



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING**

AGENDA

November 1, 2012

3:00 p.m. – 4:30 p.m.

SSV 151

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**
 - a. Student Success Task Force**
- 3. OPENING COMMENTS FROM THE PUBLIC**
 - a. MOU – University of Phoenix – Elaine Tsai**
- 4. APPROVAL OF MINUTES**
 - a. October 4, 2012 (attachment)**
- 5. REPORTS (5 minutes maximum)**
 - a. Carol Eastin**
 - b. Nancy Bednar**
 - c. Legislative – Dr. Glenn Haller**
- 6. ACTION ITEMS**
 - a. AP&P Committee Recommendations**
- 7. DISCUSSION ITEMS**
 - a. 2012-13 Exemplary Program Award**
- 7. SENATE ADMINISTRATIVE BUSINESS**
 - a. Appointments**
 - 2012-13 Academic Senate Adjunct Vacancy**
 - Representative - Larry Veres**
 - Proxy – Wendy Carter**
 - b. Announcements**
 - 2012 Fall Plenary Session - November 8-10, 2012, Irvine Marriott**
 - Accreditation Institute – February 8, 2013, San Jose Doubletree**
 - Vocational Education Leadership Institute – March 20-22, 2013, Oakland Marriott**
 - 2013 Spring Plenary Session – April 18-20, 2013, Westin San Francisco Airport**
 - Faculty Leadership Institute – June 13-15, 2013, Sheraton Grand, Sacramento**
 - Curriculum Institute – July 11-13, 2013, Sheraton Park Hotel, Anaheim Resort**
- 9. ADJOURNMENT**

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 Mr. Maria Clinton, 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

November 1, 2012
3:00 p.m. – 4:30 p.m.
SSV 151

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 November 1, 2012, was called to order by Academic Senate President Maria Clinton, at 3:00 p.m.

MEMBERS PRESENT

Maria Clinton, President
Dr. Paul Ahad
Dr. Liette Bohler
Dr. Ron Chapman
Dr. Lee Grishman
Dr. Glenn Haller
Jack Halliday
MaryAnne Holcomb
Susan Knapp
Kenneth Lee
Karen Lubick

Ty Mettler
Kathy Moore
Dr. Zia Nisani
Cathy Overdorf
Dr. Berkeley Price
Terry Rezek
Van Rider
Ken Shafer
Elizabeth Sundberg
Larry Veres

MEMBERS ABSENT

Michael Hancock
Elaine Tsai
Pavinee Villapando
Joe Watts

GUESTS/EX-OFFICIO

Dr. Nancy Bednar
Carol Eastin
Dr. Susan Lowry

2. **OPEN COMMENTS FROM THE SENATE PRESIDENT**

a. Student Success Task Force

Ms. Maria Clinton explained that the Academic Senate and Senate Exec will be meeting with Administration CCC and the Matriculation Committee to determine how to address initiatives of the Student Success Task Force (SSTF). The Matriculation Committee does not encompass all of what will soon be required of the Student Success Task Force Act. The title of the SSTF committee is being considered, as well as membership, in order to ensure representation by all areas.

b. Plenary Session – Maria Clinton stated she will be attending the 2012 Fall Plenary Session next week, and will report to the Senate impending items coming from the Statewide Senate.

c. CCCAOE Conference Report

Ms. Maria Clinton gave a summary of her recent California Community College Association for Occupational Education Fall 2012 Conference in Long Beach. Ms. Clinton described a study conducted by nine (9) community colleges, incorporating Career and Technical Education (CTE) program research from 16,000 students dating back to 2006. The survey resulted in a 38% return rate. 50% of the students completed their certificate and transferred; 48% completed certificate and did not transfer. 7,000 responses from students revealed a majority left their program because the program

had served its purpose - students were done and were not in need of additional classes. For students who completed the program, wages increased by 34%. Of those who did not complete their program, wages increased 26%. A majority obtained jobs within their declared field. The survey provided suitable data to prove the measurement of success is not necessarily the completion rate.

A second study is now in progress, incorporating research from forty (40) campuses. Survey results are distributed in bulk. If Antelope Valley College (AVC) were to participate, Institutional Research would be responsible to break the numbers down to the program level. Participation fee for the study is \$4,500, and can be supported via Perkins funds. Ms. Clinton suggested submitting a Perkins proposal to enlist in next program.

Ms. Clinton stated that conference speakers were from the State and Federal levels. Mantra was consistent to encourage CTE faculty to seize the opportunity, as the President and politicians are maintaining CTE colleges are the economic force to get the country out of recession by producing tax-paying citizens. As discussed at the conference, Ms. Clinton impressed upon now being the opportune time for CTE to assert themselves as a primary function within California Community Colleges (CCCs) and no longer step children.

Ms. Clinton maintained the State does not want CCCs to offer a large number of mediocre programs, but instead a smaller number of great programs. Speakers challenged members to re-evaluate programs and fund the successful ones. She reiterated that AVC needs data to show the success rate of students are securing jobs.

d. President Selection Process

Ms. Maria Clinton stated that at the last Board Meeting, she, Dr. Susan Lowry and the AVC Union President and Dr. Nancy Bednar read statements to the Board, stressing the importance of a nationwide search for a permanent President. The Board approved a nationwide search for a permanent President.

Ms. Clinton reminded members that during Open Comments, discussion or comments from members are not permitted.

3. OPEN COMMENTS FROM THE PUBLIC

a. MOU – University of Phoenix – Elaine Tsai

Ms. Tsai was absent. No comments.

b. Statement – University of Phoenix MOU – MaryAnn Holcomb

Ms. MaryAnne Holcomb read the following statement:

The business, Computer Studies, and Economic Development Division, along with Dr. Glenn Haller and Dr. Nancy Bednar believe that no more time should be spent in Senate discussing the MOU with University of Phoenix. In an effort to establish more robust services for AVC students, perhaps University of Phoenix should begin by updating the 2002 articulation agreements. An MOU is not required for the University of Phoenix to offer a discount to AVC students and staff; however, the implication of the MOU is that we will “push” students in their direction, which is clearly a conflict of interest.

Stacey Adams
Dr. Ed Beyer
Mary Anne Holcomb
Donna Meyer
Kathy Moore
Ron Mummaw
Dr. Glenn Haller
Dr. Nancy Bednar

c. Dr. Ron Chapman – Academic Ranking

Dr. Ron Chapman had questions regarding Academic Ranking. Ms. Maria Clinton explained the Senate Exec is in place to help the Senate President and to take care of the Senate business when the Senate does not meet as the Senate body during summer and intersession. If any action is taken during these interim periods, minutes will document the action. These items are brought to the Senate as informational items; minutes document these decisions made. During the regular semester when the main Body is back, the Senate makes no approvals or decisions.

Dr. Lee Grishman explained that the Senate Exec verifies criteria, and that decisions are made according to the criteria instituted in 2008.

4. APPROVAL OF MINUTES

a. October 4, 2012 (attachment)

A motion was made and seconded to approve the minutes of the October 4, 2012 minutes. Motion carried with corrections. Two abstentions.

5. REPORTS (5 minutes maximum)

a. Program Review – Carol Eastin

All AVC offices and programs, with the exception of the VPAA and VPSS offices, are in continuous program review. October 31 was the due date for 2012 comprehensive and annual update program review reports.

Programs were to write annual update reports from the discipline or program level so that means we are expecting about 86 annual update reports. As of today, 85% annual update reports are in progress or finalized in WEAVE. A couple reports were posted in the wrong place and will be moved to the Fall 2012 Program Review section.

The Superintendent/President's Office has submitted their comprehensive report. Six other programs have not yet submitted their final report but at least three are in the final draft stage and expected soon.

Feedback on using the new annual and comprehensive templates has been universally positive. Some people were surprised at the amount of data being examined but most found it manageable, others found it manageable after meeting with the Program Review Coordinator and/or the Research Technician.

Nearly everyone found some of their data interesting and/or worthy of further attention. More importantly, people are seeing the reports as program planning documents which connect their data with program and district planning, resource allocation decisions, and outcomes/student achievement. Comparing discipline/program data with district data is providing perspective and insight.

The Program Review Committee will review annual and comprehensive reports. The Program Review Committee will look for report completion and to identify the effectiveness of the templates in prompting the documentation of data analysis and program planning.

b. Distance Education and Technology Committee – Dr. Nancy Bednar

Dr. Nancy Bednar encouraged members to notify her of technical issues. Dr. Bednar gave a Fall 2012 Report for the Distance Education and Technology Committee. Please see attachment.

c. Legislative – Dr. Glenn Haller

None.

6. ACTION ITEMS

a. AP&P Committee Recommendations

A motion made and seconded to approve the AP&P Recommendations.

Ms. Karen Lubick stated she is happy to see courses changing eligibility from English 99 to English 101. Ms.

Lubick stated the committee is looking at the process, realizing the Chancellor's office recognizes faculty ability to understand and establish guidelines.

Motion carried.

7. DISCUSSION ITEMS

a. 2012-13 Exemplary Program Award

Ms. Maria Clinton reminded members of the November 5, 2012 deadline for nominations for the Exemplary Program Award.

8. SENATE ADMINISTRATIVE BUSINESS

a. Appointments

2012-13 Academic Senate Adjunct Vacancy

Ms. Maria Clinton announced the newly elected Representative for the Academic Senate Adjunct Vacancy is Larry Veres. Wendy Carter is the Proxy.

b. Announcements

- 2012 Fall Plenary Session - November 8-10, 2012, Irvine Marriott
- Accreditation Institute – February 8, 2013, San Jose Doubletree
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9. ADJOURNMENT

The November 1, 2012 Academic Senate meeting was adjourned at 3:40 p.m., by Ms. Maria Clinton, Senate President.

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Approved: December 6, 2012 Senate Meeting

Invitation to DIGs October-November 2012

WHAT: Discipline Input Group Meetings ("DIGs") for new TMC development

WHY: These events mark the first phase in the development of new TMCs and C-ID course descriptors to support AA-T and AS-T degrees. Your college will benefit to have a voice at the table! These meetings are "come one, come all" to encourage wide participation and perspectives. Later, faculty will be identified to serve on each discipline review group.

WHO: We need faculty from the disciplines below to join in discussions of their major, and we need articulation officers to assist each group.

WHEN: **NORTH:** <http://www.asccc.org/events/2012/10/c-id-dig-meeting-north>
Friday, October 19, 2012
SFO Westin Hotel

SOUTH: <http://www.asccc.org/events/2012/11/c-id-dig-meeting-south>
Friday, November 2, 2012
Doubletree Anaheim / Orange County

Additional Travel and Logistical Notes

Registration for both meetings will begin at 9:45 a.m.; the meeting will begin at 10:00 a.m., and will adjourn at 3:00 p.m. A continental breakfast and lunch will be provided and parking will be hosted. Due to a limited budget to convene these meetings, C-ID is not able to provide hotel accommodations the night before the meetings; however, hotel accommodations may be provided for those traveling more than 150 miles round trip or 2.5 hours in one direction, at the discretion of C-ID management. Per diem mileage reimbursement and dinner reimbursement will not be available for these meetings. By registering for the meetings, faculty are acknowledging these terms. After faculty register, they will receive additional information and updates via email. **Please note that faculty should attend the DIG in the region closest to their home.**

Questions? Please contact info@c-id.net with any questions. **Please also encourage faculty to sign up for the discipline listservs on the C-ID website <http://www.c-id.net/listserv.html>**

We need faculty who TEACH courses in these fields to attend:

Child and Adolescent Development*

Exercise Science*

Graphic Arts/Graphic Design

Health Science

Hospitality/Hotel Management

Nutrition/Food Science/Dietetics

Environmental Science/Studies

*** These are in addition to existing TMCs and descriptors. They are not intended to replace existing TMCs.**

BACKGROUND:

With the passage of SB 1440, our colleges are developing new associate degrees for transfer and to date, 21 disciplines have developed a Transfer Model Curriculum (TMC). At the core of each TMC is the convening of intersegmental discipline faculty to draft the TMC. The only way the SB 1440 implementation can be successful is with active participation of faculty. The "DIG" meetings this autumn are the first step in developing new course descriptors and possible TMCs.

The Distance Education and Technology Committee
Report to the Academic Senate Fall 2012

The Distance Education and Technology Committee (DETC) met for the first time in the fall 2012 semester on August 28, 2012. We have met twice a month on the second and fourth Tuesdays of the month from 3:30 – 4:30 p.m. in BE 241. We have had a quorum at every meeting so far this semester, and we have accomplished several things.

Dr. Charlotte Forte-Parnell and I met during the summer to organize the work of the DETC and prepare a revised Mission Statement and proposed DETC Goals for the 2012-2013 academic year. The DETC reviewed the proposed Mission Statement and Goals and made revisions. The approved Mission Statement and Goals are:

Mission Statement (2012-2013)

The Distance Education and Technology Committee's mission is three-fold: first, to assist in the planning and implementation of Technology Mediated Instruction (TMI) used by instructors and staff in the preparation and delivery of educational materials; second, to provide guidance and recommendations in the pedagogical development and technology in both traditional and distance education courses; and third, to ensure compliance with accreditation issues involving distance education.

Goals (2012-2013)

- 1. Continue to monitor the Course Management System (CMS – Blackboard) for technical issues that inhibit instructional performance. Prepare documentation of those issues and outcomes. Monitor training opportunities on the CMS available to faculty and document faculty usage of training.**
- 2. Work with the Faculty Professional Development Committee to develop a program for faculty using the CMS for the first time, whether in a fully online or hybrid class. The program would explore issues of online pedagogy. Revise as necessary the Guidelines for Developing an Online Course and create a rubric for the evaluation of online instruction.**
- 3. Monitor instructional technology issues in the faculty offices, classrooms and the computer labs, including computers, projection and audio systems, podcasts, and phones (2011-2012 Senate Resolution on Faculty Technology Rights).**
- 4. Work with the Accreditation Steering Committee to ensure that AVC's online and hybrid courses and programs are in compliance with the Guide to Evaluating Distance Education and Correspondence Education published by the ACCJC.**

5. Explore combining information in the myAVC Group pages with information on the Academic Senate website (this may be unnecessary when AVC converts to Gmail).
6. Evaluate the AVC Online page on the public website (<http://avconline.avc.edu/>).
7. Improve retention and success in online courses at AVC: establish baseline data for retention and success in online courses; explore with AP&P the creation of a required one unit course for students to take before enrolling in distance education courses; create and disseminate an annual online student survey about the students' distance education experience; and use data from the survey to improve distance education courses and student success.

The DETC will work to implement these goals during the 2012-2013 academic year.

Several items of discussion have been addressed. One item was carried over from last year. Several people from AVC involved in distance education participated in a webinar in May 2012 that discussed ensuring that the student who signs into Blackboard is the student who is actually doing the work. The U.S. Department of Education audited College of the Canyons and found that their statement on the sign-in page of Blackboard was sufficient to deal with this issue. We used the statement and revised it to make it match AVC policy. The statement is:

Through the entry of my username and password I affirm that I am the student who enrolled in this course. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic integrity and the use of student data as described in the Student Handbook (BP 5500) that governs student rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to and including expulsion from the college.

The DETC sent this to the Academic Senate and the Senate ratified the statement. The statement is up and running in the Blackboard test environment and will be posted to the production environment when ITS can ensure that it is working smoothly.

Another issue became apparent to the DETC because we meet in BE 241. The computers in the BE Building have a short time period before they go into hibernation/deep freeze if the computer is not being used. This is disruptive to instruction, because when the computer goes into deep freeze it must be restarted before being used again. Any work that was being done on the computer was lost with the restart. Katherine Mergliano, acting IT Director, has instructed ITS to remove the deep freeze component from the instructional computers on the second and third floor of the BE Building. This should facilitate instruction.

A third issue is our academic portion of the AVC web page. For anyone who has looked at web pages for other community colleges, looking at academic departments, ours is sadly lacking. We discussed this issue and asked faculty members to take this back to their divisions for discussion. The Language Arts Division would like to take the lead in developing a web page that will allow all faculty to have a web page and post current information to the page. The Language Arts Division will be working with Steven Burns to create a template both for academic divisions and disciplines, as well as for faculty. This will become increasingly important as the AA-T degrees are approved and students need to find information from the various departments about the degree requirements.

A fourth issue was brought to my attention by Dr. David Newby after I requested that senators return to their divisions and ask for input concerning technology needs. This is what Dr. Newby sent me:

I understand from VAPA's Senate representative that you requested feedback on classroom technology issues. I've also brought this issue to my Dean's attention and he is reviewing it. In short, the Music classrooms need Internet, as well as audio-video, and computer equipment.

SMART BOXES

A few years ago, many AVC classrooms were equipped with "smart boxes," wall-mounted units that contain computer controlled audio-video equipment. As you might suppose, the Music Department has a great need for these but they were not installed in the Music building (FA3).

In Fall 2010, Rick Balogh solicited technology feedback, so I brought this to his attention. Rick approved systems for our two classrooms with greatest need. The systems were designed by Joseph West in IMC but were never ordered. My understanding is that the project was scrapped for budgetary reasons.

Two of our three main teaching rooms need the smart boxes. One of these, FA3-151, has no AV equipment at all. The other, FA3-176, has audio only—no video or computer. It has been pieced together from the past 30 years or so.

Our third classroom, FA3-162, has a good audio system but no video or computer. Many years ago, a video projector was mounted at the back of the room with a special long-throw lens, which allowed the projector to work in that large space. But the lens was stolen. Then the projector was removed. Since then, we've used a portable TV and/or a portable computer cart for video.

KEYBOARD CLASSROOM

This is a technology issue, albeit specialized. Our keyboard classroom, FA3-151, has 21 digital keyboards which are about 20 years old. They are obsolete--replacement parts are no longer available. So when they break, the keyboard technician has to try to locate parts from discarded instruments. I'm sure you can understand how difficult this is, and how scrapped pianos represent a finite and unreliable resource. The classroom is used for many classes. Currently, at least a

quarter of our pianos are broken.

Digital keyboards have come down in price in the last 20 years. Approximate price per keyboard is roughly \$2K, possibly less. It would be nice if we could at least replace the broken keyboards immediately, with the thought of replacing the remaining keyboards over the next couple years. I'll be happy to research instruments. And if you'd like to stop by the Music building to assess our needs, I'll be happy to meet you and show you around.

I checked with Joseph West about the cost estimates that Dr. Newby mentioned in his email, but Mr. West indicated that the cost estimates were so old that we would have to do them again. I would ask the Senate for direction on how to proceed to meet the reasonable needs of our Music program.

Another issue came up this week. Our faculty in BCSED were putting files for students in a Student Share folder on the i-drive of the network. The files disappeared on October 25 and the issue was brought to my attention on October 29 and I immediately contacted ITS to find out what happened to the files. As of October 31, the files are once again available to students. Hopefully this experience will make the ITS staff more careful when changes are made during the semester. As a part of resolving this problem I requested of Katherine Mergliano that the two 16 week semesters be blocked out as times when ITS make any kind of changes that would impact instruction and she agreed with my request.

The DETC is sending the Academic Senate a resolution about the clocks on campus. The content of the resolution is that it is unacceptable in the 21st century for AVC to be unable to have functioning clocks with correct time in classrooms and hallways. We are asking that you request that the Physical Facilities Department immediately correct the situation and ask for a report in two weeks from Facilities to verify that the situation has been corrected.

Respectfully submitted,

Dr. Nancy Bednar
DETC Faculty Co-Chair

AB 2478 Student Residency Requirements: Veterans

Summary: This bill would allow a community college student who was a member of the US Armed Forces stationed in this state on active duty for more than one year immediately prior to being discharged to be exempt from paying nonresident tuition for up to one year, to be used while he or she lives in this state and within two years of being discharged.

SB 114 Teachers: Retirement

Summary: This bill would, as of July 1, 2013, require a community college district to file a secure electronic copy of the pertinent collective bargaining agreement electronically.

••SB 1052 Public Postsecondary Education: California Open Education Resources (OER) Council 9

Summary: This bill would establish the OER Council (comprised of faculty leaders from the UC, CSU, and community colleges) under the administration of the Intersegmental Committee of the Academic Senates of the UC, the CSU, and the California Community Colleges to: develop a list of the 50 lower division courses in the public postsecondary segments for which high-quality, affordable, digital open source textbooks and related materials could be developed or acquired; create and administer a standardized, rigorous review and approval process for developing open source materials; submit a progress report to the Legislature and the Governor no later than six months after the bill becomes operative, and a final report by January 1, 2016.

This bill shall become operative only if funding for this act is provided in an appropriation in the annual Budget Act or another statute, or through federal or private funds.

••SB 1053 Public Postsecondary Education: California Open Digital Library

Author: Steinberg

Version: 08/20/12

Location: Signed by the Governor ~ Chapter #622

Summary: This bill would create the California Digital Open Source Library to serve as a statewide repository for high quality, digital open source textbooks and related materials.

This bill shall become operative only if funding for the purposes of this act is provided in an appropriation in the annual Budget Act or another statute, or through federal or private funds.

SB 1070 Career-Technical Education Pathways Program (CTEPP) 10

Summary: This bill would establish the Career Technical Education Pathways Program (CTEPP) until June 30, 2015; and would require the Chancellor of the California Community Colleges and the Superintendent of Public Instruction (SPI) to assist economic and workforce regional development centers and consortia, community colleges, middle schools, high schools, and regional occupational centers and programs to improve linkages and career technical education pathways between high schools and community colleges.

SB 1280 Public Contracts: Bidding

Summary: This bill would, until January 1, 2018, allow a community college district, when contracting for the purchase of equipment, materials, supplies, or services -- except construction services and repairs including maintenance -- to select the lowest responsible bidder on the basis of "best value" which includes the most advantageous balance of price, quality, service, performance, and other elements pursuant to policies and procedures adopted by the governing board.

SB 1316 School Attendance: Early and Middle College High Schools

Summary: This bill would exempt an early- or a middle-college high school student from the 240-minute minimum school day and instead provide that an attendance day for such a pupil is 180 minutes if the pupil is a special part-time student enrolled in a community college.

SB 1349 Social Media Privacy: Postsecondary Education

Summary: This bill would prohibit public and private postsecondary educational institutions from requiring or requesting a student, prospective student, or student group to disclose, access, or divulge personal social media information and would prohibit any postsecondary educational institution from threatening or otherwise penalizing a student, prospective student, or student group for refusing to comply with a request or demand that violates that prohibition.

SB 1402 CCs Economic and Workforce Development

Summary: This BOG-sponsored bill would recast and revise the provisions of the California Community Colleges Economic and Workforce Development Program (EWDP), and extend the sunset of this program from January 1, 2013 to January 1, 2018.

••SB 1456 Student Success Act of 2012

Summary: This bill would implement some of the major recommendations of the Student Success Task Force including: Requiring a student qualifying for a BOG fee waiver to meet academic and progress standards determined by the Board of Governors (BOG), establish an implementation period of at least one year from adoption of the minimum academic and progress standards or any subsequent changes to these standards and to provide students with adequate notice of these requirements and information about available support resources; Revising and recasting the matriculation program with the express purpose to increase college access and success by providing effective core matriculation services of orientation, assessment and placement, counseling and other education planning services, and academic interventions.

The bill would specify responsibilities of students and institutions in entering into the matriculation process, with the institution's responsibilities to provide student services for a strong foundation and support for students' academic and career goals, and the program of services funded through this act are to include, but not be limited to, the following: Orientation services , Assessment before course registration and counseling and other education planning services.

The student's responsibilities under the agreement include: identification of an academic and career goal upon application; declaration of a course of study after a specified time period or unit accumulation, to be defined by the BOG; diligence in class attendance and completion of assigned coursework; and completion of courses and maintenance of academic progress toward an educational goal and course of study identified in the student's education plan.

To ensure that students are not unfairly impacted by the requirements of this measure, the Legislature includes intent that the BOG establish a reasonable implementation period that is phased in as resources are provided and utilized by community college campuses for student support services, individual counseling and advising, and technology-based strategies necessary to ensure that students can successfully meet these requirements.

The bill provides that funding for this program shall be targeted to fully implement the orientation, assessment, counseling and advising, and other education planning services needed to assist a student in making an informed decision about his/ her academic and career goal and course of study and in development of an education plan.

The bill would require the BOG to develop a formula for allocating funding for this program, and, in the 2012-13 FY and each fiscal year thereafter, the act would be operative only if funds are specifically appropriated for its purposes.

SB 1539 Textbooks

Summary: This bill would require the publisher of a textbook, or an agent or employee of the publisher, to provide data about the textbook to prospective purchasers, including a list of the products offered for sale by the publisher germane to the prospective purchaser's subject area of interest, the wholesale or retail price of each product, the estimated length of time the publisher intends to keep the product on the market; and, for each new edition of the product, a list of the substantial content differences between the new edition and the previous edition of the textbook.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

To: Academic Senate

From: Linda Harmon, AP&P Cochair
Mrs. Sharon Lowry, VP of Academic Affairs and AP&P Cochair

Date: October 15, 2012

Subject: Academic Policies and Procedures Committee Recommendations for Academic Senate Approval
Course and Program Approvals

The following course revisions were reviewed and approved by the Academic Policies and Procedures (AP&P) Committee during the 9/13/12, 9/27/12 and 10/11/12 meetings:

New Course Development

1. **GEOL 102L, Historical Geology Laboratory** 3 hours lab weekly, 1 unit
Advisory: Eligibility for or concurrent enrollment in ENGL 099 and READ 099.
The course is intended for all veterans who served during wartime, their family members, friends and supporters to learn ways for veterans to adjust to civilian life and to college. Students will examine and discuss various physical, emotional and psychological reactions to wartime service, whether exposed to combat or not, and how these effect veterans' civilian readjustment. Students will explore various coping mechanisms that will enable veterans to reconnect with loved ones and manage stress and anxiety related to the wartime experience. In the course, students will explore the signs and symptoms of Posttraumatic Stress Disorder (PTSD) and Military Sexual Trauma (MST) and identify strategies for managing these symptoms. The course will enable students to identify community resources that may enable readjustment to civilian life. (CSU, AVC)
NOTE: Proposed for UC transferability designation.
2. **NF 103, Principles of Food Preparation** 5 hours lec/lab weekly, 3 unit
Advisory: Eligibility for ENGL 099, READ 097, and MATH 060.
An introduction to food science principles and food preparation techniques with emphasis on ingredient functions and interaction; food preparation techniques; sensory evaluation standards; food safety and sanitation; nutritional values. Food principles will be studied and then practically applied to laboratory problems. This course is suggested for nutrition and food science majors, family and consumer science majors and those interested in developing nourishing and satisfying food products of high quality. (CSU, AVC)
3. **BIOL 205, Introduction to Biotechnology** 3 lec / 3 lab hours weekly, 4 units
Prerequisite: Completion of BIOL 101/101L and CHEM 101/101L or higher
Advisory: Completion of BIOL 204/204L, and Eligibility for College Level Reading and ENGL 101.
The course will introduce the student to theoretical and applied concepts of Biotechnology- the use of living organisms or their products to enhance our lives and our environment. The content will cover the concepts of DNA structure, gene expression and protein synthesis. The laboratory techniques used in the Biotechnology industry will be learned and practiced by the students, including keeping a detailed lab notebook, learning and using calculations for solution preparation, preparing and analyzing DNA and protein samples by enzyme digest and gel electrophoresis, amplifying DNA by Polymerase Chain Reaction, and isolation of protein and DNA with separation techniques. Applications of these techniques in the Agricultural, Medical, Pharmaceutical and Forensic fields will be discussed. (CSU, AVC)
NOTE: Proposed for UC transferability designation.

Revised Courses

4. ACCT 201, Financial Accounting 3 hours lec weekly, 3 units
5. AJ 101, Introduction to Administration of Justice 3 hours lec weekly, 3 units
6. AJ 103, Criminal Evidence 3 hours lec weekly, 3 units
7. AJ 104, Introduction to Corrections 3 hours lec weekly, 3 units
8. AJ 203, Narcotics Control 3 hours lec weekly, 3 units
9. AJ 204, Juvenile Procedures 3 hours lec weekly, 3 units
10. AJ 207, Probation and Parole 3 hours lec weekly, 3 units
11. ANTH 103, Introduction to Prehistory 3 hours lec weekly, 3 units
12. ANTH 130, Field Archaeology in Latin America 168 hours lec/lab total, 5 units
13. ART 103, History of Non-Western Art 3 hours lec weekly, 3 units

14. ART 104, History of Modern and Contemporary Art in the 20th Century	3 hours lec weekly, 3 units
15. ART 145, 2-D Design Basics	6 hours lec/lab weekly, 3 units
i. Title change from Design and Color Basics	
ii. Removed Corequisite of ART 145L	
16. ART 230, Human Figure Painting	6 hours lec/lab weekly, 3 units
17. ASTR 101L, Astronomy Laboratory	3 hours lab weekly, 1 unit
18. AUTO 113, Advanced Engine Rebuilding (Advanced)	8 hours lec/lab weekly, 4 units
19. AUTO 125, Automotive Chassis	20 hours lec/lab weekly, 10 units
20. AUTO 126, Automotive Brakes	6 hours lec/lab weekly, 4.5 units
21. AUTO 127, Automotive Suspension, Steering, and Alignment	6 hours lec/lab weekly, 4.5 units
22. AUTO 128, Automotive Power Trains	72 hours lec/lab total, 4 units
23. AUTO 130, Basic Automatic Transmissions and Transaxles	6 hours lec/lab weekly, 4 units
24. AUTO 150, Automotive Electrical Systems	20 hours lec/lab weekly, 10 units
25. AUTO 151, Automotive Chassis and Body Electrical Systems	8 hours lec/lab weekly, 4 units
26. AUTO 152, Automotive Ignition Systems	4 hours lec/lab weekly, 2 units
27. AUTO 153, Automotive Starting and Charging Systems	4 hours lec/lab weekly, 2 units
28. AUTO 175, Automotive Fuel, Emissions Systems, and California Clean Air Car Course	20 hours lec/lab weekly, 10 units
29. AUTO 176, Automotive Carburetor Fuel Systems	64 hours lec/lab total, 2 units
30. AUTO 177, Electronic Fuel Injection	72 hours lec/lab total, 4 units
31. AUTO 198H, Advanced Emissions Diagnostics Training Seminar (BAR "20" hour Update)	
32. AUTO 231, Automatic Transmissions (General Motors)	64 hours lec/lab total, 2 units
33. AUTO 232, Automatic Transmissions (Ford and Chrysler)	64 hours lec/lab total, 2 units
34. AUTO 277, Electronic Engine Controls-General Motors Systems	72 hours lec/lab total, 4 units
35. AUTO 278, Electronic Engine Controls-Ford/Chrysler Systems	72 hours lec/lab total, 4 units
36. BIOL 102, 102L, Human Biology	6 hours lec/lab total, 4 units
37. BIOL 104, Environmental Biology	3 hours lec weekly, 3 units
38. CA 107, Microcomputer Hardware and Software Support	4 hours lab weekly, 3 units
39. CA 111, Word Processing – Microsoft Word	4 hours lec weekly, 3 units
40. CFE 113, Inclusive Early Childhood Education	3 hours lecture, 3 units
41. CFE 150, Parenting: Infancy	18 hours lec total, 1 unit
42. CFE 151, Parenting: The Preschool Child	18 hours lec total, 1 unit
43. CFE 152, Parenting: The Elementary and Preadolescent Child	18 hours lec total, 1 unit
44. CFE 155, Single Parenting	18 hours lec total, 1 unit
45. CFE 156, Stepparenting and Blended Family	18 hours lec total, 1 unit
46. CFE 157, Parenting the Exceptional Child	18 hours lec total, 1 unit
47. CIS 157, Introduction to Linux	4 hours lec weekly, 3 units
48. CIS 173, Introduction to C++ Programming	4 hours lec weekly, 3 units
49. DFST 204, Structure of American Sign Language	3 hours lec weekly, 3 units
50. DFST 205, Numbers, Fingerspelling and Classifiers	3 hours lec weekly, 3 units
51. DFST 206, Creative Signing	2 hours lec weekly, 2 units
52. ELTE 105, Introduction to Robotics	3 hours lec weekly, 3 units
53. ELTE 140, Microprocessor Systems I	4 hours lec weekly, 3 units
54. ELTE 220, Microprocessor Systems II	4 hours lec weekly, 3 units
55. ENGL 061, Grammar and Mechanics	1 hours lec weekly, 1 units
56. ERSC 101, Introduction to Earth Science	6 hours lec/lab weekly, 4 units
57. FREN 201, Intermediate French I	5 hours lec weekly, 5 units
58. FREN 202, Intermediate French 2	5 hours lec weekly, 5 units
59. FREN 203, Advanced French	3 hours lec weekly, 3 units
60. FTEC 215, Rescue Practices	3 hours lec weekly, 3 units
61. FTEC 222, Wildland Fire Control	3 hours lec weekly, 3 units
62. GEOG 221, Spatial Analysis in Geographic Information Systems (GIS)	3 hours lec weekly, 3 units
63. GEOL 101L, Physical Geology Lab	3 hours lec weekly, 1 units
64. GEOL 102, Historical Geology	3 hours lec weekly, 3 units
i. Changed Advisory from Eligibility for College Level Reading, ENGL 099 and MATH 070 to Completion of or concurrent enrollment in GEOL 101, and Eligibility for College Level Reading, ENGL 101 and MATH 102.	
65. INT 101, Principles of Sign Language Interpreting	3 hours lec weekly, 3 units
66. KIN 103, Aerobic Conditioning	3 hours lec weekly, 3 units
67. KIN 110, Advanced Baseball Techniques	3 hours lab weekly, 1 unit
68. KIN 120, Advanced Football Techniques	1.5-3 hours lab weekly, .5-1 unit

69. KIN 145, Advanced Women's Fast-Pitch Softball Techniques	3 hours lab weekly, 1 unit
70. KIN 150, Beginning Swimming	3 hours lab weekly, 1 unit
71. KIN 151, Intermediate Swimming	3 hours lab weekly, 1 unit
72. KIN 152, Fitness Swimming	3 hours lab weekly, 1 unit
73. KIN 157, Advanced Volleyball	3 hours lab weekly, 1 unit
74. KIN 165, Advanced Track Techniques	3 hours lab weekly, 1 unit
75. KIN 170, Beginning Weight Lifting	3 hours lab weekly, 1 unit
76. KIN 173, Intermediate Weight Lifting	3 hours lab weekly, 1 unit
77. KIN 175, Advanced Weight Training for Athletes	3 hours lab weekly, 1 unit
78. KIN 191, First Aid and Emergency Care	6 hours lab weekly, 2 units
79. KIN 200, Intercollegiate Baseball	3 hours lec weekly, 3 units
80. KIN 215, Intercollegiate Cross Country	10 hours lab weekly, 2 units
81. KIN 220, Intercollegiate Football	10 hours lab weekly, 2 units
82. KIN 240, Intercollegiate Women's Softball	10 hours lab weekly, 2 units
83. KIN 255, Intercollegiate Track	10 hours lab weekly, 2 units
84. LATN 101, Elementary Latin 1	5 hours lec weekly, 5 units
85. LATN 102, Elementary Latin 2	5 hours lec weekly, 5 units
86. MATH 099, Individualized Self-Study Mathematics	4 hours lec weekly, 1-32 units
87. MGT 201, Small Business Management	3 hours lec weekly, 3 units
88. MUS 101, Music Appreciation	3 hours lec weekly, 3 units
89. MUS 105, World Music	3 hours lec weekly, 3 units
90. MUS 111, Fundamentals of Music	3 hours lec weekly, 3 units
91. MUS 121, Voice Class	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
92. MUS 126, Classical Guitar	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
93. MUS 131, Keyboard Skills I	3 hours lec/lab weekly, 2 units
94. MUS 132, Keyboard Skills II	3 hours lec/lab weekly, 2 units
95. MUS 142, Musical Theatre Workshop	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
96. MUS 151, Beginning Music Theory	3 hours lec weekly, 3 units
97. MUS 153, Beginning Musicianship	3 hours lec/lab weekly, 2 units
i. Adding Prerequisite: Completion of MUS 111 or the equivalent.	
98. MUS 160, Symphonic Band	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
99. MUS 165, Instrumental Ensemble – Guitar	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
100. MUS 166, Beginning Orchestra	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
101. MUS 167, Intermediate Orchestra	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
102. MUS 170, Beginning Flute Choir	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
103. MUS 171, Intermediate Flute Choir	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
104. MUS 181, Master Chorale	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
105. MUS 183, Master Chorale Sectional	1.5 hours lab weekly, .5 unit
106. MUS 185, Concert Choir	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
107. MUS 231, Keyboard Skills III	3 hours lec/lab weekly, 2 units

108.MUS 232, Keyboard Skills IV	3 hours lec/lab weekly, 2 units
109.MUS 251A, Intermediate Music Theory	3 hours lec weekly, 3 units
110.MUS 251B, Advanced Music Theory	3 hours lec weekly, 3 units
111.MUS 253A, Intermediate Musicianship	3 hours lec/lab weekly, 2 units
112.MUS 253B, Advanced Musicianship	3 hours lec/lab weekly, 2 units
113.MUS 255A, Beginning Keyboard Harmony	3 hours lec/lab weekly, 2 units
114.MUS 255B, Advanced Keyboard Harmony	3 hours lec/lab weekly, 2 units
115.MUS 260, Concert Band	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
116.MUS 266, Advanced Orchestra	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
117.MUS 270, Advanced Flute Choir	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
118.MUS 291, Applied Music	1.5 hours lab weekly, .5 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
119.MUS 292, Applied Music Performance	1.5 hours lab weekly, .5 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
120.MUSC 102, History of Jazz	3 hours lec weekly, 3 units
121.MUSC 103, History of Rock 'n Roll	3 hours lec weekly, 3 units
122.MUSC 104, The Music Industry	3 hours lec weekly, 3 units
123.MUSC 107, History of Women in Rock Music	3 hours lec weekly, 3 units
124.MUSC 112, Commercial Music Theory	3 hours lec weekly, 3 units
125.MUSC 113, Popular Song Writing	3 hours lec weekly, 3 units
126.MUSC 122, Stage Voice	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
127.MUSC 124, Jazz Improvisation	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
128.MUSC 133, Studio Music Production I	3 hours lec/lab weekly, 2 units
129.MUSC 133L, Studio Music Production Lab I	1.8 hours lab weekly, .5 units
130.MUSC 134, Studio Music Production II	3 hours lec/lab weekly, 2 units
131.MUSC 134L, Studio Music Production II Lab	1.8 hours lab weekly, .5 units
132.MUSC 143, Live Sound Reinforcement	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
133.MUSC 173, Beginning Jazz Ensemble	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
134.MUSC 175, Beginning Rock Band	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
135.MUSC 222, Popular Vocal Performance	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
136.MUSC 223, Popular Instrumental Perform	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
137.MUSC 233, Studio Mus Production III	3 hours lec/lab weekly, 2 units
138.MUSC 233L, Studio Mus Production III Lab	1.8 hours lab weekly, .5 units
139.MUSC 234, Studio Music Production IV	3 hours lec/lab weekly, 2 units
140.MUSC 234L, Studio Music Production IV Lab	1.8 hours lab weekly, .5 units
141.MUSC 273, Intermediate Jazz Ensemble	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	
ii. Changed LHE earned to be in line with a laboratory class	
142.MUSC 274, Advanced Jazz Ensemble	3 hours lab weekly, 1 unit
i. Changed units and hours to be in line with repeatability	

ii. Changed LHE earned to be in line with a laboratory class	
143.NF 110, Sports Nutrition	3 hours lec weekly, 3 unit
144.POLS 103, Comparative Government	3 hours lec weekly, 3 unit
145.POLS 202, Ethnic Politics in America	3 hours lec weekly, 3 unit
146.PSY 236, Developmental Psychology	3 hours lec weekly, 3 unit
147.SOC 101, Introduction to Sociology	3 hours lec weekly, 3 units
i. Changed Advisory from Eligibility for College Level Reading and ENGL 099 to Eligibility for ENGL 101.	
148.SOC 105, The Mexican American in Contemporary Society	3 hours lec weekly, 3 units
i. Changed Advisory from Eligibility for ENGL 099 and READ 099 to Completion of SOC 101, and Eligibility for ENGL 101.	
149.SOC 110, Ethnic Relations	3 hours lec weekly, 3 unit
150.SOC 115, Marriage and Family Life	3 hours lec weekly, 3 unit
i. Add Advisory: Completion of SOC 101	
151.SOC 120, Drugs, Society and Human Behavior	3 hours lec weekly, 3 unit
i. Changed Advisory from Eligibility for ENGL 099, and Completion of SOC 112 to Eligibility for ENGL 101.	
152.SOC 200, Research Methods for the Social Sciences	4 hours lec weekly, 4 unit
153.THA 101, Introduction to Theatre	3 hours lec weekly, 3 units
154.THA 125, Intermediate Acting Workshop	4 hours lec/lab weekly, 3 units
i. Removed repeatability	
155.SPAN 101, Elementary Spanish 1	5 hours lec weekly, 5 unit
156.SPAN 102, Elementary Spanish 2	5 hours lec weekly, 5 unit
157.SPAN 102HL, Elementary Spanish for Heritage Learners II	5 hours lec weekly, 5 unit
158.SPAN 202, Intermediate Spanish 2	5 hours lec weekly, 5 unit

Instructional Material Fee Change/Addition

1. KIN 197, Lifeguard Training - Increase to \$35.00 from \$3.00
2. VN 110, Self-Care: Fundamentals and Pharmacology - Increase to \$26.00 from \$24.00
3. VN 111, Nursing to Promote Self-Care Agency in the Child-Bearing Family and Pediatric Patient Increase to \$26.00 from \$24.00
4. VN 113, Nursing Leadership to Promote Self-Care Agency in the Adult - Increase to \$45.00 from \$41.00

Course Deactivation

1. MUS 161, Instrumental Ensemble - Woodwinds
2. MUS 162, Beginning Clarinet Choir
3. MUS 163, Instrumental Ensemble - Brass
4. MUS 164, String Ensemble
5. MUS 168, Intermediate Clarinet Choir
6. MUS 186, Gospel Choir
7. MUS 189, Keyboard Ensemble
8. MUS 262, Advanced Clarinet Choir
9. MUS 268, Musical Theatre Orchestra
10. PE 187, Yell and Song Leading
11. PE 188, Pep Squad Leadership
12. PE 189, Cheer Conditioning
13. SPAN 120A, Elementary Spanish for Teachers 1

The following degrees were reviewed and approved by the Academic Policies and Procedures (AP&P) Committee during the 9/13/12, 9/27/12 and 10/11/12 meetings:

New Program Development

- Associate in Arts in Studio Arts for Transfer – Major Core: 24 / Total Units: 60
- Associate in Arts in Kinesiology for Transfer – Major Core: / Total Units: 60