



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
REVISED AGENDA
March 17, 2016
3:00 p.m. – 4:30 p.m.
L-201

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

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE SENATE PRESIDENT
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. March 3, 2016 Senate Meeting (to be provided)
5. REPORTS (5 minutes maximum)
 - a. Program Review Committee – Carol Eastin
 - b. Accreditation Committee – Tina McDermott
 - c. Legislative Liaison – Dr. Glenn Haller
 - d. Faculty Professional Development Committee - Kathryn Mitchell
6. ACTION ITEMS
 - a. Bylaws Article II – Standing Committees (attachment)
 - b. Scholar in Residence Award
 - c. Outstanding Adjunct Award
 - i. Larry Veres (attachment)
 - ii. Karl Major (attachment)
 - iii. Kathleen Ballestero (attachment)
 - d. Appointment
 - i. Director, STAR Program Hiring Committee Senate Representative
7. DISCUSSION ITEMS
 - a. Office of Student Disabilities (OSD) Learning Disability Specialist – Dr. Louis Lucero, Tamira Palmetto Despain, John Wanko
8. INFORMATIONAL ITEMS
 - a. [BP and AP Review](#)
9. SENATE ADMINISTRATIVE BUSINESS
10. ANNOUNCEMENTS

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

2015-16 ACADEMIC SENATE MEETINGS & COMMITTEE REPORTS	
March 3, 2015	March 17, 2016 Program Review – Carol Eastin Accreditation Committee – Tina McDermott FPDC - Kathryn Mitchell
April 21, 2016 AP&P – Dr. Darcy Wiewall	May 5, 2016 DETC – Perry Jehlicka
May 19, 2016 Program Review – Carol Eastin FPDC – Kathryn Mitchell	

NON-DISCRIMINATION POLICY

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

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ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
MINUTES
March 17, 2016
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 March 17, 2016 was called to order at 3:02 p.m. by Dr. Ed Beyer, Academic Senate President.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

- There will be a Senate/Union Townhall meeting on March 31, 2016, 3:00 p.m. – 4:00 p.m. in SSV-151
- Dr. Beyer anticipates the formal resignation of Lisa Vath formal as adjunct representative; a call with be forthcoming.
- AP 7160 Professional Development is moving forward to CCC. Should be enacted in Fall 2016 (\$1500 per event) for professional development reimbursement across the campus.
- The Strategic Planning Committee (SPC) is moving forward with six (6) planning assumptions for the fall retreat. Dr. Beyer will facilitate a workshop relating to the creation of a curricular experience that fosters transferrable, intellectual skills which are the brass ring of post-secondary education. A working session will be held on March 30, 2016. See Dr. Beyer if interested in joining the team.

3. OPEN COMMENTS FROM THE PUBLIC

4. APPROVAL OF MINUTES

- a. March 3, 2016 Senate Meeting (to be provided)
*A motion was made by Dr. Zia Nisani and seconded by Ms. Susan Knapp to approve minutes of the March 3, 2016 meeting.
Motion carried with corrections; five (5) abstentions: Dr. Glenn Haller, Dr. Ken Shafer, Van Rider, Kristine Oliveira, Liz Sundberg.*

5. REPORTS (5 minutes maximum)

- a. Program Review Committee – Carol Eastin (attachment)
Ms. Carol Eastin presented the Program Review Committee report – see attachment.
- b. Accreditation Committee – Tina McDermott
Ms. Tina McDermott presented the Accreditation Committee report. The report is in the heavy editing stage now through mid-April. The 30-day review period begins May 30. The all-college planning retreat will be held on September 30, where everyone has input. ACCJC site visit will be October 3-6, with a pre-visit forum beforehand.

Quality Focus Essay:

- 1) 1st year experience
- 2) ILO Portion of QFE

c. Legislative Liaison – Dr. Glenn Haller

Dr. Glenn Haller presented the Legislative report – see attachment. Dr. Haller highlighted the following:

- AB 1594 (McCarty) Prohibition of Smoking and Vaping on Campus.
- AB 1653 (Weber) Postsecondary Education: Campus Climate. AB 1653 requires the CSU Trustees and the CCC Board of Governors to generate a report on campus climate in their respective system and have the California Department of Justice provide guidance on the Clery Act and Violence Against Women Act.
- AB 2018 (Ridley-Thomas) Mandated Child Abuse Reporting Employee Training Act. AB 2018 requires the CCC Board of Governors to consult with Department of Social Services to develop and disseminate information to each employee and administrator of a community college district who are mandated reporters.
- AB 1690 (Medina) Community Colleges: Part-Time, Temporary Employees. AB 1690 is similar to AB 1010 (Medina) from 2015. The bill requires community colleges without collective bargaining agreements in effect as of January 1, 2017, or after January 1, 2017, to adopt specific minimum standards for the treatment of part-time, temporary faculty.
- AB 2214 (Harper) Public Postsecondary Education: Faculty Royalty Income Disclosure. AB 2214 requires faculty members of public postsecondary educational institutions annually disclose any compensation or royalty they receive from a publisher or provider of instructional content.
- ASSEMBLY CONSTITUTIONAL AMENDMENT 7 (Gonzalez) Voting Age: School and Community College Elections. ACA 7 authorizes persons who are at least 16 years of age to vote in a school or community college district governing board election in which that person would be qualified to vote based on residence.
- SB 1038 (Allen) Community Colleges: Employees. SB 1038 eliminates the tuberculosis test requirement for community college employees. Instead employees will take a risk assessment for tuberculosis and, if found to be at risk, the employee is then required to take the tuberculosis test.
- AB 1995 (Williams) Community Colleges: Homeless Students: Access to Shower Facilities. AB 1995 requires a district to grant access to those facilities to any homeless student who is enrolled and maintain records relating to student participation in the program.
- AB 2383 (Medina) Autism Employment and Education Act. AB 2383 establishes the Autism Employment and Education Program. It creates a residential, occupational, and living skills program at each participating community college and CSU campus to help students with autism, live independently, obtain employment, and become self-sufficient after they graduate from the college or university.

d. Faculty Professional Development Committee (FPDC) - Kathryn Mitchell

Ms. Kathryn Mitchell presented the Faculty Professional Development Committee (FPDC) report – see attachment.

The FPDC will be holding a faculty forum to talk about various changes with the FPD program. Anyone interested in participating on the panel should see Kathryn.

Ms. Mitchell explained a recommendation for flex obligation hours will be forwarded to the chancellor at the end of the semester. Dr. Susan Lowry informed Ms. Mitchell the union is closing negotiations and will need the recommendation by March 25, 2016. The contract will be in place for three (3) years.

One senator questioned why the obligation dilemma continues year after year on extensions. Ms. Mitchell explained the committee did not have time to bring the question to faculty, so needed an extension in order to reach a permanent solution. She will send an email to Dr. Lowry to move forward with the recommendation.

6. ACTION ITEMS

a. Bylaws Article II – Standing Committees (attachment)

A motion was made by Ms. Rosa Fuller and seconded by Dr. Zia Nisani to approve the Bylaws Article II – Standing Committees – see attachment. With 50% approval, senators will take the article back to divisions and consider for approval/ratification at the April 21, 2016 meeting.

Motion carried unanimously.

Dr. Glenn Haller noted the By-Laws Committee will meet Thursday, March 31 at 2:00 p.m. in case anyone has questions.

b. Scholar in Residence Award

One (1) nomination was submitted for the 2015-16 Scholar in Residence award. The recipient will be announced at the Faculty Recognition Day event on May 5, 2016.

c. Outstanding Adjunct Award

- i. Larry Veres (attachment)
- ii. Karl Major (attachment)
- iii. Kathleen Ballestero (attachment)

Senators cast ballots for the 2015-16 Outstanding Adjunct. The honoree will be announced at the Faculty Recognition Day event on May 5, 2016.

d. Appointment

i. Director, STAR Program Hiring Committee Senate Representative

A motion was made by Dr. Jessica Harper and seconded by Dr. Zia Nisani to ratify the appointment of Dr. Jessica Eaton as the senate representative for the STAR Program Director Hiring Committee.

Dr. Eaton will represent the senate at large.

Motion carried unanimously.

7. DISCUSSION ITEMS

a. Office of Student Disabilities (OSD) Learning Disability Specialist – Dr. Louis Lucero, Tamira Palmetto Despain, John Wanko

Dr. Louis Lucero, Ms. Tamira Palmetto Despain and John Wanko addressed the senate to discuss the Office of Student Disabilities (OSD) Learning Disability Specialist position, and testing for students with disabilities – see attachments.

8. INFORMATIONAL ITEMS

a. BP and AP Review

Board Policies (BPs) and Administrative Procedures (APs) reviews currently out for comment are posted on the Academic Senate webpage. Feedback reported at the next meeting will be forwarded to CCC.

9. SENATE ADMINISTRATIVE BUSINESS

10. ANNOUNCEMENTS

April 20-23, 2016	2016 Spring Plenary	Sacramento Convention Center
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11. ADJOURNMENT

The Academic Senate meeting of March 17, 2016 was adjourned at 4:14 p.m. by Dr. Ed Beyer, Academic Senate President.

2015-16 ACADEMIC SENATE MEETINGS & COMMITTEE REPORTS	
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Senate Meeting: March 17, 2016

				4a 3-3-16 Minutes	6a. By-Laws Article II	6d. Appt: Star Hiring Comm
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 Caproiou		Y	Y	Y
Fuller, Rosa	X	Dr. Lee Grishman		Y	1/Y	Y
Ginosian, Dezdemona	X	Genie Trow		Y	Y	Y
Gat, Dr. Irit	X			Y	Y	Y
Haller, Dr. Glenn	X	Lisa Karlstein		AB	Y	Y
Halliday, Jack	X	Ty Mettler		Y	Y	Y
Harper, Dr. Jessica	X	Jason Bowen		Y	Y	1/Y
Knapp, Susan	X	Carol Eastin		2/Y	Y	Y
Leighton, Jonet	X	Lisa Karlstein		Y	Y	Y
Lubick, Karen	X	Harish Rao		Y	Y	Y
Nisani, Dr. Zia	X	Mike Pesses		1/Y	2/Y	2Y
Oliveira, Kristine	X			AB	Y	Y
Overdorf, Cathy	ABSENT	Matthew Jaffe		NP	NP	NP
Rezek, Terry	X	Lisa Karlstein		Y	Y	Y
Rider, Van	X			AB	Y	Y
Shafer, Dr. Ken	X	Dr. Matthew Jaffe		AB	Y	Y
Snyder, Susan	X	Denise Walker		Y	Y	Y
Sundberg, Elizabeth	X	Bonnie Curry		AB	Y	Y
Vath, Lisa	ABSENT	John Kokoska		NP	NP	NP
Veres, Larry	X	John Kokoska		Y	Y	Y
Roderick Mendoza (ASO)	ABSENT	Hanna Spellmeyer		NP	NP	NP
Guests/Ex-Officio: Dr. Susan Lowry, Dr. Louis Lucero, Tamira Palmetto Despain, John Wanko						

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

Report to the Academic Senate

March 17, 2016

Program Review

Thanks to all for persistence and patience while we went through the lean years. The district has money now and is funding some of the resources we need to improve student achievement and outcome findings.

Program Review is a thoughtful review of the program data, district data, and in many cases, outside influences.

Sometimes in the course of examining outcome findings, student achievement data, and other program factors, we identify resource needs for action plans or other ways the district can help us improve the success of students.

Look for the pot of gold at the end of the rainbow. Look for gifts from the Easter Bunny. But don't miss the opportunity to bring your needs to the attention of the district. Your self-study reports are due March 31.

AB 1594 (McCarty) Prohibition of Smoking and Vaping on Campus AB 1594 prohibits smoking tobacco products or the use of e-cigarettes on California State University (CSU) and Community College campuses. The bill authorizes a fine of up to \$100 with the proceeds to go to support educational operations of the campus, education of the policy implemented by the bill, and tobacco treatment options for students.

AB 1653 (Weber) Postsecondary Education: Campus Climate. AB 1653 requires the CSU Trustees and the CCC Board of Governors to generate a report on campus climate in their respective system and have the California Department of Justice provide guidance on the Clery Act and Violence Against Women Act. If a district uses funds to support activities related to campus climate, then they are required to adopt policies on harassment, intimidation, and bullying. AB 1653 encourages the University of California (UC) to comply.

Status: AB 1653 was sent to the Assembly Committee on Higher Education.

AB 2018 (Ridley-Thomas) Mandated Child Abuse Reporting Employee Training Act. AB 2018 requires the CCC Board of Governors to consult with Department of Social Services to develop and disseminate information to each employee and administrator of a community college district who are mandated reporters. This bill also requires each district to: 1) annually train, using the online training module provided by Department of Social Services, and 2) develop a process for those persons required to receive training under the bill and to provide proof of completing this training within the first 6 weeks of each academic year or within 6 weeks of that person's employment.

AB 1582 (Allen, T) Conflict of Interest Codes: Educational Institutions. AB 1582 requires that the Conflict of Interest Code of each public postsecondary educational institution require an employee to disclose any form of compensation that the employee might have received as a result of a decision to adopt specific course material.

AB 1690 (Medina) Community Colleges: PartTime, Temporary Employees. AB 1690 is similar to AB 1010 (Medina) from 2015. The bill requires community colleges without collective bargaining agreements in effect as of January 1, 2017, or after January 1, 2017, to adopt specific minimum standards for the treatment of part-time, temporary faculty. These standards would include evaluation procedures, workload distribution and seniority rights.

AB 2069 (Medina) SeymourCampbell Student Success Act of 2012. AB 2069 amends language in the Student Success Act to require research metrics for districts to include data on the percentage of part-time faculty per full-time equivalent students that are required to hold office hours.

AB 2214 (Harper) Public Postsecondary Education: Faculty Royalty Income Disclosure. AB 2214 requires faculty members of public postsecondary educational institutions annually disclose any compensation or royalty they receive from a publisher or provider of instructional content. This information is required to be made available to the public on the campus website.

SB 1144 (Hancock) Community College Apportionment (Correctional Officers Education). SB 1144 waives open course requirements to allow community colleges to offer closed courses and educational programs to correctional officers at state correctional facilities.

ASSEMBLY CONSTITUTIONAL AMENDMENT 7 (Gonzalez) Voting Age: School and Community College Elections. ACA 7 authorizes persons who are at least 16 years of age to vote in a school or community college district governing board election in which that person would be qualified to vote based on residence.

AB 2222 (Holden) Transit Passes. AB 2222 continuously appropriates \$50,000,000 annually from the Greenhouse Gas Reduction Fund for the Transit Pass Program to support transit pass programs of public agencies that provide free or reduced-fare transit passes to public school students and community college, CSU, and UC students.

SB 1038 (Allen) Community Colleges: Employees. SB 1038 eliminates the tuberculosis test requirement for community college employees. Instead employees will take a risk assessment for tuberculosis and, if found to be at risk, the employee is then required to take the tuberculosis test. This mirrors how tuberculosis screening is done in K-12 districts.

AB 1995 (Williams) Community Colleges: Homeless Students: Access to Shower Facilities. AB 1995 requires a district to grant access to those facilities to any homeless student who is enrolled and maintain records relating to student participation in the program.

AB 2017 (McCarty): College Mental Health Services Program. AB 2017 establishes the College Mental Health Services Trust Account and would appropriate an amount annually to that account from the Mental Health Services Fund, to be used by the department to create a grant program for public community colleges, colleges, and universities to improve access to mental health services on campus.

AB 1721 (Medina) Student Financial Aid: Cal Grant Program. AB 1721 raises the maximum award for access cost for the Cal Grant B program from \$1,551 to \$3,000. The bill also increases the age of eligibility from 28 years of age to 31.

AB 1892 (Medina) Cal Grant C. AB 1892 sets the maximum Cal Grant C award amount at \$3,000 for access costs to help community college students in priority occupational and technical training programs. The bill gives priority to students pursuing high wage and high need careers in a community college region. Substantive amendments were prepared by the Chancellor's Office and submitted to the author. These amendments seek to expand Cal Grant C benefits for community college students.

AB 2383 (Medina) Autism Employment and Education Act. AB 2383 establishes the Autism Employment and Education Program. It creates a residential, occupational, and living skills program at each participating community college and CSU campus to help students with autism, live independently, obtain employment, and become self-sufficient after they graduate from the college or university. The bill would only become operative upon appropriation by the Legislature for the implementation of the program.

FPDC Senate Report

March 17, 2016

Completed Projects

- Spring Opening Day was a success, with many positive comments about each session. The Senate Forum was given high marks from the majority of attendees that completed the evaluations, and many people requested to have the session repeated.
- The committee developed a funding request process and forms, all of which are posted on our webpage.
- We have reviewed and sent our recommendations forward for sabbatical requests.

Current Projects

- Proposals have been submitted for the 2016-17 academic year, and the committee is in process of reviewing the proposals.
- A survey for the FPD Program has been sent out to faculty; please complete the survey so we can use the results to shape the program to fit the faculty's needs.
- We have researched other college programs as well to ensure we are staying current with state trends.
- We are developing an informational sheet for new hires to help them understand their FPD obligation and where to find important FPD information. We are hoping to make it available to division offices/chairs.

Semester Projects to Still Be Completed

- Using the survey results and research, the committee will develop the FPD program for the 2016-17 academic year.
- The committee will be holding a faculty forum to discuss possible changes to the FPD program, allowing faculty to voice their ideas.
- The committee will organize and schedule Fall Opening Day.
- The committee will forward a recommendation to the Senate regarding the FPD obligation hours.

Article II - STANDING COMMITTEES

B200.0 All Standing Committees are created in accordance with §101.0 of the Constitution

B201.0 Current Standing Committees are:

- Academic Policies and Procedures - §B205
- Outcomes - §B206
- Distance Education and Technology - §B207
- Equivalency - §B208
- Honors - §B209
- Professional Development - §B210
- Program Review - §B211
- Tenure Review - §B212

B202.0 Procedures for all Standing Committees

B202.1 Each standing committee shall have:

- A statement of purpose in compliance with the mission of the college
- Membership list that includes term dates
- Statement of meeting times and frequencies
- Statement of reporting responsibilities

B202.2 Each standing committee shall:

- Circulate a "Call for Agenda Items" immediately following the previous meeting.
- Distribute to members and post an agenda 72 hours prior to a meeting.
- Distribute to members and post minutes immediately following their approval.
- Include in minutes a brief summary of discussion regarding actions taken, including motions made, seconded, passed, or defeated.
- Shall make decisions by a simple majority vote.

B202.3 While Standing Committees are not required to follow the Brown Act, no committee may run their meetings outside of the Act's dictates without two-thirds approval by the full Senate

B202.4 Senate committees make decisions autonomously within the scope of their statement of purpose as approved by the Senate.

B202.4.1 All Committees shall gain Senate approval for:

- Committee recommendations which the Senate will send to bodies outside the Senate purview.
- Policy changes
- Changes related to the composition of the committee
- Selection procedures of committee members or Chair, Faculty Co-chair or coordinator.

B202.5 Termination of Standing Committees

B202.5.1 Standing Committees may be terminated in two ways.

B202.5.1.1 A Petition to Terminate shall be submitted by the Executive Committee.

B202.5.1.2A Simple Majority vote of the members of the Standing Committee recommending the termination shall be submitted to the Executive Committee.

B202.5.2 Once a proper petition is received by the Executive Committee, the following procedure shall be used:

B202.5.2.1 The petition shall be sent to the Full Senate for acceptance by a simple majority vote.

B202.5.2.2 The President shall appoint an Ad Hoc Committee to examine the viability of terminating the committee.

B202.5.2.3 The Ad Hoc Committee shall, within 14 days of its formation, send its findings and recommendations to the Executive Committee.

B202.5.2.4 The Executive Committee shall then place the Ad Hoc Committee's recommendation to the Full Senate.

B202.5.2.4.1. If the recommendation is to terminate the Standing Committee, the recommendation must be ratified by a two-thirds majority of the Senate in accordance with §101.2.4 of the Constitution.

B202.5.2.4.2. If the recommendation is not ratified, the Standing Committee will not be terminated.

B202.5.2.5 If the recommendation is to continue the Standing Committee, the recommendation must be ratified by a one-thirds plus one vote of the Senate.

B202.5.2.5.1. If the recommendation to continue is not ratified by a one-thirds plus one vote, there will be an immediate vote to terminate in accordance with B202.5.2.4.1.

B202.5.2.5.2. If the vote to terminate does not meet two-thirds ratification, the Standing Committee will not be terminated.

B203.0 Chairs, Faculty co-Chairs and Coordinators

B203.1 General provisions for all Chairs, Faculty co-Chairs and Coordinators

B203.1.1 All Chairs, Faculty co-Chairs or Coordinators must be tenured regular faculty.

B203.1.2 No individual, except the President or the President's designee filling in a vacancy, shall be a Chair, Faculty co-Chair or Coordinator for more than one Senate Standing Committee at one time.

B203.1.3 Compensation (stipends, release time, etc.) for all Chairs, Faculty co-Chairs and Coordinators are managed through the collective bargaining process. The most current compensation figures can be found in the Faculty Contract as well as Appendix section A301.0

B204.0 Committee Representatives

B204.1 The Academic Senate shall determine the size, scope and membership of all Academic Senate standing committees.

B204.2 The following procedures will be used for the selection of committee members.

B204.2.1 Upon the creation of a new Academic Senate committee or the pending vacancy or vacancies of an existing committee for members other than the chair, the Academic Senate President in the name of the entire Senate shall notify all faculty of the vacancy or vacancies.

B204.2.2 This notice must include the specific goals and purposes of the committee and the specific responsibilities of the committee members as well as any qualifications required.

B204.2.3 Posting of the notice shall occur at least fourteen calendar days prior to the beginning of a new committee's work or the expiration of the term of the member or members of an existing committee.

B204.2.4 All interested individuals who wish to be considered for membership on a Senate committee must submit a letter of interest that addresses the purpose and goals of the committee to the Executive Committee along with any other documentation requested in the call.

B204.2.5 If the number of candidates is less than or equal to the number of vacancies on the committee for which letters of interest have been received those names shall be sent to the Academic Senate as an information item.

B204.2.6 If there are more than the number of vacancies on the Committee, then the Executive Committee in conjunction with the Faculty co-Chair of the specific Committee will review the letters of interest and after evaluation of those applications, which may include interviews, shall make the necessary appointments. Those names shall be sent to the Academic Senate as an information item.

B205.0 Academic Policies and Procedures

B205.1 All Information forms shall be found in this document's appendix §A201.0 – APP

B206.0 Outcomes

B206.1 All Information forms shall be found in this document's appendix §A202 – OC

B207.0 Distance Education and Technology

B207.1 All Information forms shall be found in this document's appendix §A203 – DETC

B208.0 Equivalency

B208.1 All Information forms shall be found in this document's appendix §A204 – EC

B209.0 Honors

B209.1 All Information forms shall be found in this document's appendix §A205 – HC

B210.0 Professional Development

B210.1 All Information forms shall be found in this document's appendix §A206 – FPD

B211.0 Program Review

B211.1 All Information forms shall be found in this document's appendix §A207 – PR

B212.0 Tenure Review

B212.1 All Information forms shall be found in this document's appendix §A208 – TR



ANTELOPE VALLEY COLLEGE

Academic Senate

February 25, 2016

It is my pleasure to nominate Larry Veres as Adjunct of the Year. He has been an adjunct for 39 years, 21 of those at AVC. In his career he has been a fireman, his rank was engineer and he later became Fire Commissioner for the City of San Bernardino. He formed his own manufactures representative agency; he was a corporate marketing executive and started his own hydraulics and pneumatics company, which he had for 28 years. He also formed Inland Management Associates, where he taught management seminars to businesses, large corporations and other organizations. He did management training for hospitals such as Eisenhower Medical Center, where he worked with their benefactors such as the Sinatras, Bob and Dolores Hope, Ambassador Walter Annenberg and President and Mrs. Ford.

When he came to AVC in 1995 he taught Marketing, Management and other business classes. He is one of the highest rated business professors in that department. He has earned the respect of AVC administrators, full time faculty members and the adjunct faculty, which has elected him to the Academic Senate for 5 terms. The students admire and respect him, many of his students take all his classes and urge their friends and family members to also take his classes. He now has children in his classes of parents he has taught at AVC. The comments about Larry are always "He really knows what he teaches and he really cares about his students." Larry takes pride in saying that over 50 of his former students have started their own businesses and many have gone on to be successful in business and other career areas because of his instruction and attention.

Larry has suffered the loss of a wife and two of his children. He has one natural born son and three adopted children. He says he sees his students as the children he lost and does everything in his power to give them the knowledge and personal attention they need to develop self-confidence to succeed in life. Larry has gone to local High Schools to promote Business classes at AVC, he is also listed on the AVC Speaker's Bureau. Larry has donated over 85 GALLONS of platelets to cancer, leukemia and transplant children and he continues to donate two times per month. He and his wife Shelley are devoted parents and grandparents to 6 children and 17 grandchildren. Larry loves AVC, he teaches classes on campus and also teaches and conducts off campus classes in the community. He has taught Supervision / Management classes at all the local hospitals to administrators and nurses. He has taught at local banks, credit unions, businesses and organizations including NASA, Kinkisharyo and BYD electric bus company.

When teaching he loves to use real examples of his successful personal friends such as Tommy Mason for motivation, who scored 45 touchdowns in the NFL and Bill Ficker for management and organizational skills, who was the skipper of the Intrepid, winner of the Americas Cup in 1970. Larry has been given expanded responsibilities in Corp and Community Education where he is working to build the image of AVC in the community. He will be

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ANTELOPE VALLEY COLLEGE

working to develop more classes and individual studies in areas that the community did not know existed. He also attends Chamber of Commerce functions and Community Organization meetings. Larry is always willing to do what is asked of him and those who know him know he does that and more. Larry has represented AVC at business organizations such as BESAC. He is also collaborating with Dr. Joseph Check of Yale University on student study techniques. Larry brings experience, expertise, hard work and a caring attitude to AVC, which makes him an excellent candidate for the Outstanding Adjunct of the Year award.

A handwritten signature in black ink, appearing to read 'Zia Nisani', written in a cursive style.

Zia Nisani, Ph.D.
Associate professor of Biology
Chair, Department of Biological & Environmental Sciences

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Antelope Valley Community College District
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Adjunct Faculty Award Nominee: Karl Major (Engineering)

I want to formally nominate **Karl Major for the Outstanding Adjunct Award 2015-2016**. Karl has been an integral part of the Engineering department for the last few years. We have gone through some difficult times in Engineering with the transition of faculty and courses, not to mention depending mainly on adjunct to run the department. Karl has been there consistently to help students through these troubling times.

Our Engineering lab courses (Material Science and Strength of Materials) were floundering before Karl came to AVC. No one here knew how to use the equipment, there was no lab manuals, and there were no instructions for the equipment. Karl came to AVC and dived head first into fixing these issues. He took his own personal time and tested all of the equipment, wrote lab manuals, chose a lab book for each course, and brought our lab courses to where they are today. He did all of this with outdated equipment and perseverance. Our students today have Karl to thank for even having these lab classes offered to them.

After completing the task of our Engineering lab classes, Karl then took on another difficult course here in Engineering, Statics. This course is a very difficult course for student in the Engineering curriculum. No one was here to teach that course and Karl again stepped up and developed an entire lesson plan and taught the course. He was given nothing but a book and a week or so to make the course happen. After teaching it for 2 semesters and making the curriculum rock solid, he then allowed me to teach the course. He gave me all of his material, shared his blackboard site, and helped with the scheduling of this time sensitive course. Karl has been an instrumental asset to Statics here at AVC.

On top of all of these great things Karl does, he has a full time job out at Edwards Air Force Base and a family at home. He is also able to come to some of the division meetings to offer input and representation for our Engineering department.

I cannot say enough good things about Karl Major. He is the most dedicated and self driven individual I have ever met. He does not back away from a challenge and is always willing to help his colleagues and students alike. I am personally grateful to have Karl on our team in Engineering. I cannot imagine what it would be like without him. This college is grateful to have such a dedicated and phenomenal instructor. I hope that you can share in my belief that **Karl Major should be selected for the Outstanding Adjunct Award.**

MEMO FOR RECORD

To: AVC Academic Senate (Attn: Nancy Masters)

From: D. Sullivan Ford

Date: March 8, 2016

Subject: Outstanding Adjunct Award Nomination

It is with great pleasure that I nominate Kathleen Ballestero for the Outstanding Adjunct Award. Since I was hired as a full-time faculty member nearly two years ago, I have had the pleasure of working and collaborating with Kathleen as part of the Office Technology Program. Kathleen was one of the first adjunct faculty members to contact me for a meeting to discuss a need and idea she had for the development of a robust and streamlined medical coding and billing certificate at AVC that would supersede the existing Administrative Medical Assistant program and reduce the redundancies with the existing Medical Assisting program. Her suggestion was not one that she had recently developed; rather it was one for which Kathleen had been communicating with other full-time faculty for two years prior to my arrival.

After speaking with Kathleen about her assessment of the need, and after witnessing her passion firsthand, I decided to do a little research on my own and found the viability for the proposed certificate program was clearly evident and much needed based on industry demands within the State of California. I then scheduled a meeting with myself, Kathleen and Dr. Karen Cowell (former Dean of the CTE Division) to discuss the proposal. Next, Kathleen helped to facilitate a meeting with myself, Dr. Cowell and CTE Nursing faculty to discuss the recommendations for the new certificate program. Through the approval and full support of Dr. Karen Cowell (former Dean of the CTE Division) Kathleen continued her research.

In preparation for the Office Technology Advisory Committee Meeting, I added the proposed certificate program as a discussion topic for the Office Technology Advisory Committee meeting which Kathleen attended to present the proposed program. The advisory committee included members from local medical organizations, all of whom overwhelmingly agreed that their employers were looking for college graduates who could seamlessly function in both the front office and back-office medical environment with a rich understanding of the medical billing and coding process. In fact, one committee member stated that in the event such a program were developed at AVC, their organization would be very interested in partnering with the college in the form of a work experience program to help AVC students gain the skills needed to effectively transition into the workplace.

During the 2013/2014 action planning process, it was recommended that actions be taken to strengthen the Medical Assistant (MA) and Administrative Medical Assistant (AMA) curriculum by combining the redundancies of both programs into a single and focused medical billing and coding curriculum to better align with industry standards and employer needs. Other recommendations included strengthening the work experience component of the existing curriculum, assignment of a disciplined faculty member to serve as the Program Director, research and development of a budget (to include faculty and equipment) needed for a dedicated medical assisting lab, and the pursuit of accreditation for the strengthened curriculum through a medical accrediting body. Much of the research associated with strengthening the curriculum, accreditation, and establishing a budget was largely supplied by Kathleen.

Over the past year and half, Kathleen has tirelessly worked on this project with no compensation, yet with the same level of enthusiasm and commitment as she first approached me with a little more than one year ago. I must be candid in saying, that Kathleen's keen sense of focus, go-get-it attitude and desire to provide a viable CTE based certificate program with the student in mind, has through much of this planning process, made it such that in some ways I am assisting Kathleen instead of the other way around. The highlights of Kathleen's contributions include the following:

- Actively recruited industry leaders to participate in the Office Technology Advisory Committee Meeting.
- Contacted representatives of the American Association of Medical Assistants (AAMA), the Accrediting Bureau of Health Education Schools (ABHES), and the Medical Assisting Education Review Board (MAERB) to obtain research on accreditation and industry compliance considerations.
- Researched other California community colleges with existing medical billing and coding programs, as well as those currently in the process of developing one.
- Began the development process of proposed CORs based on C-IDs.
- Researched the structure of Health Information Technology programs and the history of such programs at AVC.
- Attended a California Academic Senate DIG meeting in Long Beach to discuss and assist in the development of a C-ID for the new Medical Billing and Coding program.
- Contacted publishers with Elsevier, Cengage and Pearson to obtain texts for review and consideration of use for courses to be created to support a medical billing and coding program.
- Met with the new Interim Dean of the CTE Division to discuss and gain support for the newly proposed program

Being the forward thinker that she is, Kathleen has already submitted a request to obtain a Curricunet account and has also requested and will soon receive training to learn to use the application in preparation for development of CORs needed to support the newly proposed medical billing and coding program. In addition to all of this, Kathleen teaches three courses (OT 150, OT 152 and OT 205) in the spring and fall semesters, and occasionally teaches one course in the summer semester as scheduled. Many of Kathleen's students also take my OT 121 course and I hear firsthand from them about how enthusiastic, patient, knowledgeable and technically proficient she is as a member of the AVC faculty.

Kathleen regularly attends CTE Division meetings and submits all SLO data in a timely manner at the end of each semester. I have never known Kathleen to not be willing to collaborate with faculty. She eagerly accepts self-initiated additional responsibilities designed to benefit the students and the academic shared governance of AVC.

Kathleen effectively demonstrates an outstanding commitment to students and her institutional responsibilities. She maintains effective, constructive and positive relationships with her peers and administrative leaders. Kathleen's dedication to education development is evident in her contributions toward developing a viable medical billing and coding certificate program that directly relates to current industry needs. Most of all, Kathleen demonstrates and embodies the spirit of commitment and excellence to serving the AVC community. It is for these reasons that I nominate Kathleen Ballestero for the Outstanding Adjunct Award!

STUDENT COUNTS

Below is a table showing student counts by disability. (For both primary and secondary disabilities):

Academic Year	ABI	DDL	Hearing	LD	Mobility	Other	Psych	Speech	Vision	Unduplicated Student Count
07-08	30	40	38	240	152	305	154	2	28	989
08-09	44	45	49	239	200	444	191	3	24	1,239
09-10	46	36	41	264	208	372	206	3	28	1,204
10-11	44	50	46	328	249	458	246	6	25	1,452
11-12	49	55	58	314	232	494	253	4	27	1,486
12-13	45	50	67	307	287	564	305	4	28	1,657
13-14	51	59	70	302	334	677	349	2	31	1,875
14-15	44	55	49	214	259	488	254	5	25	1,393

STUDENT Service CONTACTS

Fall 2012	3,164
Intersession 2013	617
Spring 2013	3,804
Summer 2013	1,271
2012-2013 Total	8,856
Fall 2013	3,567
Intersession 2014	903
Spring 2014	3,369
Summer 2014	876
2013-2014 Total	8,715
Fall 2014	1,883
Intersession 2015	449
Total	2,332

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September 29, 2015

To: DSPS Coordinators
LD Specialists
Interested Parties

From: Scott Berenson, Specialist
Disabled Student Programs & Services

Patricia Flores-Charter and Kim D'Arcy
LD Eligibility and Services Model Training Consultants

Subject: Learning Disabilities Eligibility and Services Model (LDESM) Training

Synopsis: The Disabled Student Programs & Services (DSPS) unit of the Chancellor's Office is scheduling three (3) days of training in the Learning Disabilities Learning Disabilities Eligibility and Services Model (LDESM). The training is being planned for January 8-10, 2016 in Orange County, CA. We are asking that you save the dates, until the hotel is confirmed. A final announcement will be distributed, as soon as possible. Training will begin with registration at 8:00AM on the 1st day and end at 5:00PM on the 3rd day. (NOTE: The training may be canceled, if a sufficient number of registrations are not received. You would be notified in advance).

This training is specifically designed for individuals who are already qualified to be Learning Disabilities Specialists in a California Community College (CCC). This is **not** a training program in learning disability theory, assessment, or accommodation. Persons who are not already trained in the administration and interpretation of assessments used in determining the presence of learning disabilities **should not** apply to attend this training. **Participants in the training must already be experienced users of the assessment instruments included in the model.**

Applicants will be notified if they meet the training requirements. At that time they will also be notified of the training location and hotel accommodations. **Failure to submit all required documentation may jeopardize acceptance into the training.**

Participants must meet the following requirements in order to be accepted into the LDESM training. Please note that there are several options available for meeting these requirements. You may need to furnish documentation in the form of unofficial copies of degrees, transcripts, or course outlines/syllabi that you meet these requirements. Additional documentation may be required to substantiate your eligibility to attend the training. In order to register for the training you must demonstrate:

1. The ability to meet the minimum qualifications at a California Community College for specialized instruction for students with disabilities.

This qualification must be substantiated by submitting **one** of the following:

1. verification from the DSPS Coordinator or Human Resources/Personnel Director of a CCC that you are currently employed as an instructor or specialist in the area of Learning Disabilities,
 - (a) If employed by the college in a position other than LD Specialist or LD instructor OR if you are not employed by a California Community College at this time:

Verification that you hold a minimum of a Master's degree in (a) learning disabilities or (b) any of the following areas (**including a minimum of 15 semester units of upper division or graduate study in the area of learning disabilities**): special education, education, psychology, educational psychology or rehabilitation counseling. Documentation of LD-focused courses must accompany this application. This may be a **copy** of college transcripts **and** course descriptions, or a **copy** of a California Community College Credential with a specialization in Learning Disabilities, or a **copy** of the CSU Sacramento Adult LD certificate. **Note: A list of sample LD courses is included on p. 2 of the registration form.**
 - (b) A third option has recently been added for graduate students who are employed (on a paid or volunteer basis) as **interns** in CCC DSPS programs and who meet the requirements as stipulated in the attached document entitled *Recommended Criteria for LD Interns and the LDESM Training*.

This qualification must be substantiated by completing the attachment entitled *Documentation of Internship Requirements for LD Training Applications*.

Please note: Interns will not be awarded their certificate of completion of the LD training until they have completed their graduate degree.

AND

2. Completion and documentation of appropriate training in the cognitive and achievement tests used to determine LD eligibility in the California community colleges:
 - (a) Wechsler Adult Intelligence Scale–IV (WAIS- IV) **and/or** the Woodcock-Johnson III or IV (WJ III or IV) Tests of Cognitive Abilities. **Please note, this is the last training in which the WJ III will be accepted for the training.**
 - and**
 - (b) Wechsler Individual Achievement Test-III (WIAT-III) **and/or** the Woodcock-Johnson III or IV (WJ III or IV) Tests of Achievement. **Please note, this is the last training in which the WJ III will be accepted for the training.**

This qualification must be substantiated by submitting **one** of the following:

- a) transcripts **and** course outlines or catalog descriptions documenting training in administration, scoring, and interpretation of the assessment instruments listed above.
- b) a letter from the instructor specifying the instruments in which you have been trained.

- c) certification of training through a professional organization or CCC Chancellor's Office sponsored training.

Due to the comprehensive nature of the training, enrollment is limited to 25 persons. Three priority levels have been established for attending the training. If there are more appropriately qualified applicants than spaces available in the training, the spaces will be filled in order of Priority I first, Priority II second, and Priority III last. The costs of travel, lodging, and meals are the responsibility of the participant or the district of employment.

Priority I: Employed full-time or part-time as an LD specialist or LD instructor at a California community college. **Written or emailed verification of employment must be from your DSPS Coordinator or Human Resources/Personnel Director.**

Priority II: Employed in a California community college setting, but not as an LD specialist or LD instructor. Documentation specified above must be submitted for approval. **Written or emailed verification of employment must be from your Human Resources/Personnel Director.**

Priority III: Not currently employed in a community college - training costs are \$300. Documentation specified above must be submitted for approval. Payment must be made after the applicant has received confirmation of acceptance to the training.

Training participants are required to complete two pre-tests: one aptitude and one achievement measure. The pre-tests are done to measure the assessment knowledge of training participants. The pre-tests will be emailed to participants along with the training confirmation letters.

The LD Eligibility and Services Model training begins with the assumption that participants are experienced users of the assessment instruments included in the model. The model is complex. If you are unfamiliar with the assessment instruments, you will find the material difficult to follow. We will not be addressing questions concerning administration and interpretation of the assessment instruments.

At the conclusion of the training, all participants have one year from the date of the training to complete and submit two sets of protocols and one Evaluation of Outside Assessment to the trainers for review. If a participant does not complete, submit and successfully pass the two sets of protocols within a year of the training date, he/she will have to repeat the entire training in order to receive final certification in the LD Eligibility and Services Model.

If both sets of protocols pass review, the participant will be determined to have successfully completed the course and will be sent a certificate of completion by the CCC Chancellor's Office. If protocols do not pass review, the participant will be asked to submit two or more additional sets of protocols or Evaluations of Outside Assessment. Participants will not pass the class nor receive a certificate of completion if additional protocols fail the review process. Anyone wishing to retake the class may do so by properly registering the next time the training is offered.

Already certified LD Specialists are welcome to retake the LDESM training as a “refresher” pending space permitting.

Date/Action Requested: The documentation listed on the "Checklist & Registration" form **must be emailed by November 20, 2015** to Patricia Flores-Charter at pflores@swccd.edu . No hard copies will be accepted. All application materials and supporting documentation must be scanned and emailed.

If you are accepted to the training, we will be sending you a digital copy of the training manual and identifying specified sections for you to read in preparation for the training.

An appeal process is available for applicants who are not accepted to the training but believe that they do meet the requirements for participation. Final confirmation of your enrollment in the training is dependent upon receipt of the required verifications.

Contact: If you are in need of any special accommodations, including sign language interpreting services, or if you have any questions regarding the training requirements, please contact Patricia Flores-Charter, at pflores@swccd.edu (619) 421-6700 Ext. 6437, or Kim D’Arcy at kdarcy@saddleback.edu (949) 582-4246. We will assist you in every way possible with your application process, and we look forward to meeting you at the training.

Chelle Ellenberger

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