



**ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING**

**AGENDA**

**November 5, 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. October 1, 2015 Academic Senate Meeting (attachment)
  - b. October 15, 2015 Academic Senate Meeting (attachment)
5. REPORTS (5 minutes maximum)
  - Academic Policies & Procedures (AP&P) Report – Dr. Darcy Wiewall
  - Outcomes Committee Report – Dr. Glenn Haller
  - Legislative Report – Dr. Glenn Haller
6. ACTION ITEMS
  - a. Appointments  
Basic Skills Committee – Transfer - Rosa A. Onofre
  - b. AP&P Committee Structure (+3) – Addition of Committee Members
  - c. AP&P Administrative Business Recommendations
    - i. AP&P Handbook: Streamlined Approval Process & Updated Syllabus Requirements
    - ii. New Mission Statement
    - iii. College Board Advanced Placement Exams
      - Chinese Language and Culture – CHIN 101/CHIN 102 (attachment)
      - Environmental Science – BIOL 1-4 (attachment)
      - Human Geography – GEOG 1-5 (attachment)
    - iv. Credit by Exam List (attachment)
    - v. DE Form – Revision
  - d. AP&P Committee Course/Program Recommendations (attachment)
  - e. Article IV Bylaws (attachment)
7. DISCUSSION ITEMS
  - a. Communications: Faculty Survey – K. Oliveira
  - b. Proposed Calendar Change – V. Rider
  - c. Faculty Self-Evaluation Memorandum of Understanding (MOU) – V. Rider
8. INFORMATIONAL ITEMS
9. SENATE ADMINISTRATIVE BUSINESS

10. ANNOUNCEMENTS

November 5-7, 2015	2015 Fall Plenary	Irvine Marriott
November 14, 2015	2015 Fall Curriculum Regional Meeting	Location TBD
February 19-20, 2016	2016 Accreditation Institute	Marriott Mission Valley, San Diego
April 20-23, 2016	2016 Spring Plenary	Sacramento Convention Center
June 9-11, 2016	2016 Faculty Leadership Institute	Mission Inn, Riverside
July 7-9, 2016	2016 Curriculum Institute	Double Tree Hilton - Anaheim

11. ADJOURNMENT

<b>2015-16 ACADEMIC SENATE MEETINGS &amp; COMMITTEE REPORTS</b>	
<b>September 17, 2015</b> Program Review – Carol Eastin	<b>November 5, 2015</b> Academic Policies & Procedures – Dr. Darcy Wiewall Outcomes Committee Report – Dr. Glenn Haller Legislative Report – Dr. Glenn Haller
<b>October 1, 2015</b> Accreditation Committee Report – Tina McDermott	<b>November 19, 2015</b> Program Review – Carol Eastin Accreditation Committee Report – Tina McDermott Distance Ed & Technology – Perry Jehlicka
<b>October 15, 2015</b>	<b>December 3, 2015</b>

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.

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ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING

MINUTES

November 5, 2015  
3:00 p.m. – 4:30 p.m.  
L-201

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

1. CALL TO ORDER AND ROLL CALL

The Academic Senate meeting of November 5, 2015 was called to order at 3:04 p.m. by Mr. Van Rider, 1<sup>st</sup> Executive Officer.

2. OPENING COMMENTS FROM THE 1<sup>ST</sup> EXECUTIVE OFFICER

3. OPEN COMMENTS FROM THE PUBLIC

- Ms. Jonet Leighton reported a student complaint that an English class was cancelled for the third consecutive time. It was noted the student should be directed to the appropriate division dean. Ms. Leighton will meet with Mr. Rider to make note of the complaint.
- Dr. Zia Nisani proposed the senate create a Last Lecture Series for faculty who are retiring. The retiring faculty would present a lecture opening to all students, alumni and other faculty to attend.

4. APPROVAL OF MINUTES

a. October 1, 2015 Academic Senate Meeting (attachment)

*A motion was made by Karen Lubick and seconded by Dr. Zia Nisani to approve minutes of the October 1, 2015 Academic Senate meeting.*

One member suggested the minutes be reformatted using bullet points, for easier reading. *Motion carried with corrections; one (1) abstention.*

b. October 15, 2015 Academic Senate Meeting (attachment)

*A motion was made by Dr. Jessica Harper and seconded by Dr. Zia Nisani to approve minutes of the October 15, 2015 Academic Senate meeting.*

*Motion carried with corrections; three (3) abstentions.*

5. REPORTS (5 minutes maximum)

- Academic Policies & Procedures (AP&P) Report – Dr. Darcy Wiewall  
Dr. Darcy Wiewall presented the Academic Policies & Procedures Report – see action items.
- Outcomes Committee Report – Dr. Glenn Haller  
Dr. Glenn Haller presented the Outcomes Committee Report – see attachment.  
Data may be entered into WEAVE anytime – deadline is the 2<sup>nd</sup> Friday after the close of school (June).
- Legislative Report – Dr. Glenn Haller  
Dr. Haller presented the Legislative report – see attachment.

## 6. ACTION ITEMS

### a. Appointments

Basic Skills Committee – Transfer - Rosa A. Onofre

*A motion was made Jack Halliday and seconded by Dr. Zia Nisani to ratify the appointment of Rosa A. Onofre as the faculty representative for Transfer on the Basic skills Committee.*

*Motion carried.*

### b. AP&P Committee Structure (+3) – Addition of Committee Members

*A motion was made by Dr. Zia Nisani and seconded by Elizabeth Sundberg to approve the addition of an adjunct representative, articulation officer and data person on the AP&P Committee.*

*Motion carried unanimously.*

### c. AP&P Administrative Business Recommendations

#### i. AP&P Handbook: Streamlined Approval Process & Updated Syllabus Requirements

#### ii. New Mission Statement

#### iii. College Board Advanced Placement Exams

- Chinese Language and Culture – CHIN 101/CHIN 102 (attachment)
- Environmental Science – BIOL 104 (attachment)
- Human Geography – GEOG 105 (attachment)

#### iv. Credit by Exam List (attachment)

#### v. DE Form – Revision

*A motion was made by Jack Halliday and seconded by Dr. Zia Nisani to approve items 6ci-v.*

The new AP&P Mission statement added the inclusion of the Bachelor of Science Degree.

Members challenged a statement that UC's no longer accept AP courses. Ms. Liz Sundberg clarified that AP courses appear as a **C** when applying for the nursing program.

*Motion carried with two (2) no votes and one (1) abstention.*

### d. AP&P Committee Course/Program Recommendations (attachment)

*A motion was made by Dr. Zia Nisani and seconded by Terry Rezek to approve the AP&P Committee Course Program Recommendations.*

*Motion carried unanimously.*

### e. Article IV Bylaws (attachment)

*A motion was made by Karen Lubick and seconded by Dr. Jessica Harper to submit Article IV Bylaws to the Bylaws Adhoc Committee for work.*

*Motion carried with one (1) abstention.*

## 7. DISCUSSION ITEMS

### a. Communications: Faculty Survey – K. Oliveira

Kristine Oliveira reviewed a draft survey for faculty. The survey is anonymous. Senators made edit suggestions. She will distribute first to the Senate, via Van Rider/Nancy Masters.

Mr. Rider noted the incredible district community, with opportunities to impact people in meaningful and powerful ways. He asked senators while working on classes, outcomes, papers and everything else, to also think about positive things to celebrate that are happening among colleagues (this year).

b. Proposed Calendar Change – V. Rider

Mr. Rider led discussion regarding the proposed calendar change. The senate is looking for definitive reactions to divisions/areas regarding the proposed calendar change. Mr. Rider advised senators gather feedback from constituents, in preparation of further discussion and recommendation at the November 19, 2015 senate meeting. Both the faculty and classified unions are working to make a recommendation on the proposal.

**[Dr. Liette Bohler arrived 3:55 pm.]**

c. Faculty Self-Evaluation Memorandum of Understanding (MOU) – Van Rider

Mr. Rider reminded senators of an email letter sent by Dr. Ed Beyer to all faculty, with current language of the Faculty Self-Evaluation MOU. Mr. Ryder read the letter and gave a sample suggestion. He asked senators to solicit feedback to report at the November 19, 2015 senate meeting. The senate will edit/modify the language and send to the union for presentation to administration.

The MOU was negotiated without senate input. Ms. Kristine Oliveira clarified faculty must follow the evaluation that was voted on and approved by the board. Next semester when full-time faculty does self evaluations, question #10 will be the amended one.

8. INFORMATIONAL ITEMS

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11. ADJOURNMENT

The Academic Senate meeting of November 5, 2015, was adjourned at 4:12 p.m. by Van Rider, 1<sup>st</sup> Executive Officer.

<b>2015-16 ACADEMIC SENATE MEETINGS &amp; COMMITTEE REPORTS</b>	
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## Senate Meeting: November 5, 2015

				10-1-15 Minutes	10-15-15 Minutes	6a Basic Skills Appt
<b>Representative</b>	<b>Present</b>	<b>Proxy</b>	<b>Present</b>	<b>Y/N/A</b>	<b>Y/N/A</b>	<b>Y/N/A</b>
Beyer, Dr. Ed	ABSENT			NP	NP	NP
Bohler, Dr. Liette	X	Kathryn Mitchell		NP	NP	NP
Burrell, Carolyn	X	Dr. Scott Lee		X	X	X
Flores-Kagan, Diane	X	Magdalena Caproiu		X	X	X
Fuller, Rosa	X	Dr. Lee Grishman		X	X	X
Ginosian, Dezdemona	X	Genie Trow		X	X	X
Gat, Dr. Irit	ABSENT			NP	NP	NP
Haller, Dr. Glenn	X	Lisa Karlstein		X	X	X
Halliday, Jack	X	Ty Mettler		X	X	1
Harper, Dr. Jessica	X	Jason Bowen		X	1	X
Knapp, Susan	ABSENT	Carol Eastin		NP	NP	NP
Leighton, Jonet	X	Lisa Karlstein		X	X	X
Lubick, Karen	X	Harish Rao		1	A	X
Nisani, Dr. Zia	X	Mike Pesses		2	2	2
Oliveira, Kristine	X			X	X	X
Overdorf, Cathy	ABSENT	Matthew Jaffe	X	X	X	X
Rezek, Terry	X	Lisa Karlstein		X	X	X
Rider, Van	X			X	X	X
Shafer, Dr. Ken	X	Dr. Matthew Jaffe		A	X	X
Snyder, Susan	X	Denise Walker		X	X	X
Sundberg, Elizabeth	X	Bonnie Curry		X	X	X
Vath, Lisa	X	John Kokoska		X	X	X
Veres, Larry	X	John Kokoska		X	A	X
Javines, Maranatha (ASO)	ABSENT	Roxanna Vasquez		X	X	X

**Y=Yes, N=No, A=Abstain, NP=Not Present, 1=Motion, 2=Second**

Beyer, Dr. Ed  
Burrell, Carolyn  
Overdorf, Cathy  
Ginosian, Dezdemonna  
Flores-Kagan, Diane  
Haller, Dr. Glenn  
Harper, Dr. Jessica  
Shafer, Dr. Ken  
Bohler, Dr. Liette  
Nisani, Dr. Zia  
Sundberg, Elizabeth  
Halliday, Jack  
Leighton, Jonet  
Lubick, Karen  
Oliveira, Kristine  
Veres, Larry  
Vath, Lisa  
Javines, Maranatha  
Fuller, Rosa  
Knapp, Susan  
Snyder, Susan  
Rezek, Terry  
Rider, Van



## Outcomes Committee Report

Over the last four months the Outcomes Committee has:

- Began faculty-wide training which included the Opening Day video and Facilitator training. This will be followed shortly with training for Department Chairs and the handbook which will include “Learning Outcomes for Dummies Faculty, “ which hopefully will make more simple the process of data gathering, assessment and action planning.
- Looked over and approved over 200 new and revised SLOs and PLOs, including the Airframe Manufacturing Technology, BS and related classes.
- Made an agreement with Program Review to change meeting dates during those months that AP&P’s meeting dates do not directly follow Outcomes so that there is no longer a 10 day wait between approval in Outcomes and review by AP&P.
- Creation of Sub-committees to deal with the most important and exigent issues

Handbook, Procedures, Assessment and Data Collection

PLO Assessment and ILO Mapping

WEAVE Training

Possible WEAVE Replacement

- Developed the following goals
  1. SLO data collection and entry into WEAVEonline at or above 90% compliance.
  2. PLO data collection and entry into WEAVEonline at or above 90% compliance.
  3. OO data collection and entry into WEAVEonline at or above 90% compliance.
  4. Refine and implement procedures for data gathering and assessment.
  5. Ensure SLOs, PLOs, and OOs are mapped to new ILOs as they are due for revision.
  6. Determine whether to retain WEAVEonline or identify a replacement.
- Determined the need to review the current process for assessing outcomes to identify areas and methodologies needing improvement.
- While that will basically wait for more intensive study and work in the Spring, already the Committee has began to make adjustments to the CurricUNET entry template to add Test, Quiz, Short answer, In-class Assignments, and Presentation to the list of Assessment Methods.
- Added three representatives to the Committee so that all positions are filled except Division V and examined the structure of the Committee and will give our recommendations at the next Senate Meeting for ratification.

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### About the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>)

The Advanced Placement Program<sup>®</sup> enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

### AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both Language and Literature).

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures give language learners cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* and described in more detail in the *ACTFL Performance Descriptors for Language Learners*, are foundational to the AP World Language and Culture courses.

### AP Chinese Language and Culture Course Overview

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese.

The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

### RECOMMENDED PREREQUISITES

There are no prerequisite courses; however students are typically in their fourth year of high school-level study. In the case of native or heritage speakers, there may be a different course of study leading to this course.

### World Languages and Cultures Learning Objectives

The AP Chinese Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the *ACTFL Performance Descriptors for Language Learners*.

Students are expected to

- Engage in spoken interpersonal communication;
- Engage in written interpersonal communication;
- Comprehend information from a variety of audio, visual, and audiovisual resources;
- Comprehend information from a variety of written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

## AP Chinese Language and Culture Exam Structure

**AP CHINESE LANGUAGE AND CULTURE EXAM:**  
**2 HOURS 15 MINUTES**

### Assessment Overview

The exam assesses students' interpersonal, interpretive, and presentational communication skills in Mandarin Chinese, as well as knowledge of Chinese culture. The exam is administered on a computer. The student reads on the screen, listens through headphones, types using the keyboard, and speaks into a microphone.

Students may choose between traditional or simplified Chinese characters for reading and writing in Chinese. The selected display and input options have no effect on a student's score. All Chinese text displayed on the screen is available in either traditional Chinese characters or simplified Chinese characters. Students have two options for typing Chinese text: Microsoft *Pinyin* IME (MSPY) or Microsoft *New Phonetic* IME.

### Format of Assessment

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**Section I: Multiple Choice | 70 Questions | ~ 90 Minutes | 50% of Exam Score**

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#### Part A: Listening (2 Sections)

- Interpersonal Communication: Rejoinders (10–15 Questions)
- Interpretive Communication: Listening Selections (15–20 Questions)

#### Part B: Reading Selections (35–40 Questions)

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**Section II: Free Response | 4 Tasks | ~ 45 Minutes | 50% of Exam Score**

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- Presentational Writing: Story Narration (1 prompt)
- Interpersonal Writing: Email Response (1 prompt)
- Interpersonal Speaking: Conversation (1 conversation: 6 prompts)
- Presentational Speaking: Cultural Presentation (1 prompt)

## EXAM COMPONENTS

### Multiple-Choice Section

#### Part A:

##### Listening: Interpersonal Communication: Rejoinders

Assesses interpersonal communication skills in the listening modality by requiring students to identify the appropriate continuation of a conversation.

##### Listening: Interpretive Communication of Audio Resources

Assesses interpretive communication skills by requiring students to answer questions about different types of listening stimuli.

Students respond to questions based on a variety of audio materials, including:

- Announcement
- Conversation
- Instructions
- Message
- Report

#### Part B:

##### Reading: Interpretive Communication of Written and Print Resources

Assesses interpretive communication skills by requiring students to read a variety of documents and answer questions about them.

Students respond to questions based on a variety of print texts, including:

- Advertisement
- Article
- Brochure
- Email
- Letter
- Note
- Poster
- Sign
- Story

### Free-Response Section

#### Presentational Writing: Story Narration (15 minutes)

Students narrate the story depicted in a series of pictures.

#### Interpersonal Writing: Email Response (15 minutes)

Students read and respond to an email message.

#### Interpersonal Speaking: Simulated Conversation (4 minutes: 20 seconds to respond to each of 6 prompts)

Students participate in a conversation by responding to six prompts.

#### Presentational Speaking: Cultural Presentation (6 minutes: 4 minutes to prepare and 2 minutes to present)

Students prepare and deliver a presentation to respond to a prompt about the significance of a Chinese cultural practice or product.

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### AP Environmental Science Course Overview

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

#### LABORATORY REQUIREMENT

Although there are no specific AP Environmental Science labs or field investigations required for the course, it is expected that students perform as many labs/field investigations as possible.

#### PREREQUISITE

Students should have completed two years of high school laboratory science — one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra. Also desirable (but not necessary) is a course in earth science.

### AP Environmental Science Course Content

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several unifying themes that cut across topics. The following are course themes:

- Science is a process.
- Energy conversions underlie all ecological processes.
- The Earth itself is one interconnected system.
- Humans alter natural systems.
- Environmental problems have a cultural and social context.
- Human survival depends on developing practices that will achieve sustainable systems.

### Topic Outline

- I. Earth Systems and Resources
- II. The Living World
- III. Population
- IV. Land and Water Use
- V. Energy Resources and Consumption
- VI. Pollution
- VII. Global Change

### Inquiry-Based Investigations

Because it is designed to be a course in environmental *science* rather than environmental studies, the AP Environmental Science course includes a strong laboratory and field investigation component.

The AP Environmental Science course requires teachers to provide students with opportunities to perform experiments and analyses involving the study of air, water, and soil qualities as an essential core for the lab/field investigation activities. These investigations challenge students' abilities to

- Critically observe environmental systems;
- Develop and conduct well-designed experiments;
- Utilize appropriate techniques and instrumentation;
- Analyze and interpret data, including appropriate statistical and graphical presentations;
- Think analytically and apply concepts to the solution of environmental problems;
- Make conclusions and evaluate their quality and validity;
- Propose further questions for study; and
- Communicate accurately and meaningfully about observations and conclusions.

## AP Environmental Science Exam Structure

### AP ENVIRONMENTAL SCIENCE EXAM: 3 HOURS

#### Assessment Overview

Exam questions are based on each major topic area. They are designed to cover the breadth of students' knowledge and depth of understanding of environmental science.

#### Format of Assessment

**Section I:** Multiple Choice: 100 Questions | 90 Minutes | 60% of Exam Score

- Discrete Questions
- Questions in sets

**Section II:** Free Response: 4 Questions | 90 Minutes | 40% of Exam Score

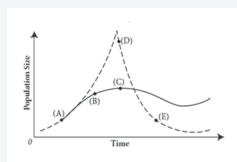
- Data Set (1 question)
- Document-Based Question (1 question)
- Synthesis and Evaluation (2 questions)

## AP ENVIRONMENTAL SCIENCE SAMPLE EXAM QUESTIONS

### Sample Multiple-Choice Question

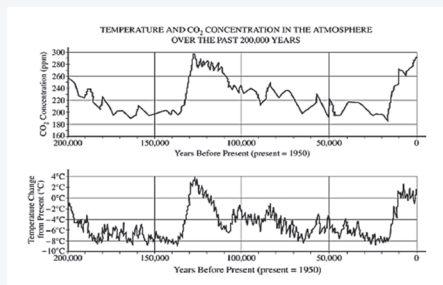
**Directions:** The lettered choices on the graph below refer to the numbered statements immediately following it. Select the one lettered choice that best fits each statement. Each choice may be used once, more than once, or not at all in each set.

**Questions 1–3** refer to the lettered points of the curves plotted on the graph below. The curves show two possible patterns of change in population size over time for a certain species of small mammal in an ecosystem.



1. Population growing exponentially
2. Population decreasing at greatest rate
3. Population growing at a decreasing rate

### Sample Free-Response Question: Data-Set Question



According to atmospheric temperature and CO<sub>2</sub> concentration records derived from Antarctic ice cores, Earth's climate has undergone significant changes over the past 200,000 years. Two graphs are shown to the left. The upper graph shows the variation in atmospheric CO<sub>2</sub> concentration, and the lower graph shows the variation in air temperature. Both graphs cover the same time period from approximately 200,000 years ago up until the year 1950, which is represented as year 0 on the graphs.

- (A) Answer the following questions that relate to the graphs above. Remember that for any calculation you must clearly indicate how you arrived at your answer. Answers must also include appropriate units.
- (i) Determine the net change in atmospheric CO<sub>2</sub> concentration between 140,000 years ago and 125,000 years ago.
  - (ii) Calculate the ratio of the change in the mean global temperature to the change in atmospheric CO<sub>2</sub> concentration between 140,000 years ago and 125,000 years ago.
  - (iii) Scientists predict that between 1950 and 2050, the atmospheric CO<sub>2</sub> concentration will increase by 200 ppm. Predict the change in mean global temperature between 1950 and 2050 using the ratio that you calculated in part (ii).
  - (iv) Describe one major assumption that was necessary to make the prediction in part (iii) above. Discuss the validity of the assumption.
- (B) Identify and describe TWO major causes for the predicted 200 ppm increase in atmospheric CO<sub>2</sub> concentration between 1950 and 2050.
- (C) Identify TWO gases other than CO<sub>2</sub> that contribute to the anthropogenic increase in mean global temperature. For each gas, describe a major human activity that leads to its release.

## About the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>)

The Advanced Placement Program<sup>®</sup> enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

## AP Human Geography Course Overview

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

### PREREQUISITE

There are no prerequisites for AP Human Geography. Students should be able to read college-level texts and apply the conventions of Standard Written English in their writing.

## Goals of AP Human Geography

Upon successful completion of the course, students will be able to

- Interpret maps and analyze geospatial data;
- Understand and explain the implications of associations and networks among phenomena in places;
- Recognize and interpret the relationships among patterns and processes at different scales of analysis;
- Define regions and evaluate the regionalization process; and
- Characterize and analyze changing interconnections among places.

## Topic Outline for AP Human Geography

The AP Human Geography course is organized around seven major topics:

- Geography: Its Nature and Perspectives
- Population and Migration
- Cultural Patterns and Processes
- Political Organization of Space
- Agriculture, Food Production, and Rural Land Use
- Industrialization and Economic Development
- Cities and Urban Land Use

## AP Human Geography Exam Structure

### AP HUMAN GEOGRAPHY EXAM: 2 HOURS 15 MINUTES

#### Assessment Overview

The AP Human Geography Exam requires students to explain and apply key and supporting geographical concepts. The exam employs multiple-choice questions and free-response questions based on components of the seven major curriculum topics. Students must be able to define, explain, and apply geographical concepts and interpret geographical data.

#### Format of Assessment

**Section I:** Multiple Choice | 75 Questions | 60 Minutes | 50% of Exam Score

- Define, explain, and apply geographic concepts
- Interpret geographic data

**Section II:** Constructed Response | 3 Questions | 75 Minutes | 50% of Exam Score

Questions may require that students:

- Synthesize different topical areas
- Analyze and evaluate geographical concepts
- Supply appropriately selected and well-explained real-world examples to illustrate geographic concepts
- Interpret verbal descriptions, maps, graphs, photographs, and/or diagrams
- Formulate responses in narrative form

## AP HUMAN GEOGRAPHY SAMPLE EXAM QUESTIONS

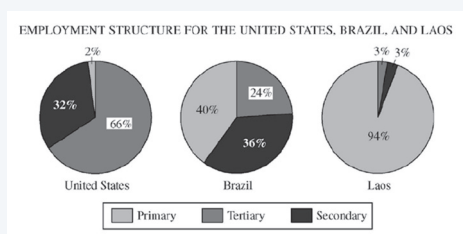
### Sample Multiple-Choice Question

Physiological population density is viewed as a superior measure of population density for which of the following reasons?

- (a) It is more reflective of population pressure on arable land.
- (b) It yields the average population density.
- (c) It is more reflective of the world's largest population concentrations.
- (d) It measures the average by dividing total land area by total number of people.
- (e) It best reflects the percentage of a country's population that is urbanized.

Correct Answer: A

### Sample Free-Response Question



Employment structures are the proportion of people working in different sectors of the economy.

- (a) Describe two reasons why a low percentage of people work in jobs in the tertiary sector of a country like Laos.
- (b) Describe two reasons why a low percentage of people work in primary jobs in countries such as the United States.
- (c) Predict and describe how the structure of employment will change as Brazil becomes more developed.



ANTELOPE VALLEY COLLEGE  
Office of the Dean of Enrollment Services

**PETITION FOR CREDIT BY EXAMINATION  
INFORMATION, CONDITIONS AND RESTRICTIONS**

INFORMATION:

A currently enrolled student may challenge certain courses offered by the College for any of the following purposes:

- Satisfying prerequisites.
- Meeting graduation unit requirements.
- Obtaining course credit for equivalent experience or competency.

Students MAY NOT be registered for the course being challenged.

Students may be permitted to obtain credit by examination in selected subjects designated by a division in which the course is taught. A fee is charged for each examination. Students must be qualified to challenge a course by examination through satisfaction of prerequisites for the course or previous experience or training. The grade and credits received after satisfactory completion of examinations will be entered on the student's permanent record. The student's academic record shall be clearly annotated to reflect that the credit was earned by examination.

The results of the examination will be entered on the student's record. At the time a request is submitted, students must indicate whether they wish a letter grade, or a grade of "Pass/No Pass" (if allowed).

One year must elapse before a request for re-examination will be considered.

CONDITIONS AND RESTRICTIONS:

1. Students must be currently enrolled at AVC.
2. Students must submit challenge forms within the first four weeks of the semester.
3. Students challenging a course must complete the examination by Friday of the seventh week of the semester.
4. Students may challenge a maximum of four courses during their enrollment at AVC.
5. Challenge forms are available only in the fall and spring semesters. Summer forms are available only with the written permission of the instructor.
6. The units received by examination may not be used to satisfy the college's residency requirements.
7. Credit received is not applicable for financial aid, veteran's pay, or athletic eligibility.

**PETITION FOR CREDIT BY EXAMINATION  
REQUEST PROCEDURE**

PROCEDURE:

1. Students requesting credit by examination must be currently registered at AVC and actively participating in course (s). Students MAY NOT be enrolled in the course they are challenging.
2. A student wishing to challenge a course must submit the completed Petition for Credit by Examination form to Admission and Records within the first four weeks of the semester. The form shall indicate if the course is to be challenged for grade or "Pass/No Pass".
3. Students whose form has been approved by Admissions & Records will be required to pay the current per-unit enrollment fee to the Cashier's Office.
4. The student then submits the form to the appropriate Division Dean and instructor for approval. It is the student's responsibility to make the necessary arrangements with the instructor.
5. The student should request a copy of the completed Petition for Credit by Examination form from the Division.
6. The form is forwarded to Admissions & Records by the Division Office with the final grade.
7. The grade will be posted to the record at the end of the semester.
8. The student is notified that a change has been made to their academic record by email.

**ANTELOPE VALLEY COLLEGE**  
**Office of Academic Affairs**

**CREDIT BY EXAMINATION COURSE LIST**  
**(Challenge List)**

ABDY 112	Basic Auto Body Repair
ABDY 122	Basic Automotive Refinishing
ACCT 111	Bookkeeping
ACCT 113	Bookkeeping II
ACCT 115	Payroll Bookkeeping
ACCT 121	Microcomputer Accounting
ACCT 131	Introduction to Income Tax
ACRV 112	Basic Refrigeration Systems
ACRV 113	Basic Refrigeration Controls
ACRV 122	Residential Air Conditioning Systems
ACRV 123	Residential Air Conditioning Controls
AFAB 110	Basic Blueprint Interpretation
AFAB 130	Aerospace Ethics and Issues
AGRI 102	Plant Pest Control
AGRI 104	Nursery Practices
AGRI 110	Basic Landscape Design
AGRI 112	Plant and Landscape Maintenance
AGRI 132	Turf and Landscape Maintenance
AGRI 134	Plant Identification I
AGRI 153	Landscape Construction – Concrete and Masonry
AGRI 155	Landscape Construction – Wood and Lighting
AGRI 210	Advanced Landscape Design
AGRI 212	Interior Plantscape
AGRI 220	Landscape Irrigation
AGRI 230	Soils and Plant Nutrition
AGRI 234	Plant Identification II
AGRI 250	Landscape Management
AJ 101	Introduction to Administration of Justice
AJ 102	Criminal Law
AJ 103	Criminal Evidence
AJ 104	Introduction to Corrections
AJ 204	Juvenile Procedures
ASTR 101	Astronomy
ATH 100	Introduction to Athletic Training
BUS 101	Introduction to Business
BUS 105	Business Mathematics
BUS 111	Business English
CA 103	Introduction to Microcomputers
CA 111	Word Processing – Microsoft Word
CA 171	Introduction to Networking
CA 175	Administering Windows Server
CA 176	Windows Server Networking
CHIN 101	Elementary Chinese I
CHIN 102	Elementary Chinese 2

CIS 101	Introduction to Computer Information Science
CIS 121	Computer Mathematics
CT 105	Principles of Sewing
DFST 101	American Sign Language I
DFST 102	American Sign Language II
DM 101	Digital Media Arts
DM 103	Graphic Design I
DM 113	Photoshop I
DM 115	Graphic Communication I
ELEC 110	Fundamentals of Electricity
ELEC 115	Electrical Codes and Ordinances
ELEC 130	Alternating Current Theory
ELTE 110	Electronics Mathematics
ELTE 125	Direct Current and Alternating Current Principles
ELTE 130	Digital Circuit Analysis
ENGR 110	Engineering Orientation and Basic Skills
ENGR 115	Basic Engineering Drawing
ENGR 120	Introduction to 2-D CAD
ENGR 185	Digital Logic and Design
FREN 101	Elementary French 1
FREN 102	Elementary French 2
FTEC 111	Fire Protection Organization
FTEC 112	Fire Prevention Technology
FTEC 113	Fire Protection Equipment and Systems
FTEC 114	Building Construction for Fire Protection
FTEC 115	Fire Behavior and Combustion
GEOG 101	Physical Geography: Earth's Surface Landscapes
GEOL 101	Physical Geology
GER 101	Elementary German 1
GER 102	Elementary German 2
HE 101	Health Education
ID 100	Introduction to Interior Design
ID 150	History of Design I
ID 160	Material Selection for Interior Design
ID 201	History of Design II
ID 230	Fundamentals of Lighting Design
ID 250	Professional Interior Design Business Practices
LATN 101	Elementary Latin 1
LATN 102	Elementary Latin 2
MATH 070	Elementary Algebra
MATH 102	Intermediate Algebra
NATH 105	Geometry and Methods of Proof
MATH 115	Statistics
MATH 120	Math for Teachers
MATH 124	Finite Math
MATH 128	College Algebra for Liberal Arts
MATH 135	Plane Trigonometry

MATH 140	Precalculus
MATH 148	Calculus for Business and Economics
MATH 150	Calculus and Analytic Geometry
MATH 160	Calculus and Analytic Geometry
MATH 220	Linear Algebra
MATH 230	Introduction to Ordinary Differential Equations
MATH 250	Calculus and Analytic Geometry
MGT 101	Management Principles
MGT 105	Elements of Supervision
MGT 115	Human Behavior in Organizations
MGT 121	Human Resources Management
MKTG 101	Principles of Marketing
MKTG 112	Introduction to Advertising
MKTG 121	Salesmanship
MOA 101	Beginning Medical Terminology
MOA 102	Advanced Medical Terminology
NS 110	Professional Nursing I
NS 120	Professional Nursing II
NS 230	Professional Nursing III
NS 240	Professional Nursing IV
OT 101	Beginning Computer Keyboarding
OT 102	Intermediate Computer Keyboarding
OT 103	Advanced Computer Keyboarding
OT 121	Spreadsheets for the Office
OT 152	Beginning Medical Insurance
RE 111	Real Estate Finance
RE 121	Legal Aspects of Real Estate
RE 141	Escrow Principles
RE 161	Property Management
SPAN 101	Elementary Spanish 1
SPAN 102	Elementary Spanish 2
VN 109	Fundamentals of Patient care for Vocational Nurses
VN 110	Self-Care: Fundamentals and Pharmacology
VN 111	Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient
VN 112	Nursing to Promote Self-Care Agency in the Adult
VN 113	Nursing Leadership to Promote Self-Care Agency in the Adult



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Distance Education

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COURSE SUBJECT & NUMBER: \_\_\_\_\_

COURSE NAME: \_\_\_\_\_

1. Will this course be completely online (Online) or partially online (Hybrid)?

Drop Down Menu Choices:

Online Only

Hybrid

2. If this course is a Hybrid, how frequently will students have to meet on campus?

Drop Down Menu Choices:

Once

Weekly

Monthly

Other

2a. If other, identify the frequency of campus meeting (e.g., every four weeks, twice a semester, etc.)

2b. What will be the purpose of these meetings (e.g., orientations, exams, exam reviews, lab work, etc.)

3. What technology resources will be used to teach this course? (Choose at least three from the options below.)

Checkboxes Options:

Collaborative Tools (Discussion Forums, Chartrooms, CCC Confer, etc.)

Document Files (PDF's, MS Word, Presentations, Spreadsheets, etc.)

Images (Photographs, Diagrams, etc.)

Interactive Media (Games, Self-Graded Tutorials, etc.)

Links to Resources Outside the LMS (Other Websites, Publisher Sites, etc.)

Multimedia Files (Uploaded or Streaming)

Publisher-Supplied Resources

If you plan to use resources not listed above or have chosen less than three, please provide an explanation here:

3a. What will be used to ensure that course content is fully accessible and conforms to ADA requirements? (Choose from below based on your choices from #3.)

Checkboxes Options:

- Alternative Text
  - Closed Captioning
  - Descriptive Audio
  - Outside Resources Verified as Accessible
  - Publisher-Supplied Materials Verified as Accessible
  - Transcripts
  - Use of Proper Document Structuring
- If you plan to use something not listed above, please enter it here:

4. What unique aspects of this course, if any, present challenges for online delivery (e.g., hands-on demonstrations, skills demonstrations, oral presentations, etc.).

5. What tools/methods will be used in the course to ensure regular effective contact? (Choose at least two from each group of options below.)

Checkboxes Options:

**Group One:**

- Discussion Forums
- Field Trips
- Instructor-Led Group Meetings
- Individual Meetings
- Library Workshops
- Orientation Sessions
- Social Media (Facebook, Twitter, etc.)
- Weekly Announcements

**Group Two**

- Email
- Telephone Contact
- Text Messaging
- Timely Feedback on Student Work

If you plan to use tools/methods not listed above, please provide an explanation here:

6. If needed, how will any assignments or methods of evaluation change to teach this course online?

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

To: Academic Senate  
From: Dr. Darcy Wiewall, AP&P Cochair  
Date: October 29, 2015  
Subject: AP&P Committee Recommendations for Academic Senate Approval

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

**Course Revisions Approved by AP&P on October 8, 2015:**

1. BIOL 103, Introduction to Botany
2. BIOL 205, Introduction to Biotechnology
3. KIN 129, Advanced Golf
4. MATH 120, Math for Teachers
5. MOA 110, Beginning Medical Office Assisting Skills
6. MUS 181, Master Chorale
7. RADT 104, Radiographic Principles I
8. RADT 108, Advanced Principles of Exposure
9. RADT 203, Fluoroscopic Imaging and Radiation Protection
10. RADT 208, Radiographic Certification Preparation
11. RADT 210, Principles of Venipuncture for Radiology
12. WELD 230, Welding Symbols and Print Reading

**Course Deactivations Approved by AP&P on October 8, 2015:**

1. BIOL 170, Tropical Biology

**New Courses Approved by AP&P on October 22, 2015:**

1. AFMT 310, Safety in Aviation  
**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of AFAB 130, AFAB 210, ENGL 315, and PSY 301.  
**Course Description:** This course provides supervisors/leads/technicians with the aviation safety principles and practices needed to manage the problems associated with aircraft manufacturing/maintenance operations, aviation safety program development, safety management systems, aviation human factors issues, and case studies relevant to aviation safety. This includes the identification and analysis of major problem areas and the impact of accidents on the aviation industry. Students are prepared to assume safety responsibilities in their areas of operation. (CSU, AVC)
2. AFMT 320, Lean Management (Six Sigma & 5S)  
**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of AFAB 210, ENGL 315, and PSY 301. Corequisite: Concurrent enrollment in AFMT 330.  
**Course Description:** This course focuses on gaining an understanding of Lean principles, practices, and techniques from both technical and individual perspectives needed to effect the change and sustain improvement within the aviation industry. Emphasis will be placed on developing the individual skills needed to become a Lean thinker and champion building a roadmap for transitioning an organization from its current state to one of being a Lean operation. Six Sigma and the 5's systems will be covered. Classroom sessions will include exercises designed to simulate real world applications to clarify concepts and techniques. (CSU, AVC)
3. AFMT 330, Airframe Manufacturing Producibility  
**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of AFAB 210, ENGL 315, and PSY 301. Corequisite: Concurrent enrollment in AFMT 320.



**Course Description:** This course addresses the evaluation of product producibility and the impact of changes in the properties and characteristics of the manufacturing process in the context of "Return on Investment." Students will evaluate whether or not changes incorporated into the manufacturing process not only fix the problem/issue, but also reduce costs for the company. Note: This course is a prerequisite for Capstone I and Capstone II classes. (CSU, AVC)

4. AFMT 340, Theory of Low Observables

**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of AFAB 120, CHEM 101, and PHYS 101.

**Course Description:** This course provides an understanding of the history and development of low observable technology, the reduction of radar, optical and acoustic signatures which provide stealth. A focus on the importance of proper coating application processes that ensure stealth capabilities, along with facilities, equipment, and Personal Protective Equipment (PPE) requirements for applying coatings will also be covered. (CSU, AVC)

5. AFMT 341, Manufacturing Testing & Inspection

**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of AFMT 310.

**Course Description:** This course provides an understanding and familiarization with the various inspection and testing methods for the materials and processes associated with aircraft structures. Non-Destructive Inspections (NDI) and Non-Destructive Testing (NDT) are other methods employed by the aviation industry to detect defects. This course includes hands-on familiarization with testing equipment related to rigging, high pressure lines and fittings, seals, gases, fluids, and curing. (CSU, AVC)

6. AFMT 342, Foreign Object Elimination (FOE) and Migration Paths

**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of AFMT 330.

**Course Description:** This course provides supervisors/leads/technicians with aviation safety principles and practices needed to manage the problems associated with aircraft manufacturing/maintenance operations. In addition, it prepares students to assume safety responsibilities in their areas of operation. The Foreign Object Elimination (FOE) elements of basic awareness addresses twelve industry identified basic knowledge areas, activities and functions designed to prevent foreign objects from entering aerospace products. The standards are derived from NAS 412 - Foreign Object Damage / Foreign Object Debris (FOD) Prevention. Possible field trip opportunities to Northrop Grumman and other industry partners. (CSU, AVC)

7. AFMT 345, Airframe Composite Manufacturing I

**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of AFAB 120 and AFMT 310.

**Course Description:** This course is designed and intended for advancing knowledge and skills of composite manufacturing. Students will develop an advanced understanding of the practical skills involved in producing quality composite structures. The student will have an intermediate level of understanding of composite layup and vacuum bagging techniques for complex shapes, fabrication of potted honeycomb core assemblies, manufacturing composite component parts using production type tooling, and a fundamental understanding of the documentation and record keeping required to support composite manufacturing. (CSU, AVC)

8. AFMT 346, Airframe Composite Manufacturing II

**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of AFMT 345.

**Course Description:** This course is designed and intended for advancing knowledge and skills of composite manufacturing. Students will develop an advanced understanding of the practical skills involved in producing quality composite structures. The student will have an intermediate level knowledge of machining, trimming and drilling composite components using fixtures, surface preparation methods/secondary bonding of structures, component assembly methods and techniques, as well as acquire a fundamental knowledge of the resin vacuum infusion manufacturing process. (CSU, AVC)

9. AFMT 350, Airframe Manufacturing Capstone I

**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of AFMT 310, AFMT 320, and AFMT 330.

**Course Description:** This course is the initial phase of the Lean Management/Project Management proposal process that will consist of an actual unclassified or generic project that student teams would compete for. Possible

'real world' unclassified projects may come from aerospace corporations. The capstone course encompasses the assigning of teams, distribution of project proposals, assigning of faculty and/or industry mentors. These projects will focus on workflow analysis and project management. (CSU, AVC)

10. AFMT 351, Airframe Manufacturing Capstone II  
**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of AFMT 350.  
**Course Description:** This course is the design and submission phase of the Lean Management/Project Management proposal process that will consist of an actual unclassified or generic project that student teams would compete for. Possible 'real world' unclassified projects may come from aerospace corporations. The capstone course encompasses the completion and submission of project proposals. (CSU, AVC)
11. BIOL 304, A Survey of Emerging and Re-emerging Infectious Diseases  
**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of ENGL 101 or ENGL 101SL.  
**Course Description:** This is an upper division General Education course, covering a survey of selected emerging and re-emerging infectious diseases, addressing the Biological, Historical, Sociological, Geographical, and Epidemiological factors that have had an impact on the human populations worldwide throughout history. The content will cover the basic concepts of infectious disease agents (Viruses, Prions, Bacteria, Protozoa, and Helminths), human biology, and the Public Health measures used to identify, treat, and prevent these diseases. Also covered are the various human factors that have influenced the trends of these diseases, including historical events, Geopolitics, and cultural and Sociological changes affecting human populations. (CSU, AVC)
12. ENGL 315, Applied Technical Writing  
**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of ENGL 115.  
**Course Description:** Building on skills learned in the lower division technical writing course, this course provides extended, guided practice and instruction in understanding and writing for multiple audiences and multiple purposes in a technical environment. Students will develop skills in language choice as an aid to clarity, and students will learn principles of document design in both digital and conventional communication situations. Students will learn advanced research techniques and strategies while working on extended writing projects. Learning to work on multi-staged, collaborative projects will be central to this course. (CSU, AVC)
13. PSCI 302, Introduction to Quantitative Atmospheric Dynamics and Thermodynamics  
**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of MATH 135 and PHYS 101.  
**Course Description:** This course provides a quantitative understanding of general meteorology. It introduces the physics and thermodynamics of the atmosphere to understand the horizontal and vertical transport of atmospheric heat and momentum which are directly related to the cyclones, anticyclones, hurricanes, weather fronts, mesoscale disturbances, severe storms, tornadoes, sea and land breezes, atmospheric boundary layer and turbulence. Insight into these mechanism will be gained through the use of spread sheet based calculations by allowing relationships to be studied by plotting the data graphically and then explaining the meaning of those relationship using the graphs. Atmospheric thermodynamic processes will be quantified using various thermodynamic calculations and in some cases, computational diagrams such as the Skew-T and Stüve diagrams. (CSU, AVC)
14. PSY 301, Organizational Behavioral Psychology  
**Course Requisite:** Limitation on Enrollment: Must be selected as part of the AFMT BS Degree cohort to take this course. Prerequisite: Completion of PSY 101.  
**Course Description:** This course offers an introduction and broad overview of the psychology of individual and group dynamics in the workplace. This course will examine topics such as organizational culture and structure, teamwork, group dynamics, managing change, conflict theory, motivation, and leadership. Emphasis is placed on applying course concepts to current workplace issues. (CSU, AVC)

**Course Revisions Approved by AP&P on October 22, 2015:**

1. AGRI 102, Plant Pest Control
2. AGRI 112, Plant and Landscape Maintenance
3. AGRI 130, Environmental Gardening
4. AGRI 132, Turf and Landscape Maintenance
5. AGRI 153, Landscape Construction – Concrete and Masonry

6. AGRI 155, Landscape Construction – Wood and Lighting
7. AGRI 210, Advanced Landscape Design
8. AGRI 212, Interior Plantscape
9. AGRI 220, Landscape Irrigation
10. AGRI 250, Landscape Management
11. COMM 214, Studies in Storytelling
12. DM 110, Motion Graphics
13. DM 112, Experimental Digital Video
14. DRFT 125, Mechanical Drafting
15. DRFT 230, Architectural Drafting II
16. KIN 107, Intermediate/Advanced Hatha Yoga
17. KIN 156, Intermediate Volleyball
18. KIN 161, Intermediate Tennis
19. KIN 162, Advanced Tennis
20. KIN 237, Intercollegiate Men's Golf
21. MATH 021, Math Study Strategy
22. MATH 115, Statistics
23. MKTG 121, Salesmanship

**New Programs Approved by AP&P on October 22, 2015:**

**1. Airframe Manufacturing Technology, BS**

**Program Goals and Objectives:** The program meets the need in the aerospace industry for multi skilled individuals who understand, perform, and serve as first-line leads in the major processes of manufacturing the structural components of an aircraft for civilian and military specifications. The program’s curriculum addresses airframe manufacturing, aircraft fabrication (structures and composites).

Upon successfully completing the program, graduates will be able to:

1. Analyze and evaluate critical aspects of the aerospace manufacturing industries related to the planning design of plant facilities, which ensures both production efficiency and safe work practices/environment that ensure quality of production work.
2. Assess and evaluate composite tooling requirements to ensure quality and efficiency for manufactured parts.
3. Recognize engineering requirements in order to set-up and prepare facilities and workflow from the perspective of engineering needs and requirements as well as the needs and requirements of the technicians.
4. Produce an actual or simulated improvement plan to eliminate waste, production inefficiencies, and poor facility design using pertinent and statistical process control data.

**Program (Catalog) Description:** The Airframe Manufacturing Technology baccalaureate degree builds off of two existing high quality, successful programs that have provided well trained employees to meet the needs in our communities for many years. By expanding these programs to include the opportunity to earn a baccalaureate degree, Antelope Valley College will now fill the need of local employers for a highly skilled lead worker in the same field and will provide a valuable opportunity for both our students and our community.

The Airframe Manufacturing Technology program will include courses in disciplines in which Antelope Valley College already offers degrees and certificates: Aircraft Fabrication and Assembly and Aviation Airframe. Entrance into the baccalaureate courses will require graduation from or substantial completion of one of those programs prior to admission to upper division courses.

**Required Courses:**

	<b>units</b>
AFAB 130, Aerospace Ethics and Issues ( <i>CSU GE Area E</i> ).....	4
AFAB 110, Basic Blueprints Interpretation or AERO 121, Aircraft General II.....	4-7.5
AFAB 115, Aircraft Structures or AERO 230, Airframe I.....	6-15
AFAB 120, Composite Fabrication and Repair.....	6
AFAB 210, Aircraft Production Systems .....	6
AFMT 310, Safety in Aviation.....	3
AFMT 320, Lean Management (Six Sigma & 5S).....	3
AFMT 330, Airframe Manufacturing Producibility .....	3
AFMT 340, Theory of Low Observables .....	3

AFMT 341, Manufacturing Testing & Inspection.....	6
AFMT 342, Foreign Object Elimination (FOE) and Migration Paths .....	3
AFMT 345, Airframe Composite Manufacturing I .....	6
AFMT 346, Airframe Composite Manufacturing II .....	6
AFMT 350, Airframe Manufacturing Capstone I.....	2
AFMT 351, Airframe Manufacturing Capstone II .....	4
BIOL 304, A Survey of Emerging and Re-emerging Infectious Diseases ( <i>CSU GE Area B2</i> ).....	3
CHEM 101, Introductory Chemistry .....	5
COMM 101, Introduction to Public Speaking ( <i>CSU GE Area A1</i> ) .....	3
ELTE 105, Introduction to Robotics .....	3
ENGL 101, Academic Composition or	
ENGL 101SL, Academic Composition for ESL ( <i>CSU GE Area A2</i> ).....	3
ENGL 115, Introduction to Technical Writing ( <i>CSU GE Area A3</i> ).....	3
ENGL 315, Applied Technical Writing ( <i>Upper Division GE</i> ).....	3
ENGR 140, Engineering 3-D Graphics .....	3
HIST 107, US History, 1607-1877 or HIST 108, US History, 1607-1877 or	
HIST 110, African American History, 1450-1877 or	
HIST 111, African American History, 1877-Present ( <i>CSU GE Area D</i> ) .....	3
MATH 135, Place Trigonometry ( <i>CSU GE Area B4</i> ).....	3
PHYS 101, Introductory Physics ( <i>CSU GE Area B1</i> ) .....	4
POLS 101, American Political Institutions ( <i>CSU GE Area D</i> ).....	3
PSCI 302, Introduction to Quantitative Atmospheric	
Dynamics and Thermodynamics ( <i>Upper Division GE</i> ) .....	3
PSY 101, General Psychology ( <i>CSU GE Area D</i> ).....	3
PSY 301, Organizational Behavioral Psychology ( <i>Upper Division GE</i> ).....	3
CSU GE Area C.....	9
Total Units 122-134.5	

**2. Yoga Instructor, Certificate of Achievement 12 units**

**Program Goals and Objectives:** The Yoga Teacher Training Program is designed to prepare students to become Yoga Instructors. Yoga has become very popular in the United States and is taught in yoga studios, fitness gyms, health clubs, dance and martial arts studios, is incorporated into physical therapy and taught in wellness centers, senior centers and health care facilities. With this program Antelope Valley College will become the 4th California Community College to offer this type of vocational training program. There are no similar programs in our service area. This proposed program is designed to meet the standards set forth by Yoga Alliance. As a national credentialing organization for the yoga community, Yoga Alliance® provides a set of educational standards for yoga schools that specify hours or study in certain educational categories. Their goal is to ensure schools provide adequate training to yoga teachers, enabling them to teach safely and competently. This program is aligned directly with the yoga alliance goals and is designed to prepare individuals to safely and effectively teach yoga in a variety of settings. The educational categories and content area included in this program to meet Yoga Alliance standards are: Techniques, Training and Practice, Teaching Methodology, Anatomy and Physiology, Yoga Philosophy and Lifestyle, Ethics for Yoga Teachers, and Practicum. With the approval of this program Antelope Valley College will become a Registered Yoga School (RYS) with Yoga Alliance. Those students who successfully complete the 12 unit program will be able to register with Yoga Alliance as Registered Yoga Teachers at the 200 hour level (RYT-200). This will enable program completers to be hired preferentially by employers looking to hire yoga instructors.

**Program (Catalog) Description:** The Yoga Instructor certificate program prepares individuals to safely and effectively teach yoga to individuals and in group settings. This coursework includes training and teaching methodology for asana (physical poses), pranayama (breath work), and meditation. Included in the curriculum is study in the physical and subtle anatomy, yogic philosophy and lifestyle, teaching methods and ethics, and English and Sanskrit terminology. Completion of this program prepares students for employment in yoga studios, health and fitness clubs, health care facilities, as well as for self-employment as yoga instructors. It is also designed for those who want to add yoga techniques to their existing professional portfolios, as in the case for personal trainers, body workers, caregivers, therapists and teachers in other disciplines. Upon completion of the program the successful student will be able to register with Yoga Alliance at the 200-Hour Yoga Teacher Training level.

**Required Courses:**

**units**

KIN 108A, Yoga Teacher Training 1-Yogic Lifestyle & Yoga as a Healing Practice.....	3
KIN 108B, Yoga Teacher Training 2-Gross and Subtle Anatomy .....	3
KIN 108C, Yoga Teacher Training 3-Pedagogy: The Art and Science of Teaching.....	3
KIN 108D, Yoga Teacher Training 4—Social Applications of Yoga.....	3
Total Units	12

## Article IV – DUTIES AND RESPONSIBILITIES

### B400.0 President

B400.1 In addition to those duties and responsibilities enumerated elsewhere in this Constitution and Bylaws, the President shall:

- B400.1.1 Attend all official meetings of the Board of Trustees during the school year and represent the Senate on all professional and academic matters. (Title 5 §53200)
- B400.1.2 Review and set Senate meeting agendas in consultation with the Senate Executive Committee.
- B400.1.3 Chair and conduct Senate meetings.
- B400.1.4 Co-Chair the Strategic Planning Committee.
- B400.1.5 Co-chair or appoint co-chair designee for Budget Committee.
- B400.1.6 Serve as a member of the College Coordinating Council and Mutual Agreement Council.
- B400.1.7 Represent the Academic Senate in collegial consultation with the College Administration and the Board of Trustees.
- B400.1.8 Serve as ex-officio member of the College Foundation.
- B400.1.9 Inform and/or solicit input from faculty on initiatives and issues from administration, State Academic Senate, Board of Trustees, Chancellors Office, Board of Governors, or State Legislature related to Academic and Professional Matters as defined by Title 5 of the California Code of Regulations.
- B400.1.10 Meet bi-weekly with the Senate Executive Committee, or more frequently if needed, for consultation on Academic and Professional Matters, Senate meeting agendas and other Senate concerns.
- B400.1.11 Conduct Senate elections and appointments in accordance with the Constitution and Bylaws.
- B400.1.12 Provide training for new Senators on an annual basis in the fall semester of each academic year.
- B400.1.13 Represent the Academic Senate at Faculty Recognition Day, Graduation, and other college functions as appropriate.
- B400.1.14 Establish Senate ad hoc committees as necessary.

B400.1.15 Provide overall leadership and direction for the Academic Senate on Academic and Professional Matters.

B400.1.16 Attend one of the State Academic Senate Plenary sessions (fall or spring) annually to stay abreast of statewide concerns and initiatives of concern to faculty.

B400.1.17 Attend the State Academic Senate Leadership Institute the first year in office.

#### B401.0 Vice President

B401.1 In addition to those duties and responsibilities enumerated elsewhere in this Constitution and Bylaws, the Vice-President shall:

B401.1.1 Conduct Senate meetings and assume other duties assigned to the Senate President, as needed, in the absence of the President.

B401.1.2 Serve as liaison between Academic Senate and student representatives appointed to college governance committees. Meet once monthly with Associated Student Organization President and student representatives to share information and discuss current issues, and make a monthly report to the Senate Executive Committee and/or Academic Senate on significant issues.

B401.1.3 As a member of the Senate Executive Committee, provide advice and counsel to the Senate President on academic and professional matters and other Senate concerns.

B401.1.4 In conjunction with the Senate President, provide training for new Senators on an annual basis in the fall semester of each academic year.

B401.1.5 Maintain liaison with the Senate Faculty Leadership of Standing Committees as well as Senate Representatives from other committees and provide monthly reports to the Senate Executive Committee.

B401.1.6 Other duties as assigned by the Senate President.

#### B402.0 First Executive Officer

B402.1 In addition to those duties and responsibilities enumerated elsewhere in this Constitution and Bylaws, the First Executive Officer shall:

B402.1.1 Maintain and update the Senate Operating Procedures Manual in consultation with the Senate Executive Committee.

B402.1.2 As a member of the Senate Executive Committee, provide advice and counsel to the Senate President on academic and professional matters and other Senate concerns.

B402.1.3 Other duties as assigned by the Senate President.

#### B403.0 Second Executive Officer

B403.1 In addition to those duties and responsibilities enumerated elsewhere in this Constitution and Bylaws, the Second Executive Officer shall:

B403.1.1 In consultation with the Senate President, provide ongoing communication with faculty as needed including the production of the Senate newsletter.

B403.1.2 In consultation with the Senate President, conduct an annual faculty survey to determine the academic and professional matters that are of most concern to faculty.

B403.1.3 As a member of the Senate Executive Committee, provide advice and counsel to the Senate President on academic and professional matters and other Senate concerns.

B403.1.4 Other duties as assigned by the Senate President.

#### B404.0 Legislative Liaison

B404.1 In addition to those duties and responsibilities enumerated elsewhere in this Constitution and Bylaws, the Legislative Liaison shall:

B404.1.1 Serve on the Legislative Committee.

B404.1.2 Inform the Senate at least twice a semester or in a timely manner on matters before the state legislative as identified by the Legislative Committee and/or statewide Academic Senate.

B404.1.3 Solicit feedback from the Academic Senate to present to the Legislative Committee when applicable.

B404.1.4 Attend conferences on state legislative and statewide Academic Senate as needed.

#### B405.0 Chairs, Faculty co-Chairs and Coordinators

B405.1 All Chairs, Faculty co-Chairs and Coordinators have the following duties:



- B405.1.1 Present year's beginning Committee Goals report to the Executive Committee within the first 30 days of the Fall Semester.
- B405.1.2 Report the progress and/or accomplishments of their committee at least twice a semester to the Academic Senate.
- B405.1.3 Present a written year-end report to the Senate.
- B405.2 Compensation (stipends, release time, etc.) for all Senate Chairs, Faculty co-Chairs and Coordinators are managed through the collective bargaining process. The most current compensation figures can be found in the Faculty Contract and Appendix section Axxx
- B405.3 Academic Policies and Procedures
- B405.3.1 The term for the Faculty co-Chair of the Academic Policies and Procedures Committee shall be three years.
- B405.3.2 Duties of the Faculty co-Chair of Academic Policies and Procedure Committees shall include:
- a. Reviews and sets agenda with Vice President of Academic Affairs.
  - b. Reviews all agenda materials (course proposals and outlines) for completeness and accuracy.
  - c. Acts as liaison between Academic Senate and AP&P Committee; confers with Senate President on curriculum and academic policies and procedures.
  - d. Chairs bi-monthly meetings; meets once a month with Technical Review Committee.
  - e. Works with Academic Affairs Specialist on all committee matters and curriculum concerns.
  - f. Researches issues of academic policy and/or procedure as needed (i.e. distance learning, plus/ minus grading, prerequisites, IMPAC, Information Competency, Education Code and Title 5 regulations, etc.).
  - g. Creates, reviews, and revises Course Proposal Forms, Course Outlines of Record, and other forms necessary for course and program development; maintains currency of AP&P Standards & Practices Handbook.
  - h. Chairs AP&P ad hoc committees as they arise; serves on other campus committees as needed regarding curriculum issues.
  - i. Attends state level conferences regarding curriculum issues; stays in contact with Academic State Senate's Curriculum Committee and the Systems Office regarding curriculum regulations and practices.
  - j. Holds workshops for faculty regarding curriculum policies and/or procedures.

- k. Meets with divisions to discuss curriculum policies and/or procedures for course development.
- l. Sits as a standing member of the Matriculation Committee and the ad hoc Assessment Committee.
- m. Consults with Program Review Coordinator on policy/process matters.
- n. Consults with Institutional Research Technician on Course Validation Studies.
- o. Works with faculty needing assistance in developing courses and programs.
- p. Is a resource for the following:
  - Distance Education and Technology Committee
  - Student Learning Outcomes Committee
  - Deans and Educational Directors
  - Corporate and Community Education
  - Cal Works
  - Learning Communities
- q. Works with Academic Affairs Technician on catalog revisions.

#### B405.4 Outcomes

B405.4.1 The term for the Faculty co-Chair of the Outcomes Committee shall be three years.

B405.4.2 Duties of the Faculty co-Chair of the Outcomes Committee shall include:

- a. Chair bi-monthly (or as needed) meetings with committee.
- b. Continue to monitor and advocate, a campus-wide plans for the continued upkeep of SLOs/PLOs, action plans and accompanying assessment.
- c. Continue to coordinate all campus SLOs/PLOs, action plans and assessment efforts.
- d. Meet with divisions and areas to facilitate the continued assessing of SLOs/PLOs and action plans for courses and programs.
- e. Work closely with the institutional researcher in developing and maintaining a record of assessment tools.
- f. Coordinate workshops for campus SLO/PLOs, action plans and assessment training with inside and outside speakers.
- g. Propose connections to current campus practices on SLOs/PLOs, action plans and assessment.
- h. Maintain an archive record in support of data for accreditation, program review, and curriculum issues.
- i. Disseminate information on current trends on SLOs/PLOs from conferences and workshops that are relevant to faculty, student services, and administration.

- j. Oversee development and updating of a Outcome Committee website.
- k. Keep up-to-date on state and national information on SLOs/PLOs, action plans and assessment techniques.
- l. Be a resource person for any questions on SLOs, PLOs, ILOs, action plans, and assessment .
- m. Ex-officio voting member of Program Review.
- n. Be a liaison to AP&P.
- o. Run reports to ensure adherence to deadlines for establishing SLOs/PLOs, assessment data, and action plans in Weave.
- p. Monitor Curriconet for approval of SLO/PLO revisions and work with faculty as needed to ensure compliance.

#### B405.5 Distance Education and Technology

B405.5.1 The term for the Faculty co-Chair of the Distance Education and Technology Committee shall be three years.

B405.5.2 Duties of the Faculty co-Chair of the Distance Education and Technology Committee shall include:

- a. Chair bi-monthly meetings with the Distance Education Committee.
- b. Sit by position on the IT committee
- c. Advocate and monitor campus-wide implementations of distance education activities.
- d. Work with divisions to facilitate the establishment of distance education courses and programs.
- e. Act as a resource person for any questions regarding distance education.
- f. Act as a liaison to the AP&P committee and Blackboard® and Turnitin®, particularly the BlackBoard-Turnitin integration .
- g. Attend (virtually) the statewide Chancellor's Office Monthly DE Coordinators and Managers meetings.
- h. Coordinate workshops and training for distance education .
- i. Gather and identify samples of effective distance education best practices.
- j. Maintain records in support of data for accreditation, program review, and curriculum issues.
- k. Disseminate information on distance education conferences and workshops that are relevant to faculty, student services, and administration.
- l. Oversee development and updating of a distance education website.
- m. Keep up-to-date on state and national information on distance education.
- n. Report at least twice a semester to the Academic Senate.

B405.6 Equivalency – Chair

B405.6.1 The term for the Chair of the Equivalency Committee shall be two years.

B405.6.2 Duties of the Chair of the Equivalency Committee shall include:

- a. Schedule meetings as needed.
- b. Reviews and sets agenda.
- c. Reviews Equivalency Procedure annually with committee.
- d. Researches and reviews current Statewide established minimum qualifications.
- e. Informs faculty about new or revised statewide minimum qualifications for each discipline.
- f. Resource person regarding Equivalency Procedure and general questions on equivalency development.
- g. Reviews with committee Equivalency Procedure for possible recommendations for revision to Academic Senate.

B405.7 Honors Coordinator

B405.7.1 The term for the Coordinator of the Honors Committee shall be three years.

B405.7.2 The duties of the Honors Program Coordinator shall include, but not be limited to, the following activities:

- a. Chair and hold regular Honors Committee meetings.
- b. Recruit students during fall, intersession, spring and summer to join the Honors program.
- c. Manage and maintain Honors website and email group
- d. Market and promote Honors courses during fall, intersession, spring and summer
- e. Update and implement honors course proposals and honors options procedures for faculty.
- f. Monitor fall and spring course enrollment during Intersession and summer
- g. Implement a process for the Honors committee to approve honors course proposals and honors options.
- h. Oversee honors options for fall, intersession, spring and summer
- i. Recruit and meet with interested and potential honors faculty.
- j. Manage a basic Honors Program budget.
- k. Choose honors classes for committee review during the semester prior to the one in which such classes will be offered; schedule honors classes; submit honors classes to AVC schedule of classes.
- l. Implement honors faculty, program, and student evaluation.
- m. Update and enforce honors student eligibility requirements.

- n. Coordinate with Student Development in the recruitment of high school students through a variety of methods, including, but not limited to announcements and the evaluation of AVC assessment test scores. Recruitment of AVC students are gathered by campus faculty recommendations.
- o. Interview and conference new and continuing honors students; keep honors student files.
- p. Give at least two reports to the Academic Senate; along with the Academic Senate President maintain contact with the Office of Academic Affairs.
- q. Attend conferences such as the National Collegiate Honors Council Conference and the Western Regional Honors Council; maintain membership with the California Honor's Society and other similar organizations.
- r. Update and circulate Honors Program publicity in the form of brochures, flyers, and so forth.
- s. Facilitate the distribution of AVC Dean's list and President's list during Intersession and summer, including congratulatory letters to the students.
- t. Organize and host the annual AVC Honors Convocation.
- u. Assist AVC Foundation in the selection of the Dr. Mistry Award
- v. Attend or designate representative for UCs TAP meetings, HTCC meetings, site visits, and participate in the development of major projects in conjunction with UCs, CSUs and HTCC.
- w. Advise (with Society members' consent) the AVC Honors Society-Alpha Iota.

B405.8 Professional Development Chair

B405.8.1 The term for the Chair of the Professional Development Committee shall be three years.

B405.8.2 Duties of the Chair of the Professional Development Committee shall include:

- a. Surveying the faculty to determine needs and requests for yearly, academy and colloquia presentations.
- b. Select speakers/presentations for yearly Faculty Professional Development Program. This includes the following:
  - Research and gather information on various topics and speakers
  - Contact speakers from either AVC faculty or from off campus
  - Make room and time arrangements
  - Maintain a calendar of events
- c. Create, review, and maintain all records on the following:
  - Faculty attendance for salary advancement for both fulltime and adjunct (information will be forwarded to HR and VP)

- Full-time and Part-time faculty plans, contracts, and end-of-semester evaluation sheets
- Evaluation sheets for future repeat or new presentations/workshops
- Prepare and monitor budget
- d. Holding bimonthly committee meetings to discuss and review activities, guidelines, and procedures.
- e. Additional duties necessary to maintain the Faculty Professional Development Program include the following:
  - Report at least twice a semester to the Senate
  - Maintain correspondence with on/off campus speakers
  - Review and allocate budget needs
  - Design and create Faculty Professional Development Book
  - Attend conferences related to faculty professional development
  - Meet with faculty and administration to discuss activities, programs, and procedures
  - Create flyers to help publicize professional development activities
  - Update forms and online documents

#### B405.9 Program Review

B405.9.1 The term for the Coordinator of the Program Review Committee shall be three years.

B405.9.2 Duties of the Coordinator of the Program Review Committee shall include:

- a. Maintain and update the schedule of programs conducting comprehensive reviews in consultation with the Dean of Institutional Effectiveness, Research and Planning and the president/superintendent, deans, directors, or coordinators responsible for areas/programs.
- b. Orient district employees to the self-study process and assist the members of the self-study teams in the preparation of the self-study reports by conducting or providing staff development training. The Program Review Faculty Co-chair will assist the Dean of Institutional Effectiveness, Research and Planning in supporting self-study writers with:
  - The use of institutional and environmental data.
  - The use of outcome findings data and action plans.
  - Preparation and administration of stakeholder surveys and/or other appropriate stakeholder data.
  - Development of goals, objectives, and prioritized lists of resource needs.
  - Use of WEAVE for annual update reports.

- c. Monitor progress and completion of program review work throughout the district.
- d. Chair bi-monthly (or as needed) meetings with the Program Review Committee.
- e. Work with the Budget Committee to connect program review and budget decisions.
- f. Work with the Accreditation Liaison Officer and the Faculty Accreditation Coordinator to improve the program review process.
- g. Work with the Dean of Institutional Effectiveness, Research and Planning to ensure the Program Review Committee conducts regular evaluations of the program review procedures and recommend changes to the Academic Senate and appropriate administration.
- h. Manage the peer review activities of the Program Review Committee with:
  - Developing a plan, timetable, and assignments for peer review activities.
  - The review of all self-study reports, comprehensive and annual update, in relation to the standards.
  - Defining areas that need verification or clarification.
  - Drafting the peer review report for comprehensive reports.
- i. Assist the Dean of Institutional Effectiveness, Research and Planning in posting program review reports on the Program Review website.
- j. Assist the Dean of Institutional Effectiveness, Research and Planning in posting Program Review Committee agendas and minutes on the Program Review website.
- k. Place hard copies of current comprehensive and corresponding peer review reports in the College Library.

B405.9.3 Desirable qualifications of the Coordinator of the Program Review Committee shall include:

- a. Demonstrated ability to organize schedules, work activities, and committees.
- b. Demonstrated ability to work cooperatively with all college staff and administration.
- c. Participation in Strategic Planning and Budget Council activities or broad based experience in facilities and educational planning.
- d. Involvement in accreditation standards or Steering Committee activities.
- e. Experience in program evaluation in educational institutions, private industry, or public agencies.

B405.10 Tenure Review – Coordinator

B405.10.1 The Tenure Review Coordinator is accountable first to the Collective Bargaining Agent and secondly to the Senate and Administration for following the Tenure and Evaluation policy and procedures.

B405.10.2 The term for the Coordinator of the Tenure Review Committee shall be three years.

B405.10.3 Duties of the Coordinator of the Program Review Committee shall include:

- a. Coordinate, in conjunction with Academic Senate, selection of tenured faculty to participate on evaluation teams.
- b. Oversee that evaluation teams are organized for probationary faculty according to the Tenure and Evaluation Policy.
- c. Coordinate and conduct the initial orientation of the Evaluation and Tenure process for the peer evaluation teams.
- d. Coordinate and conduct the initial orientation of the Evaluation and Tenure process for the probationary faculty.
- e. Be a resource person to probationary evaluation teams to ensure that they function according to policy guidelines.
- f. See that all evaluation procedures for probationary faculty are completed in a timely manner.
- g. In coordination with the Vice President of Academic Affairs, interpret the Tenure and Evaluation Policy if questions arise.
- h. Refer any grievances arising from the evaluation of probationary faculty to the Due Process Committee.
- i. Coordinate all issues that affect the operation of the evaluation teams.
- j. Conduct "end-of-the-year" survey to determine effectiveness of policy and recommendations for improvement.
- k. Submit recommendations for revision of policy to Tenure and Review Committee.

#### B405.11 Faculty Accreditation Coordinator

B405.11.1 The Faculty Accreditation Coordinator will be selected by the Academic Senate, after consultation with the college president and Accreditation Liaison Officer per mutual agreement, to oversee the self study process.

B405.11.2 There is no set term of office for the Faculty Accreditation Coordinator.

B405.11.3 The Faculty Accreditation Coordinator, in consultation with the Accreditation Liaison Officer (Vice President of Academic Affairs), will perform the following duties:

- a. Attend the ACCJC Accreditation Training for evaluation.



- b. Attend the statewide Academic Senate Accreditation Institute.
- c. Establish and coordinate subcommittees that contribute to the self study.
- d. Provide campus training on the purpose, standards, and documentation requirements.
- e. Assist in the collection of data.
- f. Be Faculty co-Chair of the Accreditation Steering Committee.
- g. Recruit members from campus community, as well as local community to participate in self-study.
- h. Provide support to the standard committees.
- i. Oversee the writing of the final draft of the self-study.
- j. Write the self-study background, themes, and Planning Summary sections.
- k. Coordinate and develop documentation files.
- l. Coordinate visiting team schedule and appointments.
- m. Present updates either via memo, newsletter, and forums on the progress of the self-study and review final draft with college campus constituents.
- n. Update the Academic Senate at least twice per semester.
- o. Present updates and review final report to the Board of Trustees.
- p. Monitor all activities that affect Substantive Changes and submit reports to ACCJC when appropriate. Sufficient reassign time is required, according to local governance and contractual agreements.