



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING**

AGENDA

**February 19, 2015
3:00 p.m. – 4:30 p.m.
L-201**

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE SENATE PRESIDENT
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
December 4, 2014 Senate Meeting (attachment)
5. REPORTS (5 minutes maximum)
 - a. Honors Program Committee Report – John Vento
 - b. AP&P Committee – Linda Harmon
6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION
 - a. Senate Constitution Proposal
 - b. Newleaf Training & Development Contract – Spring 2015 Opening Day Keynote Speaker
7. ACTION ITEMS
 - a. Regular Effective Contact Policy – Dr. Nancy Bednar (attachment)
8. DISCUSSION ITEMS
 - a. Grading System – Dr. Zia Nisani
 - b. Faculty Professional Development Committee Recommendation – Reduction in Obligation
Dr. Irit Gat
9. INFORMATIONAL ITEMS
 - a. Faculty Recognition Day – Dr. Susan Lowry
10. SENATE ADMINISTRATIVE BUSINESS
 - a. Academic Policies and Procedures Committee Recommendations (attachments)
 - b. Academic Ranking
 - Dr. Maria Clinton – Professor
 - Dr. Mark McGovern – Professor
 - c. Hiring Committee - Counseling & Matriculation
 - Susan Snyder (HS)
 - d. Equivalencies (attachments)
 - 1) Mathematics
 - 2) Physics/Astronomy
 - 3) Chemistry
 - 4) Journalism

- e. Hiring Committees, Various
 - Business
 - English
 - Mathematics
 - Nursing
 - Reading
 - EOP&S Director

11. ANNOUNCEMENTS

February 20–21, 2015	Accreditation Institute	San Mateo Marriott San Fran Airport
March 13–14, 2015	2015 Academic Academy	Westin South Coast Plaza, Costa Mesa
April 9–11, 2015	2015 Spring Plenary Session	Westin, San Francisco Airport
June 11 – 13, 2015	Faculty Leadership Institute	San Jose Marriott
July 9 - 11, 2015	2015 Curriculum Institute	Double Tree, Orange

12. ADJOURNMENT

2014-15 ACADEMIC SENATE MEETINGS & COMMITTEE REPORTS	
February 19, 2015 Honors Program Committee Accreditation Committee AP&P Committee	April 2, 2015 AP&P Committee
March 5, 2015 Faculty Professional Development Committee Distance Education & Technology Committee Tenure Review Committee	April 16, 2015 Tenure Review Committee Program Review Committee Accreditation Committee
March 19, 2015 Outcomes Committee Program Review Committee	May 7, 2015 Faculty Professional Development Committee Distance Education & Technology Committee
March 19, 2015 Outcomes Committee Program Review Committee	May 21, 2015 Outcomes Committee Honors Program Committee

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Dr. Ed Beyer, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING

MINUTES

February 19, 2015
3:00 p.m. – 4:30 p.m.
L-201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

The Academic Senate Meeting of February 19, 2015 was called to order at 3:01 p.m. by Dr. Ed Beyer, Academic Senate President.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

- Dr. Beyer welcomed members and announced the pending retirement of MaryAnne Holcomb.

Dr. Beyer reminded members of the SPBC split and the call for Budget Committee representatives: One (1) faculty representative, (1) adjunct representative and one (1) Co-chair.

Dr. Beyer explained in CCC consensus it was determined the committees would separate, and members could not serve on both committees. The Senate President cannot co-chair both committees, and Dr. Beyer elected to serve on the Special Finance (SP) Committee. Dr. Beyer encouraged anyone interested in co-chairing the Budget Committee to respond to the email.

Dr. Beyer announced an upcoming call for the Strategic Planning (SP) Committee, to include five (5) faculty seats: Transfer, Student Services, Library, Vocational and Adjunct.

- Dr. Beyer suggested an area in the library be designated to display projects, thesis and dissertations of faculty who have earned a Master's or Doctorate, allowing students to see the scholarly work of their professors.
- Dr. Beyer noted the new Senate headquarters lacks decorations. He suggested divisions submit a painting or poster reflecting the department and appropriateness to academics.
- Dr. Beyer asked members to inform constituents the key to the mailroom door also works on the door into Senate office to gain access to the *Center for Teaching Excellence* that will house a work station with copy and scanning equipment. Dr. Beyer reported a coffee table is being donated and a bookcase is needed.

3. OPEN COMMENTS FROM THE PUBLIC

- Ms. Karen Lubick reported the Basic Skills committee is in need of a vocational representative. She will forward an email to the Senate requesting a call to fill the vacancy.

- Ms. Lubick announced the upcoming Basic Skills Symposium on Friday, February 27, 2015 from 8:30 a.m. – 12:30 p.m. in SSV-151. Topics include: 8 Metacognition and Reading/Writing Apprenticeship, Universal Language of Math and English, as well as Habits of Mind.
- Dr. Irit Gat reported an ongoing problem with cancelled flex events. The Faculty Professional Development Committee plans to track the facilitators who cancel events, and consider excluding their future proposals.

4. APPROVAL OF MINUTES

December 4, 2014 Senate Meeting (attachment)

A motion was made and seconded to approve the minutes of the December 4, 2014 Academic Senate meeting.

Motion carried with a correction and one (1) abstention.

5. REPORTS (5 minutes maximum)

a. Honors Program Committee Report – John Vento

Mr. John Vento, Honors Program Committee Chair, addressed members to present the Honors Program report.

Currently the Honors Program has 320 students. In December 2014, 60 students were removed from the program. In December 2014 and January 2015, Mr. Vento recruited sixty new students. Ms. Susan Knapp manages the Transfer Alliance Program (TAP), with twenty-plus students targeted to apply to the University of California, Los Angeles (UCLA).

Mr. Vento asked senators to encourage their constituents to submit nominations for the Honors Subject Area Awards. The Honors Convocation will be held Friday, May 8, 2015, from 8:30 a.m. – 12:30 p.m.; participating faculty may earn up to 4 hours of Standard #1 Faculty Academy credit. Speeches are limited to two (2) minutes.

Mr. Vento reported the Honors Options currently includes 12 classes, included Physics 101 – which is unusual for an Honors Program. He expressed his appreciation for the growth in the number of options available.

b. AP&P Committee – Linda Harmon

Ms. Linda Harmon, Academic Policy and Procedures (AP&P) Chair, addressed members to present the AP&P Committee report:

- Seventeen courses must be approved by June it may affect our transfer degrees. She asked senators with pending courses to meet with AP&P representative to complete. Currently there are nineteen approved transfer degrees, with three (3) waiting in process.
- The AP&P Committee is working to create a review process for the degrees to ensure compliance. The process should be finalized in Spring 2015.
- The AP&P Committee will begin working on building a non-credit program. March 21, 2015, several committee members will attend a conference in Norwalk to initiate the program, which will apply to Basic Skills and English as a Second Language (ESL) classes.
- The AP&P Committee is reviewing a course revision process, to eliminate more than a single approval which delays the process.
- There is no process in place yet for approving the baccalaureate courses.
- The online course revision form will be revised.

- Ms. Harmon reported this Spring 2015 is her last semester as she is retiring. Dr. Darcy Wiewall will replace her as the incoming AP&P Chair.

6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION

a. Senate Constitution Proposal

Dr. Beyer reported the Senate Constitution draft and Senate By-Laws have been posted on Blackboard. All faculty have been notified by email. Dr. Glenn Haller and Dr. Beyer presented the drafts to faculty during two workshops on Spring 2015 Opening Day. Dr. Beyer reported the workshops were lightly attended, but good discussion took place. Dr. Beyer is on schedule to present the drafts at several division meetings. He will schedule some open forums to continue discussion.

Dr. Beyer asked members to log into Blackboard and review the Constitution and By-Laws, the Opening Day presentation, and to participate in the discussion forum. He explained the By-Laws are a work-in-progress, and the Constitution is a solid draft. He asked that changes be sent to Dr. Glenn Haller.

- ### b. Newleaf Training & Development Contract – Spring 2015 Opening Day Keynote Speaker
- Dr. Irit Gat, Faculty Professional Development Chair reported Spring 2015 Opening Day surveys have gone out, and close on Friday, March 27, 2015. Dr. Gat will report the survey results at the March 5, 2015 Senate meeting.

7. ACTION ITEMS

- ### a. Regular Effective Contact Policy – Dr. Nancy Bednar (attachment)

A motion was made and seconded to ratify the Regular Effective Contact Policy that deal primarily with online courses.

Motion carried unanimously.

Dr. Beyer noted that all online courses must be in compliance with the new Regular Effective Contact Policy. The AP&P, Distance Education & Technology Committee (DETC) and possibly the union will work together on the issue and develop a checklist. Dr. Beyer discussed the proposal with Dr. Bonnie Suderman, who agreed the district is rapidly approaching an online program sizeable enough and could possibly deem a department chair for online education.

Dr. Beyer expressed enthusiasm with the future of online learning at AVC, and reiterated the diverse group of courses must meet the mandated compliance issues and move forward with focus, noting the approach must bring with it resources. He encouraged senators to ask online faculty to familiarize themselves with the new policy, and begin to evaluate courses for compliance with closed captioned videos, audio scripts, etc. The suggestion is to use the remainder of the Spring 2015 semester to get courses in line, in order to meet the standard by Fall 2015, or the course will not be offered.

Dr. Liette Bohler noted the student online evaluation form will need to be changed.

8. DISCUSSION ITEMS

a. Grading System – Dr. Zia Nisani

Dr. Zia Nisani led discussion regarding a change in the grading system to a letter *A – F* system. Members questioned whether Banner can accommodate the tier. Ms. Susan Knapp noted a student earning a *C-* would not meet proficiency requirements and would not pass the class. Ms. Liz Sundburg noted the Board of Registered Nursing requires a minimum of a *C* to qualify. Mr. Jack Halliday noted a *C* is the minimum standard for the Federal Aviation Administration (FAA). Dr. Susan Lowry noted a passing grade holds true for all universities and colleges, and suggested exploring the possibility and determine the expenditures as well as challenges for counseling and articulation, and other departments.

Dr. Beyer directed senators to poll their divisions and report back at the March 19, 2015 Senate meeting.

b. Faculty Professional Development Committee Recommendation – Reduction in Obligation Dr. Irit Gat

Dr. Irit Gat, Faculty Professional Development Chair addressed senators to report the Faculty Professional Development Committee recommendation to reduce the professional development obligation from sixty (60) hours to forty-eight (48) hours, with standard requirements as follows:

Standard 1: 10 hours

Standard 2: 15 hours

Standard 3: 23 hours (combination of Standards 3 & 4)

Dr. Gat explained the change in the obligation will not change the schedule. The non-classroom faculty obligation and adjunct obligation will remain the same. Dr. Gat will meet with union representatives to examine the language. Dr. Susan Lowry noted the change could be implemented via a Memo of Understanding (MOU) at the beginning the 2015-16 academic year, should administration and the union agree.

Dr. Beyer directed Senators to solicit feedback from constituents to report at the March 5, 2015 Senate meeting. He directed Dr. Gat to send a memo from the Faculty Professional Development Committee to the Senate, to formalize the recommendation for action at the March 5, 2015 Senate meeting.

9. INFORMATIONAL ITEMS

a. Faculty Recognition Day – Dr. Susan Lowry

Dr. Susan Lowry reported the Faculty Recognition Day Committee is meeting regularly. Members include Dr. Susan Lowry, Diane Flores-Kagan, Dr. Irit Gat and Dr. Darcy Wiewall. The 2014-15 Faculty Recognition Day event will be held April 30, 2015 from 5:00 p.m. – 7:00 p.m. with the following location options:

- Horticulture building & garden
- Health & Sciences quad
- Cafeteria (if raining)

Dr. Lowry is looking for volunteers to serve wine. The union supplies the alcohol, with proceeds going to the Hearts & Hands Pantry. All Scholar in Resident honorees will be reintroduced and will welcome the 2015-16 honoree together.

10. SENATE ADMINISTRATIVE BUSINESS

- a. Academic Policies and Procedures Committee Recommendations (attachments)
A motion was made and seconded to ratify the approval of the Academic Policies and Procedures (AP&P) Committee recommendations.
Motion carried.
- b. Academic Ranking
- Dr. Maria Clinton – Professor
A motion was made and seconded to ratify the approval of the Academic Ranking Request of Dr. Maria Clinton to Professor.
Motion carried with one (1) abstention.
 - Dr. Mark McGovern – Professor
A motion was made and seconded to ratify the approval of the Academic Ranking Request of Dr. Mark McGovern to Professor.
Motion carried with one (1) abstention.
- c. Hiring Committee - Counseling & Matriculation
- Susan Snyder (HS)
A motion was made and seconded to ratify the appointment of Ms. Susan Snyder to the Counseling & Matriculation Hiring Committee.
Motion carried unanimously.
- d. Equivalencies (attachments)
- 1) Mathematics
A motion was made and seconded to ratify the approval of the Mathematics equivalency.
Motion carried unanimously.
 - 2) Physics/Astronomy
A motion was made and seconded to ratify the approval of the Physics/Astronomy equivalency.
Motion carried unanimously.
 - 3) Chemistry
A motion was made and seconded to ratify the approval of the Chemistry equivalency.
Motion carried unanimously.
 - 4) Journalism
A motion was made and seconded to ratify the approval of the Journalism equivalency with a correction of two (2) correction of typos.
Motion carried unanimously.

- e. Hiring Committees, Various
- 1) Business – Dr. Jessica Eaton, Counseling
 - 2) English – Dr. Jeffrey Cooper, MS
 - 3) Mathematics – Rick Motawakel, TE
 - 4) Nursing – Dr. Scott Lee, Library Faculty
 - 5) Reading – Diane Flores-Kagan, Learning Center Specialist
 - 6) EOP&S Director – Dr. Irit Gat, SBS

*A motion was made and seconded to ratify the appointments of the aforementioned faculty representatives to the corresponding Hiring Committees.
Motion carried unanimously.*

Dr. Beyer mentioned the notion of creating a pool of faculty representatives for hiring committees. He suggested senators consider creating a pool of faculty interested in serving.

Dr. Lowry suggested articulating to Human Resources the need to be more proactive in their requests for faculty representatives to serve on committees.

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12. ADJOURNMENT

The Academic Senate meeting of February 19, 2015 was adjourned at 4:15 p.m. by Dr. Ed Beyer, Academic Senate President.

MEMBERS PRESENT			
Dr. Ed Beyer	Jack Halliday	Jonet Leighton	Ken Shafer
Dr. Liette Bohler	Dr. Jessica Harper	Karen Lubick	Elizabeth Sundberg
Rosa Fuller	Dietra Jackson	Dr. Zia Nisani	Larry Veres
Dezdemonna Ginosian	Dr. Matthew Jaffe	Catherine Overdorf	
Dr. Glenn Haller	Diane Flores-Kagan	Terry Rezek	
MaryAnne Holcomb	Susan Knapp	Van Rider	
MEMBERS ABSENT			
Tina McDermott	Raul Curiel		
GUESTS/EX-OFFICIO			
Dr. Irit Gat	Dr. Susan Lowry	John Vento	

2014-15 ACADEMIC SENATE MEETINGS & COMMITTEE REPORTS	
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April 2, 2015 AP&P Committee	

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Approved: March 5, 2015 Academic Senate Meeting



Date: February 28, 2015

To: Dr. Ed Beyer

Cc: Nancy Master

Re: Spring 2015 Honors report

Below is a brief summary of the Honors program

- Membership
 - February 2015: 320
 - Removal: more than 40 students were removed from the honors program after Fall 2014 grades were posted
- UCLA TAP Deadline March 7, 2015
 - More than 20 honor students applied to UCLA
- Subject Area Awards Nominations are due Tuesday, March 31.
- Honors Convocation: Friday, May 8 (8 a.m. to 12:00 p.m.)

Senate Information for Feb 19, 2015

Last fall there were a total of 206 course revisions, 31 course deactivations, and 6 programs sent to the senate for approval.

During the spring semester, we will continue to evaluate courses that have not yet received C-ID approval and try to get them completed and approved. Presently there are 20 courses that have received conditional approval or not approved. These courses impact 7 degrees. If we do not get them submitted and approved, it could impact our transfer degrees.

Presently we have 19 approved degree programs and 3 pending approval . If we do not get these courses completed, it could affect the approval of our degrees.

During the spring, we will begin a discussion on creating a review process for our degrees and programs. These should be done at least every 2-3 years to assure that they follow the mission of our college.

During the spring, we will begin working on building a non-credit course program:

- Offers students access to a variety of low and no cost courses that can assist them in reaching their personal and professional goals.
- They are intended to provide students with lifelong learning, college transfer and career preparation opportunities.
- Classified in 9 instructional areas:
 - Parenting education
 - Basic skills
 - ESL
 - Immigrant education
 - Substantial disabilities
 - Vocational programs
 - Older adults
 - Family and consumer sciences
 - Health and safety.
- We are only addressing 2 areas presently: Basic skills and ESL. These will cover those courses that are more than 2 levels below college level.
- March 21 several of us are attending the Regional Meeting in Norwalk to get more information in building a non-credit program.

Antelope Valley College
Regular, Effective Contact Policy for Online Instruction

1. Background

- 1.1. In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.
- 1.2. Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. The guidelines do say that quality assurances within the regulations apply to all distance education (hereafter, DE) courses, which include hybrid courses. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each DE course/section or session."

2. Relevant Ed Code

2.1. Ed Code §55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of §55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with §53200) of chapter 2. NOTE: Authority cited: §66700 and §70901, Education Code. References: §70901 and §70902, Education Code.

2.2. Ed Code §55204. Instructor Contact.

In addition to the requirements of §55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that:

2.2.1. Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to §53200 et seq.

2.2.2. Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to §409 of the Procedures and Standing Orders of the Board of Governors. NOTE: Authority cited: §66700 and §70901, Education Code. Reference: §70901 and §70902, Education Code.

3. AVC Distance Education

- 3.1. All distance education courses at AVC, whether hybrid or fully online, will include regular effective contact as described in this section.
- 3.2. **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Opportunities that relate to the content of the course should include those in which students interact with instructors, instructors to interact with students, and students to interact with each other. Providing students with an open-ended question forum, although participation may be required, does not constitute the entirety of effective instructor initiated interaction. In addition to open-ended question forums, utilizing CMS blogs, journals, AVC email, and collaboration chat tools are appropriate to engage instructor and student interaction. Furthermore, implementing web 2.0 tools into course activities (ie. VoiceThread, Twitter, Facebook, etc.) are also appropriate tools to create interaction. Some web 2.0 tools can be brought into the CMS and some can be linked from the CMS. Instructor prepared content (written, recorded, broadcast, etc.) combined with other course materials, creates the “virtual equivalent” of the face-to-face class and must be included in your course.
- 3.3. **Frequency:** Distance Education courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. **At the very least**, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format. A class that meets three hours a week would require three hours of faculty communication time. Faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement. Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur as often as is appropriate for the course.
- 3.4. **Establishing expectations and managing unexpected instructor absence:** Instructor availability for any synchronous class meeting times will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact for any reason associated with a leave, the instructor must follow standard procedures for such leave as delineated in the faculty collective bargaining agreement and applicable administrative policies. Students will be notified of the instructor’s absence or leave at the earliest opportunity.
- 3.5. **Type of Contact:** In all AVC DE courses, instructors should use a mix of resources to initiate and maintain contact with students. Acceptable resources include, but are not limited to the following:
 - Threaded discussion forums;
 - AVC email and voice mail;
 - Weekly announcements;

- Field trips, seminars, or other in-person activities;
- Timely feedback for student work.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

To: Academic Senate
From: Linda Harmon, AP&P Cochair
Date: February 10, 2015
Subject: Academic Policies and Procedures Committee Recommendations for Academic Senate Approval

The following courses were reviewed and approved by the Academic Policies and Procedures (AP&P) Committee:

Course Revisions Approved by AP&P on October 23, 2014:

1. CHEM 120, General Chemistry
2. HIST 110, African American History, 1450-1877
3. HIST 111, African American History, 1877-Present

New Courses Approved by AP&P on November 13, 2014:

1. ESL 050P, ESL Vocabulary and Pronunciation 5 4 units, 4 hours weekly
Advisory: Eligibility for ESL 050P or Completion of ESL 040.
This advanced pronunciation and vocabulary course is designed to help the non-native speaker of English review and address individual areas of weaknesses in the recognition and production of segmentals (consonants and vowels), including suprasegmental features (stress, linking, reductions, and intonation) in American-English. Focus is also on college academic and contemporary idiomatic vocabulary building skills. Strategies for self-monitoring pronunciation with the goal of individualized accent reduction, as well as becoming self-sufficient in acquiring high-frequency college-level vocabulary items are also included. Skills for meaningful engagement in critical thinking within academic conversations and the effective creation and delivery of academic speeches are also highlighted in this course.
2. ESL 053, ESL Vocabulary and Pronunciation 5 3 units, 3 hours weekly
3. Hybrid: ESL 053, ESL Vocabulary and Pronunciation 5
Advisory: Eligibility for ESL 053 or Completion of ESL 043.
This is an advanced grammar skills course designed for non-native speakers of English. Students review and practice structures learned in high-intermediate level grammar and are introduced to more advanced structures (e.g., Verb Tense, Aspect, and Voice; Modals of Necessity and Certainty; Count and Non-Count Nouns; Articles; Noun Clause; Adjective Clauses; and Passive Voice). This class concentrates on teaching students an advanced level of grammar through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. Students entering this course should have already mastered most of the verb tense, aspect, and voice forms, as well as most phrase and clause structures. This course prepares students for academic composition.
4. MATH 105, Geometry and Methods of Proof 3 units, 3 hours weekly
Prerequisite: Completion of MATH 102.
Advisory: Eligibility for READ 099.
Description: Using Euclidean geometry as a paradigm of deductive systems, this course is designed to give STEM students an introductory overview, appreciation, and understanding of the role of theorem and proof in mathematics in preparation for the calculus sequence and beyond. The deduction of geometric concepts and theorems important in later courses will emphasize the anatomy of a deductive system and basic direct proof. This experience will then be extended to non-geometric systems, where students will be introduced to some basic analytical methods of proving familiar mathematical statements about numbers, sets, and functions. (CSU, AVC)
5. MATH 128, College Algebra for Liberal Arts 3 units, 3 hours weekly
6. Hybrid: MATH 128, College Algebra for Liberal Arts
Prerequisite: Completion of MATH 102 or Eligibility for MATH 128 (AVC Assessment).
Advisory: Eligibility for College-Level Reading.

Description: A college-level course in algebra for non-STEM or liberal arts majors covering the properties and graphs of polynomial, rational, radical, absolute value, and exponential and logarithmic functions; solutions and applications of equations and systems of equations and inequalities from these functions; linear programming; and introduction to matrices and determinants in solving linear systems. (This course will not satisfy the algebra prerequisite for the calculus sequence.) (CSU, AVC)

7. NS 200A, Nursing Transition 3 units, 36 total hours lec, 54 total hours lab
Limitation on Enrollment: Formal admission in the Associate Degree Nursing Program for Licensed Vocational Nurse (LVN) students and transfer students. All LVN students transcripts must show evidence of maternity and pediatric course completion. All LVNs must possess an active California vocational nursing license and an Intravenous and Blood Therapy Certificate. Transfer students must submit a letter from director of their previous program indicating eligibility to return. All applicants must have a current physical exam and tuberculin test, current immunizations, personal liability insurance, Live Scan, current American Heart Association Healthcare Provider basic cardiac life support card.
Prerequisite: Completion of BIOL 201, BIOL 202, BIOL 204, MATH 115 and ENGL 101 with a grade of "C" or better.
Description: This course is designed to ease the entry of the Licensed Vocational Nurse and/or transfer student into the Associate Degree Nursing Program. The roles and responsibilities of the professional nurse are introduced along with the essentials features of what it means to be a competent nurse. The course provides an introduction to nursing process and its application in the clinical setting.(CSU, AVC)
8. SPAN 220SS, Composition and Conversation for Spanish Speakers 5 units, 5 hours weekly
Prerequisite: Completion of SPAN 210SS
Description: This course continues to develop Spanish language proficiency after SPAN 210SS and focuses on text analysis, general academic writing, and the refining of formal modes of presentation and the sustained study of grammar and vocabulary with emphasis on complex structures. It is intended for heritage speakers of Spanish or other linguistically qualified students who wish to increase their oral and writing skills in the context of themes, topics, and the literary and cultural production of the US Hispanic population. This course familiarizes students with authentic texts written in different styles to provide a platform from which to practice the presentational modes of writing, such as description, narration, exposition, and argumentation. (CSU, AVC)

Course Revisions Approved by AP&P on November 13, 2014:

1. AERO 120, Aircraft General I
2. AERO 121, Aircraft General II
3. AERO 230, Aircraft Airframe I
4. AERO 231, Aircraft Airframe II
5. AERO 240, Aircraft Powerplant I
6. AERO 241, Aircraft Powerplant II
7. AGRI 100, Fruit and Nut Production
8. AGRI 104, Nursery Practices-Changed units from 2 to 3 and class hours from 3 lecture to 2 lecture and 3 lab
9. AGRI 110, Basic Landscape Design
10. AGRI 134, Plant Identification I-Changed class hours from 3 lecture to 2 lecture and 3 lab
11. AGRI 230, Soils and Plant Nutrition
12. AGRI 234, Plant Identification II-Changed class hours from 3 lecture to 2 lecture and 3 lab
13. AJ 206, Criminology
14. ANTH 101L, Physical Anthropology Laboratory
15. ART 100, Art Appreciation
16. ART 110, Drawing
17. ART 140, Watercolor
18. ART 210, Advanced Drawing
19. ATH 102, Practical Applications of Athletic Training I
20. AUTO 100, Basic Automotive
21. AUTO 101, Basic Automotive Practicum
22. AUTO 102, Basic Automotive Practicum
23. AUTO 110, Automotive Engines
24. AUTO 111, Automotive Engine Rebuilding (Lower End)
25. AUTO 112, Automotive Engine Rebuilding (Upper End)
26. AUTO 276, California Clean Air Car Course
27. BUS 201, Business Law

28. CFE 106, Creative Experiences for Children
29. CFE 111, Supervising Adults in Child Care Settings
30. CFE 114, Music and Movement Education for the Young Child
31. CFE 120, Infant/Toddler Development
32. Online: CFE 120, Infant/Toddler Development
33. CIS 157, Introduction to Linux
34. CIS 161, Introduction to C Programming
35. CIS 175, Java Programming
36. COMM 101, Introduction to Public Speaking
37. COMM 105, Introduction to Mass Communication
38. Online: COMM 105, Introduction to Mass Communication
39. COMM 112, Oral Interpretation
40. COMM 114, The Art of Storytelling
41. COMM 115, Introduction to Argumentation and Debate
42. COMM 219, Introduction to Intercultural Communication
43. CT 100, Introduction to Fashion
44. CT 102, Textiles
45. CT 114, Principles of Clothing Selection
46. CT 212, Intermediate Construction- Pants
47. CT 222, Pattern Making by Flat Pattern
48. DFST 102L, American Sign Language (ASL II) Skill Building Lab-Added Corequisite: Completion of or concurrent enrollment in DFST 102.
49. ENGL 111, Creative Writing: Fiction
50. ENGL 113, Creative Writing: Nonfiction
51. FTEC 141, (S-234) Ignition Operations
52. FTEC 144, (S-230) Single Resource Crew Boss
53. FTEC 149, (S-260) Interagency Incident Business Management
54. FTEC 295AL, Firefighter 1 Academy Module A Lab
55. FTEC 295B, Firefighter 1 Academy Module B
56. FTEC 295BL, Firefighter 1 Academy Module B Lab
57. GEOG 201, Map Interpretation and GPS
58. HE 101, Health Education
59. Online: HE 101, Health Education
60. HIST 114, History of California
61. HIST 115, Cultural History of Mexico
62. HIST 118, American West History, 1806-Present
63. HIST 119, History of Latin America and the Caribbean
64. JOUR 121, Beginning Journalism
65. Online: JOUR 121, Beginning Journalism
66. KIN 111, Advanced Tennis Techniques
67. KIN 135, Physical Conditioning
68. KIN 140, Pre-Season Sport Conditioning
69. KIN 155, Beginning Volleyball
70. KIN 160, Beginning Tennis
71. KIN 180, Advanced Volleyball Techniques
72. KIN 205, Intercollegiate Men's Basketball
73. MATH 065, Basic Math-Changed maximum enrollment from 45 to 35
74. Hybrid: MATH 065, Basic Math
75. MATH 070, Elementary Algebra-Changed maximum enrollment from 45 to 35
76. Hybrid: MATH 070, Elementary Algebra
77. MATH 102, Intermediate Algebra-Changed maximum enrollment from 45 to 35
78. Hybrid: MATH 102, Intermediate Algebra
79. MATH 140, Precalculus-Changed Prerequisite: Completion of MATH 135 or Eligibility for MATH 140 (AVC Assessment)
80. MATH 250, Calculus and Analytic Geometry
81. POLS 101, American Political Institutions
82. Online: POLS 101, American Political Institutions
83. Hybrid: POLS 101, American Political Institutions
84. POLS 200, Introduction to Political Theory

85. POLS 203, The Judicial Process
86. SOC 101, Introduction to Sociology
87. Online: SOC 101, Introduction to Sociology
88. Hybrid: SOC 101, Introduction to Sociology
89. SOC 112, American Social Issues: Problems and Challenges
90. SPAN 203, Introduction to Hispanic Literature
91. WE 197, General Work Experience
92. WE 199, Occupational Work Experience

Course Revisions Approved by AP&P on December 11, 2014:

1. ART 101, History of Art, Prehistoric to Gothic
2. ART 102, History of Art, Renaissance to Modern
3. BIOL 100, Elementary Human Anatomy and Physiology
4. BIOL 120, General Organismal, Ecological, and Evolutionary Biology
5. CHEM 101, Introductory Chemistry
6. Hybrid: CHEM 101, Introductory Chemistry
7. ECON 101, Principles of Macroeconomics
8. Hybrid: ECON 101, Principles of Macroeconomics
9. Online: ECON 101, Principles of Macroeconomics
10. ED 141, Introduction to Special Education
11. FTV 242, Writing & Pre-Prod of Short Film
12. FTV 244, Production and Post-Production of the Short Film
13. FTV 251, Contemporary American Independent Film
14. FTV 261, Religion and Cinema
15. HIST 101, Western Civilization, From Human Beginnings Until 1750
16. HIST 102, Western Civilization, 1750-Present
17. HIST 104, Introduction to World Civilizations, From Human Beginnings until 1500
18. HIST 105, Introduction to World Civilizations, 1500-Present
19. KIN 225, Intercollegiate Women's Tennis
20. KIN 265, Intercollegiate Women's Volleyball
21. WELD 101, Welding Fundamentals
22. WELD 110, Oxyacetylene Welding, Cutting, Brazing
23. WELD 120, Basic Shielded Metal Arc Welding
24. WELD 130, Advanced Shielded Metal Arc Welding
25. WELD 145, Advanced Welding Processes
26. WELD 212, Performance Welding-Arc Welding Processes

Course Deactivations Approved by AP&P on November 13, 2014:

1. Online: ACCT 121, Computerized Accounting
2. Online: BUS 121, Fundamentals of Investment and Personal Finance
3. CFE 177, Independent Living Skills for Foster Youth
4. CFE 212, School Age Programs
5. CFE 213, Curriculum Strategies for School Age Programs
6. MATH 070A, Elementary Algebra - First Half with SAS
7. MATH 070B, Elementary Algebra - Second Half with SAS
8. MATH 102A, Intermediate Algebra-First Half with SAS
9. MATH 102B, Intermediate Algebra - Second Half with SAS
10. MATH 125, Math for Business & Economics

Course Deactivations Approved by AP&P on December 11, 2014:

1. FTEC 216, Engine Company Operations
2. FTEC 217, Truck Company Operations
3. HD 198, Human Development Seminars
4. HD 198A, Assertiveness Training
5. HD 198C, Career and Major Exploration
6. HD 198O, Orientation to College
7. Online: HD 198O, Orientation to College
8. Hybrid: HD 198O, Orientation to College

The following programs were reviewed and approved by the Academic Policies and Procedures (AP&P) Committee:

New Program Developments Approved by AP&P on October 23, 2014:

1. Associate of Arts in German, Associate in Arts – Core: 18 units; Total: 60 Units

Program Revisions Approved by AP&P on November 13, 2014:

1. Professional Bookkeeping, Certificate of Achievement – 31-32 units

Program Revisions Approved by AP&P on December 11, 2014:

1. Professional Bookkeeping, Associate in Science – Core: 31-32 units; Total 60 units



ANTELOPE VALLEY COLLEGE
Academic Policies and Procedures
Program Narrative

Proposed Program Title: Associate in Arts in German

Type of Program: AA

Proposed Start Date: 08/15/2015

Goal of Program: Transfer

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives:

The German AA provides students with the cultural knowledge and linguistic skills (reading, writing, speaking and aural comprehension) to function in the language at an intermediate-mid level. The degree prepares them to transfer to a university as a German major. It also prepares them for further study in German as a minor and for majors requiring language skills, such as international business and global studies.

Objectives:

- a. achievement of intermediate-mid proficiency in reading, writing, speaking and aural comprehension
- b. knowledge of key aspects of culture of German-speaking countries and an understanding of differences in German and American culture.
- c. demonstration of the ability to critically read, interpret and analyze, orally and in writing, a variety of textual materials, including literature, news and magazine articles, video, film and/or television.

2. Program (Catalog) Description:

The Associate in Arts in German develops competency in the use of the language and an understanding of important aspects of contemporary society in German-speaking countries (e.g. literature, political life, film, and social issues). The Associate in Arts in German is a transfer degree that prepares students to transfer to a CSU as well as to UC or other 4-year universities. This preparation specifically facilitates transfer to a California State University campus and gives students priority admission to the local CSU campus. While this degree is specifically designed for ease of transfer to a CSU, it does not exclude admittance to other colleges and universities.

3. Program Requirements:

Required Courses

- GER 101, Elementary German 1 (5)
- GER 102, Elementary German 2 (5)
- GER 201, Intermediate German 1 (4)
- GER 202, Intermediate German 2 (4)



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

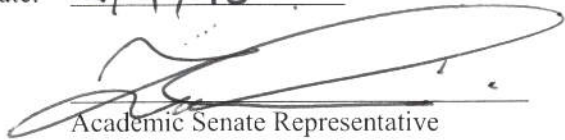
The discipline faculty in the Mathematics/Science division/area has reviewed the most current (2014) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Mathematics.

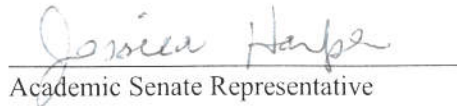
Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014

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Date: 2/9/15


Academic Senate Representative


Academic Senate Representative

Discipline Faculty:

Torraj Gordi/math chair
Darleen Ginnone

Torraj Gordi

Lucas Whang

Equivalency Committee Approval:

J. Marsden 2/9/15
Equivalency Committee Chair Date

Member Initials: J.M. Hil EM

BLS

Minimum Qualifications and Equivalency

Full-time Tenure-Track Mathematics Instructor

Current

MINIMUM QUALIFICATIONS:

Master's in MATHEMATICS or APPLIED MATHEMATICS **OR**
Bachelor's in any of the above **AND** Master's in Statistics, Physics, or Mathematics Education.
OR the equivalent.

EQUIVALENCY

A Master's degree in Engineering, Physics, or Computer Science with 24 semester units of closely related coursework to Mathematics of which 18 units maybe at the upper division level.

New

MINIMUM QUALIFICATIONS:

Master's in MATHEMATICS or APPLIED MATHEMATICS **OR**
Bachelor's in any of the above **AND** Master's in Statistics, Physics, or Mathematics Education.
OR the equivalent.

EQUIVALENCY

A Master's degree in Engineering, Physics, or Computer Science with at least 18 semester units of graduate level coursework equivalent to Mathematical Analysis (Real, Complex, or Numerical), Differential Equations (Ordinary or Partial) and Linear Algebra.



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

The discipline faculty in the Physics/Astronomy division/area has reviewed the most current (2014) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines PHYSICS/ASTRONOMY

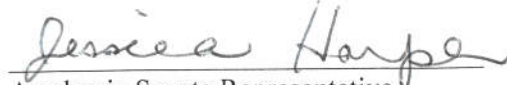
Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014

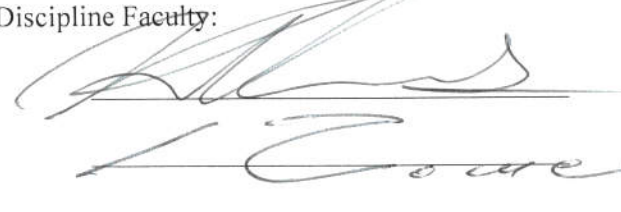
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Date: 2/5/15


Academic Senate Representative


Academic Senate Representative

Discipline Faculty:


Equivalency Committee Approval:

Equivalency Committee Chair
Date: 2/9/15

Member Initials:
HR CM BCS



ANTELOPE VALLEY COLLEGE

Math, Science and Engineering Division
Minimum Qualifications & Equivalencies
Physics/Astronomy

Minimum Qualifications: Master's in physics, astronomy, or astrophysics **OR** Bachelor's in physics or astronomy **AND** Master's in engineering, mathematics, meteorology, or geophysics **OR** the equivalent.

Academic Affairs Division, California Community Colleges

Antelope Valley College Equivalency:

- Bachelor's degree in Physics or Astronomy **AND** a Master's degree in Planetary Science.

OR

- At least 36 units of combined undergraduate (no more than 24 units) and graduate level (at least 12 units) courses in any of the following topics:
 - Kinematics/Dynamics
 - Heat/Thermodynamics
 - Relativity
 - Nuclear/Atomic Physics
 - Astronomy/Astrophysics
 - Planetary Science
 - Physical Chemistry
 - Material Science
 - Quantum Mechanics
 - Electricity/Magnetism

AND

Master's in Mechanical Engineering, Electrical Engineering, Aerospace Engineering, Nuclear Engineering, Chemical Engineering, Physical Chemistry.



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

Chemistry

The discipline faculty in the _____ division/area has reviewed the most current (2014) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines
chemistry.

[Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014](#)

The discipline faculty agree that: (Select **only** one)

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Date: 2 FEB 2015

Jessica Haper
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

David Newman
Alex Schwery
Carl Newman

Ismail T.
Bar

Equivalency Committee Approval:

J. Mardock
Equivalency Committee Chair

2/9/15
Date

Member Initials:

HR SM BCS



ANTELOPE VALLEY COLLEGE

Math, Science, and Engineering Division
Minimum Qualifications & Equivalencies
Chemistry

Minimum Qualifications: Master's in chemistry **OR** Bachelor's in chemistry or biochemistry **AND** Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry **OR** the equivalent.

Academic Affairs Division, California Community Colleges

Proposed Antelope Valley College Equivalency:

- Bachelor's in chemistry **OR** biochemistry **AND** Master's degree in nuclear chemistry, environmental or atmospheric science, materials science, science education (chemistry emphasis), chemical instrumentation, analytical chemistry, or forensic science.

Or

- Any bachelor's degree and at least 24 units in undergraduate chemistry courses **AND** a Master's degree that is listed in the minimum qualifications.

For evaluation of this equivalency, candidate will submit:

1. Appropriate course descriptions from the catalog of their degree granting institution.
2. Official transcript (already part of application package)



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

The discipline faculty in the **Communication Studies/Journalism** division/area has reviewed the most current (2012) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines **Journalism**.

(Minimum Qualifications for Faculty and Administrators in California Community Colleges January 2012: http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf)

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Date: 11 December 2014

L. Bone
Academic-Senate Representative

Karen Lubich
Academic Senate Representative

Discipline Faculty:

A. Stevens, Chair

Equivalency Committee Approval:
S. Marshall

2/9/15
Date

Member Initials: HR EM BCS



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
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Date: 11 December 2014

Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

Equivalency Committee Approval:

Member Initials:

Equivalency Committee Chair

Date

Re: Journalism

1 message

Harish Rao <hrao@avc.edu>

Thu, Dec 11, 2014 at 8:55 AM

To: "Kenneth S. Lee" <klee23@avc.edu>

Cc: Tina McDermott <tmcdermott@avc.edu>, Thomas Graves <tgraves3@avc.edu>

I also agree to the signing and voting rights for the journalism equivalency to Thomas Graves as my proxy.

On Wed, Dec 10, 2014 at 8:33 PM, Kenneth S. Lee <klee23@avc.edu> wrote:

I agree to this. I hereby give my voting and signing rights for the journalism equivalency to Thomas Graves as my proxy.

Ken

On 12/10/14, 8:28 PM, Tina McDermott wrote:

I think we can all give you permission to sign on our behalf.

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I guess the next question is how do we all "sign" this document? I wonder if an email supporting the change could be done...as an "electronic" signature?

Any other suggestions?

Tom Graves

Chair, Communication Studies

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Re: Journalism

1 message

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Wed, Dec 10, 2014 at 8:33 PM

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Memo

To: Equivalency Committee of the Academic Senate
From: Tom Graves, Communication Studies, Language Arts
CC: Nancy Masters
Date: December 8, 2014
Re: Journalism Equivalency

To the Members of the Equivalency Committee:

The faculty members of the Communication Studies Department revised the equivalency to the State of California Chancellor's minimum qualifications for hiring in Journalism.

The State Chancellor's office minimum qualifications for Journalism are:

"Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent."

Our proposed equivalency is:

" Possession of an unexpired California Community College Instructor Credential in Journalism.

OR- Equivalency #1: Bachelor's degree in journalism plus at least twelve (12) units of graduate course work completed in journalism and two (2) years of professional journalism experience (a combination of writing, editing, and layout experience for a professional and widely distributed newspaper or periodical, including: magazines, online newspaper, etc.) OR two (2) years continuous experience as a faculty newspaper advisor for a high school, community college, or university.

OR- Equivalency #2: Bachelor's degree in journalism plus five (5) years of professional journalism experience (a combination of writing, editing, and layout experience for a professional and widely distributed newspaper or periodical including: magazines, online

newspapers, etc.) OR five (5) years continuous experience as a faculty newspaper advisor for a high school, community college, or university.

If you have any questions or comments, please contact Tom Graves at tgraves@avc.edu



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

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Date: 11 December 2014

[Signature]
Academic Senate Representative

[Signature]
Academic Senate Representative

Discipline Faculty:

[Signature] Chair

Equivalency Committee Approval:

Member Initials:



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
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Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

Equivalency Committee Approval:

Member Initials:

Equivalency Committee Chair

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Tom Graves
Chair, Communication Studies

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Memo

To: Equivalency Committee of the Academic Senate
From: Tom Graves, Communication Studies, Language Arts
CC: Nancy Masters
Date: December 8, 2014
Re: Journalism Equivalency

To the Members of the Equivalency Committee:

The faculty members of the Communication Studies Department revised the equivalency to the State of California Chancellor's minimum qualifications for hiring in Journalism.

The State Chancellor's office minimum qualifications for Journalism are:

"Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent."

Our proposed equivalency is:

" Possession of an unexpired California Community College Instructor Credential in Journalism.

OR- Equivalency #1: Bachelor's degree in journalism plus at least twelve (12) units of graduate course work completed in journalism and two (2) years of professional journalism experience (a combination of writing, editing, and layout experience for a professional and widely distributed newspaper or periodical, including: magazines, online newspaper, etc.) OR two (2) years continuous experience as a faculty newspaper advisor for a high school, community college, or university.

OR- Equivalency #2: Bachelor's degree in journalism plus five (5) years of professional journalism experience (a combination of writing, editing, and layout experience for a professional and widely distributed newspaper or periodical including: magazines, online

newspapers, etc.) OR five (5) years continuous experience as a faculty newspaper advisor for a high school, community college, or university.

If you have any questions or comments, please contact Tom Graves at tgraves@avc.edu