

Appendix BB - MPC Board Policies (Compiled)

MONTEREY PENINSULA COLLEGE GOVERNING BOARD POLICIES

1000 SERIES GOVERNING BOARD POLICIES

A. Organization and Procedures of the Governing Board

1005 Composition and Authority of the Governing Board

The five (5) members of the Governing Board are elected by the residents of the five (5) Trustee Districts created by the Monterey County Board of Education on August 11, 2008.

Trustee Area One consists largely of the portion of the City of Seaside from Military Avenue southward to the City of Del Rey Oaks. Trustee Area One includes Sand City.

Trustee Area Two is largely the northern section of the City of Seaside and the City of Marina.

Trustee Area Three is largely the area of the City of Monterey, Del Rey Oaks and the unincorporated area of the old Fort Ord.

Trustee Area Four is largely the City of Pacific Grove and the Del Monte Forest Area.

Trustee Area Five is largely the City of Carmel-by-the-Sea, the Carmel Valley area, and the area of the City of Monterey south of Highway 68 and surrounding Jacks Peak Park.

Detailed maps of the Trustee areas for Monterey Peninsula College are available from the Monterey County Elections Department.

The election of a board member residing in and registered to vote in the trustee area he or she seeks to represent shall be only by the registered voters of the same trustee area.

District elections shall commence on Election Day in November 2009 for Trustee Areas one and two.

District elections for Trustee areas Three, Four, and Five shall commence on Election Day in November 2011.

Trustees shall be elected for a term of four (4) years.

The Trustees so elected constitute the Board of Trustees of the Monterey Peninsula College District.

The Superintendent/President shall submit recommendations to the Board

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1005 Composition and Authority of the Governing Board (continued)

regarding adjustments to be made to the boundaries of each trustee area, if any adjustment is necessary, after each decennial federal census. The Superintendent/President shall submit the recommendation in time for the Board to act as required by law.

The Governing Board derives its authority for the development, management, control and operation of all properties, programs, policies and procedures of the District and College from Sections 72200-72282 of the Education Code of the State of California. The Board is subject to the provisions of the Constitution of the State of California, the laws of the State of California, particularly the Education Code, specific federal laws, the Rules and Regulation of Title 5, California Administrative Code, its own policies and procedures, and the expressed will of the electorate.

The Board may initiate and carry on programs, activities, or otherwise act in any manner, which is not in conflict with or inconsistent with or preempted by, any law, and which is not in conflict with the purpose for which the College District was established.

Board members have authority only when acting as a Board of Trustees legally in session or at the direction of a majority of the Board. The District shall not be bound in any way by any statement or action on the part of any individual Board member or employee, except when such statement or action is in pursuance of specific instructions of the Board.

Reference: Education Code 72200, 72233.

Formerly Governing Board Policies 1.1, 1.2 and 1.8.

Revised, Renumbered and Adopted: April 13, 1988.

Revised and Adopted: February 23, 2010.

1000 SERIES GOVERNING BOARD POLICIES

A. Organization and Procedures of the Governing Board

1011 The Board Chair

The role of the Board Chair is important to the effectiveness of the Governing Board. As the elected leader of the Board he/she coordinates the Board's activities, is the Board's representative at public functions and works closely with the Superintendent/President of the college. The Board Chair guides the Board in increasing its effectiveness. The best Boards are those that are organized in ways that capitalize on member's strengths.

Selection of the Board Chair

The Board Chair is selected annually at the December organizational meeting. The term is one year.

The Board Chair is elected through a nomination process conducted at the annual meeting. In making the nomination Board members will consider the priorities before the Board, the willingness of each member to serve, and the opportunity for each Board member to serve. Board members could serve more than one term.

Responsibilities of the Board Chair

The Board Chair, as is true with all Board members, has no legal authority as an individual other than those specifically delegated by the Board. The Board Chair, upon his/her selection or election has a responsibility to create a positive climate lead the Board and work closely with all members of the Board as well as the Superintendent/President.

1. Work closely with the Superintendent/President. The Board Chair is a major source of support and counsel for the Superintendent/President. He/she should communicate regularly with the President and clearly state Board expectations on behalf of the Board.
2. Represent the Board and the District. The Board Chair often acts as the spokesperson for the Board. The Board Chair represents the Board's actions and not his/her personal views.
3. Preside over Board meetings. He/she assures that discussion and decision-making are orderly, deliberate, and appropriate. He/she seeks a balance between facilitating open exploration of diverse opinions, running the meeting efficiently and reaching closure on issues. Knowledge of the Brown Act, Robert's Rules of Order, and basic parliamentary procedure is essential.

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4. Contribute to Meeting Agendas. After soliciting suggestions from each Board member, the Board Chair works with the Superintendent/President to incorporate Board items on meeting agendas. He/she is responsible to acknowledge each Board member's views, judge whether there is a consensus of the Board and, in balance, be sensitive to the time required by staff to carry out the Board's request.
5. Develop the Board Team. The Board Chair is responsible to build the team as a body that works together in the best interests of the college. He/she is responsible to see that the Board's actions are cohesive, inclusive, and are a consensus of its members. Divergent views are important to hear and understand, but it is the consensus of the Board membership that creates action and positive change.
6. Lead the Board. The Board Chair is responsible to initiate discussions that will establish the calendar of activities and the priorities of the Board to improve its function. He/she, with input from board members, plans Board workshops, retreats, and study sessions such as in-service training, the annual evaluation of the Board's practices, the plan to be knowledgeable of the college's instructional program, the maintenance of its infrastructure, its legal responsibilities, and staff morale. The Board Chair establishes Board Committees with specific tasks to perform and involves each member in participating in the Board's activities. The Board Chair assesses Board practices to assure that the function of the Board as a policy making body is properly conducted.

Adopted: November 27, 2001

Revised and adopted: May 25, 2010

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A. Organization and Procedures of the Governing Board

1050 Executive Officer of the Governing Board

The Superintendent/President of the District shall be designated as the Executive Officer of the Governing Board, and as such is empowered to sign such papers and documents as the Board may authorize or is otherwise authorized by law.

The Superintendent/President shall have the executive responsibility for administering the policies adopted by the Board and for executing all decisions of the Board requiring administrative action. In the initiation and formulation of District policies, the Superintendent/President shall act as the professional advisor to the Board.

The Superintendent/President may delegate any powers and duties entrusted to the office by the Board and shall be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is delegated the authority to act on behalf of the Board in an emergency for the protection of life, health, and safety of individuals and the protection of property.

The Superintendent/President is delegated the authority to accept written resignations of employees of the District. The resignation shall be deemed accepted by the Board when accepted in writing by the Superintendent/President whose acceptance shall be final and conclusive. The resignation may not be withdrawn without the consent of the Board. The Board shall fix the date when the resignation takes effect, ordinarily on the date tendered by the employee but in no event later than the close of the current school year.

In situations for which the Governing Board has provided no policy for administrative action, the Superintendent/President shall have the power to act; but his/her decision shall be subject to the review of the Board.

The Superintendent/President shall make available any information or give any report requested by the Board or any member of the Board.

The Superintendent/President shall perform all duties specifically required or assigned to the President or the Superintendent of the District in the California Education Code and the California Administrative Code, Title 5.

Reference: Education Code 72413, 87770; California Code of Regulations, Title 5;
Governing Board Policy 5030.

Adopted: April 13, 1988.



Chapter 1 The District **1200**

BP 1200 District Mission

The mission of the Monterey Peninsula Community College District is:

“Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.”

The mission is evaluated and revised on a regular basis.

References: ACCJC Accreditation Standard I.A

Adopted: September 26, 2012

Revised and Adopted: February 24, 2016 (*Mission Statement Adopted by Governing Board October 22, 2014*)

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D. Conflict of Interest

1300 Conflict of Interest: Governing Board and Designated Positions

No member of the Board of Trustees shall have any financial interest in any contract or purchase order authorized by the Board.

The terms of 2 Cal. Adm. Code Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission, along with the appendices to the Board Policies in which officials and employees are designated and disclosure categories are set forth, are incorporated by reference and constitute the Conflict of Interest Code for the Monterey Peninsula Community College District. The Conflict of Interest Code is included as Appendix 1300 of the Governing Board Policies Handbook.

Reference: California Administrative Code, Title 5, 18730.

Adopted: April 13, 1988.

Revised and adopted: November 23, 2004.

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2000 SERIES ADMINISTRATION & BUSINESS SERVICES

B. Business Services

2105 Budget and Finances

A Budget Calendar shall be developed by February 1st of each year. The tentative budget will be presented to the Governing Board not later than June 15 each year. The administration shall have a copy of the tentative budget delivered to each member of the Board at least two weeks prior to the public meeting in June. A special study session will be scheduled prior to the regular July Board meeting to provide the Governing Board an opportunity to review the budget in detail with the staff.

The administration shall adopt a final budget at a public hearing during the last week in August each year. The Superintendent/President shall have a copy of the final budget delivered to each member of the Board at least two weeks prior to the public hearing.

Each of the budgets named shall contain details of anticipated income and projected expenditures for the coming fiscal year. Each shall also provide sufficient financial information to permit comparison between the current and proposed budgets.

In addition, the detailed budgets shall meet the following criteria:

1. They must be balanced.
2. They shall reflect the best possible allocation of financial resources.
3. They must provide for a reserve for contingencies.
4. They must contain a Board designated General Reserve.

Budget work sessions may be prescribed by the Board at its discretion prior to the adoption of the final budget by August of each year.

The Vice President for Administrative Services is responsible for filing the Tentative and Adopted Budgets, in the prescribed forms and by the established deadlines, with the proper authorities.

Reference: Education Code 85020, et seq.

Adopted: June 1, 1988.

3000 SERIES EDUCATIONAL PROGRAMS AND STANDARDS

A. Educational Programs

3010 Program, Curriculum, and Course Development

The programs and courses of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Governing Board shall authorize the Superintendent/President to oversee the development of policies and procedures that rely primarily upon recommendations of the Curriculum Advisory Committee in the development and review of all curricular offerings, including their establishment and modification.

Furthermore, these procedures shall include:

- Appropriate involvement of the faculty and Curriculum Advisory Committee in all processes;
- Regular review and justification of all curricular offerings;
- Opportunities for training for persons involved in aspects of curriculum development and review;
- Consideration of job market and other related information for career and technical education programs.

The Curriculum Advisory Committee, which is to be established in a way that is mutually agreeable to the District administration and the Academic Senate, shall review all curricula to assure that they meet Title 5 standards.

All new programs shall be approved by the Board.

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

Individual degree-applicable credit and non-credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit, degree-applicable, and non-credit 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.

See Administrative Procedure 3010 - Program, Curriculum and Course Development

Reference: Education Code Sections 70901(b), 70902(b), and 78016; Title 5, Sections 51000, 51022, 55100, 55130, and 55150

Developmental Course Policy formerly adopted by the Governing Board: June 11, 1986.

Revised, numbered, and adopted: June 19, 1990.

Retitled, revised, and adopted: May 24, 2011



BP 4030 Academic Freedom

The purpose of this policy is to define “academic freedom” so as to protect the institutional neutrality of Monterey Peninsula College (MPC) in its practice of intellectual pluralism¹ and to defend faculty, students, and the curriculum from the influence of any current or future political fashion or orthodoxy.² The college is a bastion of competing ideas; unanimity is anathema to academic freedom and intellectual life.

In general, at MPC academic freedom means that “faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, [MPC] maintains an atmosphere in which intellectual freedom and independence exist.”³

More specifically, MPC defines academic freedom as that aggregate of principles which comport with the American Association of University Professors’ (AAUP) 1940 “Statement of Principles on Academic Freedom and Tenure” and its 1970 “Interpretive Comments” (Appendix #1) except where those documents conflict with the Monterey Peninsula Community College District/Monterey Peninsula College Teachers Association Collective Bargaining Agreement. MPC thereby recognizes the freedom of teachers to teach and students to learn as educationally constitutive and essential to academic life. Further, as a publicly-funded institution of higher learning, MPC embraces its obligation to obey and enforce the rights and principles of the United States Constitution, Bill of Rights, and the U.S. Department of Education Office for Civil Rights (OCR).⁴

¹ “The university is the home and sponsor of critics; it is not itself the critic.” The Kalven Committee, “Report on the University’s Role in Political and Social Action,” (1967).
<<http://www.uchicago.edu/docs/policies/provostoffice/kalverpt.pdf>>.

² “It is a human failing common to us all that we rarely see our own abuses of power, and no one, right, left, or center, is innocent of that failing. Once these abuses are called to consciousness, however, it becomes a moral imperative to restrain ourselves and to grant to others the academic freedom that we would demand for ourselves.” Professor Alan Charles Kors, letter, July 19, 2000.

³ WASC Accreditation Reference Handbook, 2006, page 8
<<http://www.accjc.org/documents/Accreditation%20Reference%20Manual%20Rev%20Aug%2031%202006.pdf>>.

⁴ “OCR has consistently maintained that schools in regulating the conduct of students and faculty to prevent or redress discrimination must formulate, interpret, and apply their rules in a manner that respects the legal rights of students and faculty, including those court precedents interpreting the concept of free speech. OCR’s regulations and policies do not require or prescribe speech, conduct or harassment codes that impair the exercise of rights protected under the First Amendment.” Letter from Gerald A. Reynolds, Assistant Secretary, Office for Civil Rights, United States Department of Education, July 28, 2003
<<http://www.thefire.org/index.php/article/5046.html>>

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Moreover, in order that students may experience a representative “marketplace of ideas,”⁵ MPC promotes robust intellectual pluralism practiced in an atmosphere of objectivity, respect, and civility. MPC agrees that “[s]tudents have a right to courses that accurately reflect the description in the course catalog. Students have a right to courses that are not misused to advance professors' personal social or political agendas or their subsidiary interests, as described in the AAUP Statement on Professional Ethics (1987).⁶ Students have a right to learn in an environment that fosters open inquiry and freedom of expression - without fear of reprisal, ridicule, or hostility.”⁷ Education leads students to independent thought, not to conversion or conformity. Teachers have the right and responsibility to select texts and educational materials for their courses based on their professional training and expertise.

That a college curriculum may be intellectually dynamic and produce discomfort for students of fixed belief does not create a conflict with students’ right to a decorous learning environment. Subjective criteria such as discomfort and even offensiveness are impermissible grounds on which to base a complaint; appropriateness of classroom material and discussion can only be determined by disinterested peers applying professional standards appropriate to the discipline. While MPC instructors should make every effort not to be gratuitously invidious or offensive, they have the right to present material which may be considered offensive by some. Teachers should be thorough about explaining their teaching methodologies in course syllabi because without doing so, some courts have found that “[a]n instructor's choice of teaching methods does not rise to the level of protected expression”⁸ Students, however, will at all times be evaluated only by how well they master the subject matter of a course, not by whether they personally agree with it or reject it.

Method of evaluation, formulation of objectives or outcomes consistent with the course description, and assignment of a final grade are the right and responsibility of the individual instructor.

⁵ *The United States Supreme Court in Keyishian v. Board of Regents of the State University of New York* (1967) declared that the First Amendment “does not tolerate laws that cast a pall of orthodoxy over the classroom...[which is] peculiarly the marketplace of ideas”
<<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=385&invol=589>>.

⁶ <<http://www.aaup.org/AAUP/pubsres/policydocs/statementonprofessionalethics.htm>>.

⁷ <<http://www.noindoctrination.org/acadf.shtml#noindoc>>.

⁸ Sixth District Court, *Dambrot vs. Central Michigan University*. 2001 FED App. 0057P (6th Cir.).
File Name: 01a0057p.06

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In order to maintain a climate of free inquiry for students, MPC recognizes that not all knowledge and educational benefit is immediate, concrete, or measurable. Evaluation of student learning may reflect factual knowledge when appropriate; however, in some disciplines, evaluation concerns qualities which are not measurable, do not represent factual knowledge, and/or cannot be stated in quantifiable terms. Teachers of these subjects, therefore, should not be forced to measure student learning using quantifiable criteria. Evaluation criteria derived from doctrinal principles extraneous to the discipline as well as attitudinal, behavioral, and/or values-laden evaluations unrelated to the course description should never be formulated or applied. Similarly, teachers should not be coerced by ideological or dogmatic curricular mandates or standards, and teachers are never required to teach against conscience or expertise.⁹

Teachers in some disciplines (as in, the humanities and the social sciences) must hew to the unsettled, problematic, imponderable, or ambiguous nature of their discipline's knowledge, the teaching of which may entail, as proper pedagogy, the asking of provocative questions (Socratic dialogue) or even expressing opinions which they do not in fact hold (playing devil's advocate). The nature of knowledge in other disciplines (such as math and science, business) obliges teachers to concentrate on transmitting established professional ideas, standards, and robust scholarly theories to students. Teachers may rightfully choose not to expend class time refuting tendentious objections or metaphysical speculations. Still other disciplines (as in art, music, creative writing) require the most liberal conception and exercise of academic freedom as their realms concern the exploration of artistic expression. Within these disciplines, academic freedom must protect the validity of intuitive knowledge and presentational art forms, and the instructor's right to choose programming content within these art forms for classroom or public presentation. Academic freedom includes the recognition and encouragement of the traditional role of the arts to explore content which may be controversial and discomforting. Instructors have the right and obligation to exercise subjective judgment, informed by training and experience, in evaluating student work and choosing the content of public presentations. MPC fully subscribes to the AAUP 1990 Committee A Policy Statement on Academic Freedom and Artistic Expression (Appendix #2).

⁹ *West Virginia Board of Education v. Barnette* (1943) (319 U.S. 624), "If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion, or force citizens to confess by word or act their faith [in it]." <<http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/barnette.html>>.

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Outside the classroom, teachers are as free as all other citizens to publish personal opinions but should take care not to officially associate their name with the institution; at the same time, teachers cannot be expected to prevent others from making such an association. Similarly, when maintaining a personal website or blog, teachers should again take care not to officially associate their name with the institution. Inside the classroom, by training and experience, teachers are experts in their disciplines, not advocates. In controversial matters, they should be able to differentiate between fact and interpretation and to summarize salient alternative interpretations of facts while keeping their own sentiments behind a veil of professionalism. When a teacher's personal opinion on a controversial or unsettled matter is offered in a course, it should be clearly identified as personal.¹⁰

The rights of academic freedom that apply in traditional course settings apply equally to courses offered through electronic media/cyberspace. While MPC does not equate cyberspace with a physical classroom, neither does MPC find any diminution of academic freedom rights implied by virtual space. However, teachers should recognize the volatile and emerging nature of laws and practice pertaining to computer resources and cyberspace, such as copyright, ownership, proceeds from advertising, confidentiality, and so on. They should also realize that some kinds of electronic information that teachers generate may exist in multiple locations permanently, and while other kinds of electronic information may seem evanescent, liability may ensue from either kind. Although teachers are not expected to be experts on the constantly changing field of law involving cyberspace, websites, email, and other computer resources, they should take reasonable steps to comply with legislation, legal decisions, and Board policies which affect their professional lives online. For more detailed information on email, please consult MPC Board Policies 2163 and 2164.

¹⁰ "The teacher ought also to be especially on his guard against taking unfair advantage of the students' immaturity by indoctrinating him with the teacher's own opinions before the student has had an opportunity fairly to examine other opinions upon the matters of question, and before he has sufficient knowledge and ripeness in judgment to be entitled to form any definitive opinion of his own. It is not the least service which a college or university may render to those under its instruction, to habituate them to looking not only patiently but methodically on both sides, before adopting any conclusion upon controverted issues."

1915 AAUP Declaration of Principles, <<http://www.akronaaup.org/documents/AAUP1915.pdf>>

References: Title 5, Section 51023;
ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard I.C.7

Formerly Governing Board Policy 3.15, Governing Board Policy 3120

Revised, Renumbered and Adopted: August 10, 1988

Revised and Adopted: May 27, 2008

Reviewed and Adopted: October 28, 2015

MONTEREY PENINSULA COLLEGE
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

D. Faculty

5320 Teaching Faculty Duties and Responsibilities

Some of the duties and responsibilities of bargaining unit certified personnel are described in the MPCTA/MPCCD contract. Included as Appendix 5320 of the Governing Board Policies Handbook is a list of additional duties and responsibilities of full-time regular/contract teaching faculty. All teaching faculty, full- and part-time are expected to:

1. Meet each scheduled class and teach or conduct learning exercises for the entire period.
2. Contact the appropriate division chair or administrator in advance to make arrangements for unavoidable absences.
3. Provide each student at the beginning of the course written information about the course to include a full description of the instructor's grading system and how the student will be evaluated.
4. Keep accurately required class records on attendance, withdrawal and grading.
5. Submit when due all necessary reports, such as attendance and grade reports, roll books and class information sheets, and certify as to their accuracy.
6. Comply with all institutional policies and procedures.
7. Give careful attention to all bulletins and memorandums from administrative offices.
8. Check their faculty mailbox regularly.

Adopted: May 10, 1989.

MONTEREY PENINSULA COLLEGE
GOVERNING BOARD POLICIES

5000 SERIES PERSONNEL

F. Management, Supervisory and Confidential Personnel

5510 The Superintendent of the District and President of the College

The term of office of the Superintendent will be determined by the Governing Board. It will be the duty of the Board to renew the contract of the Superintendent/President or to notify him/her in writing prior to the first of January in the last year of his/her incumbency that his/her services will not be required for the next succeeding contractual term.

The compensation of the Superintendent/President will be fixed by the Board at the time of appointment and the terms thereof will be set forth in the contract for services. By mutual consent, the compensation of the Superintendent/President may be adjusted before the start of any school year.

Reference: Education Code 72411.

Adopted: May 10, 1989.



Chapter 6 Business and Fiscal Affairs

6100

BP 6100 Delegation of Authority

The Governing Board delegates to the Superintendent/President the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit, and accounting of funds; the acquisition of supplies, equipment, and property; and the protection of assets and persons. All transactions shall comply with applicable laws and regulations and with the California Community Colleges Budget and Accounting Manual.

No contract shall constitute an enforceable obligation against the District until it has been approved or ratified by the Governing Board.

The Superintendent/President in consultation with the Vice President, Administrative Services shall make appropriate periodic reports to the Governing Board and shall keep the Governing Board fully advised regarding the financial status of the District.

See Administrative Procedure 6100 – Delegation of Authority

References: Education Code Sections 70902(d), 81655, and 81656

Formerly Governing Board Policy 2100

Adopted: June 1, 1988

Revised, Renumbered, and Adopted: February 24, 2016



Chapter 6 Business and Fiscal Affairs

6300

BP 6300 Fiscal Management

The Superintendent/President shall establish procedures to assure that the District's fiscal management is in accordance with the principles contained in Title 5, Section 58311, including:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Governing Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The maintenance of adequate management information systems that provide timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

The books and records of the College District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.

As required by law, the Governing Board shall be presented with a quarterly report showing the financial and budgetary conditions of the College District.

As required by the California Community Colleges Budget and Accounting Manual, expenditures shall be recognized in the accounting period in which the liability is incurred, and shall be limited to the amount budgeted for each major classification of accounts and to the total amount of the budget for each fund.

See Administrative Procedure 6300 – Fiscal Management

References: Education Code Section 84040(c);
Title 5, Section 58311;
ACCJC Accreditation Standard III.D

Formerly Board Policies 2110 and 2115

Adopted: June 1, 1988

Revised, Renumbered, and Adopted: February 24, 2016