



ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING

AGENDA

October 2, 2014

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
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
5. REPORTS (5 minutes maximum)
  - a. Outcomes Committee Report – Dr. Fredy Aviles (attachment)
  - b. Program Review Committee – Carol Eastin (attachment)
6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION
7. ACTION ITEM
8. DISCUSSION ITEMS
  - a. Academic Development – President Ed Knudson, Dr. Bonnie Suderman
  - b. Regular and Effective Contact Policy – Dr. Nancy Bednar (attachment)
  - c. 2015 Faculty Recognition Day Sub-Committee – Diane Flores-Kagan, Dr. Susan Lowry, Dr. Irit Gat
9. INFORMATIONAL ITEMS
10. SENATE ADMINISTRATIVE BUSINESS
  - a. Academic Ranking
    - Christopher Hamilton – Adjunct Assistant Professor
    - Violet Z. Christopher – Adjunct Assistant Professor
    - Terry Lee Tretter – Adjunct Assistant Professor
    - Dr. Nancy Bednar - Professor
    - Pavinee Villapando - Professor
    - Roberto Diaz - Professor
  - b. Minimum Qualifications & Equivalencies
    - Licensed Vocational Nursing (attachment)
  - c. Academic Senate Adjunct Representative (Election)
    - Sara Burns
  - d. Academic Policies and Procedures (AP&P) Recommendations (attachments)
11. 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 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  
October 2, 2014  
3:00 p.m. – 4:30 p.m.  
SSV-151

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

*A motion was made and seconded to amend the agenda, to add additional candidates to Item 10c.  
Motion carried.*

1. CALL TO ORDER AND ROLL CALL

The Academic Senate meeting of October 2, 2014 was called to order at 3:00 p.m., by Dr. Ed Beyer, Senate President.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

- Dr. Beyer announced President Knudson and Dr. Bonnie Suderman will attend the meeting to address Item 8a.
- Dr. Beyer informed members of the election in progress among adjunct faculty for the Adjunct Representative #1 seat. A second election will be held for a second election for the second seat.

3. OPEN COMMENTS FROM THE PUBLIC

- Dr. Zia Nisani stated his belief that it is not right (possibly against the rules) for the board to designate EMP Goals 1, 3 & 4 as priorities and ignore transfer. Dr. Nisani asserted the college has three missions: Tech Ed, Transfer & Basic Skills, insisting all three are equally important.

4. APPROVAL OF MINUTES

a. September 18, 2014 Senate Meeting Minutes

*A motion was made and seconded to approve minutes of the September 18, 2014 Senate meeting.*

*Motion carried with corrections and one (1) abstention.*

5. REPORTS (5 minutes maximum)

a. Outcomes Committee Report – Dr. Fredy Aviles (attachment)

Dr. Fredy Aviles, Outcomes Committee Chair presented the Outcomes Committee report. Dr. Aviles reported the Outcomes Committee eliminated the Academic Affairs position because the other members hold faculty positions and do not feel an Academic Affairs position is necessary. Melanie Parker, the former Academic Affairs representative agreed to move to the new Division #4 representative seat.

Dr. Beyer informed Dr. Aviles the Outcomes Committee membership has not changed. Dr. Beyer explained in order for membership changes to senate subcommittees, a request must be made to the senate. He suggested Dr. Aviles submit a request for the Academic Affairs seat on the Outcomes Committee to be eliminated.

b. Program Review Committee – Carol Eastin (attachment)

Ms. Carol Eastin, Program Review Coordinator, presented the Program Review Committee Report – see attachment.

*Approved: October 16, 2014 Academic Senate Meeting*

Ms. Eastin explained any significant change in the program should result in a new Program Review Report. If there is not a change in the data and are on track for this year, you may request to use the report from 2013-2014. Outcome reports are due September 30, 2014. Annual updates are due October 31, 2014, in order to allow for the Program Review by March 1, 2015.

Members noted some areas do not have full-time faculty. Dr. Beyer noted none of the full-time faculty meet the minimum qualifications for Real Estate.

Dr. Beyer noted a suggestion was made in CCC to review membership of the Outcomes Committee. The Classified Union membership, CMS and the administrative presence, almost mirrors campus-wide participatory governance committee.

Dr. Beyer clarified the process for changing committee structure: at the end of each year, each standing committee submits their annual report. The report should include any recommendations of structures on the committee.

#### 6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION

- Ms. Jonet Leighton reported meeting with Mr. Jon Lacroix regarding the absence of a music lab. Information Technology (IT) is questioning whether the equipment specified by the Music Department is appropriate.

Dr. Beyer explained the Distance Education and Technology Committee (DETC) was established to support Academic Affairs and classroom instruction. He suggested Ms. Leighton outline the problem and send it to DETC to agendaize as an action item. Dr. Nancy Bednar, co-chair of DETC, will attempt to agendaize the item for discussion at an upcoming IT Committee meeting as well.

#### 7. ACTION ITEMS

#### 8. DISCUSSION ITEMS

- a. Academic Development – President Ed Knudson, Dr. Bonnie Suderman  
President Ed Knudson and Dr. Bonnie Suderman addressed senators to talk about Academic Development. NOTE: *This discussion occurred after Senate Administrative Business to accommodate a late arrival of the President and Vice President.*

Ms. Karen Lubick opened the discussion regarding Academic Development and the proposal faculty had brought forward for an Academic Development Coordinator to be housed under the Senate. The Senate is creating a task force to determine the structure, and will be meeting immediately following the senate meeting.

Dr. Lowry stated faculty have been talking to Basic Skills faculty on other campuses to study coordinated efforts, identify success, and see what models would fit our needs best.

President Knudson addressed members and explained because of the gravity of the issue, we are serving 300 Basic Skills students with less than 30% success. In Fall 2013 we had 6,810 students entering that assessed two levels below college coursework. President Knudson described Basic Skills as a monumental task. He mentioned that a state mandate requires that these students must be enrolled in a Basic Skills class their first semester, and must have completed an Education plan. He also mentioned that the state is moving towards performance-based funding. He explained that we needed to address this huge problem for our campus, and that he had placed his plan to create an Academic

Development department with a chairperson in his Reorganization in the first proposal and organizational charts in November 2013.

President Knudson argued that the gravity of the issue and what we are faced with regarding our students goes beyond a Senate Committee. The campus-wide effort includes everyone: Counseling, Student Services as well as instruction in the classroom. He noted several entities on campus are aimed at the problem but are going 4-5 different directions. The college-wide focus must be able to address the issue, and we must remain mindful that it will affect future funding. President Knudson explained overall enrollment might flatten in the next 3-5 years due to high school graduations and an improving economy. In order to maintain enrollment and do the right thing for students, we need to ensure that students will have a seat in Basic Skills courses.

Dr. Bonnie Suderman explained one of the reasons for the discussion on last Friday's planning session was so President Knudson could hear concerns from Faculty, and in order for the opportunity to get some of the information out and make clear the gravity of the situation and the number of students involved and how quickly we must be prepared to implement our new Basic skills organizational structure. She continued that in discussions and research, the best way to set up a project with Basic Skills students can be either centralized or decentralized as long as whatever structure we adopt has good communication and collaboration. Although some campuses hire a Dean, President Knudson and Dr. Suderman agree that a faculty leader with administrative support can oversee the charge. She recognized that faculty members teaching Basic Skills in both Language Arts and Math departments voted against the department and chairperson idea. These instructors prefer a hybrid situation where an instructor can sign up for Basic Skills courses, but still work in the departments of English or Math, and maintain the respect of being a college professor. Dr. Suderman stated that this would require the best teachers teaching Basic Skills – excellent instructors that can meet the needs of the students. She said that the administration is looking for the best model to draw in the best teachers to meet the needs of the students. The plan must get significant work done quickly, and bring in all the grant funding sources from all the departments.

Karen Lubick asked why a chairperson would be better than a coordinator.

President Knudson explained the faculty chair is within the structure of what has been negotiated and is part of the contract. It is a certificated person certified in one of the disciplines. They will be dealing with faculty and other chairs on an equal basis. He does not want to call it a "coordinator" because in Classified Bargaining Unit, "Coordinators" are administrators that are not certificated. Faculty chairs are certificated members of the faculty who will work with other chairs across the campus, with equal footing. The person chosen needs to be able to schedule enough sections of Basic skills courses, and the existing chair structure allows for FTEF to be designated in this way. President Knudson explained the chair will be supported by the Dean and an administrative assistant—it will be in place by Spring 2015.

Dr. Suderman explained we must think creatively about how to meet these needs, like a Summer Bridge Program, More Eight Week courses, and model courses like the newly revised Math 099 course or a combined English 099-101 course.

President Knudson explained additional sections must be phased in. Prerequisites must be enforced. It will take good data and consideration of how many sections we are dealing with.

Ms. Lubick asked President Knudson if he were asking the Academic Senate to withdraw the proposal of the Academic Department Coordinator, and if so, she distributed an alternate proposal put forth by the current English Chair. Dr. Beyer indicated that the alternate proposal could be added to the October 16, 2014 Senate agenda as a discussion item if need be.

- b. Regular and Effective Contact Policy – Dr. Nancy Bednar (attachment)  
Dr. Nancy Bednar reviewed the revision of the Regular and Effective Contact Policy she submitted to the Senate last year. The issue was establishing expectations in the event of an instructor’s absence. She asked the Senate to approve the policy.

Dr. Beyer noted the absence of a formal program to train faculty and suggested that training was necessary before we can tell them they did wrong. Dr. Bednar reported a shell she is working on modeled after another community college.

Dr. Beyer will put the item on the October 16, 2014 agenda for action. DETC will return with a strategy of how to set online faculty up for success rather than failure. He suggested a definitions page would appropriate to define what regular and effective means.

Dr. Beyer asked Dr. Bednar to reformat the policy with letters and numbers for ease in editing. He directed senators to take back to departments for feedback, and be prepared to vote at the October 16, 2014 meeting.

- c. 2015 Faculty Recognition Day Sub-Committee – Diane Flores-Kagan, Dr. Susan Lowry, Dr. Irit Gat  
Dr. Susan Lowry led discussion regarding 2015 Faculty Recognition Day. She explained the event as a joint senate and union activity where the union can spend money and the senate cannot. Members discussed possible locations and consideration of wind if tents are used.

Ms. Kagan, Dr. Lowry and Dr. Gat are points of contact for the event. The sub-committee will determine a planning meeting date. Dr. Beyer will send an announcement through Blackboard to solicit participation from faculty to help with planning, ideas, support, prizes, etc. The event will be agendaized for the October 16, 2014 Senate meeting.

## 9. INFORMATIONAL ITEMS

## 10. SENATE ADMINISTRATIVE BUSINESS

- a. Academic Ranking
- Christopher Hamilton – Adjunct Assistant Professor
  - Violet Z. Christopher – Adjunct Assistant Professor
  - Terry Lee Tretter – Adjunct Assistant Professor
  - Dr. Nancy Bednar - Professor
  - Pavinee Villapando - Professor
  - Roberto Diaz – Professor

*A motion was made and seconded to ratify the Academic Ranking requests for the aforementioned faculty members.*

*Motion carried with one (1) abstention.*

b. Minimum Qualifications & Equivalencies

- Licensed Vocational Nursing (attachment)

*A motion was made and seconded to ratify the Minimum Qualification and Equivalency request for Licensed Vocational Nursing.*

*Motion carried.*

c. Academic Senate Adjunct Representative (Election)

- Sara Burns

Dr. Beyer explained the item was premature and unnecessary for inclusion on the agenda. Ms. Burns and two (2) others have submitted interest for the second Senate Adjunct Representative seat, and will compete in a second election.

d. Academic Policies and Procedures (AP&P) Recommendations (attachments)

*A motion was made and seconded to approve the AP&P recommendations as presented.*

Mr. Ken Shafer expressed objection and challenged an item in List B. Members stated **World** Civilization should have been listed – not **Western** Civilization.

*Item tabled for October 16, 2014 meeting to allow AP&P representative to address.*

11. ADJOURNMENT

The Academic Senate meeting of October 2, 2014, was adjourned at 4:41 p.m. by Dr. Ed Beyer.

<b>MEMBERS PRESENT</b>			
Dr. Ed Beyer	Dr. Glen Haller	Susan Knapp	Terry Rezek
Dr. Liette Bohler	Dr. Jessica Harper	Jonet Leighton	Van Rider
Diane Flores-Kagan	MaryAnne Holcomb	Karen Lubick	Ken Shafer
Rosa Fuller	Dietra Jackson	Tina McDermott	Raul Curiel
Dezdemonia Ginosian	Dr. Matthew Jaffe	Dr. Zia Nisani	
<b>MEMBERS ABSENT</b>			
Jack Halliday	Catherine Overdorf	Elizabeth Sundberg	
<b>GUESTS/EX-OFFICIO</b>			
Dr. Fredy Aviles	Dr. Irit Gat	Dr. Susan Lowry	Susan Snyder
Dr. Nancy Bednar			

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*Approved: October 16, 2014 Academic Senate Meeting*

## Outcomes Committee Senate Report for October 2, 2014

Since summer 2014, the Outcomes Committee has accomplished the following:

- Held Opening Day FPD:
  - The Value of a Degree (Friday 8/15, 1:15 am and 2:25 pm, LH 102): The session was attended by 30 individuals including the presenter. The event presented the compliance rates for Fall 2013-Spring 2014 reporting of data and action plans in Weave. For courses: 66% had current findings and 81% had action plans on average. For programs: 43% had findings and 91% had action plans on average. For operational areas: 21% had findings and 83% had action plans on average. Event attendees were reminded that the deadline to submit action plans is September 30<sup>th</sup>, 2014. The event also included information concerning the definition of SLOs and PLOs as well as effective methods to assess them. The last part of the presentation consisted of a description of guidelines for “valuable” degrees. Attendees were shown how to link these guidelines with PLOs. Examples of revised PLOs that meet these guidelines as well as ways to assess them were also provided. Some attendees requested that additional information about these guidelines be made available on the Outcomes Committee website.
- Approved SLO revisions for: CHEM 110, GER 201, Math 160, Math 220, RCP 102, RCP 104, THA 130
- Approved SLOs for new courses: SPAN 210 SS,
- Approved PLOs for new programs: PHIL AA-T
- Discussed recent and pending changes to Outcomes committee membership. The committee requested that the Academic Senate, Academic Affairs position be eliminated because most committee representatives are faculty thus making this position unnecessary. Melanie Parker who currently holds the position agreed to be the new Division #4 representative instead.
- Discussed SLO/PLO data action plan reporting: Dr. Fredy Aviles (Co-chair) expressed concern over the compliance rates for Fall 2013-Spring 2014 data and action plans. It was noted that certain divisions had high rates of compliance (BCSED and SBS) while the others were substantially lower (see “Value of a Degree” description above).

Dr. Aviles also reported that Dr. Oneil (who was not present at the meeting) had asked to committee to discuss the need to have faculty report only 1 SLO per course per academic year because “we will be moving ahead with this.” The committee insisted that the issue had been previously discussed and that the committee had decided that all SLOs for all courses should be assessed per academic year. The committee felt that administration was pressuring the committee to adopt this more lenient policy and requested that this be made a discussion topic for the Academic Senate.

VP of Academic Affairs Bonnie Suderman was at the 9/22/14 Outcomes Committee meeting to talk about this issue. She communicated that administration is not trying to “bully” the committee but instead wanted the committee to discuss alternatives to this recommendation. After much discussion it was agreed that the committee would retain its policy that all SLOs, PLOs, and



OOs have data entered in Weave once per academic year. However, the committee is ok with having one action plan entered in Weave per course, program, or operational area once per academic year. The committee will vote for the official language for this recommendation on 10/13.2014.

- Discussed Operational Outcomes: Dr. Aviles reported that compliance rates for operational outcomes are very low and that the appropriate parties need to enforce data and action plan entry in Weave. It was also noted that the members of OO areas are frequently absent from committee meetings. A plan needs to be devised to ensure compliance on both these issues. Committee members also requested that we revisit the idea of having a separate committee for operational outcomes.
- Discussed the need to revise and approve the Outcomes Committee mission: Dr. Meeta Goel was not present at the 1st meeting so the item would be addressed at the next meeting. Meeta was present at the 9/22/14 Outcomes Committee meeting. However, the committee had no time to discuss this item so it was tabled until the next meeting.

## Program Review and District Planning Fall 2014

The Antelope Valley College Board of Trustees has identified three goals as priorities for 2014-2016. The District will focus its efforts on achieving significant progress on EMP Goals 4, 1, and 3.

- EMP Goal #1. The college as a community will provide students with an environment which supports learning and facilitates student success.
- EMP Goal #2. The college will increase the transfer rate to Cal States, UC, and private colleges.
- EMP Goal #3. The college will expand and diversify Career Technical Education options for students.
- EMP Goal #4. The college will increase student success in Basic Skills and ESL courses.
- EMP Goal #5. The college will utilize campus resources efficiently and effectively.
- EMP Goal #6. The college will maintain and enhance community partnerships.
- EMP Goal #7. The college will increase resources to enhance technology's support of the college mission and processes.

FPD “District Planning and Your Program Review Report” workshops will be offered:

Wednesday, October 8	12 noon – 3pm	APL 204B
Tuesday, October 14	8am – 11am	APL 204B

### **Year 1: Comprehensive Report: Oct 2014**

Submit the comprehensive report as a Word doc.

- Enrollment Services
- Executive Council ((Office of Super/President, Office of VPAA, Office of VPSS, Business Services, Facilities Services, Human Resources, ITS which includes IMC, Institutional Adv & Fdn, Institutional Effectiveness, Research and Planning, Marketing)
- Financial Aid Office
- Kinesiology and Athletics
- Library
- Math and Science
- Palmdale Center

**Status Quo Option** In years two and four of the review cycle, programs may determine that the program review conducted in the previous year accurately reflects program planning for the current academic year and it will guide program and district planning for another year.

**Year 2: Annual Update or Status Quo Option (Last Comprehensive Report: Oct 2013)**

Post annual update report or status quo option in WEAVE.

- Business, Computer Studies and Economic Development programs\*
- EOPS (Extended Opportunity Programs and Services)
- Health Sciences programs
- Social and Behavioral Sciences programs
- Student Development and Services\*
- STAR (Student Transition and Retention)
- Technical Education programs (comprehensive needed from Engineering)

**Year 3: Annual Update (Last Comprehensive Report: Oct 2012)**

Post annual update report in WEAVE.

- Auxiliary Services
- CalWORKs
- Office for Students with Disabilities
- Veterans Affairs

**Year 4: Annual Update or Status Quo Option (Last Comprehensive Report: Oct 2011)**

Post annual update report or status quo option in WEAVE.

- Counseling
- Job Placement
- Language Arts programs (which includes the Learning Center)
- Outreach / Information and Welcome Center
- Visual and Performing Arts programs (which includes Dance)\*

**Reports are due October 31**

**\*Incomplete or missing 2013 reports must be provided to exercise status quo option**

Comprehensive: Economic Development, Student Development and Services

Annual: Film & TV, Music – Commercial, Photography, Theatre Arts

## Antelope Valley College Regular and Effective Contact Policy for Online Instruction

Background: 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.

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. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment should also be applied to the distance education situation. 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."

Relevant Ed Code includes the following.

### **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 section 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 section 53200) of chapter 2. NOTE: Authority cited: Section 66700 and 70901, Education Code. References: Sections 70901 and 70902, Education Code.*

### **55204. Instructor Contact.**

*In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:  
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 sections 53200 et seq.  
Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.*

## AVC Policy

All DE courses at AVC, whether hybrid or fully online, will include regular effective contact as described below:

- **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 interact with students, and students interact with each other. Providing students with an open-ended question forum or discussion post venue, even if required, does not constitute the entirety of effective instructor-initiated interaction. In addition to open-ended question forums, faculty are encouraged to utilize Course Management System (CMS, eg, Blackboard) facilitated blogs and journals, AVC email, and collaboration chat tools to engage instructor and student interaction. Implementing social media and other community-building actions into course activities (e.g. VoiceThread, Twitter, Facebook, etc.) can also be used to facilitate interaction, as can field trips and seminars.
- **Frequency:** DE Courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the contact should replicate the time commitments of face-to-face instruction, although the exact pattern will vary by course and by instructor. 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. It is noted that online instruction may require alternate duty hours than in-person instruction; some online classes, for example, “meet” during weekend hours, as that is when working students more often are available.
- **Establishing expectations and managing unexpected instructor absence:** Instructor availability and synchronous and/or asynchronous 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.

Type of Contact: Regarding the type of contact that will exist in all AVC DE courses, instructors should use a mix of resources to initiate and maintain contact with students:

- threaded discussion forums within the course management system;
- AVC email;
- AVC voice mail;

- weekly announcements in the Course Management System;
- field trips, seminars, or other in-person activities;
- timely feedback for student work.

#### Suggestions:

- Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. This says contact happens “through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities.” Also, CCCConfer, video conferencing, podcasts, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System.
- It is suggested that instructors have a threaded discussion that is set aside for general questions about the course, and that instructors may wish to have weekly or other timely, question and answer sessions available to students. This may be accomplished through virtual office hours.

#### Guideline for Section 55204

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education. Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.



**ANTELOPE VALLEY COLLEGE**

Health Sciences Division  
Minimum Qualifications & Equivalencies  
**Licensed Vocational Nursing**

Minimum Qualifications: Any Bachelor's degree **AND** two years of professional experience, **OR** any associate degree **AND** six years of professional experience.

Academic Affairs Division, California Community Colleges

Antelope Valley College Equivalency:

- *Equivalency not needed, per division faculty.*



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

2014 AUG 25 P 2:21

The discipline faculty in the Health Sciences division/area has reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Vocational Nursing Instructor

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed. The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.
a new equivalency.
the current (within the last three years) Academic Senate approved equivalency does not need revision. The Minimum Qualification for the designated discipline has not changed.
the current (within the last three years) Academic Senate approved equivalency requires revision. The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).
the current (within the last three years) Academic Senate approved equivalency requires revision. The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).

Date: 5-7-14

Elizabeth A Sundberg
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

D. Beatty
Debra Hickman
Annette Jones

A. Marten

Equivalency Committee Approval:

J.M.
Equivalency Committee Chair

9/8/14
Date

Member Initials:

BCS CM JK



ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

To: Academic Senate  
From: Linda Harmon, AP&P Cochair  
Date: September 29, 2014  
Subject: Academic Policies and Procedures Committee Recommendations for Academic Senate Approval

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

**Course Revisions Approved on February 27, 2014:**

1. KIN 196, Water Safety Instructor

**Course Revisions Approved on September 11, 2014:**

1. RCP 101, 101CL, Fundamentals of Respiratory Care
2. RCP 104, Respiratory Care Pharmacology
3. RCP 201, Neonatal and Pediatric Respiratory Care
4. SOC 200, Research Methods for the Social Sciences  
Prerequisite: Completion of MATH 115 and one of the following: ANTH 101, SOC 101 or POLS 101
5. THA 130, Improvisation

**Course Revisions Approved on September 25, 2014:**

1. CHEM 110, General Chemistry
2. MATH 150, Calculus and Analytic Geometry
3. MATH 160, Calculus and Analytic Geometry  
Reduced Course Units to 4 and Course Hours to 4
4. MATH 220, Linear Algebra  
Prerequisite: Completion of MATH 160.  
Reduced Class Maximum to 35
5. RCP 102, Clinical Preparation for Respiratory Care

**Course Deactivations Approved on September 25, 2014:**

1. CFE 168, F Rate Pre-Service Training
2. CFE 169, D Rate Pre-Service Training

The following program was reviewed and approved by the Academic Policies and Procedures (AP&P) Committee on September 25, 2014:

**New Program Development**

1. Associate in Arts in Philosophy for Transfer – Major Core: 18 / Total Units: 60



**ANTELOPE VALLEY COLLEGE**  
Academic Policies and Procedures  
Program Narrative

**Proposed Program Title:** Associate in Arts in Philosophy for Transfer

**Type of Program:** AA-T Degree (transfer)

**Proposed Start Date:** 08/01/2015

**Goal of Program:** Transfer

### **Criteria A. Appropriateness to Mission**

#### **1. Statement of Program Goals and Objectives:**

The goal of the Associate in Arts in Philosophy for Transfer (AA-T in Philosophy) degree is to provide students with the foundational knowledge of philosophy, to enhance their understanding of philosophy as a critical inquiry of nature and human society, to analyze and to evaluate major paradigms in philosophy from historical and contemporary perspectives, to sharpen their critical thinking and argumentative skills, and to prepare them to seamlessly transfer in advanced standing to a California State University as a philosophy major.

#### **2. Program (Catalog) Description:**

The Associate in Arts in Philosophy for Transfer (AA-T in Philosophy) degree offers students a fundamental understanding of the main fields of Philosophy, including logic, ethics, epistemology, metaphysics, social and political philosophy, aesthetics, and philosophy of religion. While being exposed to a wide spectrum of major philosophical theories, students have the opportunity to discuss how philosophical issues and problems are related to their personal lives, clarifying their own values and developing their reasoning capabilities.

The Associate in Arts in Philosophy for Transfer (AA-T in Philosophy) degree meets the requirements of SB 1440 for Associate Degrees for Transfer (ADT). These degrees are intended to make it easier for students to transfer to California State University campuses, but do not exclude admittance to other colleges or universities.

To earn an Associate in Arts in Philosophy for Transfer (AA-T in Philosophy) degree a student must complete the following:

- (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
  - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
  - (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- (2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.

#### **3. Program Requirements:**

##### **Required Courses**

Select 6 units from the following:

PHIL 110, Introduction to Logic (3) and  
PHIL 106, Introduction to Philosophy (3) or  
PHIL 105, Ethics: Moral Issues in Contemporary Society (3)

**Required Electives Group A**

Select 3 units from any course in the Required Core not already used or the following:  
PHIL 201, Critical Thinking (3)

**Required Electives Group B**

Select 6 units from any course in Required Electives List A not already used and the following:  
PHIL 108, Philosophy of Religion (3)  
HIST 101, Western Civilization, From Human Beginnings Until 1750 (3)  
HIST 102, Western Civilization, 1750-Present (3)

**Required Electives Group C**

Select 3 units from any course in Required Electives Group A and Group B not already used or the following:  
PHIL 109, World Religions (3)  
ENGL 103, Critical Thinking and Research (3)  
ENGL 230, World Literature 1 (3)  
ENGL 231, World Literature 2 (3)  
ENGL 250, Cross-Cultural Literature in America (3)



**ANTELOPE VALLEY COLLEGE**  
Academic Policies and Procedures  
Program Narrative

**Proposed Program Title:** Associate in Arts in Philosophy for Transfer

**Type of Program:** AA-T Degree (transfer)

**Proposed Start Date:** 08/01/2015

**Goal of Program:** Transfer

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ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.

#### **3. Program Requirements:**

##### **Required Courses**

Select 6 units from the following:

PHIL 110, Introduction to Logic (3) and  
PHIL 106, Introduction to Philosophy (3) or  
PHIL 105, Ethics: Moral Issues in Contemporary Society (3)

**Required Electives Group A**

Select 3 units from any course in the Required Core not already used or the following:  
PHIL 201, Critical Thinking (3)

**Required Electives Group B**

Select 6 units from any course in Required Electives List A not already used and the following:  
PHIL 108, Philosophy of Religion (3)  
HIST 101, Western Civilization, From Human Beginnings Until 1750 (3)  
HIST 102, Western Civilization, 1750-Present (3)

**Required Electives Group C**

Select 3 units from any course in Required Electives Group A and Group B not already used or the following:  
PHIL 109, World Religions (3)  
ENGL 103, Critical Thinking and Research (3)  
ENGL 230, World Literature 1 (3)  
ENGL 231, World Literature 2 (3)  
ENGL 250, Cross-Cultural Literature in America (3)

# Transfer Model Curriculum (TMC) Template for Philosophy

**CCC Major or Area of Emphasis:** Philosophy

**TOP Code:** 150900

**CSU Major(s):** Philosophy

**Total Units: 18** (all units are minimum semester units)

Template # 1016

Rev. 1: 09/01/14

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

[http://web1.assist.org/web-assist/help/help-csu\\_ge.html](http://web1.assist.org/web-assist/help/help-csu_ge.html).

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Philosophy for Transfer Degree						
College Name: Antelope Valley Community College						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
<b>REQUIRED CORE: Select two</b> (6 units)						
Symbolic Logic* (3)	PHIL 210	PHIL 110	Introduction to Logic	3	A3	
<b>OR</b>						
Introduction to Logic (3)	PHIL 110					
Introduction to Philosophy (3)	PHIL 100	PHIL 106	Introduction to Philosophy	3	A3/ C2	3B
<b>OR</b>						
Introduction to Ethics (3)	PHIL 120	PHIL 105	Ethics: Moral Issues in Contemporary Society	3	A3/ C2	3B
<b>LIST A: Select one</b> (3 units)						
Any <b>REQUIRED CORE</b> not already used.						
History of Ancient Philosophy (3)	PHIL 130					
History of Modern Philosophy (3)	PHIL 140					
Any course articulated as lower division preparation in the Philosophy major at a CSU, UC, or other accredited university.	<b>AAM</b>	PHIL 201	Critical Thinking	3	A3	1B
<b>LIST B: Select two</b> (6 units)						
Any <b>LIST A</b> course not already used.						
Western Civilization I (3)	HIST 170	HIST 101	Western Civilization, from	3	D6	4F

			Human Beginnings Until 1750			
Western Civilization II (3)	HIST 180	HIST 102	Western Civilization, 1750-Present	3	D6	4F
Introduction to Philosophy of Religion (3)	<b>AAM</b>	PHIL 108	Philosophy of Religion	3	C2	3B
Introduction to Social and Political Philosophy (3)	<b>AAM</b>					
Any course articulated as lower division preparation in the Philosophy major at a CSU.	<b>AAM</b>					
<b>LIST C: Select one</b> (3 units) Any <b>LIST A or B</b> course not already used.						
Any course articulated as lower division preparation in the Philosophy major at a CSU.	<b>AAM</b>					
Any course articulated as CSU GE Area C2 or IGETC Area 3B.	<b>GECC</b>	PHIL 109	World Religions	3	C2	3B
		ENGL 103	Critical Thinking and Research	3	A3	1B
		ENGL 230	World Literature 1	3	C2	3B
		ENGL 231	World Literature 2	3	C2	3B
		ENGL 250	Cross-Cultural Literature in America	3	C2	3B
<b>Total Units for the Major:</b>	<b>18</b>	<b>Total Units for the Major:</b>		<b>18</b>		
<b>Total Units that may be double-counted</b> (The transfer GE Area limits must <u>not</u> be exceeded)				9-15	9-15	
<b>General Education (CSU-GE or IGETC) Units</b>				<b>39</b>	<b>37</b>	
<b>Elective (CSU Transferrable) Units</b>				12-18	14-20	
<b>Total Degree Units (maximum)</b>				<b>60</b>		

\*For any college that does not offer *Symbolic Logic*, *Introduction to Logic* may be substituted with the understanding that most transfer institutions will require *Symbolic Logic* for the major. Sample courses for List B are contained in the finalized Transfer Model Curriculum (TMC) found at: <http://c-id.net/degreereview.html>