



**ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING  
May 20, 2010  
3:00 p.m. – SSV 151**

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

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE SENATE PRESIDENT**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. REPORT**
  - a. Faculty Professional Development – Kathryn Mitchell
  - b. Program Review – Carol Eastin
  - c. SLO Committee – Melanie Parker
  - d. Legislative Liaison – Glenn Haller
- 5. APPROVAL OF MINUTES**
  - a. May 6, 2010 (attachment)
- 6. ACTION ITEMS**
  - a. Attendance Policy revision as recommended by AP&P (attachment)
  - b. Mission Statement revision as recommended by AP&P (attachment)
  - c. Guidelines for Cooperative Work Experience Education revision as recommended by AP&P (attachment)
  - d. Senate Executive Positions: First Vice President, Second Vice President, and At-Large Representative
- 7. DISCUSSION ITEMS**
  - a. BP: 3900 Speech: Time, Place, and Manner Draft Feedback
  - b. Basic Skills Action Plans (attachment) Agnes Jose-Eguaras
  - c. Union/Senate Memorandum of Understanding (attachment)
- 8. SENATE ADMINISTRATIVE BUSINESS**
  - a. Appointments
    - Susan Knapp – At-Large Senate Representative (3 year term)
    - Alexandra Schroer – At-Large Senate Representative (3 year term)
  - b. Announcements
    - 2010 – 2011 At-Large Senate Representatives:
    - 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
    - 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)
- 9. ADJOURNMENT**

**NON-DISCRIMINATION POLICY**

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

*Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, 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  
May 20, 2010**

**1. CALL TO ORDER AND ROLL CALL**

Mr. Christos Valiotis, Academic Senate President, called the meeting to order at 3:05 p.m.

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

- Mr. Christos Valiotis offered his gratitude to Ms. Susan Knapp for coordinating the annual Scholar In Residence event.
- Ms. Carol Eastin was applauded for being chosen as the 2010 – 2011 Scholar In Residence.
- The Senate Chairs, Co-Chairs, and Coordinators are scheduled to meet with the Senate Executive members for a Senate Leadership retreat on Friday, May 21, 2010.
- Mr. Valiotis attended the annual Scholarship Convocation which was a great event where approximately 141K was awarded to students.
- The Honors Convocation is scheduled for Friday, May 21, 2010 from 8:30 a.m. to 11:00 a.m. in the Fine Arts Quad. All faculty were encouraged to attend and support student achievements.
- Accreditation Standards are posted online. All faculty need to take some time to review the posted drafts and provide faculty input for inclusion and/or consideration in the Accreditation report.
- The Superintendent/President annual goals have been distributed campus wide.

**3. OPEN COMMENTS FROM THE PUBLIC**

- Ms. Kathy Moore indicated she was surprised by the announcement of the road naming opportunity which is not being considered as a funding opportunity for the district. The district allows community members to support education through the purchase of benches and building naming opportunities. Ms. Moore stated in this fiscally challenging time it would be a great opportunity to acquire community support as well as fund raising opportunity. The process was initiated without an opportunity to discuss the possibilities of how to formally initiate the process for the benefit of the campus as a whole. She recommended postponing the finalization of the road naming process to allow the opportunity to include community support. Mr. Valiotis stated he would raise the question at SPBC to include a fund raising opportunity. Senators were in consensus that the road naming opportunity should be made a community fund raising opportunity for the district. Mr. Valiotis indicated that there will be a report on the issue the facilities sub-group at SPBC.

**4. REPORT**

**a. Faculty Professional Development Committee – Kathryn Mitchell**

Mr. Valiotis announced Ms. Mitchell could not attend the meeting to provide the Faculty Professional Development Committee report due to personal reasons but forwarded the committee report to be read during the meeting.

The 2010 – 2011 program has been selected and notification letters are being prepared for distribution in the next week. The program hours have been reduced to approximately 450 hours total (down from over 600 hours this academic year.) The 2010 – 2011 program will consist of a majority of Standard 1, Faculty Academy events in response to requests from faculty to have a more structured program. The committee is hoping to have fewer cancellations and rescheduling requests in the new program year. With the approval of fewer hours, attendance should improve per event than the current year.

The new program will offer adjunct faculty more opportunities to complete Standard 1, Faculty Academy hours. More online opportunities with monthly webinars via the National Institute for Staff and Organizational Development in addition to our ITS online training sessions. In addition, adjunct faculty can claim Standard 1 credit for sitting on campus committees, writing CORs/SLOs, and/or attending division meetings.

The committee is beginning to work on Welcome Back Day for fall 2010. Several faculty have expressed interest in presenting at the upcoming Welcome Back Day. The committee will be

discussing the schedule breakout sessions at the next meeting. The committee will be adding a Welcome Back Day for Spring 2011, though it will not be mandatory and less formal. An additional Welcome Back Day will offer faculty another opportunity to complete several hours in one day, which will benefit adjunct faculty as well as full-time faculty. The fall Welcome Back Day is being scheduled for Friday, August 20, 2010.

Finally, all faculty contracts were due on Monday, May 17, 2010.

**b. Program Review – Carol Eastin**

Ms. Carol Eastin provided the following overview on divisions/areas/programs going through the process of program review.

**2008 – 2009**

**Done with self-study, in peer review:**

Office of Business Services

**2009 – 2010**

**Done with self-study and peer review:**

EOP&S (Extended Opportunity Programs and Services)

Human Resources

STAR (Student Transition and Retention)

Technical Education

**Done with self-study, in peer review:**

Business, Computer Studies and Economic Development

Health Sciences / Child Family Education / Child Development Center

Social and Behavioral Sciences

Student Development – includes Associated Student Organization (ASO), Health Services, Student on the Academic Rise (SOAR) program, Student Activities

**2010 – 2011**

**Ready to begin self study:**

Enrollment Services

Financial Aid office

Institutional Research and Planning

Instructional Resources / Extended Services

Math, Science and Engineering

Palmdale Center

Physical Education and Athletics

**c. Student Learning Outcomes (SLO) Committee – Melanie Parker**

Ms. Melanie Parker reported she, Aaron, and Christos have been trained on the mapping portion of WEAVE. This part of the software will allow SLOs to be tied into the Program Review process and create a documentation trail for campus programs and courses. The WEAVE software program has a great deal of functions that will assist in tracking and the decision making process. Currently, the committee is working on linking the SLO and COR web pages with a link on each page that will take faculty, staff, students, and/or community members to the corresponding SLO or COR page. Ms. Melissa Jauregui, Academic Affairs Technician, will be working on this process in the next couple of weeks. The final SLO professional development was well attended with great faculty participation and input. Currently, the WEAVE training week for SLO data managers is occurring. The feedback from faculty during these training sessions is the software is easier than anticipated and they can see the benefit of inputting data. The SLO Committee will continue to offer professional development opportunities in the 2010 – 2011 academic year. The Accreditation process is increasingly emphasizing the importance of communicating SLOs to students. Ms. Parker distributed a handout on *Guidelines for Communicating SLOs to Students*. The committee still has some concerns that faculty

are confusing course objectives and student learning outcomes and the handout will offer some clarification on distinguishing the difference between objectives and outcomes.

**d. Legislative Liaison – Dr. Glenn Haller**

Dr. Glenn Haller reported of the twenty bills which have some implications on Community Colleges moving through the Legislature, several are being watched closely.

AB2400 – would allow a limited number of colleges to offer baccalaureate degrees. It has been pulled and is dead for this session.

SB 1440 – would establish a transfer degree for community colleges.

SB 1143 – would change FTES funding based on the average attendance between the first census date and a census date at the end of the course. The hearing for this bill has been delayed until Monday, May 24, 2010. There is opposition to this bill and the author has promised amendments but don't have any updated information.

AB 2303 – would require CSU and community colleges (and request the UC) to develop a common core curriculum develop transfer agreements and establish transfer degree programs that guarantee an associates degree and transfer.

AB 2752 – would require CSUs to develop a lower division common core curriculum of 60 units instead of 45, which was placed in the suspense file, which is the equivalent of tabling.

Dr. Haller stated more information would be known on Monday, May 24, 2010 and is willing to provide additional information at the June 3, 2010 Senate Meeting. Mr. Valiotis indicated a Legislative report will be placed on the Senate agenda to allow additional information to be presented to the Senate.

**5. APPROVAL OF MINUTES**

**a. May 6, 2010 Academic Senate Meeting (Attachment)**

A motion was made and seconded to approve the May 6, 2010 Academic Senate Meeting minutes. Ms. MaryAnne Holcomb stated some minor language revisions are needed. She provided a copy of revisions for inclusion. Motion carried as amended.

**6. ACTION ITEMS**

**a. Attendance Policy revision as recommended by AP&P (attachment)**

A motion was made and seconded to approve the Attendance Policy revisions as recommended by AP&P Committee. Mr. Ken Shafer expressed his concern regarding the lack of addressing online courses. Ms. Clinton stated she is aware that the attendance policy does not include any language regarding online courses and the committee has begun discussions regarding this matter. The committee will finalize discussion in the fall 2010 and forward a recommendation for inclusion to the approved attendance policy for implementation in the 2011 – 2012 academic year. Motion carried

**b. Mission Statement revision as recommended by AP&P (attachment)**

A motion was made and seconded to approve the Mission Statement revision as recommended by the AP&P Committee. Motion carried.

**c. Guidelines for Cooperative Work Experience Education revision as recommended by AP&P (attachment)**

A motion was made and seconded to approve the Guidelines for Cooperative Work Experience Education revision as recommended by the AP&P Committee. Motion carried.

**d. Senate Executive Positions: First Vice President, Second Vice President, and At-Large Representative**

A motion was made and seconded to open the nomination process for the Senate Executive Committee. Mr. Valiotis stated the role of the Senate Executive Committee members is important to the work of the Senate, especially during the summer and Intersession. The role of the Senate is to represent the faculty voice when creating policies and procedures. The opportunity to serve in any of these leadership positions is a gratifying opportunity for faculty who are interested in moving into an Administrative or faculty leadership role. Members of the Senate Executive will work with Administration in Mutual Agreement Council and represent faculty views in a leadership capacity. Senators were encouraged to consider serving as First Vice President, Second Vice President, and/or the At-Large Executive member.

Mr. Jack Halliday volunteered to serve as the Second Vice President.

After an extended period Mr. Valiotis stated he would allow more time for Senators to consider serving in the role of First Vice President and At-Large Executive Senate member. He again stressed the importance of having an Executive Committee to perform the work of the Senate over the summer months.

A motion was made and seconded to approve Mr. Jack Halliday as the Second Vice President of the Senate Executive Committee. Motion carried.

A motion was made and seconded to close the nomination process for the Senate Executive Committee. Motion carried.

**7. DISCUSSION ITEMS**

**a. BP 3900: Speech: Time, Place, and Manner Draft Feedback**

Mr. Valiotis stated AP 3900 draft was recently distributed campus wide which should also be taken into consideration when faculty provide feedback. Senators were requested to consider tabling the agenda item to allow additional time for faculty to provide feedback on AP 3900, as well as BP 3900. In addition, Senators were requested to distribute both BP/AP 3900 drafts to division faculty. All feedback will be compiled at the June 3, 2010 Senate meeting to take back to College Coordinating Council and Mutual Agreement Committee meetings.

A motion was made and seconded to amend the agenda to table discussion item a. AP 3900: Speech: Time, and Place, and Manner feedback. Motion carried.

**b. Basic Skills Action Plans (attachment) – Agnes Jose-Eguaras and Diane Flores-Kagan**

Ms. Jose-Eguaras reported annually the Basic Skills Committee distributes a campus wide call for proposals to assist AVC Student achievements. She provided a brief overview of approved proposals as well as the proposal ranking and ranking process. The presented action plans represent both funded and non-funded program events. Due to the uncertainty of the budget, the approved action plans are considered fluid. The Basic Skills funding allocation for the 2010 – 2011 academic year has not been established but the committee is hoping to achieve all approved action plans. Ms. Jose-Eguaras explained the committee prioritized all proposals received and will allocate funding based on ranking, but ultimately may have to augment funding requests. Currently, the Basic Skills Committee is collaborating with Title V grant and are in discussions on possibly combining the two committees since there is a great deal of overlap in campus efforts. To relieve some of the funding expenses from Basic Skills, two classified positions have been shifted to the Title V grant. The current budget constraint has eliminated the release time funding for a Basic Skills Faculty Co-Chair, which is one of the main reasons the committees are looking at combining the Title V grant committee and the Basic Skills Committee. This would facilitate the opportunity for the Basic Skills Director, Agnes Jose-Eguaras, to collectively coordinate both programs.

**c. Union/Senate Memorandum of Understanding (attachment)**

Mr. Valiotis provided a detailed historical overview of how the Senate/Union Memorandum of Understanding (MOU) became a topic of discussion at AVC and now is being presented as a discussion item. Mr. Valiotis stated at the April 2009 Statewide Spring Plenary session he attended a breakout session on shared governance and budgeting. The sessions included discussion points on unification and disagreements. During the budgeting breakout session discussion ensued about how the budgeting decision making process and information at some districts does not include faculty, therefore leaving the opportunity for districts to hide significant amounts of money. Budget decisions are not clearly known by faculty, and ultimately leave faculty uninformed on actual budget allocations. It was after this breakout session that two Senate Presidents remained afterwards to engage in further discussion which also included other additional breakout session attendees. The group discussed how to strengthen the faculty position and voice regarding budgeting decisions. It was at this point when it was suggested to unify the campus Academic Senates and Faculty Unions in efforts to work collaboratively and make a unified stance on campus issues. At the Fall 2009 Statewide Academic Senate Meeting there was a breakout session where discussion ensued regarding creating an Academic Senate and Faculty Union MOU. Currently, Cuesta College, Reedley College, and others community colleges have initiated MOUs to strengthen the faculty voice on campuses. The purpose of collectively working together as one faculty voice is to eliminate ambiguity and avoid public disagreements between the Academic Senate and Faculty Union. Mr. Valiotis stated his opinion that the faculty is one body and as such senate and union should work closely. Implementing a formal MOU between the two faculty bodies would avoid acrimonious debates and strengthen faculty relationships.

A brief overview of the drafted MOU was provided by Mr. Valiotis. He indicated the approval of the MOU would formally incorporate a Senate and Faculty representation on each body. Currently, the Union has an ex-officio position on the Senate but the Senate does not have a seat on the Union. Often during an academic year both constituencies are discussing similar issues. He stated his belief that the MOU would strengthen the faculty Senate. Mr. Valiotis detailed an instance which caused him embarrassment because he took a stance at a meeting because he was provided incorrect information. He stated there will be issues that arise during the summer months that will require immediate action and decisions, which is the reasoning behind requesting a Senate representative at Faculty Union Executive meetings. Ultimately, he is proposing when the Senate and Union get to ambiguity, the two constituencies work together to mutually agree and avoid divisions among constituent groups.

Ms. Heidi Preschler, Faculty Union President, stated a shared governance layout is already detailed in various campus policy documents. The MOU includes language similar to what is already prescribed but offers more clarity as to specific responsibilities of the Academic Senate and the Faculty Union. She recently attended a State Faculty Union meeting and spent a great deal of time discussing similar issues the Academic Senate is discussing. Both constituencies are constantly dealing with the same issues. The MOU spells out areas where the two constituencies would work together, such as in the issue of class sizes which is a generally a union issue. The Faculty Union deferred authority of this issue to AP&P, but ultimately when an issue arises in regards to class sizes they are addressed by the Faculty Union, not the Senate. Ultimately, working together will tremendously strengthen the faculty body.

Dr. Lee Grishman stated combining the two constituencies is a big mistake. The Academic Senate and Faculty Union have separate purposes on campus. AB1725 authorized power and delineated Union and Senate roles. Keeping the two constituencies separate will allow the academic side to maintain authority on specific academic and professional matters. He displayed copies of approved district policies which delineate and identify the roles of each constituency. The MOU would formally restrict the authority of the Senate to address academic and professional matters if the Union disagrees with the concluded decision. Included in the MOU is a stated resolution process that completely eliminates the opportunity for faculty to provide input on faculty issues. Two faculty members, one representing each constituency, would be charged to come to a formal resolution in areas of disagreements. Dr. Grishman inquired how two faculty members could adequately represent all faculty voices on campus. As a member of the Senate Executive Committee for the previous eight years, he never experienced a time when Senate/Union issues arose that both Executives couldn't meet

to openly discuss mutual issues. There is no need to include this resolution process since the Executive bodies of each constituency are free to engage in discussion on campus issues as a whole throughout the year. In addition, a resolution process has already been delineated in approved Board Policies and to revise what currently exists would ultimately require a collective decision be made by all faculty. Areas of responsibilities are already described in Administrative and Board Policies therefore there is no reason to approve or consider the proposed MOU. He recommended postponing this issue to the fall semester to allow faculty to fully engage in discussion, since there is only one additional Senate meeting remaining in the spring semester. Postponing the issue will allow Senators to acquire Senate and Union MOU agreements initiated at alternate community colleges, compare language with existing laws and other documents.

Ms. Susan Knapp stated two of the past esteemed Academic Senate Presidents have made statements against approving or considering entering into an agreement with the Senate Union because doing so places Senate authority on academic and professional matters in potential danger. The Senate has fought for years to acquire the level of faculty input and authority on campus issues and entering into an agreement with the Union will relinquish authority if the Union does not mutually agree with the decision. Ms. Knapp stated most Senate representatives will not have another division meeting before the end of the year to thoroughly discuss and research the ultimate implications of entering into an formal agreement with the Faculty Union.

Mr. Valiotis reiterated that there is no need for a rushed vote and that discussion can be extended in the next semester, but asked senators to talk about it with their division faculty for feedback.

**8. SENATE ADMINISTRATIVE BUSINESS**

**a. Appointments**

- Susan Knapp – At-Large Senate Representative (3 year term)
- Alexandra Schroer – At-Large Representative (3 year term)

*A motion was made and seconded to approve the designated At-Large Senate representatives. Motion carried.*

**b. Announcements**

- 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
- 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)

**9. ADJOURNMENT**

A motion was made and seconded to adjourn the May 20, 2010 Senate meeting at 4:44 p.m. Motion carried.

<b><u>MEMBERS PRESENT</u></b>		
Paul Ahad	Michael Hancock (proxy)	Terry Rezek
Carolyn Burrell	MaryAnne Holcomb	Sandra Robinson
Debra Feickert	Susan Knapp	Ken Shafer
Claude Gratton	Kathy Moore	Justin Shores
Lee Grishman	Sheronda Myers	Susie Snyder (proxy)
Glenn Haller	Berkeley Price	John Taylor
Jack Halliday	Harish Rao	Christos Valiotis
<b><u>MEMBERS ABSENT</u></b>		<b><u>GUEST PRESENT</u></b>
Luis Echeverria	Candace Martin	Carol Eastin
Sandra Hughes	Casey Scudmore	Diane Flores-Kagan
Susan Lowry	Alex Webster	Agnes Jose-Eguaras
		Melanie Parker
		Heidi Preschler

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**ACADEMIC POLICES AND PROCEDURES ACTION ITEMS**

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**TO:** ACADEMIC SENATE  
**FROM:** MARIA CLINTON-AP&P COCHAIR  
**SUBJECT:** AP&P ACTION ITEMS  
**DATE:** MAY 3, 2010  
**CC:** CHRISTOS VALIOTIS-SENATE PRESIDENT, SHARON LOWRY-VP ACADEMIC AFFAIRS

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**RECOMMENDATIONS TO THE SENATE FOR APPROVAL:**

Attendance Policy – the AP&P Committee recommends the following language change.

**Current** -If a student's absences in a specific class exceed the number of hours the class meets per week, the student may be dropped from the class.

**Proposed** - When the number of hours a student is absent in a specific course exceed the number of hours the course meets per week, the student may be dropped from the course. If the course is less than sixteen weeks, the faculty will determine at what point the student may be dropped for excessive absences (typically in excess of 1/16<sup>th</sup> of the course has been missed).

The attendance policy for tardies and/or leaving class early for each course is established by the instructor and should be stated in writing in the syllabus. At the instructor's discretion, tardies and/or leaving class early may be equated to absence(s). While it is the responsibility of the instructors to communicate attendance policies and to apply them equally to all students, it is the responsibility of the students to know the policy in each of their classes and to be aware of their current attendance status.



Mission Statement – the AP&P Committee recommends that there should be a space before the words “We Offer” and that they be bolded and underlined. (Page 8 AVC catalog)

## **Mission**

The mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment. Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

### **We offer:**

#### *Associate Degree Programs*

Associate degree programs comprised of general education courses ,proficiency requirements, designated courses in a specific major or area of emphasis. Associate degrees provide students with “the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.”

#### *Career Technical Programs*

Certificate and degree programs comprised of “essential career technical instruction” in a variety of business, technical, and occupational courses designed to enhance students’ knowledge and skills leading to employment, career advancement, certification, and state or federal licensure. We award both Chancellor’s Office approved Certificates of Achievement and locally approved Certificates of Proficiency.

#### *Transfer/General Education Courses*

Transfer/general education courses in communication and critical thinking, the physical and biological sciences, arts and humanities, social and behavioral sciences, and technical education. Completion of these courses allows students to fulfill degree requirements or enroll in upper division courses and programs at accredited four-year institutions through our articulation agreements.

#### *Basic Skills Courses*

Basic skills courses in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level, degree-applicable courses

#### *Student Support and Instructional Support*

A variety of services in academic, career, and personal counseling; in library instruction and course support; in learning assistance. These services support the needs of students in pursuing and achieving their educational goals.

#### *Workforce Preparation and Economic Development*

Workforce programs, job preparation courses (non-degree applicable), and a variety of services that contribute to the educational and economic well being of the community.

#### *Personal Enrichment and Professional Development*

Community service offerings, noncredit, not-for-credit classes and services that develop the knowledge, skills, and attitudes necessary for students to be effective members of the community. These classes enhance the community’s social, cultural, and economic well being. Non-credit course offerings may lead to a Certificate of Completion and/or Certificate of Competency.

Work Experience - (Recommended changes to Board Policy: AP 4103 changes due to Title 5 requirements) Words/items that are underlined were added to the current procedures.

## GUIDELINES FOR COOPERATIVE WORK EXPERIENCE EDUCATION

### Types of Cooperative Work Experience Education (CWEE)

Cooperative work experience is a district-initiated and district-controlled program of education consisting of either *General Work Experience* or *Occupational Work Experience* Education. Both types of programs are offered by Antelope Valley College.

**General Work Experience Education** is supervised employment that is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. (T5: 55252)

**Occupational Work experience Education** is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the students' educational major or occupational goal. (T5: 55252) ~~Participation in Cooperative Work Experience may be under either a parallel plan or an alternate plan.~~

- ~~▪ A parallel Plan is designed to offer students the opportunity to attend college classes and earn college credit for concurrent learning on the job.~~
- ~~▪ An Alternate Plan is designed to offer students opportunities alternately to attend college and work.~~

~~CWEE Cooperative Work Experience Education~~ is designed to ~~provide students a realistic learning experience through work.~~ help students acquire desired work habits and skill competencies that aid success in the classroom and the workplace. The ultimate goal is to teach students those skills and attitudes that will equip them to function and adapt as an employee in a variety of situations and jobs. (T5: 53250) (T5: 55250)

### Responsibilities of the Cooperative Work Experience Partners

A successful Cooperative Work Experience Program involves the coordinated efforts of four partners: Antelope Valley College, the student, the instructor, and the supervisor/employer.

*Antelope Valley College shall:*

1. Assign necessary certificated personnel who are qualified to coordinate the program in accordance with federal, state, and local district requirements. The Director of Work Experience will monitor and direct the program in accordance with Code requirements and maintain an educationally sound ratio of students to instructor. (T5: 55251)  
Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make "in-person" consultation for a student that is out of the colleges' geographical region, state, or in another country. (T5: 55255)
2. Identify designated instructors and counselors to provide appropriate and continued guidance service to students in the program. (T5: 55251)
3. Provide sufficient clerical help to maintain records and provide services to meet the needs of the program. (T5: 552251)
4. Provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district. (T5: 55255)

5. Screen work stations to ensure that all conditions pertaining to the health, safety, and welfare of the students are protected.
6. Ensure that students' on-the-job learning experiences are documented with written measurable learning objectives. (T5: 55251)
7. With the assistance of the supervisor/employer, evaluate students' on-the-job learning experience and award appropriate credit and letter grades. (T5: 55251)
8. Maintain records which will include at least the following:
  - a. The type and units of work experience in which each student is enrolled, where employed, type of job held, and the basis for determining whether the student is qualified for Occupational or General Work Experience Education; signed and dated by academic personnel.
  - b. A record of work permit issued, if applicable, signed by the designated issuing agent. [\(T5: 55251\)](#)
  - c. The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by summary statement at the end of the enrollment period. [\(T5: 55251\)](#)
  - d. New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the students' grade signed by academic personnel, employer or designated representative and student. (T5: 55256)
9. Maintain records which are signed and dated by academic personnel documenting:
  - a. Consultation(s) in person with the employer or designated representative. [\(T5: 55251\)](#)
  - b. Personal consultation(s) with the student. [\(T5: 55251\)](#)
  - c. Evaluation of the student's achievement of the on-the-job learning objectives. [\(T5: 55251\)](#)
  - d. The final grade. (T5: 55256)

*The Instructor shall:*

1. Provide appropriate advice and counsel to the students. [\(T5: 55251\)](#)
2. Assist the student and the supervisor/employer in developing the required new or expanded learning experience(s). [\(T5: 55251\)](#)
3. Assist the student in developing appropriate new or expanded, attainable, on-the-job measurable learning objectives. [\(T5: 55251\)](#)
4. Consult in person (what is appropriate?) at least once each semester with the supervisor/employer at the student's work station to discuss student's educational growth on the job. [\(T5: 55251\)](#)
5. Consult in person at least once each semester with the student to discuss the student's educational growth on the job. [\(T5: 55251\)](#)
6. Assign a letter grade reflecting the supervisor's/employer's evaluation and the student's progress in meeting the planned on-the-job learning objectives. (T5: 55255)
7. Collect and submit all required documents with appropriate signatures. [\(T5: 55251\)](#)

*The Student shall:*

1. Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment. [\(T5 55254\)](#)
2. Have new or on-the-job learning experiences that contribute to their occupational or education goals. [\(T5 55254\)](#)

3. Receive the approval of the appropriate instructor of the program before enrolling in the Cooperative Work Experience Educational Program. (T5 55254)
4. Develop new or expanded, attainable, on-the-job measurable learning objectives in consultation with the instructor and the supervisor/employer. (T5: 55251)
5. Maintain the required number of units, attend classes regularly, and progress in both related classes and work experience in a manner acceptable to the work experience instructor and supervisor/employer.
6. Inform the work experience instructor of any problems or changes that would affect their college program of study and/or work experience training.
7. Submit forms and complete other assignments required by the instructor or job site supervisor.
8. Abide by the rules and regulations as established by the employer, Antelope Valley College District Board, of Trustees, and the State of California regarding the expected behavior and conduct of students attending Antelope Valley College.
9. ~~If~~ If self-employed, identify a person who is approved by the instructor to serve as the designated employer representative. (T5:55254)
10. ~~Satisfy one of the following three criteria:~~
  - a. ~~Be an apprentice as defines by the Labor Code Section 3077, who is enrolled in related or supplementary course, required of the apprenticeship programs.~~
  - b. ~~Be enrolled in the Parallel Plan:~~
    - i. ~~During regular semesters, students must enroll in a minimum of seven units including Cooperative Work Experience Education. Enrollment in an accredited secondary through four year institution, or equivalent course work may meet this requirement.~~
    - ii. ~~During summer sessions, students must enroll in one other class in addition to Cooperative Work Experience Education.~~
  - c. ~~Be enrolled in the Alternate Plan. Concurrent enrollment will be limited to one other class.~~ (T5: 55254)
10. Attend a mandatory orientation prior to contacting the instructor and enrolling in Work Experience.

*The Supervisor /Employer shall:*

1. Understand and accept the objectives of the Cooperative Work Experience Education program. (T5: 55257)
2. Work on a cooperative basis with the instructor in coordinating the work experience of students.
3. Assure the College that the workstation offers a reasonable probability of continuous employment for the student who is making progress during the work experience period. (T5 55257)
4. Provide overall desirable working conditions that will not endanger the health, safety, and welfare of the student.
5. Provide adequate equipment, materials, and other facilities to provide an appropriate learning opportunity. (T5 55257)
6. Assist the student in the establishment of attainable, on-the-job learning objectives which represent new or expanded responsibilities. (T5: 55256)

7. Provide adequate supervision of the student to ensure that the on-the-job activities provide the maximum educational benefit. (T5: 55255)
8. Personal consult with the student to discuss his/her educational growth on the job. (T5: 55255)
9. Maintain and submit accurate records of the number of hours the student worked on the job. (T5: 55256)
10. Submit a written evaluation of the student, in cooperation with the instructor, to help determine the final grade. (T5: 55251)
11. As required by law, comply with all appropriate federal and state employment regulations. (T5: 55257)

### **Credit Awarded Work Experience Credit**

~~A total of sixteen semester units of credit may be granted by Antelope Valley College for Occupational Work Experience Education or a combination of Occupational and General Work Experience (note the six unit limit for General Work Experience). Credit for Cooperative Work Experience Education is subject to the following 2 limitations:~~

For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours, subject to the following limitations: [\(T5: 55253\)](#)

1. General Work Experience Education
  - ~~a. Parallel Plan—A maximum of three credit hours per semester may be earned up to a total of six semester credit hours.~~
  - ~~b. Alternate Plan—A maximum of six credit hours per semester may be earned, with six semester credit hours being the total a student in General Work Experience may earn.~~
  - c. A maximum of six semester credit hours may be earned during one enrollment period in general work experience education. (T5: 55253)**
2. Occupational Work Experience Education
  - ~~a. Parallel Plan—A maximum of four credit hours per semester may be earned up to a total of sixteen semester credit hours.~~
  - ~~b. Alternate Plan—A maximum of eight credit hours per semester may be earned, with sixteen semester credit hour. (T5: 55253)~~
  - c. A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education. (T5: 55253)**

One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.

The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded. [\(T5: 55256.5\)](#)

The following formula will be used to determine the number of units to be awarded: [\(T5: 55256.5\)](#)

1. Each 75 hours of paid work equals one semester unit of credit. [\(T5: 55256.5\)](#)
2. Each 60 hours of non-paid (volunteer) work equals one semester unit of credit. (T5: 55256.5)

**JOB DESCRIPTION FOR  
1<sup>ST</sup> VICE PRESIDENT OF ACADEMIC SENATE**

Duties and Responsibilities:

1. Conduct Senate meetings and assume other duties assigned to the Senate President, as needed, in the absence of the President.
2. In consultation with Senate President, write Senate newsletter to faculty twice per semester and provide ongoing communication with faculty as needed.
3. Serve as liaison between Academic Senate and Senate representatives appointed to College Governance Committees. Meet once monthly with Senate representatives to share information and discuss current issues, and make a monthly report to Senate Executive Committee and/or Academic Senate on significant issues.
4. 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.
5. Other duties as mutually agreed in consultation with the Senate President.

**JOB DESCRIPTION FOR  
2<sup>ND</sup> VICE PRESIDENT OF ACADEMIC SENATE**

Duties and Responsibilities:

1. 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 Senate Executive Committee and/or Academic Senate on significant issues.
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.
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.
4. Other duties as mutually agreed in consultation with the Senate President.

## **JOB DESCRIPTION FOR OFFICER-AT-LARGE**

### Duties and Responsibilities:

1. Maintain and update Senate Operating Procedures Manual in consultation with the Senate Executive Committee.
2. Advise the Senate President and Senate Executive Committee of approaching deadlines for routine Senate activities, such as elections and appointments, that are chronicled in the Senate Operating Procedures Manual.
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.
4. Other duties as mutually agreed in consultation with the Senate President.

ESL/Basic Skills (*Due September 2010*)  
 Action Plans for 2010-2011

District: Antelope Valley Community College District  
 College: Antelope Valley College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A Organizational/ Administrative Practices	Basic Skills Committee (BSC) co-chairs and developmental education faculty attend BSI workshops; re-assigned time for Faculty Co-Chair is continued.	A.1.2 Institutional leadership demonstrates a commitment to developmental education.	2010-2011	Vice-President Academic Affairs, Deans in respective areas
	Key positions are retained: adjunct faculty learning specialists for reading, math, ESL; adjunct counselors; Basic Skills Educational Advisor.	A.1.4 Developmental education is adequately funded and staffed.	2010-2011	Vice-Presidents, Academic Affairs & Student Services
	Quest for Success Program is created to coordinate targeted basic skills efforts: accelerated class offerings, assessments, student success workshops, mentoring, counseling, and learning assistance.	A.3.1 A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).	Fall 2010	Basic Skills Director; Developmental Education (DE) Faculty; Counselors
	Dedicated administrator is retained: Basic Skills Director.	A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).	2010-2011	Vice President Academic Affairs, Dean of Instructional Resources & Extended Services
	Pre-assessment workshops (PAWS) are offered on campus and coordinated with middle school and high school faculty.	A.3.5 Formal mechanisms exist to facilitate communication and coordination between pre-collegiate and college level faculty within disciplines.	2010-2011	Math Faculty
	Peer mentoring is available across campus programs, both academic and student services.	A.5.4 Peers and/or faculty provide mentoring to developmental education students.	2010-2011	Learning Center Faculty
	Academic and student services faculty are solicited to serve on a Learning Center Advisory Committee to create an even higher degree of integration of services.	A.5.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.	Fall 2010	Learning Center Faculty



<b>B</b> <b>Program Components</b>	Purchase Compass Test units to accommodate a high influx of basic skills students for assessment in reading, English, and math.	B.1.2 Mandatory assessment exists for all new students.	Fall 2010	Dean of Counseling & Matriculation (C&M)
	Continue to implement revised and validated assessment cut scores to improve placement of students in basic skills courses.	B.1.3 Mandatory placement exists for students assessed at developmental levels.	Fall 2010	Dean of C&M; Assessment Coordinator; DE Faculty
	BSC faculty meet with discipline faculty to review course advisories, co-requisites, and prerequisites.	B.2.1 Developmental education course content and entry/exit skills are regularly reviewed and revised as needed.	2010-2011	BSC faculty; Discipline Faculty; Counselors
	Continue to collect and provide data to faculty attending BSC events; link data on the Institutional Research website to the BSC website.	B.2.5 Data obtained from course/program evaluation are disseminated and used for planning and continuous improvement.	2010-2011	Director of Institutional Research
	Develop methods for broadening the use of the probability-based advising tool for basic skills students.	B.3.1 A proactive counseling /advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	2010-2011	Director of Institutional Research; Dean of C&M
	a. Integrate counseling in ESL component of Quest for Success Program; b. expand Office of Student Disabilities (OSD) services to intersession and summer session for assessing and advising basic skills students.	B.3.2 Counseling and instruction are integrated into the developmental education program.	2010-2011	a. Director of Basic Skills; Dean of C&M; b. Director of OSD; Dean of Student Development
	Training for counselors on the holistic needs of students takes place during weekly counseling meetings.	B.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.	2010-2011	Dean of C&M
<b>C</b> <b>Faculty and Staff Development</b>	Faculty attend regional, national, and international basic skills workshops and conferences (BSI, (CATESOL, CRLA, NADE, Reading Apprentice, Supplemental Instruction Leadership Training, etc.).	C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration	2010-2011	Vice-Presidents, Academic Affairs and Student Services
	Present events sponsored by the BSC; engage faculty in faculty inquiry groups (FIGS) that promote understanding of issues and problem solving related to basic skills students.	C 2.6 Staff development activities promote interactions among instructors.	2010-2011	BSC

<b>D</b> <b>Instructional Practices</b>	Continue to offer SMARTHINKING, an online writing tutoring service, and EDUCO, a computer assisted math program.	D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.	2010-2011	Learning Center and Math Faculty
	Continue to provide in-class tutors for basic skills English and reading courses.	D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs)	2010-2011	Learning Center, English, and Reading Faculty
	Continue to provide in-class tutoring for basic skills math courses.	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics	2010-2011	Learning Center and Math Faculty
	Early Alert Program improvements will ensure ease of access for faculty to make student referrals.	D.3.3 Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise and to prevent student attrition resulting in such circumstances.	2010-2011	Learning Center Faculty
	Quest for Success educational field trips will be held to promote academic socialization; Quest for Success awards luncheon will recognize students' efforts to succeed.	D.3.4 College programs promote basic skills students' social integration into and identification with the college environment.	2010-2011	Basic Skills Director; DE Faculty
	Offer Plan for Success workshops that focus on life management, getting through college, physical/mental well-being, and interactions with faculty regarding student success strategies.	D.3.5 College programs promote basic skills students' social integration into and identification with the college environment.	2010-2011	Basic Skills Education Advisor; Dean of Student Development
	Purchase study skills videos for Palmdale Center.	D.10.1 Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others).	2010-2011	Learning Center Faculty
	Hire additional supplemental instruction leaders to meet a high influx of basic skills students at main campus and Palmdale site.	D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).	2010-2011	Learning Center Faculty
	Hire new and continuing Learning Center tutors in ESL, math, reading, writing, basic skills general tutoring, and study skills to meet a high influx of basic skills students at Lancaster campus and Palmdale Center.	D.10.5 Tutoring is available and accessible in response to student needs/desires.	2010-2011	Learning Center Faculty

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

**Compact of Mutual Understanding and Support**  
*between*  
Antelope Valley College Federation of Teachers  
and Antelope Valley College Academic Senate

WHEREAS, the Antelope Valley College Federation of Teachers (“Union”) and the Antelope Valley College Faculty Senate (“Senate”) represent a faculty concerned, first and foremost, with the education of their students and the overall quality of the college at which they work; and,

WHEREAS, the Union and Senate represent a faculty united in its commitment to the principles of faculty rights, academic freedom, fair wages and working conditions, shared governance, democracy, and equity; and,

WHEREAS, the California *Educational Employment Relations Act* and *Code of Regulations, Title V*, prescribe unique yet often significantly related roles for the Union and Senate; and,

WHEREAS, it is in the best interest of the students, faculty, and college that the Union and Senate work jointly and avoid unnecessary conflict;

THEREFORE BE IT RESOLVED, that the Union and Senate shall cooperate, offer mutual support and advice, and share information, to the greatest extent permissible by law and each organization’s democratic and fiduciary duty; and,

THEREFORE BE IT FURTHER RESOLVED, that the Union and Senate shall each exercise good faith in all dealings with or involving the other organization; and,

THEREFORE BE IT FURTHER RESOLVED, that on matters primarily in the purview of the Union, the Senate shall generally defer, providing information, advice, and support where appropriate; and,

THEREFORE BE IT FURTHER RESOLVED, that on matters primarily in the purview of the Senate, the Union shall generally defer, providing information, advice, and support where appropriate; and,

THEREFORE BE IT FURTHER RESOLVED, that on matters significantly in the purview of both the Union and the Senate, both organizations shall work jointly, cooperatively, and prudently with the goal of developing a unified position, approach, and strategy; and,

THEREFORE BE IT FURTHER RESOLVED, that the Union shall appoint an official Senate liaison who will attend all Senate meetings and officially represent the elected leadership of the Union to the Senate; and,

THEREFORE BE IT FURTHER RESOLVED, that the Senate shall appoint an official Union liaison who will attend all Union meetings and officially represent the elected leadership of the Senate to the Union; and,

THEREFORE BE IT FURTHER RESOLVED, that on every Union Executive Board agenda, there shall be a regular agenda item entitled “Faculty Senate Report” during which the official Senate liaison, or designee, will share information or make official requests for Union action, on behalf of the Senate leadership; and,

THEREFORE BE IT FURTHER RESOLVED, that when consultation is desired or required, the liaison will make a timely request for consultation at a regularly scheduled meeting concerning the subject, providing a deadline for effective response; and,

THEREFORE BE IT FINALLY RESOLVED, that each body agrees to consult in a timely manner, and that the following points will be understood:

- In areas where no consultation is required, neither body is required to follow the advice of the other.
- In areas where no consultation is required, a request for consultation might go unheeded due to time constraints.
- In areas where no consultation is required, both bodies agree not to openly criticize the other for following a course that the other body thinks is wrong.
- In areas where consultation is required, both bodies agree to do everything possible to consult as quickly as possible, so as not to impede the decision-making process.

The details of this agreement follow:

1. Sole Responsibility

a. Areas of sole responsibility of AVCFT (no consultation required)

- compensation
- workload
- working hours
- job descriptions
- grievances
- vacation, leave
- personnel files
- reprimand policy
- retraining policy
- lay-off
- benefits
- discrimination
- promotions
- in-service training related to wages, hours, safety, promotion, and grievance
- contracting of instruction

b. Areas of sole responsibility of the Senate (no consultation required)

- curriculum
- degree and certificate requirements
- grading policies
- educational program development
- standards and policies regarding student success
- district and college governance structures under AB1725
- faculty involvement and roles in accreditation process
- policies and programs for faculty professional development activities
- processes for program review
- processes for institutional planning and development
- other academic and professional matters as mutually agreed upon between the Board and the Academic Senate

Nothing in these eleven principles from AB1725 shall be construed to infringe on the legal rights of the bargaining unit.

## 2. Areas of Overlapping Responsibility

Areas of primary AVCFT responsibility, with obligation to consult with Senate. It is assumed that the Senate and the Union want to be in agreement on these issues before negotiations can continue.

a.

- school calendar
- evaluations
- tenure
- FSA
- class size
- Professional Development\*

Areas of primary Senate responsibility, with obligation to consult with AVCFT. It is assumed that the Senate and the Union want to be in agreement on these issues before decisions are made.

b.

- Professional development\*
- hiring process
- administration evaluation
- EEO plans

\* **Professional Development** is a complex matter, as it overlaps both academic issues and several issues related to compensation and workload. Changes related to Professional Development can be effected by the Professional Development Committee on the Senate side, and through negotiations on the Union side. When change is sought through negotiations or through the action of the Professional Development Committee, both organizations agree that care must be taken to inform and advise one another as appropriate.

Both organizations agree that the Professional Development Committee sets policy and Program for Professional Development and Sabbaticals, and that the Union negotiates compensation, calendar and other work-load related issues. However, these areas overlap in many ways.

Communication in these matters is CRUCIAL. All contract and policy changes related to professional development should be presented formally to the Union and the Professional Development Committee through the Union representative on the Faculty Professional Development Committee, and discussion to resolve conflicts should happen as quickly as possible.

#### Conflict Resolution Process

If the Senate and the Union in consultation cannot come to agreement on an issue on which it is highly desirable or required that they agree before proceeding, the bodies agree to form a consultative body of two: one from the Union, one from the Senate—neither will be the President of the Union or the Senate. These two people will be charged with reviewing the information involved and coming to a decision. A short report will be written, and the consultative body will meet with the two executive committees to report their findings in person. Both bodies agree to follow the decision of the consultative body. Both bodies agree to leave the consultative body to do its work without trying to influence the outcome through argument or persuasion.

It will be the responsibility of each Executive Body to choose liaisons and representatives to facilitate formal communications.

Where possible, both bodies agree to codify this agreement in their formal governing documents.

The signatures below represent the formal commitment of both the Senate and the Union to these principles.

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Senate President

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Union President