented to members of the Board, except for issues and items discussed in closed session. Student members shall be entitled to any mileage allowance necessary to attend Board meetings to the same extent as publicly elected trustees.

   4.1   Student members may make or second open session motions. Student members are encouraged to participate in the discussion of issues and agenda items in open session.

BP 2015 Student Members

5.0   Student members who attend all Board meetings that they are legally allowed to attend shall receive 50 percent of the compensation afforded to other individual members of the Board of Trustees, pursuant to Education Code Section 72425. Any Board meetings missed by a student member shall result in a pro rata reduction in compensation for that month, except under the following condition: A student member may be paid for the first two meetings from which they are absent in a calendar year if the Board of Trustees, by resolution adopted and included in its minutes, finds at the time of the meeting that the student member was ill, on jury duty, performing services outside the meeting for the District, or the absence is due to a hardship deemed acceptable by the Board.

6.0   The Board of Trustees encourages participation of its student members in trustee-related conferences, activities, and retreats and may approve reasonable expenses that fall within the guidelines of Board policies.

7.0   On or before May 15 of each year, the Board of Trustees shall consider whether to afford the student members any of the privileges noted in this policy by reviewing it for re-adoption.

8.0   The President of the Board of Trustees shall appoint each year a trustee to serve as mentor to the student members.

See Administrative Procedure 2015, Student Members; Board Policy and Administrative Procedure 2105, Election of Student Members; and Board Policy 2725 Board Member Compensation.

Date of Adoption: March 25, 2025
May 10, 2022 Re-adoption
April 27, 2021 Re-adoption
April 28, 2020 Re-adoption
May 9, 2017
April 12, 2016
April 14, 2015
April 8, 2014
April 23, 2013
April 26, 2011
April 27, 2010
May 13, 2008
May 8, 2007
April 11, 2006
June 24, 2003

Date of Last Revision: February 13, 2024
April 25, 2023
February 12, 2019
May 8, 2012
January 27, 2009
June 14, 2005
April 13, 2004

AP 3415 Immigration Enforcement Activities

Reference:
Education Code Sections 66093 and 66093.3

1.0 **Responding to Requests for Access for Immigration Enforcement Activities**: District/campus personnel shall provide guidance and offer to employees training addressing law enforcement access to campus buildings. This guide shall include the following required topics:

1.1 Campus safety contact information to report concerns about the presence of officers engaged in immigration enforcement on any campus property.

1.2 Samples of warrant and subpoena documents that could be used for access onto campus property, or to seize or arrest students or other individuals on campus.

1.3 Sample responses for District/campus employees to use in response to officers seeking access for immigration enforcement purposes that avoids classroom interruptions, and that preserves the peaceful conduct of the school's activities.

2.0 District/campus personnel shall advise all students, faculty, and staff to immediately notify Campus Safety if they are advised that an officer engaged in immigration enforcement is expected to enter, will enter, or has entered the campus for immigration enforcement purposes. Campus safety will notify appropriate Vice President's Office and/or the Vice Chancellor of Administrative Services as soon as possible.

3.0 No personnel may consent to entry of District facilities or portions thereof (e.g., classrooms and areas restricted to staff and students such as private offices) for parties engaging in immigration enforcement activities.

4.0 District/campus personnel shall advise all students, faculty, and staff responding to or having contact with an officer engaged in immigration enforcement executing an immigration order, to refer the entity or individual to Campus Safety for purposes of verifying the legality of any warrant, court order, or subpoena.

5.0 If the officer declares that exigent circumstances exist and demands immediate access to the campus, District/campus personnel should not refuse the officer's orders and immediately contact the Vice President of Student Services or the Vice Chancellor of Administrative Services.

5.1 Exigent circumstances are defined as circumstances that would cause a reasonable person to believe that entry (or other relevant prompt action) was necessary to prevent physical harm to the officers or other persons, the destruction of relevant evidence, the escape of the suspect, or some other consequence improperly frustrating legitimate law enforcement efforts.

6.0 Campus Safety shall determine what type of authorization is being provided to support the officer's request for access in consultation with the appropriate Vice President's Office and/or Vice Chancellor of Administrative Services:

AP 3415 Immigration Enforcement Activities

6.1 **A U.S. Immigrations and Customs Enforcement (ICE) "warrant."** Immediate compliance is not required. District/campus personnel shall inform the officer that they cannot consent to any request without first consulting with the appropriate Vice President's Office and/or the Vice Chancellor of Administrative Services. Provide a copy of the warrant to the designated administrator (where possible, in consultation with legal counsel) as soon as possible.

6.2 **A federal judicial warrant (search-and-seizure warrant or arrest warrant)**: Prompt compliance with such a warrant is usually legally required, but where feasible, consult with the appropriate Vice President's Office and/or the Vice Chancellor of Administrative Services before responding.

6.3 **A subpoena for production of documents or other evidence**: Immediate compliance is not required. Inform the officer that the District/campus cannot respond to the subpoena until after it has been reviewed by a designated administrator. All subpoenas should be delivered to the Office of the Vice Chancellor of Administrative Services at the Anaheim Campus as soon as possible.

6.4 **A notice to appear**: This document is not directed at the District. District/campus personnel are under no obligation to deliver or facilitate service of this document to the person named in the document. If a copy of the document is received, it must be given to a designated administrator as soon as possible.

7.0 District/campus personnel should not attempt to physically interfere with an officer, even if the officer appears to be acting without consent or exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, District/campus personnel shall make a record of the contact and forward the information to the appropriate Vice President's Office and/or the Office of the Vice Chancellor of Administrative Services.

8.0 In making record of the contact with an immigration enforcement officer, District/campus personnel shall provide the following information:

8.1 Name of the officer, and, if available, the officer's credentials and contact information;

8.2 Identity of all school personnel who communicated with the officer;

8.3 Details of the officer's request;

8.4 Whether the officer presented a warrant, subpoena, or court order to accompany their request, what was requested in the warrant/subpoena/court order, and whether the warrant/subpoena/court order was signed by a judge;

8.5 District personnel's response to the officer's request;

8.6 Any further action taken by the immigration officer; and

8.7 Photo or copy of any documents presented by the agent.

AP 3415 Immigration Enforcement Activities

9.0   District/campus personnel shall provide a copy of those notes, and associated documents collected from the officer, to the appropriate Vice President's Office and/or the Office of the Vice Chancellor of Administrative Services.

10.0   In turn, the office receiving the notes shall submit a timely report to the Chancellor, Vice Chancellor of Administrative Services, and the campus public safety office regarding the officer's requests and actions and the District's response(s).

11.0   Notification upon Confirmed Immigration Enforcement Presence: District/campus personnel shall notify all students, faculty, staff, and other campus community members who work on campus when the presence of immigration enforcement is confirmed on campus, to the fullest extent consistent with state and federal law.

   11.1   The notice shall include all of the following information:

      11.1.1   The date and time the immigration enforcement was confirmed;

      11.1.2   The location of the confirmed immigration enforcement; and

      11.1.3   A hyperlink to additional resources.

   11.2   The notice shall not include any personally identifiable information.

1~~1~~**2**.0   **Responding to Immigration Acts**: If there is reason to suspect that a student, faculty member, or staff person has been taken into custody as the result of an immigration action, District/campus personnel shall notify the person's emergency contact that the person may have been taken into custody.

   1~~1~~**2**.1   District/campus personnel shall not discuss the personal information, including immigration status information, of any student, faculty member, or staff person with anyone, or reveal the personal information to anyone, unless disclosing this information is permitted by federal and state law.

   1~~1~~**2**.2   **Responding to Immigration Action Against Students**: Campus personnel shall designate an employee staff person as a point of contact for any student who may or could be subject to an immigration order or inquiry.

      1~~1~~**2**.2.1   If a student is detained or deported, or is unable to attend to their academic requirements because of an immigration order, the District shall make all reasonable efforts to assist the student in retaining any eligibility for financial aid, fellowship stipends, exemption from nonresident tuition fees, funding for research or other educational projects, housing stipends or services, or other benefits the student has been awarded or received subject to and in compliance with its policy.

      1~~1~~**2**.2.2   District/campus personnel shall permit a student who is subject to an immigration order to re-enroll if and when the student is able to return to the District, subject to and in compliance with its policy and will make reasonable and good-faith efforts to provide for a seamless transition in the student's re-enrollment and reacquisition of campus services and support.

AP 3415 Immigration Enforcement Activities

1~~1~~**2**.3 **Responding to Immigration Action Against Employees**: The Vice Chancellor of Human Resources, or their designee, shall serve as the point of contact for any employee who may or could be subject to an immigration order or inquiry.

12~~2~~**3**.0 The appropriate Vice President's Office and the District Director of Diversity, Equity, and Inclusion shall maintain a contact list of legal service providers who provide legal immigration representation and provide this list free of charge to any student who requests it. At minimum, the list shall include the legal service provider's name and contact number, e-mail address, and office address.

13~~3~~**4**.0 The appropriate Vice President and/or the Vice Chancellor of Human Resources, or their designee, shall be available to assist any student, faculty, and staff who may be subject to an immigration order or inquiry, or who may face similar issues, and whose education or employment is at risk because of immigration enforcement actions.

Date of Adoption: February 24, 2025 District Consultation Council

Date of Last Revision: September 22, 2025 District Consultation Council

BP   4010 Academic Calendar

Reference:
       Education Code Section 70902(b)(12);
       Title 5 Section 55720-55732

1.0   The Chancellor shall, in consultation with the appropriate groups, develop and submit an academic calendar to the Board of Trustees for approval.

2.0   The work year calendar is a mandatory subject of bargaining under Government Code Sections 3540, et seq. and must be negotiated through the collective bargaining agreement.

3.0   The academic calendar may include flexible calendar days for professional learning activities as authorized or required by Title 5.

See Administrative Procedure 4010, Academic Calendar.

Date of Adoption: June 22, 2004

Date of Last Revision: November 23, 2021

BP 4020 Program and Curriculum Development

Reference:
> **Education Code Sections 70901(b), 70902(b), and 78016;**
> **Title 5 Sections 51000, 51022, 55002.5, 55090 et seq., 55100, 55130, and 55150;**
> **U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;**
> **34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8;**
> **ACCJC Accreditation Standards II.A and II.A.9**
> **WASC/ACS Criterion 1, Indicator 1.6 and Criterion 4, Indicator 4.2**

1.0 The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.

2.0 Although curriculum proposals may originate at any point within the District, it is recognized that curriculum changes and new course proposals generally flow from the departmental level through the division to other points within the approval process.

3.0 Each college and the North Orange Continuing Education shall be responsible for adherence to its own intra-curricular process.

4.0 On completion of the campus process, curricular items will be presented to the District Curriculum Coordinating Committee by the appropriate curriculum committee chair or designee.

5.0 The Vice Chancellor, Educational Services ~~& Technology~~ **Institutional Effectiveness**, shall, in consultation with the faculty, establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance. Furthermore, these procedures shall include:

> 5.1 Appropriate involvement of the faculty and Academic Senate in all processes.

> 5.2 Regular review and justification of programs and course descriptions.

> 5.3 Opportunities for training for persons involved in aspects of curriculum development.

> 5.4 Consideration of job market and other related information for career and technical education programs.

6.0 The Board of Trustees encourages the District to develop and offer programs and curricula in ethnic studies, programs and curricula that infuse a global perspective into the curricular offerings, and programs and curricula that include instruction on the perspectives of persons with low socioeconomic status in the topic.

7.0 Definition of a Unit of Credit: Courses shall grant units of credit based upon a relationship specified by the Board **of Trustees** between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. Each course requires a minimum of three hours of student work per week,

BP 4020 Program and Curriculum Development

per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, laboratory, and activity courses.

8.0   All new courses, programs, and program discontinuances shall be approved by the Board of Trustees unless this authority is delegated to the Chancellor.

9.0   After Board approval, all new courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

9.1   Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board of Trustees.

9.2   Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board of Trustees.

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

10.1   The Vice Chancellor, Educational Services ~~& Technology~~ **Institutional Effectiveness**, will establish procedures, which prescribe the definition of "credit hour" consistent with applicable Title 5 and federal regulations, as they apply to community college districts.

10.2   The Vice Chancellor, Educational Services ~~& Technology~~ **Institutional Effectiveness**, shall establish procedures to assure that curricula in the District comply with the definition of "credit hour" or "clock hour," where applicable. The Vice Chancellor, Educational Services ~~& Technology~~ **Institutional Effectiveness**, shall also establish procedures for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour operation has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

See Administrative Procedure 4020, Program and Curriculum Development.

Date of Adoption: June 22, 2004

Date of Last Revision: April 25, 2023
                             November 28, 2017
                             October 25, 2016
                             November 25, 2014
                             August 7, 2012 Chancellor's Staff
                             November 22, 2011
                             June 14, 2005

BP   4025 Philosophy and Criteria for ~~Associate~~ Degree**s, and** General Education~~, and Bachelor's Degree~~

Reference:
> Title 5 Section 55061 **and 55090 et seq.**;
> ACCJC Accreditation Standard ~~II.A~~ **2**;
> WASC/ACS Criterion 1, Indicator 1.4; and Criterion 4, Indicator 4.1

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

  1.1   The awarding of an Associate degree and/or a Bachelor's degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. It is to facilitate measurable student learning outcomes in career and technical and liberal arts education. Among these are the ability to think and to communicate clearly and effectively both orally and in writing, to adequately utilize mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and, to develop the capacity of self-understanding.

  1.2   The District may offer baccalaureate degrees. The District's philosophy on general education shall extend to the baccalaureate degree, and the District's goals for the baccalaureate shall include addressing unmet local and regional workforce needs.

2.0   The Chancellor, in consultation with the faculty, as stated in BP/AP 2510, Participation in Local Decision-Making shall establish procedures to assure that courses used to meet general education, Associate degree, and Bachelor's degree requirements meet the standards in this policy.

See Administrative Procedure 4025, Philosophy and Criteria for ~~Associate~~ Degree**s, and** General Education~~, and Bachelor's Degree~~.

Date of Adoption: June 22, 2004

Date of Last Revision: November 23, 2021
November 28, 2017
September 14, 2016 Chancellor's Staff
November 26, 2014 Chancellor's Staff
August 20, 2008 Chancellor's Staff

AP 4025 Philosophy and Criteria for ~~Associate~~ Degree<u>s, and</u> General Education~~, and Bachelor's Degree~~

Reference:
Title 5 Section 55061 <u>and 55090 et seq.</u>;
ACCJC Accreditation Standard 2;
WASC/ACS Criterion 1, Indicator 1.4; Criterion 4, Indicator 4.1;
California Community Colleges Chancellor's Office Baccalaureate Degree Pilot Program Handbook

1.0 General Education Requirements – Associate Degree

1.1 Educational objectives and intellectual interests of students working for an Associate Degree may differ; however, the awarding of the degree is based on the concept that students must achieve a defined level of knowledge.

1.1.1 A minimum of 22 units of general education courses is required.

1.1.2 Each college will submit to the District Curriculum Coordinating Committee (DCCC) additions and deletions to its respective general education course lists.

1.1.3 Associate degree general education courses taken at either Cypress or Fullerton College will satisfy associate degree general education graduation requirements regardless of the college within the District from which the student graduates.

1.1.4 The colleges may establish local degree requirements in addition to General Education requirements in accord with §55061 of Title 5 of the California Code of Regulations. Such locally determined degree requirements are not subject to the provisions of section 1.1.3 of this Administrative Procedure and must be met in accord with standards established by the local college.

1.1.5 State-mandated major disciplinary categories of general education courses are:

1.1.5.1 English Composition, Oral Communication, and Critical Thinking

1.1.5.2 Mathematical Concepts and Quantitative Reasoning

1.1.5.3 Arts and Humanities

1.1.5.4 Social and Behavioral Sciences

1.1.5.5 Natural Sciences

1.1.5.6 Ethnic Studies

AP 4025 Philosophy and Criteria for ~~Associate~~ Degree**s, and** General Education~~, and Bachelor's Degree~~

2.0   **General Education Requirements – Bachelor's Degree**

   2.1   Upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation. Upper division course work may also encompass research elements, workforce training, apprenticeships, internships, required practicum, or capstone projects. Upper division courses typically will have one or more lower division or upper division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in Title 5 Section 55003. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees.

      2.1.1   A minimum of 9 (9) units of upper division general education courses is required.

See Board Policy 4025, Philosophy and Criteria for ~~Associate~~ Degree**s, and** General Education, and Bachelor's Degree; Board Policy 4021, Educational Program Discontinuance; Administrative Procedure 4021, Educational Program Discontinuance; Board Policy 4100, Graduation Requirements for Degrees and Certificates; and Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates.

Date of Adoption: June 22, 2004

Date of Last Revision: March 24, 2025 District Consultation Council
                             October 25, 2021 District Consultation Council
                             October 23, 2017 District Consultation Council
                             September 14, 2016 Chancellor's Staff
                             November 26, 2014 Chancellor's Staff
                             April 28, 2014 District Consultation Council
                             August 20, 2008 Chancellor's Staff

BP 4100 Graduation Requirements for Degrees & Certificates

Reference:
> **Education Code Section 70902(b)(3);**
> **Title 5 Sections 55060 et seq. and 55090 et seq.~~;~~**
> ~~**ACCJC Accreditation Standard II.A;**~~

1.0   The District grants the degrees of Associate in Arts, Associate in Science, and Bachelor's Degree to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in ~~courses completed~~ **degree-applicable courses**. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

2.0   Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 18 or more semester units of degree-applicable coursework representing as a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education. The District has certificate programs that upgrade and develop occupational and vocational proficiency.

3.0   The Chancellor, in consultation with the faculty, as stated in BP/AP2510, Participation in Local Decision-making shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the local curriculum committee**.** ~~and to assure that graduation requirements are published in the District's catalog(s) and included in other resources that are convenient for students.~~

See Administrative Procedure AP 4100, Graduation Requirements for Degrees & Certificates.

Date of Adoption: June 22, 2004

Date of Last Revision: January 25, 2022
                            November 28, 2017

AP 4100 Graduation Requirements for Degrees & Certificates

Reference:
Title 5, Sections 55060 et seq., 55090 et seq., 55270 et seq., and 55151 et seq.; California Community Colleges Chancellor's Office Baccalaureate Degree Pilot Program Handbook

1.0   The student must satisfactorily complete at least 60 semester units or 90 quarter units of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code Section 78213.

     1.1   The courses must include at least 18 semester units or 27 quarter units of focused study in a major or interdisciplinary area of emphasis.

     1.2   A "major" is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

     1.3   An "area of emphasis" is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

     1.4   The courses must include at least 22 semester units or 28-31.5 quarter units of general education. General education must include a minimum of work in (1) English Composition, Oral Communication, and Critical Thinking, (2) Mathematical Concepts and Quantitative Reasoning, (3) Arts and Humanities, (4) Social and Behavioral Sciences, (5) Natural Sciences, and (6) Ethnic Studies.

2.0   The District will award an associate degree to students who fulfill the coursework requirements described above or completed the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University and who met the following conditions:

     2.1   The student satisfactorily completed at least 12 semester units or 18 quarter units of study in residence. The Board of Trustees may excuse the residence requirement to alleviate injustice or undue hardship.

     2.2   The student satisfactorily completed each course counted toward the major or area of emphasis requirement with a grade of "C" or better, or of "P" if the course is taken on a "pass-no pass" basis.

     2.3   The student completed the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If a student accumulates units beyond those required for the degree that lower the student's cumulative grade point average below 2.0, the District may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point

AP 4100 Graduation Requirements for Degrees & Certificates

average fulfill all major or area of emphasis and general education requirements.

2.4 Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements. A course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.

2.5 Students may receive credit for knowledge or skills acquired through a district's procedures for awarding credit for prior learning.

2.6 Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.

2.7 Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.

2.8 Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.

3.0 For the Bachelor's degree, a student must demonstrate competency in critical thinking through writing, oral communication, or computation.

3.1 Students must satisfactorily complete requirements for relevant Associate degree (60 semester units or 90 quarter units of college work) or equivalent.

3.2 Students must satisfactorily complete at least 40 upper division semester units or equivalent including the major and general education courses.

3.3 Students must satisfactorily complete a total degree units of at least 120 semester units or equivalent.

3.4 Students must satisfactorily complete 37 units of IGETC lower division general education coursework or 39 units CSU GE Breadth lower division general education coursework, or previously awarded baccalaureate degree; a minimum of 9 units of Upper Division General Education course work is required.

3.5 Students must satisfactorily complete at least 24 semester units or equivalent of upper division course work in residence; exceptions to the residence requirement can be made by the Board of Trustees or its designee when an injustice or undue hardship would result.

4.0 ~~District policies and procedures regarding general education and degree requirements must be published in the college catalog and must be filed with the California Community Colleges Chancellor's Office.~~

AP 4100 Graduation Requirements for Degrees & Certificates

~~5~~4.0   For a certificate of achievement, a student must successfully complete a course of study or curriculum that consists of 16 or more semester units or 24 or more quarter units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

    ~~5~~4.1   Shorter credit programs that lead to a certificate may be established by the District.

    ~~5~~4.2   Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of North Orange County Community College District, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.

    ~~5~~4.3   Certificates for which California Community Colleges Chancellor's Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

    ~~5~~4.4   For a certificate of completion or competency, a student must complete a noncredit educational program of eligible courses or demonstrate a set of competencies to prepare for a career path and degree-applicable or non-degree-applicable courses.

    ~~5~~4.5   For an adult high school diploma, a student must complete 160 high school credits with 20 residency credits completed at North Orange Continuing Education. High school credits may be granted for previous equivalent courses.

~~6~~5.0   The District may obtain approval of a direct assessment competency-based program from the California Community Colleges Chancellor's Office.

See Board Policy 4100, Graduation Requirements for Degrees & Certificates.

Date of Adoption: June 22, 2004

Date of Last Revision: March 24, 2025 District Consultation Council
November 22, 2021 District Consultation Council
October 23, 2017 District Consultation Council
December 9, 2008 Chancellor's Cabinet

BP 5050 Student Success and Support Program

Reference:
> **Education Code Sections 78210, et seq. and 88682;**
> **Title 5, Section 55500, et seq. and 56300 et seq.;**
> **ACCJC Accreditation Standard ~~II.C.2~~ 2;**
> **WASC/ACS Criterion 7, Indicators 7.1, 7.2, and 7.4**

1.0   The District shall provide Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of matriculation is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements.

2.0   The District shall also operate a Mathematics, Engineering, Science Achievement (MESA) Program consistent with Title 5 regulations.

~~2~~**3**.0   The Chancellor shall establish procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations.

See Administrative Procedure 5050**, Student Success and Support Programs.**

Date of Adoption: June 14, 2005

Date of Last Revision: September 14, 2016 Chancellor's Staff
                              April 22, 2015 Chancellor's Staff
                              February 25, 2014
                              August 20, 2008 Chancellor's Staff

AP 5050 Student Success and Support Program

Reference:
> **Education Code Sections 78210 et seq. and 88682;**
> **Title 5, Section 55500, et seq. and 56300 et seq.;**
> ~~**WASC/**~~**ACCJC Accreditation Standard** ~~**II.C.2**~~ **2**

1.0 The Student Success and Support Program brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented by means of the student educational plan.

2.0 Each student, in entering into an educational plan, will do all of the following:

2.1 Identify an education and career goal.

2.2 Identify a course or program of study.

2.3 Be assessed to determine appropriate course placement.

2.4 Complete orientation.

2.5 Actively participate in the development of the student educational plan.

2.6 Complete a student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework, or prior to the end of the ~~3rd~~ **third** semester of enrollment. Non-credit students must complete a student educational plan no later than the ~~2nd~~ **second** term of enrollment.

2.7 Diligently attend class and complete assigned coursework.

2.8 Complete courses and maintain progress toward an educational goal.

3.0 In compliance with the State Student Success and Support Program, all non-exempt credit and non-credit students seeking to enroll in courses will participate in some or all of the Student Success and Support Program components. Student Success and Support Program services include, but are not limited to, all of the following:

3.1 Processing of the application for admission.

3.2 Orientation and pre-orientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters.

3.3 Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:

3.3.1 Administration of assessment instruments to determine student competency in computational and language skills.

AP   5050 Student Success and Support Program

      3.3.2   Assistance to students in the identification of aptitudes, interests, and educational objectives, including but not limited to, associate degrees, transfer for baccalaureate degrees, and vocational certificates and licenses.

      3.3.3   Evaluation of student study and learning skills.

      3.3.4   Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment placement services; extended opportunity programs and services; campus child care services; programs that teach English as a second language; and disabled student services.

      3.3.5   Advisement concerning course selection.

      3.3.6   Development of a student educational plan.

      3.3.7   Follow-up services, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation or who are not making satisfactory academic progress.

   3.4   Post-enrollment evaluation of each student's progress, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation or who are not making satisfactory academic progress.

   3.5   For credit students and non-credit students, appeal procedures to be exempt from the matriculation process, to request a review of placement recommendation, or to obtain a waiver of pre-requisites are listed in the college catalog.

4.0   Mathematics, Engineering, Science Achievement (MESA) Program: The District shall operate a Mathematics, Engineering, Science Achievement (MESA) Program consistent with Title 5 regulations.

4**5**.0   The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

See Board Policy 5050, Student Success and Support Programs.

Date of Adoption: June 14, 2005

Date of Last Revision: May 23, 2016 District Consultation Council
                         August 20, 2008 Chancellor's Staff

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: January 22, 2026

From: Julie Leggin, District Director, Risk Management

Re: Agenda Item for District Consultation Council Meeting of January 26, 2026

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1.   AGENDA ITEM NAME

        New AP 3440 Service Animals

2.   AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Third Reading	X
Review/Discussion		Action	X
First Reading		Consent Agenda Item	

3.   ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **20 minutes**

4.   BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

        The Community College League of California (League) recently issued guidance indicating that all districts are legally required to establish an Administrative Procedure (AP) addressing the use of service animals.

        After review of the League's recommended language, staff have proposed the following updates to the proposed new AP 3440, Service Animals to ensure compliance and clarity.

5.   RECOMMENDATION:

        It is recommended that upon DCC consensus, the new AP 3440, Service Animals be adopted and posted on the District website.

6.   OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

        Human Resources and Risk Management

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.

AP 3440 Service Animals

Reference:
Civil Code Sections 54 et seq.;
Penal Code Section 365.5;
The Americans with Disabilities Act of 1990 – 42 United States Code Sections 12101 et seq.;
28 Code of Federal Regulations Part 35;
28 Code of Federal Regulations Part 36;
34 Code of Federal Regulations Part 104.44 subdivision (b)
Section 504 of the Rehabilitation Act

1.0   The District will allow an individual with a disability to use a service animal in District facilities and on District campuses in compliance with state and federal law. **The District supports the rights of employees and students with disabilities under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and applicable state law.**

    1.1   **Employees who require the use of service animals must follow the accommodation process for employees per the guidelines of the District Human Resources Department. An employee who requires the assistance of a service animal as a reasonable accommodation authorized by Human Resources may bring the service animal onto district Property.**

    1.2   **Students with disabilities who require the assistance of a service animal on campus are welcome to register their service animal with their corresponding Disability Support Services (DSS) office. Still, they are not required to do so. In situations where it is not apparent that the dog is a service animal, staff may ask two specific questions: Is the service animal required because of a disability; and what work or task has the dog been trained to perform.**

2.0   The District will allow an individual with a disability to use a miniature horse as a service animal in District facilities and on District campuses if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability and the District has determined, based on the assessment factors provided in this procedure, that a reasonable accommodation can be made.

3.0   The District will allow an individual with a disability to be accompanied by their service animal in all areas of the District's facilities where members of the public, invitees, clients, customers, patrons, or participants in services, programs or activities, as relevant, are allowed to go.

4.0   These procedures shall also be applicable to an individual who is training a service animal.

5.0   **Service Animal Defined**

    5.1   A "service animal" for purposes of this procedure means any dog (or miniature horse, as provided herein) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

AP 3440 Service Animals

5.2 Other species of animals, whether wild or domestic, trained or untrained, are not service animals for ~~the purposes of~~ this definition.

5.3 The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks **under** ~~for the purposes of~~ this definition.

6.0 Emotional Support Animals: The District recognizes the importance of Emotional Support Animals (ESA) for individuals with disabilities. An ESA is an animal that provides comfort or emotional support to alleviate one or more symptoms of a person's disability. ESAs are not Service Animals under the Americans with Disabilities Act (ADA) and are not trained to perform specific tasks or granted general public-access rights. Documentation supporting the need for an ESA must come from a licensed healthcare or mental health professional and must meet applicable state requirements. Approval for an ESA shall be made on a case-by-case basis through an interactive process with the respective campus Disability Support Services for students and with District Human Resources for employees.

~~6~~**7**.0 **Exceptions**

~~6~~**7**.1 The District may ask an individual with a disability to remove a service animal from the premises if:

~~6~~**7**.1.1 The animal is out of control and the animal's handler does not take effective action to control it; or

~~6~~**7**.1.2 **The animal engages in disruptive, unsafe, or aggressive behavior such as growling, snarling, snapping, biting, lunging, or barking; or**

~~6~~**7**.1.3 The animal is not housebroken.

~~6~~**7**.2 If a service animal is excluded under one of these exceptions, the District **will engage or continue in an interactive good-faith process to** give the individual with a disability the opportunity to obtain goods, services, and accommodations or to participate in the service, program, or activity without having the service animal on the premises.

~~6~~**7**.3 **If the service animal is required as part of an employee accommodation and the District requests that the service animal be removed for safety of others, then the District will engage or re-engage in the interactive process with the employee.**

~~7~~**8**.0 **Assessment Factors for Miniature Horses**: The District shall consider the following factors:

~~7~~**8**.1 The type, size, and weight of the miniature horse and whether the facility can accommodate these features;

~~7~~**8**.2 Whether the handler has sufficient control of the miniature horse;

AP 3440 Service Animals

7**8**.3   Whether the miniature horse is housebroken; and

7**8**.4   Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

8**9**.0   **Control**: The service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

9**10**.0   **Care or Supervision**: The District is not responsible for the care or supervision of the animal.

10**11**.0 **Inquiries by the District**

10**11**.1 The District may make two inquiries to determine whether an animal qualifies as a service animal:

10**11**.1.1   Whether the animal is required because of a disability; and

10**11**.1.2   What work or task the animal has been trained to perform.

10**11**.2 The District will not make either of these inquiries when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

10**11**.3 An individual may choose to produce a county service dog license or identification tag as proof that the animal is a service animal. Licensure or certification is not required in order to meet the definition of **a** service animal under this procedure. There are no licensing or certification requirements for miniature horses.

11**12**.0 **No Surcharge**: The District will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the District normally charges individuals for damage caused by pets, an individual with a disability may be charged for damage caused by their service animal.

Date of Adoption: TBD