



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING**

AGENDA

April 2, 2015

3:00 p.m. – 4:30 p.m.

L-201

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

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE SENATE PRESIDENT
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. March 19, 2015 Academic Senate Meeting (attachment)
5. REPORTS (5 minutes maximum)
 - a. AP&P Committee – Linda Harmon
6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION
 - a. Senate Constitution Proposal
 - b. Faculty Professional Development Speaker – Social Styles, Kevin Walsh
 - c. Appointments
 - Strategic Planning Committee – Student Services Representative
Sherri Zhu
 - Budget Committee – Adjunct Faculty Representative
Jonathan Over
7. ACTION ITEMS
 - a. Online Education Initiative (MOU) – Memorandum of Understanding (attachment)
 - b. Academic Ranking
 - John Vento – Professor
 - Susan Snyder - Professor
 - c. Sabbatical Applicants (attachments)
 - Marthe Aponte
 - Dr. Xiaoyu “Sherri” Zhu

- d. Equivalencies (attachments)
- 1) Career Tech Ed/Office Technologies
 - 2) Career Tech Ed/Radiological Technology
 - 3) Career Tech Ed/Fire Technologies
 - 4) Career Tech Ed/Respiratory Technologies
 - 5) Career Tech Ed/Emergency Medical Technologies
 - 6) Career Tech Ed/Nutritional Science/Dietetics
 - 7) Career Tech Ed/Nursing Science/Clinical Practice
 - 8) Career Tech Ed/Real Estate
 - 9) Career Tech Ed/Nursing Science
 - 10) Kinesiology/Athletic Training
 - 11) Kinesiology/Coaching
 - 12) Math Science/Earth Science
 - 13) Math Science/Physical Science

e. Appointments

- 1) Program Review Committee (2)
 - Reina Burgos
 - Victoria Beatty
- 2) Honors Committee – Faculty Representatives (2)
 - Dr. Alexandra Schroer
 - Van Rider
- 3) Honors Committee – Chair
 - John Vento
- 4) DETC Faculty Representatives (2)
 - Priscilla Jenison
 - Jim Bowen
- 5) Outcomes Committee Co-Chair
 - Dr. G. Austin Haller

8. DISCUSSION ITEMS

- a. Plus Minus Grading Scale

9. INFORMATIONAL ITEMS

10. SENATE ADMINISTRATIVE BUSINESS

- a. Academic Policies and Procedures Committee Recommendations
- b. Scholar in Residence Election (attachments)
 - Dr. Glenn Haller (nominated by Dr. Irit Gat)
 - Dr. Scott Lee (nominated by Carolyn Burrell)
 - Melanie Parker (nominated by Dr. Irit Gat and Ande Sanders)
 - Dr. Zia Nisani (nominated by Larry Veres)
 - Christos Valiotis, (nominated by Dr. Jessica Harper)
 - Ken Shafer (nominated by Dr. Matthew Jaffe)
- c. Outstanding Adjunct Election (to be provided)

11. ANNOUNCEMENTS

April 9 – 11, 2015	2015 Spring Plenary Session	Westin, San Francisco Airport
June 11 – 13, 2015	Faculty Leadership Institute	San Jose Marriott
July 9 - 11, 2015	2015 Curriculum Institute	Double Tree, Orange

12. ADJOURNMENT

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

NON-DISCRIMINATION POLICY

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

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



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING

MINUTES

April 2, 2015

3:00 p.m. – 4:30 p.m.

L-201

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

- **Dr. Ed Beyer, Senate President, announced the removal of Action Item 7a - Online Education Initiative (OEI) – Memorandum of Understanding (MOU). The item must follow process prior to presentation to the Senate.**
- **Dr. Beyer requested the amendment of the agenda to add Emergency Action Item 7f - Senate Executive Officer at Large Replacement. With the resignation of Susan Knapp, Officer at Large, and the absence of Karen Lubick, 2nd Vice President, the Senate Executive is down two (2) members.**

A motion was made and seconded to add Emergency Action Item 7f Senate Executive Officer at Large Replacement.

22 yes votes; 0 no votes; no abstentions.

Motion carried unanimously.

1. CALL TO ORDER AND ROLL CALL

The Academic Senate meeting of April 2, 2015, was called to order at 3:02 p.m. by Dr. Ed Beyer, Academic Senate President.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

- Dr. Beyer expressed well-wishes from the Senate to Susan Knapp, whose mother recently passed.
- Dr. Beyer expressed well-wishes for Karen Lubick to be back on her feet and return soon.
- Dr. Beyer informed members and expressed congratulations to Dr. Ken Shafer and Dr. Joanne Stoll, who recently earned their doctorate.
- Dr. Beyer reported he will attend an April 13, 2015 Interior Design class where he will be presented with five (5) themed designs for the new senate headquarters.
- Dr. Beyer reported openings on the following committees:
 - DETC Co-Chair
 - Program Review Chair – Carol Eastin has expressed interest in serving another term
 - Strategic Planning Committee (1)
 - Senate President
 - Faculty Professional Development Committee (4) - closes April 10, 2015
 - Equivalency Committee (1) – closes April 10, 2015

3. OPEN COMMENTS FROM THE PUBLIC
 - Dr. Zia Nisani expressed the displeasure of the Math & Sciences division with unannounced evacuation drills, stating students are unable to make up material.
4. APPROVAL OF MINUTES
 - a. March 19, 2015 Academic Senate Meeting (attachment)

A motion was made and seconded to approve the minutes of the March 19, 2015 Academic Senate meeting.

Motion carried with corrections; (4) abstentions.
5. REPORTS (5 minutes maximum)
 - a. AP&P Committee – Linda Harmon (attachments)

Ms. Linda Harmon presented the AP&P Committee report – see attachments.
6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION
 - a. Senate Constitution Proposal

Dr. Beyer reported the Senate Constitution Proposal is posted and available to view until April 10, 2015. He has met with all divisions to explain the proposal. Voting on the proposal will be held April 13 – 24, 2015.
 - b. Faculty Professional Development Speaker – Social Styles, Kevin Walsh

No further action taken.
 - c. Appointments
 - Strategic Planning Committee – Student Services Representative
Dr. Sherri Zhu

Dr. Beyer reported that Dr. Grishman has elected to complete his term as the Student Services Representative. Dr. Beyer will ask Dr. Zhu if she will represent the Transfer faculty.

 - Budget Committee – Adjunct Faculty Representative
Jonathan Over
Dr. Beyer reported Jonathan Over attended a recent Budget Committee meeting.
7. ACTION ITEMS
 - a. Online Education Initiative (OEI) – Memorandum of Understanding (MOU) (attachment)

Item removed.
 - b. Academic Ranking
 - John Vento – Professor
 - Susan Snyder – Professor

A motion was made and seconded to approve the aforementioned academic ranking requests to advance John Vento and Susan Snyder to the rank of Professor.

Motion carried with two (2) abstentions.
 - c. Sabbatical Applicants (attachments)
 - Marthe Aponte
 - Dr. Xiaoyu “Sherri” Zhu

A motion was made and seconded to approve the recommendation of the Faculty Professional Development Committee to approve the aforementioned sabbatical applications of Marthe Aponte and Dr. Ziaoyu “Sherri” Zhu.

Members expressed concern that If Dr. Zhu is approved for sabbatical, how she could fulfill her duties to serve on the Strategic Planning Committee. Ms. Nancy Masters reported she received a written commitment from Dr. Zhu to attend all committee meetings should she be approved for sabbatical. Dr. Ken Shafer noted there has never been a requirement for those on sabbatical to fulfill their contractual obligations. Dr. Lowry confirmed Dr. Shafer's statement, noting the Senate cannot base a determination to grant a sabbatical leave request, based on faculty sitting on a committee.

Motion carried with two (2) abstentions.

- d. Equivalencies (attachments)
- 1) Career Tech Ed/Office Technologies
 - 2) Career Tech Ed/Radiological Technology
 - 3) Career Tech Ed/Fire Technologies
 - 4) Career Tech Ed/Respiratory Technologies
 - 5) Career Tech Ed/Emergency Medical Technologies
 - 6) Career Tech Ed/Nutritional Science/Dietetics
 - 7) Career Tech Ed/Nursing Science/Clinical Practice
 - 8) Career Tech Ed/Real Estate
 - 9) Career Tech Ed/Nursing Science
 - 10) Kinesiology/Athletic Training
 - 11) Kinesiology/Coaching
 - 12) Math Science/Earth Science
 - 13) Math Science/Physical Science

*A motion was made and seconded to ratify the aforementioned equivalencies.
Motion carried unanimously.*

- e. Appointments
- 1) Program Review Committee (2)
 - Reina Burgos
 - Victoria Beatty

*A motion was made and seconded to ratify the aforementioned appointments for Ms. Reina Burgos and Ms. Victoria Beatty to serve as faculty representatives on the Program Review Committee.
Motion carried with one (1) abstention.*

- 2) Honors Committee – Faculty Representatives (2)
 - Dr. Alexandra Schroer
 - Van Rider

*A motion was made and seconded to ratify the aforementioned appointments for Dr. Alexandra Schroer and Mr. Van Rider to serve as faculty representatives on the Honors Committee.
Motion carried with one (1) abstention.*

- 3) Honors Committee – Chair
 - John Vento

*A motion was made and seconded to ratify the aforementioned appointment of Mr. John Vento to serve as the Honors Committee Chair.
Motion carried with one (1) abstention.*

- 4) DETC Faculty Representatives (2)
 - Priscilla Jenison
 - Jim Bowen

*A motion was made and seconded to ratify the aforementioned appointments of Ms. Priscilla Jenison and Mr. Jim Bowen to serve as faculty representatives on the Distance Education and Technology Committee.
Motion carried with one (1) abstention.*

- 5) Outcomes Committee Co-Chair
 - Dr. G. Austin Haller

*A motion was made and seconded to ratify the aforementioned appointment of Dr. Glenn Haller to serve as the Outcomes Committee Co-Chair.
Motion carried with one (1) abstention.*

f. Senate Executive Officer at Large - Replacement

An emergency action item was added to replace Ms. Susan Knapp who resigned as the Senate Executive Officer at Large. Dr. Beyer explained that with Ms. Knapp's resignation and Ms. Karen Lubick's absence, the Senate Executive is down two (2) members. He explained the candidate must be selected from among the senate body. Dr. Beyer asked for nominations for Officer at Large. Dr. Glenn Haller nominated Dr. Irit Gat.

*A motion was made and seconded to approve the appointment of Dr. Irit Gat as the replacement for the Officer at Large.
Motion carried unanimously.*

8. DISCUSSION ITEMS

- a. Plus Minus Grading Scale – Dr. Zia Nisani

Dr. Zia Nisani led discussion regarding his request for consideration to change to a plus/minus grading scale. Members presented feedback from their constituents regarding the concept. Consensus was that faculty prefer the current grading system. Members noted complications the plus/minus grading scale would present – specifically within Health Sciences and Counseling, as a grade of C- is not included in the scale. Dr. Zia Nisani withdrew his request to further explore the possibility of a new grading system.

9. INFORMATIONAL ITEMS

10. SENATE ADMINISTRATIVE BUSINESS

- a. Academic Policies and Procedures Committee Recommendations

- b. Scholar in Residence Election (attachments)
- Dr. Glenn Haller (nominated by Dr. Irit Gat)
 - Dr. Scott Lee (nominated by Carolyn Burrell)
 - Melanie Parker (nominated by Dr. Irit Gat and Ande Sanders)
 - Dr. Zia Nisani (nominated by Larry Veres)
 - Christos Valiotis, (nominated by Dr. Jessica Harper)
 - Ken Shafer (nominated by Dr. Matthew Jaffe)

Dr. Beyer led the ballot process to formally select the 2014-15 Scholar in Resident from the aforementioned nominees. Ballots were distributed and signed for; senators then cast and submitted ballots and signed again. Ms. Diane Flores-Kagan assisted Ms. Nancy Masters in counting the ballots. Ms. Masters informed Dr. Beyer of the honoree. The name of the winner will be announced at the April 30, 2015 Faculty Recognition Day event.

- c. Outstanding Adjunct Election (to be provided)
- Ms. Nancy Masters distributed nomination letters for the 2014-15 Outstanding Adjunct Award. Senators reviewed the letters of three (3) nominees:

- Yesenia Cota
- Jane Bowers
- Maurice Boyd

Dr. Beyer led the ballot process to formally select the 2014-15 Outstanding Adjunct. Ballots were distributed and signed for; senators then cast and submitted ballots and signed again. Ms. Diane Flores-Kagan assisted Ms. Nancy Masters in counting the ballots. Ms. Masters informed Dr. Beyer of the honoree. The name of the winner will be announced at the April 30, 2015 Faculty Recognition Day event.

11. ANNOUNCEMENTS

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12. ADJOURNMENT

The Academic Senate meeting of April 2, 2015, was adjourned at 4:25 p.m. by Dr. Ed Beyer, Academic Senate President.

MEMBERS PRESENT			
Dr. Ed Beyer	Jack Halliday	Jonet Leighton	Ken Shafer
Dr. Liette Bohler	Dr. Jessica Harper	Dr. Zia Nisani	Elizabeth Sundberg
Diane Flores-Kagan	MaryAnne Holcomb	Catherine Overdorf	Lisa Vath
Rosa Fuller	Dietra Jackson	Harish Rao (proxy)	Larry Veres
Dezdemonia Ginosian	Dr. Matthew Jaffe	Terry Rezek	
Dr. Glenn Haller	Susan Knapp	Van Rider	
MEMBERS ABSENT			
Karen Lubick	Tina McDermott	Raul Curiel	
MEMBERS ABSENT			
Dr. Susan Lowry	Linda Harmon		

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Approved: April 16, 2015 Academic Senate Meeting

Academic Policy and Procedure Committee

Senate Information for April 2, 2015

Last fall there were a total of 206 course revisions, 31 course deactivations, and 6 programs sent to the senate for approval. This Spring semester is focused on completing the AA-T/AS-T Degrees. We currently have 20 approved degree programs and 2 pending approval.

We are continuing to evaluate courses that have not yet received C-ID approval and try to get them completed and approved. Presently there are 11 courses that have received conditional approval or not approved. These courses impact 7 degrees. If we do not get them submitted and approved by the end of the semester, we could lose approval on our transfer degrees. Some of these courses are being worked on and we are trying to get them finished.

During the month of March, 5 people attended an Academic Senate for California Community Colleges to review and learn more about the non-credit course offerings and their impact. We are working on instituting this for the ESL courses that are 2 levels below college level. Another area that will be evaluated later is the Basic Skills Area and how non-credit courses could be an aid for those courses.

The ESL courses were brought to the AP&P committee meeting on March 26 for review and passage as non-credit courses. There were some questions that could not be answered at that meeting and they will be brought forward at our next meeting.

We have not yet begun a discussion on creating a review process for our degrees and programs. There has been a minimal discussion but it needs more. These should be done at least every 2-3 years to assure that they follow the mission of our college.

We are working to set a meeting with Corporate and Community Services to review the approval process for those courses offered. The last scheduled meeting was cancelled due to scheduling conflicts. As soon as we can schedule a meeting, more information will be available.

We are reviewing the catalog wording for the Incomplete Grades and any changes that seem to be needed. It has been sent out to the different divisions by the reps and there have been some rewrite requests. These are being processed and will be brought to the next meeting.

There is a task force working on the "Regular and Effective Contact Policy for Online Instruction". There are many areas to evaluate and when the wording is updated, the AP&P handbook will also be updated to reflect the wording.

There is a list of 147 courses that must be reviewed and approved before November 19, 2015. Each rep from AP&P has been given the list to be distributed to their division. Workshops will be held during the rest of this semester and during the early months of the fall semester in order to allow the faculty time

to complete their courses. Please do not procrastinate. It takes at least 6 weeks to get through all the hoops to get approved.

Melissa Jauregui <mjauregui2@avc.edu>

Jan 27

to Bonnie, Darcy, me

All courses have been submitted for C-ID review and approval with the exception of MATH 150 and MATH 160 as the units were changed and need the Senate, Board and CCCC approval. Once approved those two courses will be submitted for C-ID MATH 900S.

The following courses have been returned by C-ID with revisions requested and are part of an ADT:

AJ 101	AJ 110	CONDITIONAL	11/20/2014	Administration of Justice
AJ 102	AJ 120	CONDITIONAL	6/9/2015	Administration of Justice
AJ 210	AJ 160	CONDITIONAL	6/9/2015	Administration of Justice
BIOL 201	BIOL 110B	CONDITIONAL	10/18/2015	Anthropology Kinesiology
CFE 101	ECE 120	CONDITIONAL	11/16/2015	Early Childhood Ed
CFE 116	ECE 230	CONDITIONAL	4/29/2015	Early Childhood Ed
CFE 211	ECE 220	CONDITIONAL	4/29/2015	Early Childhood Ed
BIOL 202	BIOL 120B	CONDITIONAL	9/27/2015	Kinesiology
PHYS 101	PHYS 105	CONDITIONAL	2/13/2014	Kinesiology
ART 101	ARTH 110	NOT APPROVED		Studio Arts; and Art History
ART 104	ARTH 150	NOT APPROVED		Studio Arts; and Art History

My header did not come over with the copy paste so please note the first left column is our course number, followed by the C-ID course number, C-ID approval status, due date, and associated ADT.

I spoke with the AJ faculty today and they are working on their course revisions. I have not heard from the other discipline faculty members.

Noncredit Instruction: Opportunities and Challenges*

Opportunities: Noncredit Instruction for Students

- No course repeatability limits
- No fees (especially important to students who are not yet eligible for financial aid)
- No prerequisites
- Traditionally, open-entry and open-exit
- Flexible class attendance requirements
- No penalty when dropping or withdrawing from a course
- Educational option for students who have reached the 30 unit credit basic skills limit or for those that don't want to use up their 30 units too fast
- Affordable and accessible preparation option for students to complete the requirements for a High School Diploma or GED, which would enable financial aid eligibility for enrollment in credit courses
- Provides students with flexibility and time to adjust and transition to demands of college credit work
- Provides pathway to earn state-approved college certificates of completion and competency
- Students receive instructional and course evaluation of skills, coursework, and performance as approved by curriculum committee as appropriate for enrolled students (grades or no grades).
- Students have the ability to quickly review, refresh and accelerate in noncredit as they can demonstrate competency and move up levels more quickly.

Potential Challenges: Noncredit Instruction for Students

- Students are not able to use financial aid to support their educational endeavors.
- Students may not have sufficient access to support services.
- Availability of textbooks and instructional materials may be limited due to fiscal barriers.
- If course offerings are limited, students with different academic levels may be placed in the same class.
- Since credit, grades, and certifications are not commonly offered, class attendance may fluctuate.

Opportunities: Noncredit Instruction for Colleges and Communities

- Provides access to college credit courses for under-prepared and underserved adult populations (students of color, older adults, non-high school graduates, immigrants, students who have struggled academically, adults re-entering general society, etc.)
- Helps strengthen and support new, returning, and continuing college students' basic skills, ESL, and career preparation skills
- Increases student preparedness and success rates for students matriculating into credit from noncredit
- Provides students with early college success, academic and career preparation pathways, and educational certifications

Potential Challenges: Noncredit Instruction for Faculty

- Viewed differently than credit faculty
- Under-funded, under-resourced in terms of full-time faculty, administrative support, and instructional and operational budgets
- Too few full-time faculty to ensure sufficient participation and representation in college policy and planning
- Highest teaching load of all disciplines
- Noncredit faculty are not included in the calculation of FON.
- Limitations at the local level on transcription of course grades and certificates and institutionalization of CDCP certificate applications and awards
- Teach multiple academic skills levels in same class if course offerings are limited
- Requires consistent class attendance and student retention since state reimbursement is based on daily attendance, not census date

* In the fall of 2014, the ASCCC Noncredit Committee wrote this FAQ sheet to provide information and inspire discussion about noncredit instruction. Please note that the potential challenges listed above may also be opportunities, depending upon your local student population and college/district policies.

AVC Corporate and Community Services Offerings

According to Title 5 § 55002, Community Service Offerings are those offerings (classes) that meet the following minimum requirements:

- 1) approved by the district governing board;
- 2) designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
- 3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
- 4) conducted in accordance with a predetermined strategy or plan;
- 5) open to all members of the community willing to pay fees to cover the cost of the offering;
- 6) may not be claimed for apportionment purposes.

In addition to meeting the above requirements, the Academic Senate feels strongly that any proposed course, offering, or program first gain faculty support. Therefore, community services offerings at Antelope Valley College are subject to division review and approval before going to the AP&P Committee.

Guidelines:

- 1) the Dean for Corporate and Community Services will keep faculty informed of offerings needed or being developed as Corporate and Community Services Offerings and, when possible, use currently employed permanent or adjunct faculty to develop and teach these offerings;
- 2) once a Corporate and Community Services Offerings has been proposed/developed, a Corporate and Community Services Offerings Outline form must be completed;
- 3) the Dean for Corporate and Community Services then sends the Corporate and Community Services Offerings Outline form to the appropriate division for review by the dean and the AP&P representative, who consult with division faculty;
- 4) if there is a question as to which division the offering falls under, it should be sent to the AP&P faculty co-chair for review and approval or to determine the appropriate division;
- 5) if the division dean, the AP&P representative, and the faculty have no concerns or questions, they will sign off on the offering(s) and return the form(s) to the Dean for Corporate and Community Services;
- 6) if the division dean, the AP&P representative, or the faculty have concerns or questions, they will meet with the Dean for Corporate and Community Services to discuss their concerns or questions and present suggestions for revision;
- 7) the division dean, the AP&P representative, and the faculty then have the right to approve the offering or not; if approved, signatures are required on the form;
- 8) prior to publishing a schedule of Corporate and Community Services Offerings, the Dean for Corporate and Community Services will present a copy of the signed and approved Corporate and Community Services Offerings Outline to the AP&P Committee for review and approval;
- 9) the Dean for Corporate and Community Services, AP&P Representative, and Faculty must be present at the AP&P meeting to answer questions regarding course offering, if the faculty is unable to attend the meeting due to extreme hardship then the use of SKYP or CCCConfer may be an option if the location of the meeting has the technology capabilities.
- 10) final approval by AP&P is generally granted based upon appropriate division approval of offering(s);
- 11) once AP&P has approved a Corporate and Community Services Offering, it need not go through the review process again unless there are *substantive changes to the offering or has not been offered in 2 years;
- 12) the Dean for Corporate and Community Services then takes the approved Community Service Offerings to the Board for final approval before they are published and offered.
- 13) During summer/intersession when AP&P does not meet, steps 1-7 must still be completed; however, steps 8 and 9 will be handled by the faculty co-chair of AP&P, the Academic Senate President, and the Vice President of Academic Affairs.

*Substantive changes: AP&P Committee as a whole will determine whether the changes made to a course require the presence of the faculty in order to clarify concerns.

Catalog - Academic Policies/Programs - Incomplete Grades

Current:

Incomplete academic work for unforeseeable emergency and justifiable reasons at the end of the term may result in an "I" symbol being entered in a student's record. The condition for removal of the "I" and the grade to be assigned in lieu of its removal will be stated by the instructor in a **written record** to be filed in the Admissions and Records Office where the original of the record will be forwarded to the student. **This record will remain on file until the "I" is made up or the time limit has passed. A final grade will be assigned when the work stipulated has been completed and evaluated or when the time limit for completing the work has passed.** The "I" may be made up no later than one year following the end of the term in which it was assigned. *A student may petition for an extension of time due to unusual-circumstances before the time limit has passed. The "I" symbol will not be used in calculating units to determine grade point average.*

NOTES REGARDING CHANGES

- Highlighted text has been removed
- Bolded underlined text has been modified and simplified
- Italicized and underlined text no longer exists

Proposal:

I (Incomplete) is a temporary grade status given to a student who has participated in the course and is in good standing but unable to complete academic work for unforeseeable, emergency, and justifiable reasons. Incompletes may only be issued for requirements missed commencing the twelfth (12) week of a regular semester class or after 85% of a short-term or summer or winter intersession class. An Incomplete Contract must be completed and the terms and conditions agreed upon by both the student and faculty. The condition for removal of the "I" and the grade to be assigned in lieu of its removal shall be stated by the instructor in the contract which will be held on file in the Admissions Office. The "I" may be made up no later than one year following the end of the term in which it was assigned.

*Return with
new wording / so*

Courses Due Fall 2015

DIV	SUB	NO	TITLE	DATE	Online	Hybrid	IMF
1	ACCT	131	Introduction to Income Tax	F/11			
1	AUTO	198	Automotive Seminars	5/08			
1	CA	132	Oracle SQL Database Mgt	F/11			
1	CA	153	Windows Install & Sys Support	F/11			
1	CA	175	Admin Windows 2003 Server	F/11			
1	CA	221	Computer Concepts & Appl Bus	2/11	9/10		
1	CIS	101	Intro Computer Info Science	3/14	3/14		
1	CIS	121	Computer Mathematics	11/09			
1	CIS	159	SUSE Linux Server Administration	3/09			
1	DRFT	125	Mechanical Drafting	F/11			
1	DRFT	150	Intermediate 2-D Autocad	F/11			
1	DRFT	230	Architectural Drafting II	F/11			
1	ELTE	101	Survey of Electronics	F/11			
1	ELTE	110	Electronic Mathematics	F/11			
1	ELTE	125	Dir Current&Alt Current Prin	11/10			
1	ELTE	130	Digital Circuit Analysis	11/10			
1	ELTE	135	Analog Circuit Analysis	11/10			
1	ELTE	235	Electronic Communications I	5/09			
1	ELTE	252	Introduction to Avionics	F/11			
1	ELTE	254	Radio Telephone License	F/11			
1	ENGR	115	Basic Engineering Drawing	F/11			
1	FTEC	113	Fire Protection Equip&Systems	4/10			
1	MGT	105	Elements of Supervision	F/11			
1	MGT	115	Human Behavior in Organization	F/11			
1	MGT	212	Mgt Responsibility to Minority	F/11			
1	MKTG	121	Salesmanship	F/11			
1	MOA	102	Advanced Medical Terminology	11/10			
1	MOA	110	Beg Medical Office Assisting	4/11			
1	MOA	111	Adv Medical Office Assisting	4/11			
1	NF	100	Nutrition	4/10	5/09	4/10	
1	NF	150	Food and Culture	5/09			
1	NS	121	Obstet, Neonatal & Women's Health Nsg	4/11			
1	OT	103	Advanced Computer Keyboarding	F/11			
1	OT	121	Spreadsheets for the Office	F/11			
1	OT	150	Basic Prin Coding Med Ofc	F/11			
1	OT	152	Beg Medical Insurance	F/11			
1	OT	205	Medical Office Procedures	F/11			
1	OT	207	Legal Office Procedures I	F/11			
1	RADT	101	Introduction to Radiologic Technology	F/11			
1	RADT	102	Patient Care inRadiology	F/11			
1	RADT	104	Radiographic Principles I	F/11			
1	RADT	108	Advanced Principles of Exposure	F/11			
1	RADT	109	Radiation Physics	F/11			
1	RADT	203	Flourosopic Imaging & Radiation Protection	F/11			
1	RADT	204	Princ & Appl of Cross-Sectional Anatomy in Imaging	F/11			
1	RADT	208	Radiographic Certification Preparation	F/11			
1	RADT	210	Principles of Venipunctures for Radiology	F/11			
1	VN	109	Fundamentals of Patient Care for Vocational Nursing	3/10			
1	VN	112	Nursing to Promote Self-Care Agency in Adult	3/10			
1	WELD	230	Welding Symbols & Print Reading	12/10			
1	WELD	240	Welding Layout	12/10			
1	WELD	260	Cert Welding-L.A. City Building Code	12/10			
1 Count				52			

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Courses Due Fall 2015

DIV	SUB	NO	TITLE	DATE	Online	Hybrid	IMF
2	AGRI	102	Plant Pest Control	F/11			
2	AGRI	112	Plant and Landscape Maint	F/11			
2	AGRI	130	Environmental Gardening	F/11			
2	AGRI	132	Turf and Landscape Maint	F/11			
2	AGRI	153	Lands Const- Contrete/Masonry	F/11			
2	AGRI	155	Lands Const- Wood/Lighting	F/11			
2	AGRI	210	Advanced Landscape Design	F/11			
2	AGRI	212	Interior Plantscape	F/11			
2	AGRI	220	Landscape Irrigation	F/11			
2	AGRI	250	Landscape Management	F/11			
2	BIOL	101	General Biology	2/11		3/11	
2	BIOL	103	Introduction to Botany	F/11			
2	BIOL	170	Tropical Biology	F/11			
2	BIOL	202	General Human Physiology	F/11		F/11	
2	CHEM	210	Organic Chemistry	11/10			
2	GEOG	101 L	Phys Geog Lab: Earth's Surface Lndscp	4/11			
2	MATH	020	Managing Math Anxiety	11/10			
2	MATH	021	Math Study Strategy	11/10			
2	MATH	120	Math for Teachers	F/11			
2	MATH	130	College Algebra	4/11		4/11	
2	PHYS	101	Introductory Physics	3/11			
2	PHYS	102	Introductory Physics	3/11			
2	PHYS	110	General Physics	3/11			
2	PHYS	120	General Physics	3/11			
2	PHYS	211	General Physics	F/11			
2	WDTO	101	Applied Water Treatment and Distribution Mathematics	3/10			
2	WDTO	115	Water Distribution I	3/10			
2	WDTO	120	Water Treatment I	3/10			
2 Count				28			

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Courses Due Fall 2015

DIV	SUB	NO	TITLE	DATE	Online	Hybrid	IMF
3	COMM	109	Small Group Communication	5/09			
3	COMM	214	Studies in Storytelling	4/11			
3	ENGL	235	Shakespeare: Tragedy & History	F/11			
3	ENGL	236	Shakespeare: Comedy, Romance	F/11			
3	ESL	018	ESL Reading and Writing 1	2/10		2/10	
3	ESL	019	ESL Skills Building 1	2/10			
3	ESL	020	ESL Vocab & Pronun 2	2/10			
3	ESL	023	ESL Grammar 2	2/10		2/10	
3	ESL	028	ESL Reading & Writing 2	2/10		2/10	
3	ESL	030	ESL Vocab & Pronun 3	2/10			
3	ESL	033	ESL Grammar 3	12/09		2/10	
3	ESL	038	ESL Reading & Writing 3	2/10		2/10	
3	ESL	040	ESL Vocab & Pronun 4	2/10			
3	ESL	043	ESL Grammar 4	2/10		2/10	
3	ESL	048	ESL Reading & Writing 4	2/10		2/10	
3	ESL	058	ESL Reading & Writing 5	2/10		2/10	
3	ESL	099	Advanced Composition	3/14			
3	JOUR	123	Newspaper Production	5/11			
3	SPAN	101	HL Elementary Spanish for Heritage Learners I	F/11	F/11	F/13	
3 Count				19			

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Courses Due Fall 2015

DIV	SUB	NO	TITLE	DATE	Online	Hybrid	IMF
4	AJ	201	Police-Community Relations	11/10			
4	AJ	205	Criminal Investigation	F/11			
4	AJ	800	Peace Officer Intensive Basic Training	4/11			
4	AJ	810	LASD Custody Assistant Course	11/10			
4	CFE	101	Intro to Early Childhood Ed	2/09			
4	CFE	107	Literacy for Young Children	3/09			
4	CFE	122	Infant Toddler Strategies	2/10			
4	ED	140	Introduction to Education	F/11			
4	ED	145	Understand & Ed Learn Disabled	4/11			
4	HIST	107	U.S. History, 1607-1877	11/10	5/11	5/11	
4	HIST	108	U.S. History, 1877-Present	2/11	2/11	2/11	
4	HIST	112	Contemp U.S. Hist: Vietnam	4/11			
4	PHIL	110	Introduction to Logic	5/11		5/11	
4	PHIL	201	Critical Thinking	4/11			
4 Count				14			

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Courses Due Fall 2015

DIV	SUB	NO	TITLE	DATE	Online	Hybrid	IMF
5	ART	113	Painting	F/11			
5	ART	116	Illustration	F/11			
5	ART	132	Introduction to Ceramics: Hand-Building	F/11			
5	ART	213	Advanced Painting	F/11			
5	ART	216	Life Drawing	F/11			
5	ART	223 L	Advanced Computerized Drawing Lab	F/11			
5	ART	223	Advanced Computerized Drawing	F/11			
5	ART	225 L	Adv Computerized Life Drawing Lab	F/11			
5	ART	225	Adv Computerized Life Drawing	F/11			
5	ART	298	Special Studies in Art	F/11			
5	DA	111	Choreography	11/09			
5	DA	115	Dance Repertory	3/09			
5	DM	105	Interactive Media	5/11			
5	DM	110	Motion Graphics	5/11			
5	DM	112	Experimental Digital Video	5/11			
5	HE	120	Stress Management	2/11			
5	KIN	102	Water Aerobics	10/10			
5	KIN	106	Hatha Yoga	5/11			
5	KIN	107	Intermediate/Advanced Hatha Yoga	4/11			
5	KIN	112 A	Beginning Soccer	3/09			
5	KIN	112 B	Intermediate Soccer	3/09			
5	KIN	129	Advanced Golf	F/11			
5	KIN	139	Team Sport Fundamentals	12/10			
5	KIN	156	Intermediate Volleyball	11/10			
5	KIN	161	Intermediate Tennis	5/11			
5	KIN	162	Advanced Tennis	5/11			
5	KIN	190	Introduction to Physical Ed	3/14			
5	KIN	210	Intercoll Women's Basketball	4/11			
5	KIN	237	Intercollegiate Men's Golf	4/11			
5	PHOT	250	Color Photography	3/11			
5	REC	101	Intro to Rec and Leisure	F/11			
5	REC	102	Recreational Leadership	F/11			
5	THA	102	Introduction to Stagecraft	5/10			
5	THA	103	Intro to Stage Lighting	5/10			

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Antelope Valley College
Regular and Effective Contact Policy for Online Instruction

I. 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."

II. Relevant Ed Code includes the following.

II. a. 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.

II. b. 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.*

- III. d. v. field trips, seminars, or other in-person activities;
- III. d. vi. timely feedback for student work.

IV. Suggestions for Contact:

IV. a. 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.

IV b. 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.

V. Guideline for Section 55204

V. a. 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.

V. b. 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.

Guidelines for Distance Education: New and Revised

CREATING A DISTANCE EDUCATION COURSE MUST NOT RESULT IN CHANGES TO THE OBJECTIVES OR CONTENT LISTED ON THE EXISTING COURSE OUTLINE OF RECORD; IN ADDITION, ASSIGNMENTS AND METHODS OF EVALUATION MUST BE EQUIVALENT TO (IF NOT EXACTLY THE SAME AS) THOSE IN THE TRADITIONAL COURSE, CHANGING ONLY AS THE NEEDS OF TECHNOLOGY DICTATE. THE EXISTING COR MUST BE CURRENT.

Faculty proposing a distance education course should:

- review fully the existing Course Outline of Record;
- consult with AP&P Representative to ensure effective course development and gain discipline/division approval before bringing the course to the AP&P Committee for formal approval;
- meet early in the process with the Distance Education Committee for assistance with technology issues and to ensure accessibility of content (this is required if developing a new distance education for a course).

TITLE 5: § 55200. Definition

“Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.”

TITLE 5: § 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 addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

TITLE 5: § 55204. Student-Instructor Contact.

All approved courses offered as distance education must include “regular effective contact between instructor and students (see glossary). Campus curriculum committees must determine what constitutes regular effective contact and apply that standard the same as in a traditionally taught course. Most important is for the curriculum committee to be assured that maximum use is made of the given technology to foster instructor-student contact, rather than the use of technology for its own sake.

TITLE 5: § 55206. Separate Course Approval.

“If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures.” Each proposed distance education course must be separately reviewed and approved by the AP&P Committee before being published in the schedule of classes.

When developing a DE course, faculty should consider the following:

- Is the course based upon the most recent COR of the existing course?
- Does the course serve a unique need in the college curriculum?
- Is the course feasible given the resources of the college (faculty, facilities, technical support, etc.)?
- Is the instruction equivalent to what students experience in the traditional classroom setting?
- Are assignments and methods of evaluation equivalent to (if not exactly the same as) those noted on the existing COR, changing only as the needs of technology dictate.
- Determine which method of Distance Education will be appropriate: Online Only, Hybrid, and/or ITV (Telecourse)

CurricUNET: Distance Education under Course Checklist

1. Select Online Only, Hybrid, and/or ITV (Telecourse) and complete all sections within the link consulting frequently with your AP&P Representative, dean, discipline faculty, and Distance Education Committee
2. If faculty wish to offer the course in several different distance education methods, complete all applicable links in CurricUNET, i.e. Online Only, Hybrid, and/or ITV (Telecourse)

Selected Glossary of Terms

Accessibility: In Web pages, it refers to the ability of a Web page to be viewed by everyone, especially people with disabilities who use various assistive technologies. Accessible Web pages take into account the special needs of visitors with auditory, visual, mobility, and cognitive impairments and give those users an equivalent browsing experience to that of non-disabled visitors.

Assistive (Adaptive) Technology: As defined by the Assistive Technology Act of 1998, the term refers to “any item, piece of equipment, or product system, whether acquired commercially, modified or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.” Assistive technologies include: screen readers and magnifiers, closed captioning, alternative keyboards, and other special software and equipment that makes information devices more accessible.

Asynchronous: same place; different time.

CD ROM: a storage media in which data or multi media is encoded onto discs and read by laser.

Course Management System: a tool that allows instructors to develop, support, and manage online education, such as Blackboard.

Hybrid Course: A course designed to utilize some classroom-based instruction integrated with other modes of electronic instructional delivery: e.g. Internet, e-mail, video, discussion boards, multi media, etc. Hybrid courses meet both on-campus and online.

Internet: a network of computers that are electronically connected (e.g. World Wide Web).

Intranet: a private network of computers that utilizes Internet technologies.

Interactive Television (ITV): classes shared by local sites and connected to remote sites.

ListSerts: an automated electronic distribution service which e-mail information to subscribers.

Online Course: a course designed to utilize methods of instruction entirely online. (No on-campus meetings required.)

Posting: uploading files for access by others.

Smart Camera: video input devices capable of automatically finding and focusing on the speaker.

Software: the coded programs that make the hardware function.

Synchronous: same place; same time.

Rehabilitation Act (Section 508): requires that electronic and information technology developed, procured, maintained, or used by the Federal government be accessible to people with disabilities.

Telecourse: videotaped course lectures; also call Instructional Television. Students view pre-taped lectures and then meet with an instructor for discussion, tests, and other classroom-based activities.

Video Based Voice Mail: communication across phone lines delivering voice and images at the same time.

Upload: transferring files from a local computer to a remote computer.

Videoconferencing: video and audio communication between two or more people via digital or analog communication channels.

WEB (World Wide Web): a collection of computers around the globe, all interconnected.

Web Server: a single computer device that stores Web page that may be accessed remotely.

Regular Effective Contact constitutes methods and frequency of interaction between instructor and students when separated by distance and can be accomplished in a number of ways:

- **Announcements:** a communication tool often found in course management systems such as Blackboard.
- **Blog:** a shared online journal where people can post entries about their experiences and observations, often with hyperlinks provided by the writer.
- **Chatrooms:** an electronic space where multiple users communicate with other participants synchronously.
- **Communication Tools:** electronic modes of communication, such as blogs, e-mail, bulletin boards, chatrooms, discussion boards, listservs, announcements, wikis, and Web pages.
- **Discussion Boards:** electronic threaded discussions allowing multiple participants follow the flow of discussion; also called discussion forums.
- **Electronic Bulletin Boards:** software that allows users to leave messages and access information of general interest.
- **E-mail:** electronic mail delivered over a network.
- **E-mail Lists:** e-mail addresses that can be easily grouped for mailing to multiple participants.
- **FAQ (Frequently Asked Questions):** a collection of the most often asked questions and answers.
- **Multimedia:** a mixture of graphics, motion, sound, and text.
- **Face-to-Face: required meetings with students on campus for traditional classroom activities or assignments/tests.**
- **Wiki:** A collaborative website whose content can be edited by anyone who has access to it.

Online Education Initiative for the California Community Colleges Memorandum of Understanding Between Foothill DeAnza Community College District and Selected Colleges Piloting OEI Resources

This document outlines the agreement between the Online Education Initiative ("OEI") project as hosted by the Foothill DeAnza Community College District and Antelope Valley College. The duration of the agreement will be from January 1, 2015 through June 30, 2016. The agreements outlined herein pertain to the three pilot groups and are defined accordingly. Signatures on this document pertain to agreements relevant to the appropriate pilot group as identified below:

The following agreement is between Foothill-De Anza Community College District representing the Online Education Initiative project and Antelope Valley College as part of the **[Full Launch or Student Readiness Staging Group or Tutoring Staging Group]**.

Project Goal: The goal of the OEI is to engage colleges in the implementation of online resources that will improve student success and completion in the California Community Colleges. All of the colleges involved in this effort will be asked to pilot processes and tools, and assist in the selection, development, and testing of the resources involved. There will be three groups of colleges working to develop and test the resources used by the project. The duration of this agreement will be from January 1, 2015 through June 30, 2016.

There are three groups of pilot colleges as described below. Each group consists of eight colleges that will focus on one of the following activities:

1. Full Launch Colleges:

- a. Develop and test the processes necessary to facilitate the Online Course Exchange across colleges and full implementation of the OEI. This includes but is not limited to: application/residency determination, course registration, matriculation, and the support services being piloted by the readiness and tutoring groups.
- b. Review and inform the choice of a CCC common course management system (CCMS) through the development and evaluation of the Request for Proposal (RFP) process and selection of the CCMS through participation in the CCMS Committee.
- c. Deploy and pilot the selected CCMS, associated processes and courses within the exchange.
- d. Implement the first courses within the CCMS in Fall 2015 and the first courses within the exchange in early 2016.

2. Student Readiness Staging Group:

- a. Pilot a diagnostic assessment to help students evaluate their readiness for online learning.
- b. Pilot dynamic tutorials designed to improve student readiness for online success.
- c. Participate in evaluation of diagnostic assessment and readiness tutorials.
- d. Participate in staging activities for entry into the course exchange.
- e. Begin readiness preparation work in November 2014 with participating colleges submitting candidate courses to the OEI for inclusion in courses in Spring 2015.
- f. Deploy diagnostic assessment and readiness tutorials from within the teaching colleges' own systems with their own students and CMS.

3. Tutoring Staging Group:

- a. Review and pilot method of delivering effective online tutoring services for students in online classes and integrating statewide support services with local tutoring services.
- b. Develop a plan to promote robust and effective use of online tutoring services.
- c. Participate in evaluation of the online tutoring pilot.
- d. Participate in staging activities for entry into the course exchange.
- e. Colleges begin tutoring solution preparation work in November 2014 with participating colleges submitting candidate courses to the OEI for inclusion in courses in Spring 2015.
- f. Deploy online tutoring solution within the teaching colleges' own systems with their own students and CMS.

All colleges party to this agreement will receive the following from the OEI Project:

- Resources appropriate to their pilot group.
 - Group 1: Free access to the Common Course Management System for OEI prioritized courses throughout the pilot offering.
 - Group 2: Free access to the OEI developed readiness applications for pilot courses.
 - Group 3: Free access to OEI developed tutoring resources for pilot courses.
- Reviews by trained faculty reviewers whose purpose is to provide feedback and assistance including instructional design support along with accessibility assistance for at least three to five online courses as submitted by the college.
 - Courses that are submitted to be offered as part of the OEI, will be part of a formative review and design process that aligns them to the OEI Course Design Standards (based on national standards).
 - The process consists of the faculty member voluntarily completing an application for course submission, having the course reviewed by trained CCC faculty reviewers as organized via @ONE. Courses that closely meet the standards will be prioritized for first offering within the OEI.
 - Courses that need some adaptation to meet one or more areas of the standards, will receive instructional design support to complete a revision process and will be offered in the priority determined by a revision timeline
 - The review covers course design components and in no way should be considered an evaluation of the faculty member's online teaching performance.
 - The review results will be shared solely with the faculty member involved who may or may not choose to participate further.
- Professional development support as needed.
- Regular inclusion in decision-making processes with other pilot college staff and faculty and OEI Steering Committee members appropriate to pilot focus areas including overall project development as needed.

All colleges will agree to the following:

- Identification of courses consistent with OEI guidelines for course review and potential inclusion in pilot activities.
- Participation in the course review and update activities.
- Use of the *Open CCCApply* application by January 2015.
- Participation in the development of reciprocity agreements that will be needed to implement the project and ensure that all students receive the services necessary to facilitate success.
- Participation in virtual and in-person development team meetings for pilot group focus areas as needed.
- Participation in professional development activities as appropriate.
- Obtain the agreement to participate from the local Academic Senate.
- Provide data necessary to assess the effectiveness of the pilot efforts, in cooperation with the RP Group as the official evaluator for the OEI.
- Group 1 agrees to use the selected common course management system for the pilot of the initial courses in Summer of 2015 and/or Fall of 2015.
- Groups 2 and 3 agree to consider potential expansion of pilots in Fall of 2015 and Spring of 2016 by mutual agreement with the OEI, pending analysis of pilot data and capacity of the OEI to expand pilot readiness, tutoring, and CCMS solutions.

Course Review:

Courses that are submitted to be offered as part of the OEI will be part of a formative review and design process that aligns them to the OEI Course Design Standards (based on national standards). The process consists of the faculty member voluntarily completing an application for course submission and having the course reviewed by trained CCC faculty reviewers as organized via @ONE.

Courses that closely meet the standards will be prioritized for first offering within the OEI. Courses that need some adaptation to meet one or more areas of the standards will receive instructional design support to complete a revision process from the OEI and will be offered in the priority determined by a revision timeline. Faculty members who submit courses should also agree to participate in any review process if they wish to continue to be forwarded to the OEI for offering the course.

There will continue to be opportunities in the future to receive instructional design support through the review process for faculty who do not wish to continue with submission to the OEI, but who may wish to resubmit their courses at another time. The review covers course design components and in no way should be considered an evaluation of the faculty member's online teaching performance. The review results will be shared solely with the faculty member involved who may or may not choose to participate further.

Course Intellectual Property Rights: The OEI does not claim any rights to any courses that are offered through the pilots or thereafter. Receipt of instructional design assistance by a faculty member or college does not relinquish rights to the course that is submitted for offering in the pilot.

Signatures:

Dr. Bonnie C. Suderman 3/17/15
Vice President of Instruction Date

Academic Senate President Date

Vice President of Student Services Date

[Signature] 3/17/15
Distance Education Coordinator Date

OEI Executive Director Date

FHDA Sponsor Date

Application for Sabbatical Leave

Marthe Aponte, Language Arts

One Year: One Semester: Beginning: Spring term, 2016

A. Abstract summarization of proposal (One page) (3.16.17a):

YouTube French Lessons for Spanish-Language Speakers and Heritage Learners

Overview:

Foreign language programs at universities and community colleges in America are in a major transition right now, and it will be wise for Antelope Valley College to address this sooner rather than later. My sabbatical will (a) focus on creating mechanisms to enhance student success in world language classes, mechanisms that at the same time (b) will serve as outreach tools to recruit students from the Latino community into non-Spanish language classes, and (c) will also serve as a branding opportunity for the college on YouTube and other social media sites.

Background:

Most French-language instructional materials are based on an assumption of native English fluency that does not reflect the reality of our own students. Many incoming students speak Spanish in some form in the home, and if they have any exposure to non-English languages, for 85% of our students, the non-English language is Spanish, Spanglish, or one of the indigenous languages of rural Mexico. For them, teaching materials that focus on Anglo-centric terms like “gerund” or “adverbial phrases,” or that assume “football” means the NFL and not soccer, add a barrier to success that is not only unkind, but utterly counter-productive. Who wants to study a topic that excludes you in all aspects of its pedagogy?

At the same time, shifts in cultural literacy no longer make French a visible choice for many of our students. In Anglo-American culture, it was previously assumed that everybody knew why one needed to learn French—it was, after all, the entry language into the professional classes, and it had no need to advertise itself. Cultural expectations did that for it. All of that now has shifted—to our students’ disadvantage. In practical reality, French remains as essential as ever. It has cachet still in terms of social mobility—notice how it appears everywhere in “upper class” English, even with a word like “cachet.” If one wishes to travel in or do business in a huge part of the world, French remains *lingua franca*—there it is again—and this includes most of West and North Africa, much of the Caribbean, parts of the South Pacific, France, Belgium, and Switzerland, and most branches of diplomatic service. It is the most common second language for graduate study in many fields, including music, fine art, literature, culinary schools, history, anthropology, and business. Even the upper management of Burger King will need to be able to navigate the world in French, now that Burger King’s parent company has relocated to Canada.

To enhance student success, it is only appropriate that we advertise French in such a way as to “backfill” the missing cultural expectations, and, once students arrive in the program, to tailor classroom materials to include native Spanish-speakers.

B. A comprehensive description of purposes, goals and importance of the proposed leave according to one (1) or a combination of the three (3) categories listed below: (3.16.17b):

(3.16.8) Category I: The activity in this category expands professional knowledge, competence, and instructional or administrative effectiveness of the applicant. The purpose is to provide the opportunity for growth and development regarding new information, insights, and ideas occurring in the applicant's discipline or area of expertise.

Although I am fully trilingual (and indeed, lived and taught in Venezuela for many years), I have conducted little research into the pedagogy of teaching French to heritage learners and those whose dominant linguistic framework is Spanish. Indeed, none of us have inside the department. It is time now to look at this more directly.

Once I master the technology for creating, editing, and posting short video clips, I hope to share my enthusiasm and knowledge with others on campus, and look forward to making this a regular part of my instructional methodology.

Category II: The activity in this category deals with retraining unit members in new areas of teaching support services or administrative competence. The purpose of retraining reflects the changing needs of the institution and shifting student enrollment patterns.

I think a change has happened in academia, and I feel a bit like I've been slow to notice it, and perhaps we all have. Our students expect cross-platform technological access, and they no longer prefer a formal lecture backed by textbook-based homework as the way in which they best master lessons. We even now offer sections of Biology 101 that are fully online. Given that an active classroom includes not just lectures but group activities, visual learning, music, and video clips, I want to expand that range to include French lessons aimed at Spanish-speakers and available universally on the Internet.

Category III: The activity in this category shall relate to the long-range needs of the District, or a particular Division or program. Eligible proposals may include, but are not limited to, curriculum development, program planning and implementation, academic and vocational programs, student evaluation, or other specific projects that have a direct productive impact on the instructional and service programs of the District.

Antelope Valley College offers great instruction—of this I am sure—yet our online presence, be it through the blog or the student paper or updates emailed by Student Services—lags a bit. I see an “available to all” video clip as a tremendous branding opportunity for the campus, and would want to work closely with the Advancement Office and the appropriate campus graphic artists in order to come up with a consistent, well-branded “look,” orally and visually. Each semester in English, when they create an in-house ad to summarize the up-coming lit classes, the flyer is headed with this phrase: “Study the Greats, Transfer with Confidence.” They use it each term, as they promote the Shakespeare class or British literature. That is a good idea, and so for my videos, I want each one to be self-contained but for each one to end with the college logo and some similar catch phrase, identifying AVC and the Language Arts World Languages Program.

C. A detailed description of the schedule of activities to be undertaken (3.16.17c)

This grid might be better completed after my sabbatical than before it, but here is what I see as needing to happen:

(1) research into the pedagogy of teaching French to Spanish-speaking audiences, including a survey of the literature, site visits to successful campuses such as UCLA and Santa Monica College, and participation in online Francophone forums. I also will consult with the French Consulate in Los Angeles, with whom I want to partner for cultural events anyway.

(2) identification of the on-campus resources needed to make short-form videos: cameras and lights (VAPA), script help (fellow Language Arts faculty), and development of a consistently branded look (Liz Diachun et alia).

(3) creation of 10 one-to-five-minute YouTube videos, “French for Spanish Speakers.”

Tentatively, these will be

—a initial celebration (in English and Spanish) of the ways French and Spanish overlap.

—a clarification of root-level syntactical differences.

—noticing (and fixing) issues with pronouns.

—verbs: similarities, differences, and tricks for navigating between the worlds.

—confusing cognates (words that seem identical but actually differ).

—tricks for mastering the change in accents.

—gender and possessives.

—idioms and folk expressions.

—a reading from a “non-white” literature sample: for example, Afro-Franco-Caribbean poet, Aimé Césaire. About his work, Jean-Paul Sartre once wrote: “A poem by Césaire explodes and whirls about itself like a rocket, suns burst forth whirling and exploding like new suns—it perpetually surpasses itself.”

—testimonials from successful graduates (who will address the camera in English, Spanish, French, and German).

D. A statement, which addresses how the leave will improve the unit member’s professional competence and performance as well as the contribution to the educational and community programs at Antelope Valley College and a description of how the applicant professionally qualifies for the proposed program (3.16.17d)

Our World Language and Language Arts Divisional Program Reviews all stress our commitment to serving our Latino / Hispanic population, and this is intended to do just that, while at the same time, increasing my own pedagogical fluency, and, I hope, allowing me to grow and evolve as well. I've never imagined I would be asking to make instructional videos (videos that will be, I hope, amusing, attractive, and able to recruit many thousands of "hits"), yet now that I look forward to the process, it seems to me exciting and potentially very rewarding.

E. A statement of the effect on the program caused by the absence of the unit member, i.e., can the department continuity be assured if the sabbatical is granted? (3.16.17e)

This will require coordination with my area chair and the Dean, but broadly speaking, we are adequately staffed with adjuncts in my area, and two of my fulltime colleagues are also qualified to each French.

F. A description of the factors which make it desirable that the leave be taken in the coming year rather than another time. (3.16.17f)

I want to use the 2015 fall term to give my chair time to plan my replacement and for me to accumulate resources and investigate technological solutions, hence my request for spring 2016 leave time. I don't want to wait longer than that, however, both for the long-term health of the French program and because I hope that my own experiments can be used as models by others on this campus.

G. An explanation of why the proposal should not be a part of the unit member's on-going responsibility therefore, not requiring a leave. (3.16.17h)

While future faculty may well come on staff already well-versed in social media, for me the journey into surveying YouTube, creating videos, working with support staff in branding the college, and mastering the technical aspects of creating accounts and doing the uploading—these all will be a journey to creativity and independence that I look forward to taking, but are not skills I possess yet nor do I have time to acquire them while teaching a full load.

I. An explanation if the applicant will earn an income in addition to receiving sabbatical leave pay. (3.16.17j)

I do not anticipate being employed in any capacity by anybody else when I am on leave.

J. An explanation if the proposal includes travel of how the travel component is clearly necessary to the sabbatical leave project. (3.16.17k)

This material was included in sections C, G, H, and I.

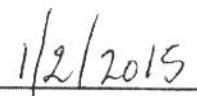
note: 3.16.5 (sabbatical cost) is attached below, as a separate page.

I have reviewed Board Policy 3.16 Sabbatical Leave. I meet eligibility as listed in 3.16.2 and have calculated the cost of my leave according to 3.16.5.

I understand that the number of leaves granted each year is limited by the available funds for that academic year (3.16.4)



Applicant

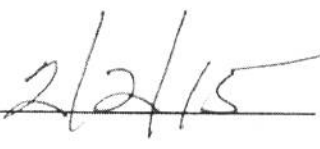


Date

The above applicant has reviewed his application for Sabbatical with me, and the cost of his Sabbatical has been correctly calculated.



Dean, Language Arts



Date



ANTELOPE VALLEY COLLEGE
APPLICATION FOR SABBATICAL LEAVE

COVER SHEET

(Note: where selections relate directly to Board Policy, the section cited is noted)

NAME: Xiaoyu "Sherri" Zhu

Duration (3.16.3): One Year: One Semester: Beginning: Spring 2016

Please discuss each of the categories listed below:

A. Abstract summarization of proposal (One page) (3.16.17a):

B. A comprehensive description of purposes, goals and importance of the proposed leave according to one (1) or a combination of the three (3) categories listed below: (3.16.17b):

(3.16.8)

Category I: The activity in this category expands professional knowledge, competence, and instructional or administrative effectiveness of the applicant. The purpose is to provide the opportunity for growth and development regarding new information, insights, and ideas occurring in the applicant's discipline or area of expertise.

Category II: The activity in this category deals with retraining unit members in new areas of teaching support services or administrative competence. The purpose of retraining reflects the changing needs of the institution and shifting student enrollment patterns.

Category III: The activity in this category shall relate to the long-range needs of the District, or a particular Division or program. Eligible proposals may include, but are not limited to, curriculum development, program planning and implementation, academic and vocational programs, student evaluation, or other specific projects which have a direct productive impact on the instructional and service programs of the District.

C. A detailed description of the schedule of activities to be undertaken (3.16.17c)

D. A statement, which addresses how the leave will improve the unit member's professional competence and performance as well as the contribution to the educational and community programs at Antelope Valley College and a description of how the applicant professionally qualifies for the proposed program (3.16.17d)

E. A statement of the effect on the program caused by the absence of the unit member, i.e., can the department continuity be assured if the sabbatical is granted? (3.16.17e)

F. A description of the factors which make it desirable that the leave be taken in the coming year rather than another time. (3.16.17f)

G. An explanation of why the proposal should not be a part of the unit member's on-going responsibility therefore, not requiring a leave. (3.16.17h)

H. An explanation of the necessary materials and facilities needed to complete the proposal and the access the applicant has to them. (3.16.17i)

I. An explanation if the applicant will earn an income in addition to receiving sabbatical leave pay. (3.16.17j)

J. An explanation if the proposal includes travel of how the travel component is clearly necessary to the sabbatical leave project. (3.16.17k)

Note: Evaluation of Sabbatical proposals will be performed according to the category(s) selected and may include: (3.16.15)

- (a) Specificity of goals
- (b) Benefit to the District, division or department
- (c) Impact on instruction or service to the students
- (d) Appropriateness of the length of sabbatical leave required
- (e) Urgency
- (f) Justification for retraining
- (g) Proposed project's ability to meet stated goals
- (h) Contribution to professional growth

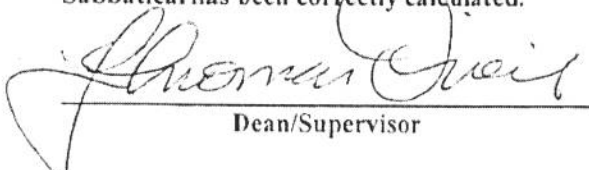
I have reviewed Board Policy 3.16 Sabbatical Leave. I meet eligibility as listed in 3.16.2 and have calculated the cost of my leave according to 3.16.5. I understand that the number of leaves granted each year is limited by the available funds for that academic year (3.16.4)



Applicant

2/5/2015
Date

The above applicant has reviewed his/her application for Sabbatical with me, and the cost of his/her Sabbatical has been correctly calculated.



Dean/Supervisor

2.5.15
Date

PROPOSAL FOR SABBATICAL LEAVE

Submitted by:

Sherri Zhu, Ph.D., Professor of Philosophy

A. Abstract summarization of proposal

The central pedagogical goal that I will pursue during my one-semester sabbatical leave for Spring 2016 is as follows:

- ❖ I will conduct a thorough and rigorous research on teaching critical thinking in disciplines such as social and behavioral sciences, business, mathematics, natural sciences, language arts, engineering, technology, nursing, arts, and physical education. The purpose is to make available a detailed research report to all AVC faculty across the disciplines, who may not have the time or interest to conduct a similar research in their own disciplines. The final report may be used as an instructor's manual for teaching critical thinking across the curriculum.

A series of studies of American higher education demonstrate three disturbing facts: (1) most college faculty at all levels lack a substantive concept of critical thinking even though they recognize that promoting critical thinking is one of the primary goals of their work; (2) most college faculty don't realize that they lack a substantive concept of critical thinking, believe that they sufficiently understand it, and assume they are already teaching students it; and (3) the coverage model of teaching and the lower-order of learning are still the norm in college instruction and learning today.

Learning the above three facts, reflecting on my own classroom instruction, and conversing with my colleagues and students at AVC made me realize that a rigorous theoretical and pedagogical research on critical thinking is urgently needed. It will help my professional growth, encourage all faculty to adopt the critical thinking model of teaching, and benefit all the students in our college tremendously by helping them develop critical thinking abilities, achieve academic success, and grow into life-long critical thinkers.

As I revise my instructional material and research on teaching critical thinking across the disciplines, I will invite criticisms from colleagues at AVC and some other community colleges of California.

B. A comprehensive description of purposes, goals and importance of the proposed leave according to one or a combination of the three categories

According to Category I and Category III, I will focus on the following *theoretical* goals during my sabbatical leave:

- (1) Explain human nature as the root of biased thinking.
- (2) Describe what human thinking would be like without the training of critical thinking.
- (1) Clarify the relationship between knowledge and thinking.
- (2) Describe the lower-order learning and the higher-order learning and the differences between them.
- (3) Find typical examples of lower-order learning and higher-order learning.
- (4) Identify intellectual standards and values.
- (5) Contrast the perfections of thought with the imperfections of thought and illustrate them with examples.
- (6) Identify the traits of mind of critical thinkers.
- (7) Read scholarly publications about critical thinking that will help me to reach the above goals.
- (8) Write at least one scholarly article based on some of the above theoretical research.
- (9) Prepare a series of PowerPoint presentations for AVC faculty and students based on the findings of the above research.

During my sabbatical leave, I will also focus on the following *pedagogical* goals:

- (10) Explore how community college courses can be designed to encourage critical thinking.
- (11) Create and describe the strategies and tactics to do so.
- (12) Describe the traditional coverage model of teaching and the critical thinking model of teaching.
- (13) Making suggestions on how to switch from the coverage model to the critical thinking model.
- (14) Create strategies that will guide students to move from the lower-order learning to the higher-order learning.
- (15) Create activities and projects, and search for video clips and cases that will effectively challenge students to apply critical thinking skills in classes and their lives.
- (16) Apply all the above pedagogical conclusions to my own courses.
- (17) Examine the fact that critical thinking has different implications for different disciplines.
- (18) Explore how critical thinking should be integrated into different disciplines in different ways.

Working towards goals (1) to (18) will contribute to my professional knowledge, competence, and instructional effectiveness as well as the long-range needs of District in the following ways:

1. Critical thinking has always been one of the primary objectives of liberal education. It has come to the fore in California as a result of statewide concerns regarding the credibility and viability of the associate degree. Regardless of the familiarity with the term, few college faculty or students fully understand its meaning or its application in teaching and learning. Yet no textbooks adequately guide instructors to integrate critical thinking into classroom instruction or teach students critical thinking skills. As a philosopher, I'm passionate about promoting critical thinking and feel strongly that it is my social and professional responsibility. I hope to do this project for many years, but while teaching five courses every semester, I never have the time or energy to actually work on it. The sabbatical leave will help me to accomplish the project and reach some important theoretical and pedagogical conclusions.
2. When we consider teaching critical thinking in class, we often worry that we may not be able to cover content. The worry is quite common, but its existence is based on the assumption that knowledge can exist independently from critical thinking. It has not been widely understood that knowledge is a mode of thought rather than a collection of sentences that can be gathered by one person and given to another. I will explore in detail how it is impossible to have any kind of knowledge without letting it go through mind's comprehension, analysis, justification, and creation.
3. Learning often takes place in the lower-order, that is, to associate data, concepts, procedures, numbers, symbols, or formulas. This type of learning is encouraged by the coverage model of teaching. In contrast, the critical thinking model of teaching demands a higher-order learning which requires students to think through the content in a deeply engaged way. But it is not completely clear what it means for a student to think through the content, namely, to think like a historian, politician, mathematician, engineer, musician, nurse, or police officer. I will work on clarifying these ideas both by conducting theoretical research and interviewing professionals.
4. When students begin to think through the content, they will find that they cannot think in whatever ways they are familiar or comfortable with, but need to follow certain intellectual rules. Intellectual standards and values are of primary importance to anyone interested in developing critical thinking abilities or enhancing critical thinking skills. The sabbatical leave will allow me to discover

what the common standards and values are for all the disciplines, and what the unique standards and values are for a specific discipline.

5. Open-mindedness and fair-mindedness are intellectual virtues necessary for moral integrity and responsible citizenship. But the general quality of the debates about controversial social, political, or moral issues taking place in my classes indicates that these dispositions have been quite elusive. I will examine how the ability of critical thinking contributes to the development of these intellectual virtues in students. I will also construct exercises and activities that will better facilitate the learning of these virtues in classroom.
6. Once someone has acquired the capacity of critical thinking, what traits of his mind differentiate him from a non-critical thinker? I will compare the minds of critical thinkers and non-critical thinkers and try to identify their differences. I will also attempt to discover how the critical thinking skills and habit affect one's ways of interacting with other people, with animals, and with our environment.
7. If an instructor has decided to abandon the coverage model of teaching and adopt the critical thinking model, what should she do? I will create a list of instructional strategies and tactics based on my own teaching experience and other instructors' experience and ideas.
8. To some extent, critical thinking means different things in different disciplines. For example, in philosophy, students think critically when they critically examine a theory or when they compare and contrast theories with each other, while in nursing program, students think critically when they apply theories to a practical situation and reflect on the result of that application. I will try to identify what critical thinking means for any given discipline offered at AVC, so my research result can be of use for all the faculty across the disciplines in our college.
9. A critical thinking course or a logic course certainly teaches students critical thinking skills and techniques, but even in these classes, knowledge and skills cannot be given to students as a collection of information, but should be thought through, otherwise, the information will be short-lived as it will be forgotten right after the final exam. I have found that simply by assigning students a lot of class work and homework emphasizing on the mastery of logic techniques, we will not be able to produce critical thinkers no matter how hard they study. Training a student to get an A grade through relentless drills is radically different from training a student to become a logical thinker. So it seems to me that teaching critical thinking is not a responsibility that belongs to a critical thinking class or logic class alone, but a responsibility that belongs to all the classes across the disciplines. As

responsible educators, we all need to produce active critical thinkers rather than passive information collectors.

10. I will catch up on my reading of relevant articles in journals such as *New Directions for Community Colleges*, *Inquiry: Critical Thinking Across the Disciplines*, and books such as *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum*, *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*, *Critical Thinking: Basic Theory and Instructional Structures Handbook*, etc.
11. The above theoretical work will lead to the writing of at least one scholarly article. The process of writing it will help me to master the material and create new instructional material for my students.

C. A detailed description of the schedule of activities to be undertaken

- Week 1-6: I will work on teaching critical thinking in social and behavioral sciences such as philosophy, history, psychology, political science, anthropology, sociology, education, economics, and administration of justice.
- Week 7-8: teaching critical thinking in language arts such as English, communication studies, journalism, creative writing, ESL, and foreign languages.
- Week 9: teaching critical thinking in sciences such as physics, chemistry, biology, astronomy, and earth science.
- Week 10: teaching critical thinking in mathematics.
- Week 11: teaching critical thinking in engineering and technology.
- Week 12: teaching critical thinking in business.
- Week 13: teaching critical thinking in nursing.
- Week 14: teaching critical thinking in arts.
- Week 15: teaching critical thinking in physical education.
- Week 16: I will work on how critical thinking abilities and habit contribute to moral integrity and responsible citizenship.
- Each workday of the week I will work on at least one journal article or book chapter. I will coordinate my theoretical study of the scholarly material with the revisions of my instructional material and the research on integrating critical thinking into the instruction of all the disciplines.
- Each week I will create a few exercises and activities that will facilitate students to develop critical thinking abilities for the specific course or discipline that I work on in that week.

D. A statement, which addresses how the leave will improve the unit member's professional competence and performance as well as the contribution to the educational and community programs at Antelope Valley College and a description of how the applicant professionally qualifies for the proposed program

As indicated by my goals, I will be reaching some theoretical and practical conclusions which will greatly improve my professional competence and performance. I will also make some scholarly and pedagogical contributions to the educational and community programs at AVC by making the result of my work during the sabbatical leave available to all the AVC faculty and students through one or more Faculty Professional Development presentations and their applications to my own classes. I have earned two Master's degrees in philosophy from China and Canada and a Ph.D. in philosophy from USC. I have taught philosophy in China, at USC and AVC for more than fifteen years. I believe I am equipped with adequate teaching experience and research abilities to accomplish this project successfully.

E. A statement of the effect on the program caused by the absence of the unit member, i.e., can the department continuity be assured if the sabbatical is granted?

According to Dean Tom O'Neil, we have enough adjunct instructors available to teach my courses. The philosophy program will not be affected by my absence for one semester in the coming school year.

F. A description of the factors which make it desirable that the leave be taken in the coming year rather than another time

I'm always interested in studying critical thinking. This project has been on my mind for many years. The first time I was ready to apply for sabbatical leave to work on it was in 2012 when I discovered that the one-semester sabbatical leave was terminated due to the budget crisis. It didn't resume until last year. I intended to apply but some personal reasons prevented me from submitting the application by the deadline. This year I can finally apply for the opportunity to work on my long-awaited project. I have planned it for years, have accumulated the appropriate scholarly material, have amassed sufficient instructional material, and have a complete and clear vision of the project. It seems to me that any delay in actually pursuing it would mean delays in the professional growth in myself, the instructional benefits to the AVC faculty, and the educational benefits to the AVC students.

G. An explanation of why the proposal should not be a part of the unit member's on-going responsibility therefore, not requiring a leave

I have tried to pursue these goals during last a few years, but found it impossible. While taking on the academic challenges of teaching five courses and 200 students, I had no time or energy left for this equally challenging project. I was able to do some reading and research over the years, but unable to pursue the project to the depth and breadth that I would like to reach. I believe that my project is meaningful, beneficial and important enough to me, to all my colleagues, and to all the students at AVC not to be delayed any further.

H. An explanation of the necessary materials and facilities needed to complete the proposal and the access the applicant has to them

I will need my office and use the interlibrary loans system at AVC.

I. An explanation if the applicant will earn an income in addition to receiving sabbatical leave pay

I will not earn an income in addition to receiving sabbatical leave pay.

J. An explanation if the proposal includes travel of how the travel component is clearly necessary to the sabbatical leave project

My project does not include any travel.



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

The discipline faculty in the Career Technical Education division/area has reviewed the most current (2014) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Radiological Technology.

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: 3/16/15

Elizabeth A. Sundberg
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

[Signatures of Discipline Faculty]

[Blank lines for Discipline Faculty]

Equivalency Committee Approval:
J. Marsley
Equivalency Committee Chair

3/19/15
Date

Member Initials:
BCS HIR CAM



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

The discipline faculty in the Career Technical Education division/area has reviewed the most current (2014) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Fire Technologies.

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: 3/16/15

Elizabeth A. Sundberg
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

Brian Bailey
[Signature]

Equivalency Committee Approval:

J. Mardesey 3/19/15
Equivalency Committee Chair Date

Member Initials:

BCS HR CM



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

The discipline faculty in the Career Technical Education division/area has reviewed the most current (2014) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Respiratory Technologies.

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: 3/16/15

Elizabeth Sundby
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

Wendy Stark

Equivalency Committee Approval:

J. Mardes
Equivalency Committee Chair

3/19/15
Date

Member Initials:

BCS H.R. CAA



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

The discipline faculty in the Career Technical Education division/area has reviewed the most current (2014) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Emergency Medical Technologies.

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: 3/16/15

Elizabeth A. Sundberg
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

[Signature]
Program Director

Equivalency Committee Approval:

J. Morley
Equivalency Committee Chair

3/19/15
Date

Member Initials:

BCS

Hm

CM



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

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

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: 3/16/15

Elizabeth A. Sundberg
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

[Signature]
[Signature]

Equivalency Committee Approval:

Member Initials:

Equivalency Committee Chair Date

BCS H.A. CM



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

The discipline faculty in the Career Technical Education division/area has reviewed the most current (2012) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Nursing Science/Clinical Practice.

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

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: 2/9/15

Elizabeth A Sundberg
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

Bernell Cury
Marionne Stewart
Vickie Beatty

Linda Harmon
Debra Dickinson
Sandra Robinson

Equivalency Committee Approval:
J. Mares
Equivalency Committee Chair

3/19/15
Date

Member Initials:
BCS HA CM



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

The discipline faculty in the Career Technical Ed division/area has reviewed the most current (2014) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Real Estate.

Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014

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.*
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Date: 2/6/15

Marilyn Holcomb
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

Inde Ayuieta Herrera

Equivalency Committee Approval:

J. M. ...
Equivalency Committee Chair

3/19/15
Date

Member Initials:

BCS HR CM



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

The discipline faculty in the Career Technical Education division/area has reviewed the most current (2012) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Nursing Science.

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

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.**
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Date: 2/9/15

Elizabeth A Sundberg
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

Bernell Curry
Marionne Stewart
Vickie Beatty

Linda Harmon
Debra Dickman
Sandra Robinson

Equivalency Committee Approval:

J. Mardesey
Equivalency Committee Chair

3/19/15
Date

Member Initials:

BCS HR CM



ANTELOPE VALLEY COLLEGE

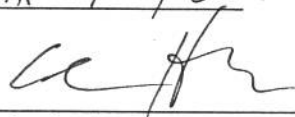
ACADEMIC SENATE
Equivalency Review Form

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

Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014

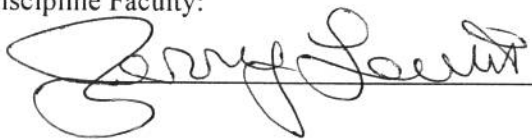
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Date: Mar. 10, 2015


Academic Senate Representative

Academic Senate Representative

Discipline Faculty:


Equivalency Committee Approval:


Equivalency Committee Chair

3/19/15

Date

Member Initials:
BCS JIR SM



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

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

Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014

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.*
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Date: Mar 10, 2015

[Signature]
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:
[Signature]
[Signature]
Joseph C. Watts

[Signature]

Equivalency Committee Approval:
J. Mardale
Equivalency Committee Chair

3/19/15
Date

Member Initials:
BCS JLW CM



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

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

Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014

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.*
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Date: 2/11/15

Jessica Harper
Academic Senate Representative

[Signature]
Academic Senate Representative

Discipline Faculty:
[Signature]
[Signature]

Equivalency Committee Approval:
J. Marder 3/19/15
Equivalency Committee Chair Date

Member Initials: BCS H.M. CM



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

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

Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014

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.*
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Date: 2/11/15

Jessica Harpe
Academic Senate Representative

[Signature]
Academic Senate Representative

Discipline Faculty: [Signature]

Equivalency Committee Approval:

J. Mardock
Equivalency Committee Chair

3/19/15
Date

Member Initials:

BCS HJR CM

AVC Scholar in Residence nomination:

Dr. Glenn Austin Haller, JD

It is with great pleasure that I nominate Dr. Glenn Haller for the recipient of the next Antelope Valley College Scholar in Residence award. Dr. Haller joined the AVC faculty in late 1999 and currently serves on the Academic Senate and the Outcomes Committee. Glenn has been appointed as the Legislative Liaison for the Academic Senate and provides important updates on current legislation in California as it relates to community colleges. Additionally, Glenn's legal background has been instrumental in the development of the proposed changes to the Senate Constitution and the establishment of the Senate Bylaws.

I am currently serving on the by-laws task force with Glenn and have observed the numerous hours he puts into writing and updating drafts, and informing the committee with regard to judicial issues.

As a co-member on the Outcomes Committee I have witnessed the tasks Glenn takes on that are above and beyond the call of duty for committee members. He recently put together an extensive outline for using Curricunet with regard to entering SLO data. He did this within one day of the meeting – which is characteristic of him. He works tirelessly and gets tasks done quickly and efficiently, and is always open to feedback.

Glenn authored the Transfer Model Curriculum Kinesiology degree program for AVC as well as the Recreation and Leisure Studies discipline, and is assisting on two other local degree programs. In the process, he has authored four classes, and collaborated on several more.

Glenn demonstrated his leadership skills in facilitating the division name change from Physical Education to Kinesiology, and in 2013, was elected Chairman of the Kinesiology, Athletics and Dance Division Future Curriculum Committee, which is tasked with bringing the division's curriculum into modern standards including the creation of new degree and certificate offerings.

Recently, Glenn's division colleagues recognize his contributions and dedication to the college and have elected him to a three-year term as Kinesiology and Athletics Department Chair.

In addition to all his other duties, Glenn is the Sports Information Director and mainstay of the Marauder Sports Information Office, which is in its 26th year of providing the best possible information to media outlets covering Antelope Valley College Marauder Athletics, and to the community in general. Glenn is responsible for acting as a liaison between AVC's athletic department and the media, compiling and maintaining statistics, producing programs and brochures for the different sports at AVC, and keeping the athletics Web site up-to-date and accurate.

In 2006, the California Community College Sports Information Association (CCCSIA) honored and recognized Dr. Haller as their BRASS TOP Award recipient. BRASS TOP stands for "Bringing Respect And Superior Service To Our Profession," which is given annually to an

individual who has made a positive impact in the field of sports information, and through their work advances the cause of the community college sports information profession; it is the organization's equivalent to a Hall of Fame.

In 2007 he received the Scoop Hudgins Outstanding SID Award by the All-American Football Foundation, an award given by the Foundation to those who excel in their efforts to promote the game of football. He finished his tenure in 2005 as the Past-President of the CCCSIA, having served a two- year term as President from August 2001, and was the first Secretary-Publicist for the organization.

Glenn is also a member of the College Sports Information Directors Association, which recognized his 1991 Volleyball Media Guide as the second best in the nation. Due to Glenn's work, the California Community College Public Relations Organization (CCPRO) named the 1995-96 men's basketball program second in the state. In 2002, the office, in conjunction with the Antelope Valley College Department of Government and Public Relations, received a Bronze Paragon Award for Sports Brochure; the National Council gives this national award for Marketing and Public Relations. The two offices also shared first place in Sports Release, which is awarded by the CCPRO.

In early 2000 he was listed 16th on the Top 20 People Who Shaped AVC Athletics list compiled by the Antelope Valley Press.

Although I know Glenn does not seek out recognition for his numerous awards and contributions to AVC, I feel he well deserves the honor of Scholar in Residence as can be seen by his extensive accomplishments both on campus and in the community. Glenn has told me that he does not care about the paycheck or kudos– it is about his passion for the college, the students and all staff.

He is clearly deserving of AVC Scholar in Residence and I hope the AVC Academic Senate will strongly consider him.

Thank you very much,

Irit Gat, PhD
Social Science Division

To: Academic Senate
From: Carolyn Burrell
Re: Scholar-In-Residence Nomination

February 19, 2015

It is with great pleasure that I nominate Dr. Scott Lee for Scholar-In-Residence. I have known Scott since he arrived at AVC in 2001, and have had the good fortune to work with him not only as a fellow faculty member, but also as a co-author and contributor to the literature in the discipline of Library and Information Science.

1. Is a full-time member of the certificated staff (Non-Classroom and Classroom).

Dr. Scott Lee was hired as a full-time faculty member in 2001 and is actively involved in faculty and departmental affairs. Since coming to AVC he has served the college on many different bodies/committees, including the Academic Senate, AP&P, IT, Basic Skills, DETC, SPBC, and the Outcomes Committee (which he chaired from 2006 – 2007). He has served on numerous hiring committees, and full-time and adjunct evaluation committees in several divisions. He currently serves as the AVCFT Grievance Representative, and is a faculty advisor for The Alliance, a student club. He has presented or co-presented a number of flex presentations including *Becoming Allies to LGBTQ Students at AVC* (2014), *Putting Stereotypes Back on the Shelf* (2013), *CurriUNET Training* (2012), *EBSCO Discovery Service Training* (2012) *Marian, Giles, & the Party Girl* (2011), and *Wikipedia: The Democratization of Information or its Dissolution* (2013).

Scott is the primary instructor for three introductory Library Science classes: LIB 101: Introduction to Academic Libraries, LIB 110: Introduction to Internet Research, and LIB 107: Information Literacy. During his tenure, he completely rewrote and redesigned both LIB 101 and LIB 110, and LIB 105: Introduction to Libraries and Information (which has since been obsoleted), as they were badly out of date. He created and developed LIB 107, which was based on the Association of College and Research Libraries (ACRL) Information Literacy standards and informed by an extant course at Cal Poly SLO.

Always an early adopter of technology, he began teaching LIB 107 and LIB 110 as online courses in 2002 utilizing MS Front Page. These were some of the first online classes taught at AVC. Prior to the introduction of Blackboard's help service, he would often troubleshoot student computer problems by phone—thus facilitating student success. Since then he has integrated online tools, such as MyAVC, Blackboard, blogs and online videos (which he creates using web cams, screen capture software, and video editing software and delivers through YouTube), into his both his online and in-class courses.

2. Increases knowledge for a specific discipline.

Dr. Lee has contributed to knowledge in the disciplines of Library Science and Education. He was a co-author of *Introduction to Streaming Video for Novices* published in *Library Hi Tech News* in 2004. This particular article has been cited in the literature consistently since its publication, and is one of the earliest contributions concerning the use of video technology in library education tutorials. He was co-author of *Online Library Tutorials at Antelope Valley College* published in *Community and Junior College Libraries*, a peer reviewed journal, in 2005. This is one of the earliest articles about the use of online tutorials in libraries that is still being cited as recently as 2014. His doctoral dissertation, entitled *An Exploratory*

Case Study of Library Anxiety and Basic Skills English Students in a California Community College District, in 2011, was a significant contribution to both Library Science and Developmental Education, as little research had been done on this topic in either discipline. He authored an article based on his dissertation that appeared in *Community & Junior College Libraries* in 2012 that was cited almost immediately by other researchers. In 2013 he co-authored a book chapter, "Taming the Bureaucratic Beast, or: how we learned to stop stressing and take control of accreditation" in *The Machiavellian Librarian* (Chandos Publishing, 2013).

3. Brings credit to the institution.

Dr. Lee's many activities reflect very positively on the college. He has made numerous presentations around the state including: *Introduction to Streaming Video for Novices* at the 2004 California Library Association's Annual Conference; *An Exploratory Study of Library Anxiety in Basic Skills Students* at the Library Services for Basic Skills & ESL Students Conference in 2013; and *SLO's for Library Science Faculty* at the Academic Senate for California Community Colleges (ASCCC) Counseling and Library Science Development Institute. He was also a co-Presenter and Facilitator for multiple breakout sessions at the 2008 ASCCC Accreditation Institute, and a co-presenter at the ASCCC's Fall 2007, Fall 2009, Fall 2013, and Spring 2014 Plenary Sessions. He was co-author of the ASCCC's *Agents of Change: Examining the Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges* in 2007 and was the lead author for the ASCCC's *Standards of Practice for California Community College Library Faculty and Programs* in 2010. Both were the first documents of their type to come from the state senate.

Dr. Lee has been a member of the ASCCC's Accreditation and Student Learning Outcomes Committee (2007 – 2008), Counseling, Library Faculty Issues Committee (2009 – 2011) and is currently a member of the Education Policies Committee. He has also been a member of the Library and Learning Resources Advisory Committee of the Chancellor's Office (2009 – 2011) and was a member of ASCCC's Hiring and Evaluation Task Force (2013 – 2014). This task force was formed to examine the roll of peer review in the hiring and evaluation of faculty in California Community Colleges and made recommendations to the state legislature. He was personally invited to join the task force by the President of the ASCCC.

4. Is a compassionate and skillful educator who opens visionary insights for students.

We live today in an information-rich society. The concept that not all information is reliable is often foreign to students. In his classes, Dr. Lee challenges students to become careful and discriminating consumers of information by teaching them to evaluate the credibility and context of information sources. Through the hands-on creation of catalogs and blogs, Dr. Lee also teaches students to understand information from a creator-organizer-publisher perspective.

For many students, taking a class from Dr. Lee is a life-changing experience. Many have commented that they feel all students should be required to take his courses. A common refrain from students is, "I wish I'd taken this class earlier!" Former students drop by to update him on their progress, and he is frequently asked to write recommendations for scholarships, academic programs, and universities. Citing his class as their motivation, at least three former students have gone on to get Master's Degrees in Library Science and become practicing librarians, including one who returned to the college as an intern while in graduate school.

Dr. Lee is also an advisor to a student club, The Alliance. He is always available to club members who are just learning about the intricacies of organizational leadership. These students grow significantly in confidence and competence under his guidance

5. Is acknowledged by the educational community as a learned individual.

That Dr. Lee is an acknowledged by the educational community as a learned individual is evident from his publications, conference presentations, and state-wide committee memberships detailed above in section 3. In addition he was invited to be a guest lecturer in the Academic Libraries seminar at the UCLA Graduate School of Education & Information Science (UCLA GSE&IS) in 2011 and 2015. He was also invited to present and participate in panel discussions on post-doctoral publishing in the Education Leadership Program at UCLA in 2013. His formal academic accomplishments include an A.A. in Communications and Broadcasting Technology: Television Option from Montgomery College, Rockville, a B.A. in Media and Theater Arts from Montana State University, an M.S. in Library Science from The Catholic University of America, and an Ed.D. from UCLA.

6. Demonstrates persistent dedication to innovation and excellence in education.

Throughout his career at AVC, Dr. Lee has been dedicated to innovation and excellence in education. He was a pioneer in the use of streaming video for library instruction, and was an early adopter of online education for the Library and AVC. He has increasingly integrated Blackboard and other instructional technologies such as student-generated blogs and digital video into his classes. Most recently he introduced DeskTracker, an automated data tracking system for reference desk statistics. By using DeskTracker, Microsoft Excel and SPSS, he can achieve a level of detail and analysis about the Library's reference transactions that are far beyond what is common in academic libraries. He has also completed courses in the @One Certification Program and will be taking more during the Spring 2015 semester. This semester he will also begin redesigning and remaking the Library's online tutorials to make them available in Blackboard, increase their interactivity, and integrate video.

Dr. Lee is an enthusiastic experimenter with new technologies, and a pusher of limits. He is a librarian—and to be a librarian is to never stop learning, never stop changing, never stop grasping for the new and different that will, ultimately, make all the difference. I therefore, without reservation, nominate him as our next Scholar in Residence.

AVC Scholar in Residence Nominee: Mrs. Melanie Parker

It is an honor to nominate Melanie Parker for this prestigious award. Melanie is a full-time tenured faculty in the Child and Family Education/Education Department. She not only meets but exceeds all the criteria for this award. Below is a brief summary of her hard work, contributions and accomplishments to AVC.

Melanie is a compassionate and skillful educator who opens visionary insights for students and is acknowledged by the educational community as a learned individual. She consistently updates her classes and introduces innovative teaching ideas. Her colleagues describe her as “well organized and thoughtful in her approach to diverse groups of students and strives to update her knowledge through current research information”. She is receptive to a team approach, sharing new teaching techniques, and supports her colleagues with honesty and encouragement.

Melanie serves on numerous committees such as the OC (formerly SLO), FPD, AP&P, hiring committees and accreditation. She has also served on several tenure track and adjunct evaluation committees, and takes the time to mentor and train new adjunct and full-time hires.

Over the years, we have had the pleasure observing how hard she works, her contributions and outstanding input and ideas. Melanie is often the “voice of reason” at these meetings and will be the one to serve on sub-committees to accomplish required tasks. For example, recently she and a colleague created a checklist to help streamline the SLO process for the committee and all AVC faculty. Irit Gat comments that she was on the OC committee when Melanie was the chair and she knows the countless hours Melanie worked to help faculty, giving workshops and working one-on-one with staff. Melanie is well-respected on this campus and is a role-model and mentor to us and many others. Often when we seek advice from colleagues, the answer we get is “See what Melanie Parker thinks.”

Melanie also teaches in the Foster & Kinship Care Education program, under a grant from the CA Office of the Chancellor, where she facilitates classes and seminars for the foster parent community. This additional commitment is “above and beyond” the call of duty. She genuinely cares about the individual needs of her students, foster parents and colleagues, and also takes into consideration their educational journey and the long-term path of their success. To remain current, she is a member of the CA Early Childhood Mentor Teacher Advisory & Selection Committee, Foster & Kinship Care Education Advisory Committee and the Child & Family/Education Advisory Committee.

Melanie has spoken to community programs for career development and many of her former students return with graduate degrees and shadow her on the job. She has an open-door policy and often students come to her seeking advice and help;

Melanie is always going the “extra mile” to help students succeed. At times she has spoken with us about community services for professional help for her students. When we discuss students it is apparent she cares deeply about all AVC students and loves teaching. She is eager to make a difference in improving the educational quality that students experience, whether in the classroom, work experience or through student service.

Melanie Parker increases knowledge in her discipline, brings credit to AVC, is compassionate and cares about students, is highly regarded by the AVC community and demonstrates persistent dedication to innovation and excellence at AVC as is exemplified by the information given above. She is highly deserving of the AVC Scholar-in-Residence award.

Thank you for the consideration,

Irit Gat, PhD
Ande Sanders, M.A.
Social and Behavioral Science Division

Lawrence Veres

2/26/2015
10:41 AM

It is my pleasure to nominate Dr Zia Nisani, PhD as scholar in residence 2014-2015. Dr Nisani is a full time member of certified staff at AVC. He increases knowledge for his specific discipline by the work he does in research and presentations in his specific subject area. He has served as department chair of Biological and Environmental sciences. He has served on the Accreditation Committee Standard II. He serves on the Academic Senate. He is serving on The Interdisciplinary Learning Committee. He is an advisor to STEM club and one of the advisors to Alpha Iota. He brings to the institution credit for his previous service on various Masters and PhD committees at Loma Linda University, talks he has given to school children in Kern County on being a Biologist; has conducted reviews for science olympiad and supervised science olympiad event in Entomology. He conducted a two week workshop for local middle school science teachers, and has been featured on the History Channel talking about venom. Dr Nisani is a skillful educator who works hard with his students to give them greater insights into his subject matter and the future of their education. He is acknowledged by the education community as a learned individual by the many publications he has written and the seminars he has presented, the list is lengthy. He has laid the seeds for an eventual undergraduate research program at AVC and he demonstrates constant and ongoing dedication to his subject with his continuing education and work and presentations in his field of biology.

Respectfully,
Larry Veres
Assoc. Adj. Professor, Academic Senate Member.

1. Is a full-time member of the certificated staff (non-teaching and teaching faculty).

Christos Valiotis has been a full-time faculty member at AVC since 1997. Motivated to help students excel, Christos strives to be an outstanding instructor and a faculty member who contributes to continuous advancement of our college. He improved the way physics and physical science classes are taught at AVC. During recent years when there was no full time engineering instructor, Christos not only helped maintain the engineering department, but fought to create and sustain a partnership with a university that would provide engineering students the opportunity to complete a bachelors degree in Lancaster. He is an advisor for student clubs. He is conducting undergraduate research while working with other faculty to institutionalize and expand research activities. A staunch advocate of shared governance, Christos has chaired many committees, served as Academic Senate President, and currently chairs the physical sciences department. Christos is a “valuable” faculty member in a literal sense as well. He has brought millions of dollars of funding from grants and community partners to the district to enhance STEM education.

2. Increases knowledge for a specific discipline.

Early in his teaching career, Christos was disappointed with student performance on a nationally standardized physics test. Seeking improvement he tested student-centered teaching methods. When Socratic dialogue and inquiry-based activities brought 40% success up to 65% (which was above the national average) on that same test, Christos started transforming the physics and physical science programs at AVC.

These successes furthered his interest in science education. Over the years, he has presented his results at science education conferences around the country. While expanding the body of knowledge in this area, Christos has championed discovery teaching methods within and outside AVC. Since 2003 he has secured various grants to provide resources and professional development for K-14 mathematics and science teachers.

3. Brings credit to the institution.

Christos’ interest in science education coincided with nascent community interest in the same. For the past 15 years, he has been a key collaborator with organizations throughout the Aerospace Valley who share the vision of students receiving exceptional education, earning degrees in STEM subjects, and returning to work in this area.

Leveraging connections that were already in place while forging new relationships, Christos has established AVC as a clearinghouse for STEM information and activities in the Aerospace Valley. A formal example of this is the annual STEMposium, where educators, administrators, business leaders, and government partners meet to discuss needs, solve problems, and share progress.

This cohesive, comprehensive, community approach has garnered national recognition as a model for other regions to emulate. It has also made AVC successful in STEM-related grant applications.

4. Is a compassionate and skillful educator who opens visionary insights for students.

Typically, students new to Christos’ classes are resistant to his methods. “He doesn’t lecture! He doesn’t teach!” But, once they notice how much they are learning, students come to appreciate what is happening in his classroom. When former students return to AVC they remark that Valiotis’ methods truly helped them develop the critical thinking skills that are essential for their job in engineering, for their upper level mathematics classes, for their computer science projects... More concretely, when Student Learning Outcomes were introduced, Christos documented student conceptual understanding increased consistently from 22% in 2003 to over 60% in 2009.

Christos has helped to organize a vibrant STEM club at AVC. Students are involved in rocket competitions, outreach to K-12, networking with local STEM employers, and novel research projects.

One could say that his “students” are also the teachers who are flourishing from the professional development and unwavering support that Christos provides. He does everything: being in the classroom with a middle school teacher who is too nervous to try a new lesson on his/her own, training teachers to set up lab equipment, giving pep talks at school staff meetings, connecting AVC faculty and student volunteers with

teachers, advocating for professional development support, securing funding for resources...It would be hard to find a local science or mathematics teacher who has not received personal support from Christos.

5. Is acknowledged by the educational community as a learned individual.

In 2009, Christos won the Hayward Award. He has been invited to speak at science education conferences throughout the country.

6. Demonstrates persistent dedication to innovation and excellence in education.

In Christos' vision for science education, he sees a direct connection between a student's earliest science experiences and their ultimate success in a STEM field. Thus, he supports the K-12 teachers who prepare students for AVC and he maintains conversations with future employers of AVC students. This broad perspective enhances his own teaching. He has great enthusiasm for his responsibility to ensure that students enrolled in science classes are exceptionally prepared for the next steps on their pathway to success. As a faculty member, Christos also takes pride in contributing to the greatness of our college. A few more examples of Christos' contributions to education are:

- Establishing Antelope Valley College's annual Regional Science Olympiad (Middle and high school students, and this year elementary age students, train in mathematics and science events for annual competition. Approximately 50 teams participated in events developed and staffed by hundreds of volunteers from AVC and our STEM partners.)

- Increasing the number of students enrolled in physics and engineering classes at AVC. Engineering majors at AVC have a seamless path to obtain a bachelors degree from CSU Long Beach while staying in Lancaster. STEM majors have access to internships, scholarships, and other opportunities from local industry and government agencies through the relationships that Christos has built.

- Shepherding a hope in the year 2001 to someday have 1000 AV middle and high school students enrolled in STEM courses into a resultant 9000 students in such classes in 2013-2014. Some of these well-prepared students will come to AVC to continue their studies.

February 17, 2015

Dr. Ed Beyer
President, Academic Senate
Antelope Valley Community College
3041 West Avenue K
Lancaster, California 93536-5426

Dear Dr. Beyer and Members of the Academic Senate:

I am most pleased to nominate for the 2015-2016 Scholar in Residence for Antelope Valley College, Professor (soon-to-be Dr.) Ken Shafer, Professor of History, in the Division of Social and Behavioral Sciences.

1. Is a full-time member of the certificated staff (non-teaching and teaching faculty).

Since August, 2007, Professor Shafer has been a member of the Social and Behavioral Sciences Division. He teaches a variety of basic introductory courses in World Civilization and United States History. This spring 2015 semester, Professor Shafer has begun his tenure as the Department Chair of History, Philosophy, Political Science, and Economics.

2. Increases knowledge for a specific discipline.

Professor Shafer is a vital member of the History Faculty, leading it as department chair, taking an important role in developing the SLOs and, also, shaping the department and discipline for years to come by selecting quality adjunct faculty, with or sometimes without the divisional dean, checking references, and selecting people who are of a high caliber. His involvement in the Faculty Professional Development program also attests to this.

3. Brings credit to the institution.

After only a few years here at the college, Professor Shafer became divisional representative for Social Science, a capacity in which he has served for four years. In 2013-2014, he assumed the task of First Vice President of the Academic Senate. Serving on the Distance Education committee in 2012-2013, he helped to choose the server the college would select and contract with for online education. He has organized and participated in a number of flex activities ranging from Lincoln's two hundredth birthday, the fiftieth anniversary of the assassination of John F. Kennedy to the elections of 1912, 1992, the History of the First World War and soon the seventieth anniversary of the Second World War and the coming of the Cold War.

4. Is a compassionate and skillful educator who opens visionary insights for students.

Students laud Professor Shafer for his enthusiasm, organization of the classroom and his innovative requirements. They particularly cite his use of small group assignments and how they are involved in activities that get them engaged in the learning process.

5. Is acknowledged by the educational community as a learned individual.

In the summer of 2013, Professor Shafer spent two weeks in Missouri and Southern Illinois visiting a variety of historical archives and libraries to further his research on his dissertation in the final stages of completion. He is looking at primary documents from the 1850s in a fresh, creative, and unique way.

6. Demonstrates persistent dedication to innovation and excellence in education.

In addition to his teaching, his writing, and his work as department chair, Professor Shafer has spearheaded the process to create AVC's first ever online history courses from inception up to approval. He has also initiated the organization of division-wide PLOs as well as meetings of all history faculty to write the discipline SLOs which he continues to edit and update.

Thank you very much for your consideration of this worthy candidate.

Sincerely,

Dr. Matthew Lee Jaffe
Professor of History
Social and Behavioral Sciences
Division