



**ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING**

**AGENDA**

**October 15, 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)
5. REPORTS (5 minutes maximum)
  - a. Faculty Evaluation Senate Ad Hoc Committee – Dr. Liette Bohler (attachments)
6. ACTION ITEMS
  - a. Bylaws 108.1.8 Ratification – Staggered Representation (attachement)
  - b. 501.2.1 and 501.2.2 Proposal to Amend – Validity of Academic Ranking (attachment)
  - c. Appointments
    - Distance Education & Technology Committee (DETC) Faculty Representative term ending June 30, 2016  
Lucia Pozo
  - d. BS Degree General Education Pattern Resolution (attachment)
7. DISCUSSION ITEMS
  - a. Re-establishment of Professional Development Committee
  - b. Creation of a CTE Liaison Position (attachment)
  - c. CSUin2 Program
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>
<b>October 1, 2015</b> Accreditation Committee Report – Tina McDermott	<b>November 19, 2015</b> Program Review – Carol Eastin Accreditation Committee Report – Tina McDermott
<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.

*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

AGENDA

October 15, 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 October 15, 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 reminded senators of the foundation fund in place for the Senate office design (L-202). The AVC Foundation will match up to \$1,500 and Dr. Beyer will match up to that for the first \$500. Anyone interested should make their donations to the foundation with a designation for the senate office design, and make Dr. Beyer aware of the contribution so he can contribute accordingly.

3. OPEN COMMENTS FROM THE PUBLIC

- Dr. Maria Clinton reported holding an advisory committee meeting with the industry recently to approve the curriculum for the Airframe Manufacturing Technology baccalaureate program. Dr. Clinton had finalized the draft curriculum; however the Academic Senate for California Community Colleges (ASCCC) Task Force gave a new directive which gave only two (2) options: choose between a CSU or Intersegmental General Education Transfer Curriculum (IGETC) lower general education pathway. This new directive dramatically increased the number of required lower general education (GE) units. As a result, two core classes were cut, with one to be distributed within the remainder of the core. The industry did not approve the plan and will attend the state plenary session to voice their opposition to the task force's recommendations. Dr. Beyer developed a resolution to support the industry's stance.
- Dr. Irit Gat serves on the Student Equity Committee, and reported action coming down the pipeline to implement institutional change: closing the gap in terms of equity, Stem Symposium, Veteran's Week, and negotiations for adjunct compensation for interaction with students. She asked senators to encourage students to participate.

4. APPROVAL OF MINUTES

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

*A motion was made by Ms. Susan Knapp and seconded by Mr. Jack Halliday to approve minutes of the October 1, 2015 Academic Senate meeting.*

Members expressed concern the minutes did not reflect the intention of Dr. Jessica Eaton, Counselor, spoke regarding the proposed calendar change.

The approval of the minutes was tabled until audio can be verified to reflect what took place.

*Approved: November 5, 2015 Academic Senate Meeting*

5. REPORTS (5 minutes maximum)

- a. Faculty Evaluation Senate Ad Hoc Committee – Dr. Liette Bohler (attachments)  
Dr. Bohler reported the committee has met several times since March 5, 2015, and has changed the name of the committee to the Faculty Evaluation Ad Hoc Committee. The current membership of the committee consists of Tina McDermott, Irit Gat, Jessica Harper, Jack Halliday, Larry Veres, and Liette Bohler.

The committee's mission statement reads as follows:

*It is the task force's mission to develop recommendations, with the input from all representatives and constituents for faculty evaluation procedures and forms, while recognizing that these recommendations are subject to collective bargaining.*

Issues that were addressed were that the forms are cumbersome, should be streamlined, questions on the self-evaluation form are redundant and could be better formulated. The committee also determined that there should be a separate question in the self-evaluation regarding faculty engagement regarding SLOs. The district negotiation teams signed a Memo of Understanding (MOU) that went to the board last Monday. The MOU will add such a question to the self-evaluation form. Dr. Bohler will send an email with the evaluation that contains the question. Members expressed concern for not having the opportunity of being informed about the SLO portion of the MOU, and in not having the opportunity for discussion in a collaborative manner. Dr. Beyer requested a copy of the MOU.

Dr. Bohler reviewed a draft of the proposed faculty self-evaluation form (see attachment). She asked senators to share the draft with constituents and provide feedback. She will forward the email to the senate coordinator for distribution.

Dr. Bohler reported scantrons for student evaluations are desired. Class Climate software was delayed due to budget constraints. Dr. Suderman has assured the committee the district will find funds to purchase the software in order to begin use during the spring 2016 semester. The estimated cost for the first year is between \$45,000 and \$54,000 depending on the number of licenses and approximately between \$7,000 and \$9,000 each year thereafter, as an on-going cost.

6. ACTION ITEMS

- a. Bylaws 108.1.8 Ratification – Staggered Representation (attachement)  
*A motion was made by Dr. Zia Nisani and seconded by Ms. Susan Knapp to move forward Bylaws 1-8.1.8 Ratification - Staggered Representation.  
Motion carried with one (1) abstention.*
- b. 501.2.1 and 501.2.2 Proposal to Amend – Validity of Academic Ranking (attachment)  
*A motion was made by Mr. Van Rider and seconded by Dr. Irit Gat to move forward 501.2.1 and 501.2.2 Proposal to Amend – Validity of Academic Ranking.*

Dr. Beyer explained the decision is a majority vote of the three executive officers. If the request is denied, an appeal may be made for a decision by the senate president.

One member noted the vote does not require a unanimous vote, but can be a 2-to-1 vote. Dr. Beyer welcomed senators to forward comments and/or attend bylaws committee meetings. He clarified that if the item is approved, it will move forward for input. If it fails, the item will not be discussed again. It was noted the evidence would go to faculty members and the discipline.

*Motion carried with one (1) no vote.*

c. Appointments

- Distance Education & Technology Committee (DETC) – Faculty Representative term ending June 30, 2016

Lucia Pozo

*A motion was made by Dr. Liette Bohler and seconded by Ms. Susan Knapp, to ratify the appointment of Ms. Lucia Pozo as a faculty representative on the Distance Education and Technology Committee.*

*Motion carried unanimously.*

d. BS Degree General Education Pattern Resolution (attachment)

Dr. Beyer read the Proposed Resolution for a California Community College's Baccalaureate General Education Pattern – see attachment

*A motion was made by Dr. Liette Bohler and seconded by Susan Knapp to allow Dr. Beyer to present the BS Degree General Education Pattern Resolution to Area C at the Fall 2015 Plenary, then onto the State Academic Senate.*

*Motion carried unanimously.*

Dr. Beyer noted letters he received from Lockheed Martin and Northrop Grumman Aerospace Systems.

7. DISCUSSION ITEMS

a. Re-establishment of Professional Development Committee

Dr. Beyer led discussion regarding re-establishment of a professional development committee – the former Staff Development Committee. The committee will consider professional development proposals from everyone on campus, as well as applications for funds.

It was suggested the committee be named the Staff Development Committee (SDC). One senator noted that with the previous committee, requests were sometimes approved yet funding was unavailable. Applicants found the record helpful for personal income tax purposes.

b. Creation of a CTE Liaison Position (attachment) Career Technical Education

Dr. Beyer reported at Spring 2015 Plenary, a task force was charged to create a Career Technical Education (CTE) Legislative Liaison position. The liaison would be responsible for duties listed, keeping the senate informed, and for CTE-related activities statewide.

Members were in favor of the idea and agreed the district is unaware and missing out on information, grant opportunities, activities and legislation. Dr. Beyer will get more information and bring the item back for action.

c. CSUin2 Program

Dr. Bonnie Suderman met with Dr. Beyer to discuss the creation of the CSUin2 program. Students would apply to the committee. Upon approval the student would be given a schedule, and the guarantee to transfer with a degree in two (2) years.

Funding is available through student equity and grants that allow for the hiring of faculty. The programs guarantees CSU readiness in two (2) years. Members addressed concerns and agreed significant discussion is needed. The plan would emulate the Honors program making graduation accessible to students who are well-prepared to go on.

The following senators agreed to meet with Dr. Suderman to discuss: Dr. Zia Nisani, Dezdemonia Ginosian and Rosa Fuller. Dr. Beyer asked senators to begin to compile a list of questions and concerns.

8. INFORMATIONAL ITEMS

9. SENATE ADMINISTRATIVE BUSINESS

10. ANNOUNCEMENTS

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11. ADJOURNMENT

The Academic Senate meeting of October 15, 2015 adjourned at 4:28 p.m. by Dr. Ed Beyer, Academic Senate President.

<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>

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*Approved: November 5, 2015 Academic Senate Meeting*

## Senate Meeting: October 15, 2015

				10-1-15 Minutes	6a Bylaws 108.1.8 Ratification	6b 501.2.1 and 401.2.2 Proposal
Representative	Present	Proxy	Present	Y/N/A	Y/N/A	Y/N/A
Beyer, Dr. Ed	X			Y	Y	Y
Bohler, Dr. Liette	X	Kathryn Mitchell		Y	Y	Y
Burrell, Carolyn	X	Dr. Scott Lee		Y	Y	Y
Flores-Kagan, Diane	X	Magdalena Caproiu		Y	Y	Y
Fuller, Rosa	X	Dr. Lee Grishman		Y	Y	Y
Ginosian, Dezdemonia	X	Genie Trow		Y	Y	Y
Gat, Dr. Irit	X			Y	Y	2Y
Haller, Dr. Glenn	X	Lisa Karlstein		Y	Y	Y
Halliday, Jack		Ty Mettler			Y	N
Harper, Dr. Jessica	X	Jason Bowen		Y	Y	Y
Knapp, Susan	X	Carol Eastin		2Y	2 Y	Y
Leighton, Jonet	X	Lisa Karlstein		Y	A	Y
Lubick, Karen	ABSENT	Harish Rao	X	Y	Y	A
Nisani, Dr. Zia	X	Mike Pesses		1 Y	1 Y	Y
Oliveira, Kristine	X			Y	Y	Y
Overdorf, Cathy	X	Matthew Jaffe		Y	Y	Y
Rezek, Terry	X	Lisa Karlstein		Y	Y	Y
Rider, Van	X			Y	Y	1Y
Shafer, Dr. Ken	ABSENT	Dr. Matthew Jaffe				
Snyder, Susan	X	Denise Walker		Y	Y	Y
Sundberg, Elizabeth	X	Bonnie Curry		Y	Y	Y
Vath, Lisa	ABSENT	John Kokoska	//			
Veres, Larry	ABSENT	John Kokoska	//			
Javines, Maranatha (ASO)	ABSENT	Hanna Spellmeyer	//			

**Y=Yes, N=No, A=Abstain, 1=Motion, 2=Second**

ANTELOPE VALLEY COLLEGE  
Faculty Self-Evaluation **DRAFT**

Evaluee:
Date of self-evaluation:
<b>Committee Chair/Evaluator:</b>
<b>Committee Member/Evaluator:</b>
<b>Committee Member/Evaluator:</b>

The purpose of this document is to have you reflect on your teaching and professional practices. Discuss both your strengths and areas you would like to develop in each question.

1. List current assignments, including reassigned time duties:
  
2. Discuss some notable aspects of your job performance in classroom teaching, counseling, librarianship, or other specialized job duties. Below are some areas you may address.
  - Knowledge and expertise in the field
  - Materials (i.e., textbook changes, handouts, readings)
  - Class activities, assignments, projects, and exams
  - Use of technology
  - Course or program revisions
  - Encouraging critical thinking
  - Teaching philosophy and methodology
  
3. In terms of classroom instruction, reflect on what you have learned about student learning needs and your own teaching from the assessment of SLOs and other data. What have you or will you implement as a result of your reflection? (For faculty who are not in the classroom, interpret this question as it relates to your assignment.)
  
4. How do you effectively interact with students and how do you evaluate student work? What is your response to your student evaluations? Below are some areas you may address:
  - Fairness and promptness in the evaluation and discussion of student work
  - Effective communication with students
  - Positive comments from students
  - Sensitivity to diversity, individual student needs, and their special circumstances
  - Suggestions from students for improvement
  - Changes you plan to implement based on the student evaluations
  
5. In what ways do you fulfill your responsibilities to the college other than your primary job duties? Below are some areas you may address:



- Required for full-time faculty only and optional for part-time faculty: your obligation to commit 1-5 hours for district / community service and shared governance per week (see Article X. 3.0)
- Shared governance committees, standing committees, Ad hoc committees, or task forces
- College planning activities
- Division and department meetings
- Organizing special events, student activities, or advising student clubs
- Working in the spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff
- Demonstrating tolerance for diverse perspectives

6. How have your professional development activities enhanced your job skills?  
Below are some areas you may address:

- Faculty Professional Development presentations / activities
- Conferences / continuing education
- Participation in professional activities: workshops, seminars, professional meetings, development of new curriculum, scholarly research or presentations given, etc.

7. Any other information you consider relevant to the evaluation of your job performance.

ANTELOPE VALLEY COLLEGE  
Faculty Self-Evaluation

Evaluatee:
Date of self-evaluation:
<b>Committee Chair/Evaluator:</b>
<b>Committee Member/Evaluator:</b>
<b>Committee Member/Evaluator:</b>

1. Indicate your current assignment, including all courses (time, day, room, course title) or work schedule. Provide a brief description of any reassigned time duties:
  
2. List the titles/days, times of any professional development activities since your last evaluation and how you have incorporated this knowledge into your current assignment:
  
3. Assess your professional performance since your last evaluation, including all four criteria (see 2.6):
  
4. Describe what methods or techniques of instruction, guidance or other job duties that you currently use. Indicate which methods you have found to be successful and how they help students learn or reach their goals:
  
5. Describe how your job performance can be improved:
  
6. Analyze assistance that others can provide in improving your performance:
  
7. Describe any barriers that might be obstructing the achievement of objectives:
  
8. Summarize and respond to current student evaluations, peer input and, when appropriate, classified input. Describe ways in which you encourage communication between yourself and your students:
  
9. Explain how you evaluate student progress, in particular critical thinking:
  
10. Specify the extent to which you are involved in division and/or college activities, other than your primary job duties. Assess your contributions to the activities in which you participate, in particular, your involvement in establishing, implementing, and assessing student learning outcomes:
  
11. Any other information you consider relevant to the evaluation of your job performance:

## **Article XIII from contract**

### **2.7. Self- Evaluation**

All faculty being evaluated shall do a self-evaluation.

Each faculty member shall submit a written narrative to the evaluator or evaluation team. In the self- evaluation narrative:

- a. Indicate your current assignment, including all courses (time, day, room, course title) or work schedule. Provide a brief description of any reassigned time duties.
- b. List the titles/days, times of any professional development activities since your last evaluation and how you have incorporated this knowledge into your current assignment.
- c. Assess your professional performance since your last evaluation, including all four criteria **(see 2.6). see below**
- d. Describe what methods or techniques of instruction, guidance or other job duties that you currently use. Indicate which methods you have found to be successful and how they help students learn or reach their goals.
- e. Describe how your job performance can be improved.
- f. Analyze assistance that others can provide in improving your performance.
- g. Describe any barriers that might be obstructing the achievement of objectives.
- h. Summarize and respond to current student evaluations, peer input and, when appropriate, classified input. Describe ways in which you encourage communication between yourself and your students.
- i. Explain how you evaluate student progress, in particular critical thinking.
- j. Specify the extent to which you are involved in division and/or college activities, other than your primary job duties. Assess your contributions to the activities in which you participate, in particular, your involvement in establishing, implementing, and assessing student learning outcomes.
- k. Any other information you consider relevant to the evaluation of your job performance.

### **2.6 Criteria for Evaluating Faculty**

The following general criteria are intended to delineate areas of performance during the evaluation process of contract, regular and temporary faculty:

2.6.1 Effective job performance in classroom teaching, counseling, librarianship or other specialized job duties, including but not limited to

- a Currency and depth of knowledge in teaching field or job duties,
- b. Use of teaching methods and materials challenging to the students and appropriate to the subject matter or service area,
- c . Careful attention to effective organization and communication skills,
- d . Consistent responsibility in fulfilling college requirements and adherence to district policies and procedures (such as Title V, fulfillment of flex contract, turning in reports such as census sheets and grades on time) or other specific requirements of the position.

2.6.2 Effective interaction with students and evaluation of student work by demonstrating

- a. Patience, fairness, and promptness in the evaluation and discussion of student work,
- b. Sensitivity and responsiveness to the needs of individual students and their special circumstances,
- c. Sensitivity to diversity,
- d. Availability to students during scheduled office hours/scheduled appointments.

2.6.3 Fulfillment of responsibilities to colleagues, discipline/department, division and college and respect for colleagues and the teaching profession by

- a. Acknowledging and defending free inquiry in the exchange of criticism and ideas,
- b. Striving to be objective in their professional judgment of colleagues,
- c. Demonstrating tolerance for diverse perspectives,
- d. Working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff.
- e. Participating in and fulfilling governance/service responsibilities such as attending division meetings, curriculum revision, and committee work.

2.6.4 Continued professional growth demonstrated by

- a. Participation in professional activities such as coursework, attendance at workshops, seminars, professional meetings, and development of new curricula,
- b. Other appropriate activities.

For ratification

B100.1.8 Division and Area Representative Term Staggering

B100.1.8.1 In the case that a Division or Area has two or more Senate Representatives, the Division or Area must elect their Representatives to staggered terms.

For approval to move forward (*italics indicate proposed changes*)

B501.2 Submitted applications will be reviewed, verified and approved or denied by the Vice President, First and Second Executive Officers.

*B501.2.1 The Vice President, First and Second Executive Officers shall make the final determination as to the validity of the evidence submitted.*

*B501.2.2 In the case where the Vice President, First and Second Executive Officers question the evidence's validity, they shall solicit opinions from faculty members of the discipline other than the submitter to help resolve their questions.*

B501.3 Approved faculty requests shall then be presented to the AVC Senate as an information item.

	A	B	C	D	E	
1	Draft 4-Year Outline of Courses Rev. May 16 2015					
2	<b>AS Degree Requirments (2-Year Plan)</b>			<b>BS Degree Requirments (4-Year Plan)</b>		
3	<b>Year 1 - Freshman</b>			<b>Year 3 - Junior</b>		
4	<b>Course</b>	<b>Credits:</b>		<b>Course</b>	<b>Credits:</b>	
5	Fall Semester			Fall Semester		
6	Introduction to Aviation	4.0		GE Area E - BUS 101	3.0	
7	AFAB 130 Aerospace Workplace Ethics and Issues	4.0		Upper GE - Meterology	3.0	
8	AFAB 110 Basic Blueprint Interpretation OR AERO 121 Aircraft General II	4.0		Upper GE - Advanced Technical Writing	3.0	
9	GE Area D1 - ENGL 101 Academic Composition	3.0		Upper GE -Industrial & Organizational Behavior	3.0	
10	Total	15.0		Upper GE - Survey of Infectious Diseases	3.0	
11				Total	15.0	
12	Spring semester			Spring semester		
13	AFAB 115 Aircraft Structures OR AERO 230 Airframe I	6.0				
14	AFAB 120 Composite Fabrication and Repair OR AERO 230 Airframe I	6.0		Safety in Aviation	3.0	
15	GE Area B - Psychology 101	3.0		Lean Management (Six Sigma and 5's)	3.0	
16	Total	15.0		Producibility	3.0	
17				ENGR 120, Introduction to 2-D CAD	3.0	
18	<b>Year 2 - Sophomore</b>			Total	12.0	
19	Fall Semester			<b>Year 4 - Senior</b>		
20	AFAB 210, Aircraft Production Systems	6.0		Fall semester		
21	GE Area A - PHYS 101	4.0		Theory of Low Observables	3.0	
22	GE Area D2 - MATH 135 Plane Trigonometry	3.0		Airframe Manufacturing I	6.0	
23	ELTE 101 Survey of Electronics	4.0		Manufacturing Testing & Inspection	6.0	
24	Total	17.0		Capstone I	2.0	
25				Total	17.0	
26	Spring Semester			Spring semester		
27	ELTE 105, Introduction to Robotics	3.0				
28	CHEM 101	5.0		FOE/FOD Migration Paths	3.0	
29	GE Area C - Technical Writing	3.0		Airframe Manufacturing II	6.0	
30	GE Area F - Student's Choice	3.0		Capstone II	6.0	
31	Total	14.0		Total	15.0	
32						
33						
34						
35	<b>AS AFAB Degree Grand Total</b>		<b>61.0</b>	<b>BS AMT Degree Grand Total</b>		<b>59.0</b>
36						
37		<b>4Yr Total</b>	<b>120.0</b>			
38	BLUE - Existing AFAB Courses			PURPLE - Upper GE courses to be built		
39	GREEN - Lower GE Courses Required for Graduation			BLACK - Supplemental Courses		
40	RED - Courses that have to be built					

Draft 4-Year Outline of Courses Rev. May 16 2015

AS Degree Requirments (2-Year Plan)		BS Degree Requirments (4-Year Plan)	
Year 1 - Freshman		Year 3 - Junior	
Course	Credits:	Course	Credits:
<b>Fall Semester</b>		<b>Fall Semester</b>	
CSU E - AFAB 130 Aerospace Workplace Ethics	4		
AFAB 110 Basic Blueprint Interpretation OR AERO 121 Aircraft General II	4	Upper GE - Meterology	3
CSU A-1 - COMM 101	3	Upper GE - Advanced Technical Writing	3
CSU A-2 - ENGL 101 Academic Composition	3	Upper GE -Industrial & Organizational Beha	3
CSU D -POLS 101	3	CSU B-2/Upper GE - Survey of Infectious Diseases	3
Total	17	Total	12
<b>Spring semester</b>		<b>Spring semester</b>	
AFAB 115 Aircraft Structures OR AERO 230 Airframe I	6	Safety in Aviation	3
AFAB 120 Composite Fabrication and Repair	6	Lean Management (Six Sigma and 5's)	3
CSU D - Psychology 101	3	Airframe Manufacturing Producibility	3
CSU C-1 or C-2 - Student Choice	3	ENGR 120, Introduction to 2-D CAD	3
Total	18	ELTE 105, Introduction to Robotics	3
		Total	15
<b>Year 2 - Sophomore</b>		<b>Year 4 - Senior</b>	
<b>Fall Semester</b>		<b>Fall semester</b>	
AFAB 210, Aircraft Production Systems	6	Theory of Low Observables	3
CSU B-1 - PHYS 101	4	Airframe Manufacturing I	6
CSU B-4 - MATH 135 Plane Trigonometry	3	Manufacturing Testing & Inspection	6
CSU C-1 - Student Choice	3	Capstone I	2
Total	16	Total	17
<b>Spring Semester</b>		<b>Spring semester</b>	
CHEM 101	5	FOE/FOD Migration Paths	3
CSU A-3 - Technical Writing	3	Airframe Manufacturing II	6
CSU C-2 - Student Choice	3	Capstone II	4
CSU D - History 107/108/110/111	3	Total	13
Total	14		
		<b>BS AMT Degree Grand Total</b>	<b>57</b>
CSU AS AFAB Degree Grand Total	65		
		PURPLE - Upper GE courses to be bulit	
	<b>4Yr Total</b>	<b>122</b>	BLACK - AFMT Core Courses
BLUE - Exising AFAB Courses			
GREEN - Lower GE Courses Required for Graduation			
RED - Other Courses for the BS Degree			

Category	Units	GE Course	
Area A	3.0	PHY 101	4.0
Area B	3.0	BUS 101	3.0
Area C	3.0	SPAN 101	5.0
Area D1	3.0	ENG 101	3.0
Area D2	3.0	MATH 102	4.0
Area E	3.0		3.0
Area F	3.0		3.0
	21.0		25.0





### CTE LIAISON EXPECTATIONS

- Attend local senate meetings and report as needed about statewide issues of concern in CTE
  - Facilitating local and regional CTE discussions
  - Identify CTE issues of concern locally or regionally
  - Communicate opportunities for CTE faculty to participate in CTE related statewide initiatives, workgroups, committees and taskforces to ensure that CTE interests are represented
  - Communicate the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy recommendations and participate in conversations to implement system-wide policies and practices that may significantly affect career technical education programs
  - Create a mechanism to communicate with CTE faculty on your campus around issues of common concern
  - Serve as a conduit between the local CTE faculty and the CTE Leadership Committee representatives in your area
  - Identify CTE faculty at your college and in your region to serve locally and statewide on committees and taskforces
  - As funding permits, attend state-level events (CCCCAOE, ASCCC) and regional consortia meetings
- Note: We strongly recommend that a member of the CTE LC not be a CTE Liaison

## **Proposed Resolution for a California Community College's Baccalaureate General Education Pattern**

Whereas the faculty of the fifteen colleges selected for participation in the Baccalaureate Degree Pilot (BDP) program, and the ASCCC Bachelor Degree Task Force, support the development of a unique, system-wide general education pattern for baccalaureate degrees for the California Community Colleges;

Whereas current community colleges across the country offering a baccalaureate degree have general education requirements that do not exceed 40 semester units, including upper division requirements;

Whereas the University of California and other state universities support a general education requirement of 40 semester units or less;

Whereas the California State University general education requirement far exceeds that of many other university systems;

Whereas the current ASCCC Task Force recommendation of 45 units of general education, which includes six semester units of upper division general education, exceeds the Title 5 requirement of 25% of total degree units;

Whereas the current ASCCC Task Force recommendation of 45 units of general education, which includes six semester units of upper division general education, exceeds the ACCJC recommendation of 36 semester units;

Whereas the faculty of the fifteen Baccalaureate Degree Pilot programs agree that the current ASCCC Task Force recommendation of 45 units of general education, which include six semester units of upper division general education, exceeds that required for a rigorous bachelor degree program and would require excessive total units for the pilot degree programs;

Resolve, the ASCCC support three general education patterns for the pilot Bachelor's Degree programs that will provide BS degree pilot colleges an option of a CSU General Education path, an IGETC General Education path, or a pilot college specific path that meets the general education requirements currently established in existing associate degree programs.

Dr. Edward Beyer  
President, Academic Senate  
Antelope Valley College  
3041 West Avenue K  
Lancaster, CA 93536

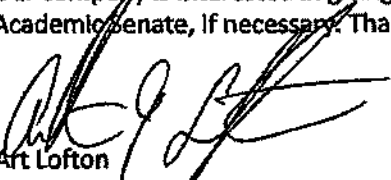
Dear Dr. Beyer:

I am writing to advise the Antelope Valley College Academic Senate about our concern regarding the high number of academic units proposed as a requirement for completion of the bachelor's degree in airframe manufacturing technology.

It was the understanding of members of our organization that the bachelor's degree in airframe manufacturing technology would reflect industry input. It is extremely critical that the college provides an affordable degree that reflects the needs of the aerospace industry. The degrees that are presently offered by the California State University system are not totally reflective of our needs. Graduates of those programs need extensive individualized training to fill critical roles in our organization.

For many months we have closely worked with Dr. Maria Clinton and other AVC faculty to develop the industry courses for the program. Dr. Clinton developed courses with her colleagues that specifically met industry needs. The proposal to have 44 units of general education as part of the airframe manufacturing technology degree means that the number of units of technical courses needs to be reduced and critical content will be compressed or eliminated. We find this to be unfortunate.

Our company is interested in giving additional input to the AVC Academic Senate and the State Academic Senate, if necessary. Thank you for your interest in our input.



Art Lofton  
Sector Vice President  
Global Mission Excellence  
Northrop Grumman Aerospace Systems

**LOCKHEED MARTIN**



October 14, 2015

Dr. Edward Beyer  
President, Academic Senate  
Antelope Valley College  
3041 West Avenue K  
Lancaster, CA 93536

Dear Dr. Beyer:

I am writing to you to express my concern about the high number of general education academic units being proposed as a requirement for completion of the bachelor's degree in Airframe Manufacturing Technology.

It was the understanding of members of our organization that the bachelor's degree in Airframe Manufacturing Technology would reflect industry input. We feel that it is extremely critical that the college provide an affordable degree that reflects the needs of the aerospace industry, as current degrees fall short of meeting our needs.

For many months members of my staff have worked closely with Dr. Maria Clinton and other AVC faculty to develop courses for the program that specifically met industry needs. As I understand it, the proposed curriculum includes too many units of general education as part of the Airframe Manufacturing Technology degree which results in a significant reduction of the recommended technical courses that Lockheed Martin and other aerospace industry peers value. Simply put, the proposed plan does not adequately address industry need.

Lockheed Martin sincerely appreciates the opportunity to participate in the development of the Airframe Manufacturing Technology curriculum. We stand ready and are interested in providing additional insight to the AVC Academic Senate and the State Academic Senate, as necessary. Thank you for your interest in our input.

Respectfully,

*Greg Ulmer*  
Lockheed Martin  
Vice President