



**ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING**

**AGENDA**

**June 4, 2015**

**3:00 p.m. – 4:30 p.m.**

**L-201**

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

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE SENATE PRESIDENT
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
  - a. May 21, 2015 Academic Senate Meeting (attachment)
5. REPORTS (5 minutes maximum)
  - a. Legislative Report – Dr. Glenn Haller
6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION
  - a. Equivalencies (attachments)
    1. Sociology
    2. CTE/Health Care Ancillaries
    3. CTE/Nutritional Science/Dietetics
7. ACTION ITEMS
  - a. Appointments  
Tenure Review Committees (11)
    - 1) Dr. Alexandra Schroer (Math&Science/Physical Science)
    - 2) Scott Memmer (LA/English)
    - 3) Lisa Karlstein (VAPA/Photography)
    - 4) Dr. Ron Chapman (SBS/Sociology)
    - 5) Dexter Cummins (CTE/Administration of Justice)
    - 6) Dr. Bassam Salameh (MS/Biology)
    - 7) Ann Volk (CTE/Nutrition & Foods)
    - 8) Dr. Paul Ahad (MS)
    - 9) Dr. Mark McGovern (MS)
  - b. Academic Ranking
    - Deborah Dickinson – Professor
    - Sandra Hughes – Professor
    - Sandra D. Robinson – Professor
  - c. Appointments
    - Senate Executive Vice President (attachment)
  - d. Article V Ratification (attachment)

8. DISCUSSION ITEMS
  - a. AP 3570 Tobacco Use on Campus Updated (attachment)
  - b. AP 5520 Student Discipline Updated (attachment)
  - c. AP 5530 Student Rights & Grievances Updated (attachment)
  - d. Presentation – Historical Changes of BP 4020/BP 4025 – Ed Knudson
9. INFORMATIONAL ITEMS
  - a. Unit Organizational Review: Facilities & AVC Foundation Office
10. SENATE ADMINISTRATIVE BUSINESS
  - a. AP&P Committee Course/Program Recommendations for Academic Senate Approval
11. ANNOUNCEMENTS
 

|                    |                              |                     |
|--------------------|------------------------------|---------------------|
| June 11 – 13, 2015 | Faculty Leadership Institute | San Jose Marriott   |
| July 9 - 11, 2015  | 2015 Curriculum Institute    | Double Tree, Orange |
12. ADJOURNMENT

| <b>2014-15 ACADEMIC SENATE MEETINGS &amp; COMMITTEE REPORTS</b>  |   |
|--|---|
| <b>February 19, 2015</b><br>Honors Program Committee<br>Accreditation Committee<br>AP&P Committee  | <b>April 16, 2015</b><br>Tenure Review Committee<br>Accreditation Committee                                   |
| <b>March 5, 2015</b><br>Faculty Professional Development Committee<br>Distance Education & Technology Committee<br>Tenure Review Committee | <b>May 7, 2015</b><br>Faculty Professional Development Committee<br>Distance Education & Technology Committee |
| <b>March 19, 2015</b><br>Outcomes Committee<br>Program Review Committee  | <b>May 21, 2015</b><br>Outcomes Committee<br>Honors Program Committee<br>Program Review Committee             |
| <b>April 2, 2015</b><br>AP&P Committee   | <b>June 4, 2015</b>   |

**NON-DISCRIMINATION POLICY**

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

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



ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING  
MINUTES  
June 4, 2015  
3:00 p.m. – 4:30 p.m.  
L-201

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

1. CALL TO ORDER AND ROLL CALL

The Academic Senate meeting of June 4, 2015 was called to order at 3:00 p.m. by Dr. Ed Beyer, Academic Senate President.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

Dr. Ed Beyer expressed his well wishes to Ms. MaryAnne Holcomb who is retiring.

3. OPEN COMMENTS FROM THE PUBLIC

Dr. Ken Shafer suggested agenda packets be distributed in hard copy format.

4. APPROVAL OF MINUTES

a. May 21, 2015 Academic Senate Meeting (attachment)

*A motion was made and seconded to approve minutes of the May 21, 2015 meeting.  
Motion carried with one (1) correction.*

5. REPORTS (5 minutes maximum)

a. Legislative Report – Dr. Glenn Haller

Dr. Glenn Haller presented a legislative report – see attachment.

6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION

a. Equivalencies (attachments)

1. Sociology
2. CTE/Health Care Ancillaries
3. CTE/Nutritional Science/Dietetics

7. ACTION ITEMS

a. Appointments

Tenure Review Committees (11)

- 1) Dr. Alexandra Schroer (Math&Science/Physical Science)
- 2) Scott Memmer (LA/English)
- 3) Lisa Karlstein (VAPA/Photography)
- 4) Dr. Ron Chapman (SBS/Sociology)
- 5) Dexter Cummins (CTE/Administration of Justice)
- 6) Dr. Bassam Salameh (MS/Biology)
- 7) Ann Volk (CTE/Nutrition & Foods)
- 8) Dr. Paul Ahad (MS)
- 9) Dr. Mark McGovern (MS)

*A motion was made and seconded to ratify the appointments of the aforementioned candidates to serve as faculty representatives on the Tenure Review Committees.  
Motion carried.*

- b. Academic Ranking
  - Deborah Dickinson – Professor
  - Sandra Hughes – Professor
  - Sandra D. Robinson – Professor

*A motion was made and seconded to ratify the aforementioned Academic Ranking requests. Motion carried with two (2) abstentions.*

- c. Election
  - Senate Executive Vice President – Dr. Irit Gat (attachment)

*A motion was made and seconded to elect by acclamation Dr. Irit Gat as the Senate Executive Vice President. Motion carried.*

- d. Article V Ratification (attachment)

*A motion was made and seconded to ratify Article V.*

Members discussed Article V and were divided as to whether the new requirements are too demanding, and also unfair to those in transition who are working to reach a higher ranking under the current requirements. It was suggested to give faculty one-year notification prior to changes in the obligations of academic ranking.

*Motion failed: 9 yes votes; 11 no votes; 3 abstentions.*

## 8. DISCUSSION ITEMS

- a. AP 3570 Tobacco Use on Campus Updated (attachment)

Dr. Beyer explained the reviews of APs and BPs will be a standing item for the Senate. The Senate Executive will work on behalf of the Academic Senate during summer and if there is no feedback regarding AP 3570, AP 5520 and AP 5530, the Senate Executive will move them forward.

Dr. Beyer read AP 3570 and asked if senators had questions regarding the suggested revisions.

- b. AP 5520 Student Discipline Updated (attachment)

Dr. Beyer read AP 5520 and asked if senators had questions regarding the suggested revisions.

It was suggested faculty receive training to understand the process when a student who is suspended attends class. The recommendation will be forwarded to the Vice President of Student Services. Dr. Beyer reminded senators of the Behavior Intervention & Disciplinary Referral Procedures workshops facilitated by Deputy Raymond Murgatroyd and Gary Roggenstein held on Welcome Back/Opening Day. He encouraged faculty to submit the [BIT Disciplinary Report](#) anytime a student's behavior is questionable. The form can be found on the Vice President of Student Services website.

- c. AP 5530 Student Rights & Grievances Updated (attachment)

Dr. Beyer read AP 5530 and asked if senators had questions regarding the suggested revisions.

Dr. Beyer asked senators to share the APs and suggested revisions with faculty, and forward any feedback to Dr. Beyer or the Senate Executive. The goal is to present the reviews for July 2015 board approval.

- d. Presentation – Historical Changes of BP 4020/BP 4025 – Ed Knudson  
President Ed Knudson addressed senators to explain the historical perspective of BP 4020 and BP 4025 – see attachments.

Dr. Beyer explained the BP 4020 and BP 4025 information will be reviewed during the summer and shared with constituents for consideration in the fall.

9. INFORMATIONAL ITEMS

- a. Unit Organizational Review: Facilities & AVC Foundation Office  
Dr. Beyer read a memorandum explaining unit organization review for both Facilities and the AVC Foundation office.

10. SENATE ADMINISTRATIVE BUSINESS

- a. AP&P Committee Course/Program Recommendations for Academic Senate Approval

11. ANNOUNCEMENTS

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12. ADJOURNMENT

The Academic Senate meeting of June 4, 2015 was adjourned at 4:26 p.m. by Dr. Ed Beyer, Academic Senate President.

| <b>MEMBERS PRESENT</b>   |                    |                        |
|--------------------------|--------------------|------------------------|
| Dr. Ed Beyer             | MaryAnne Holcomb   | Van Rider              |
| Dr. Liette Bohler        | Dietra Jackson     | Dr. Ken Shafer         |
| Diane Flores-Kagan       | Dr. Matthew Jaffe  | Elizabeth Sundberg     |
| Rosa Fuller              | Susan Knapp        | Lisa Vath              |
| Dr. Irit Gat             | Jonet Leighton     | Larry Veres            |
| Dezdemonia Ginosian      | Dr. Zia Nisani     | Lisa Karlstein (proxy) |
| Jack Halliday            | Catherine Overdorf | Harish Rao (proxy)     |
| Dr. Jessica Harper       | Terry Rezek        |                        |
| <b>MEMBERS ABSENT</b>    |                    |                        |
| Karen Lubick             | Dr. Glenn Haller   |                        |
| <b>GUESTS/EX-OFFICIO</b> |                    |                        |
| Ed Knudson               | Dr. Susan Lowry    | Dr. Lee Grishman       |

| <b>2014-15 ACADEMIC SENATE MEETINGS &amp; COMMITTEE REPORTS</b>  |   |
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| <b>April 2, 2015</b><br>AP&P Committee   | <b>June 4, 2015</b>   |

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ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE  
Equivalency Review Form

The discipline faculty in the Social & Behavioral Sciences division/area has reviewed the most current (2012) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline Sociology.

[Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014](#)

The discipline faculty agree that: (Select **only** one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- a new equivalency.**
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications **or** no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: 5/19/15

*Ken Slater*  
Academic Senate Representative

*Catherine Overdorf*  
Academic Senate Representative

Discipline Faculty:

Ronald C. Chapman, PhD  
\_\_\_\_\_  
\_\_\_\_\_

*Ronald C. Chapman*  
\_\_\_\_\_  
\_\_\_\_\_

Equivalency Committee Approval:  
*L.C. McKay*  
Equivalency Committee Chair

05-21-2015  
Date

Member Initials:  
BCS JR ES CM



## ANTELOPE VALLEY COLLEGE

### Social and Behavioral Sciences Division Minimum Qualifications & Equivalencies **Sociology**

Minimum Qualifications: Master's in sociology **OR** Bachelor's in sociology **AND** Master's in anthropology, any ethnic studies, social work, or psychology **OR** the equivalent.

Academic Affairs Division, California Community Colleges

#### Antelope Valley College Equivalency:

- A Bachelor's in sociology, or a Bachelor's degree in the *behavioral or social sciences* with twenty-four semester units of credit (or equivalency quarter units) in sociology with 18 of those units at the upper division level **AND** a Master's degree or higher <sup>in</sup> criminal justice, criminology, demography, economics, environmental social sciences, cultural geography, history, labor studies, linguistics, social sciences, urban studies, or women & gender <sup>studies</sup>.





ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Equivalency Review Form

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

Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed. The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.
a new equivalency.
the current (within the last three years) Academic Senate approved equivalency does not need revision. The Minimum Qualification for the designated discipline has not changed.
the current (within the last three years) Academic Senate approved equivalency requires revision. The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).
the current (within the last three years) Academic Senate approved equivalency requires revision. The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).

Date: 4/13/15

Christine Lundby
Academic Senate Representative

Academic Senate Representative

Discipline Faculty:

Ann Volk
Dana B
[Signature]

[Blank lines for signatures]

Equivalency Committee Approval:

[Signature]
Equivalency Committee Chair

18 MAY 2015
Date

Member Initials:

[Initials]



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE  
Equivalency Review Form

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

Minimum Qualifications for Faculty and Administrators in California Community Colleges 2014

The discipline faculty agree that: (Select **only** one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- a new equivalency.**
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
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Date: 4/13/15

Elizabeth A. Sundberg  
Academic Senate Representative

\_\_\_\_\_  
Academic Senate Representative

Discipline Faculty:

Hilde Barken  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Equivalency Committee Approval:

[Signature]  
Equivalency Committee Chair

18 MAY 2015  
Date

Member Initials:

[Initials] [Initials] [Initials]



ANTELOPE VALLEY COLLEGE

Application for Academic Ranking

Name: Dickinson, Debra

Date: May 18, 2015

My current Academic Rank: [ ] Instructor [x] Assistant Professor [ ] Associate Professor

A. When hired, what degree did you hold?

Degree: Master degree in Nursing

Academic Rank at Previous College:

Name of College: Victor Valley College

Rank: Adjunct Instructor

B. Please refer to the criteria and mark appropriate box(es). In addition, provide the required evidence for the Academic Rank you are requesting:

Assistant Professor

- [ ] Additional number of upper division or graduate units\* or
[ ] Additional training hours\* or certification in occupational experience or
[ ] Professional achievement

Associate Professor

- [ ] Additional number of upper division or graduate units\* or
[ ] Additional training hours\* or certification in occupational experience or
[ ] Professional achievements

Professor

- [ ] Additional number of upper division or graduate units\* or
[x] Additional training hours\* or certification in occupational experience (45.75 hours attached)
[ ] Professional achievements

\* For the first two bullets of each rank, a combination of units and hours can be used (10 hours = 1 semester unit). Units can be accumulative (i.e. Assistant Professor (six units) to Associate professor (additional 3 units = 9 units.)

\*\*Additional degree obtained after the date of initial hire from an accredited institution allows a tenured faculty member to apply for ranking of Professor regardless of current placement.

C. Certification: "I certify that the above information is true and correct."

Debra Dickinson Faculty Signature

Debra Dickinson Print Name

May 18, 2015 Date

Senate Approval Date:

Academic Senate President: Signature

College President: Signature

## MAIN CONFERENCE SCHEDULE

### Thursday, January 3, 2013

- 8:00 a.m. Welcome and Kick-Off-Julie Elmquist, BS, MS Contemporary Forums; Cheryl L. Mee, MSN, MBA, RN, BC, CMSRN  
Presentation of the 2013 Exceptional Nurse Educator of the Year Award-Cheryl L. Mee, MSN, MBA, RN, BC, CMSRN
- 8:10 Keynote Address:  
Transforming Nursing Curricula and Nursing Education Research-Patricia E. Benner, RN, PhD, FAAN, FRCN
- 9:40 Questions & Discussion with Dr. Benner
- 10:10 Refreshment Break • Exhibits/Posters
- 10:40 Interprofessional Education: New Issues and Opportunities-Valerie M. Howard, EdD, RN
- 12:00 p.m. Lunch on Your Own
- 1:30 Implementing the Connections Between “Educating Nurses: A Call for Radical Transformation” and the Future of  
Nursing Report-Linda J. Caputi, MSN, EdD, ANEF, CNE
- 2:45 Refreshment Break • Exhibits/Posters
- 3:15 Leading Nursing Education During Challenging Transformations-Deborah F. Cleeter, MSN, RN, EdD
- 4:30 Adjourn
- 4:30 - MEET THE PLANNERS – NETWORKING RECEPTION – EXHIBIT HALL
- 5:30 p.m. Exhibits/Posters

### Friday, January 4, 2013 \*\* = Live Webcast Sessions

- 8:30 **CONCURRENT SESSIONS #1**
- #11\*\* Evaluating Student Learning Outcomes-Linda J. Caputi, MSN, EdD, ANEF, CNE
- #12 Clinical Reasoning Case Studies Across the Curriculum for NCLEX® Success-Keith Rischer, RN, MA, CEN, CCRN
- #13 Simulation Integrating TeamSTEPS® Concepts-Valerie M. Howard, EdD, RN
- #14 First Do No Harm, Then Do Good: The Role of Each Nurse in Fostering Civility in the Workplace  
Lori L. Candela, EdD, APN, FNP-BC, CNE
- 9:45 Refreshment Break • Exhibits/Posters
- 10:15 **CONCURRENT SESSIONS #2**
- #21\*\* Strategies to Infuse the QSEN Competencies into Classroom and Clinical Teaching  
Gerry Altmiller, EdD, APRN, ACNS-BC
- #22 Clinical Reasoning in the Clinical-Keith Rischer, RN, MA, CEN, CCRN
- #23 Hands-on Learning: Using Simple Props to Teach Important Content-Michele L. Deck, MEd, BSN, RN, LCCE, FACCE
- #24 What Evidence Supports Your Teaching Strategies?-Jobeth Pilcher, EdD, RN-BC
- 11:30 Lunch on Your Own
- 12:45 p.m. **CONCURRENT SESSIONS #3**
- #31\*\* Test Review Process: A Method of Ensuring Quality Test Development and Assessment-Ann B. Schlumberger, EdD, RN
- #32 Quality Assurance in Course Development and Delivery: Applying Key Components to Ensure Excellence  
and Engagement-Kathy L. Tally, MS
- #33 Giving and Receiving Constructive Feedback: A Skill to Support Quality and Safety  
Gerry Altmiller, EdD, APRN, ACNS-BC
- #34 Digital Textbooks – Interactive Teaching Strategies-Rachel Thompson, MSN, RN
- 2:00 Session Change
- 2:10 **CONCURRENT SESSIONS #4**
- #41\*\* To Friend or Not to Friend: Implications of Social Media and Electronic Media In Nursing Education  
Mark A. Hagemeyer, Esq.
- #42 Psychiatric Nursing: It's Not About the Trauma ... It's All About the Drama!  
Kirstyn Kameg, DNP, PMHNP; Janene Luther Szpak, DNP, PMHNP-BC
- #43 Clinical Evaluation: Minimizing Subjectivity and Improving Reliability-Donna Ignatavicius, MS, RN, ANEF
- #44 Employing Team-Based Learning (TBL) in the Classroom 101 – Part 1 of 2 (See #54) -Michele C. Clark, PhD, RN,
- LMFT
- 3:25 Refreshment Break • Exhibits/Posters
- 3:45 **CONCURRENT SESSIONS #5**
- #51\*\* EMR Across the Curriculum: Quick Implementation for Clinical Reasoning-Tim J. Bristol, PhD, RN, CNE
- #52 Integrating Safety and Quality into the Nursing Curriculum-Donna Ignatavicius, MS, RN, ANEF
- #53 Get the Grant: Writing Powerful and Persuasive Grant Applications-Susan Sportsman, PhD, RN, ANEF
- #54 Employing Team-Based Learning (TBL) in the Classroom 101 – Part 2 of 2-Michele C. Clark, PhD, RN, LMFT
- 5:00 Adjourn

### Saturday, January 5, 2013

- 8:00 a.m. Hogs or Kisses: Capitalize on the Key Issue of Learning-Michele L. Deck, MEd, BSN, RN, LCCE, FACCE
- 9:15 Case Study Approach: Legal Issues in Nursing Education-Mark A. Hagemeyer, Esq.; Ann B. Schlumberger, EdD, RN
- 10:30 Refreshment Break
- 10:45 It's In Every One of Us-Faith Roberts, RN, MSN, FCN
- 12:15 p.m. Adjourn

(#85MC)



**ELSEVIER FACULTY DEVELOPMENT CONFERENCE**

Las Vegas, NV

January 3 - 5, 2013

Main Conference

CERTIFICATE OF ATTENDANCE (Part 1)  
ACCREDITATION STATEMENTS

**Debra Dickinson, MN**  
**California RN License # 375417**

**CREDITS**

0.160 ANCC or 0.200 CABRN or 0.160 ACCME  
2.000 ANCC or 2.400 CABRN or 2.000 ACCME  
1.340 ANCC or 1.600 CABRN or 1.340 ACCME  
1.250 ANCC or 1.500 CABRN or 1.250 ACCME

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1.250 ANCC or 1.500 CABRN or 1.250 ACCME  
1.500 ANCC or 1.800 CABRN or 1.500 ACCME

**SESSION**

THU800 - Presentation of the 2013 Exceptional Nurse Educator of the Year Award  
THU810 - Keynote Address: Transforming Nursing Curricula and Nursing Education Research  
THU1040 - Interprofessional Education: New Issues and Opportunities  
THU130 - Implementing the Connections Between "Educating Nurses: A Call for Radical Transformation" and the Future of Nursing Report  
THU315 - Leading Nursing Education During Challenging Transformations  
CCS14 - First Do No Harm, Then Do Good: The Role of Each Nurse in Fostering Civility in the Workplace  
CCS24 - What Evidence Supports Your Teaching Strategies?  
CCS33 - Giving and Receiving Constructive Feedback: A Skill to Support Quality and Safety  
CCS43 - Clinical Evaluation: Minimizing Subjectivity and Improving Reliability  
CCS51 - EMR Across the Curriculum: Quick Implementation for Clinical Reasoning  
SAT800 - Hogs or Kisses: Capitalize on the Key Issue of Learning  
SAT915 - Case Study Approach: Legal Issues in Nursing Education  
SAT1045 - It's In Every One of Us

**Total Contact Hours Awarded: 16.250 ANCC or 19.500 CABRN or 16.250 ACCME**

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## PRECONFERENCE SCHEDULE

Wednesday, January 2, 2013 – Morning

### Preconference A

Out With the Old and In With the New: Effectively Implementing a Concept-Based Curriculum (**Room Location**)

- 8:00 a.m.        “What’s Wrong with the Old Curriculum? Why Does It Need To Be Thrown Out?”  
Nelda S. Godfrey, PhD, RN, ACNS-BC
- 8:20              **Concept- vs. Content-Teaching: What’s the Difference?**  
Tammy D. Pleasant, MSN, RN, CNE
- 9:00              **Meeting the Needs of Today’s Nursing Student**  
Nelda S. Godfrey, PhD, RN, ACNS-BC
- 9:30              **Strategies for Implementing a Concept-Based Curriculum**  
Tammy D. Pleasant, MSN, RN, CNE
- 10:00             Refreshment Break
- 10:15             **Strategies for Implementing a Concept-Based Curriculum (continued)**  
Tammy D. Pleasant, MSN, RN, CNE
- 10:45             **Challenges in Implementing a Concept-Based Curriculum**  
Nelda S. Godfrey, PhD, RN, ACNS-BC
- 11:15             **Lessons Learned in Associate Degree and Baccalaureate Pre-Licensure Programs**  
Nelda S. Godfrey, PhD, RN, ACNS-BC  
Tammy D. Pleasant, MSN, RN, CNE
- 12:15 p.m.      Adjourn
- 12:15 -  
1:15 p.m.        ELSEVIER EDUCATION EVENT LUNCHEON  
***One of the key challenges nursing schools and their students face today is content saturation. Nursing students are simply overwhelmed with the sheer volume of information they are expected to learn and retain. Because of this, many nursing programs are transitioning to a concept-based curriculum, one that organizes information into logical mental structures or units. By focusing on nursing concepts, students will concentrate on the building blocks that lead to deeper understanding as well as the management of information needed to succeed in the classroom and ultimately in the workplace. Join us on January 2, 2013, for lunch to learn how Elsevier’s exciting new concept-based curriculum product, Concepts for Nursing Practice by Jean Giddens, helps faculty move to the conceptual learning framework. Participation in this session is limited to the first 100 registrants of Preconference A. No CE credit will be awarded for this session.***

(#85PCA)

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**ELSEVIER FACULTY DEVELOPMENT CONFERENCE**

Las Vegas, NV

January 2, 2013

Preconference A  
Out With the Old and In With the New: Effectively Implementing a Concept  
Based Curriculum

CERTIFICATE OF ATTENDANCE (Part 1)  
ACCREDITATION STATEMENTS

**Debra Dickinson, MN**  
**California RN License # 375417**

**CREDITS**

0.330 ANCC or 0.396 CABRN or 0.330 ACCME  
0.670 ANCC or 0.804 CABRN or 0.670 ACCME  
0.500 ANCC or 0.600 CABRN or 0.500 ACCME  
0.500 ANCC or 0.600 CABRN or 0.500 ACCME  
0.500 ANCC or 0.600 CABRN or 0.500 ACCME  
0.500 ANCC or 0.600 CABRN or 0.500 ACCME  
1.000 ANCC or 1.200 CABRN or 1.000 ACCME

**SESSION**

PCA800 - What's Wrong with the Old Curriculum? Why Does It Need To Be Thrown Out?  
PCA820 - Concept vs. Content-Teaching: What's the Difference?  
PCA900 - Meeting the Needs of Today's Nursing Student  
PCA930 - Strategies for Implementing a Concept-Based Curriculum  
PCA1015 - Strategies for Implementing a Concept-Based Curriculum  
PCA1045 - Challenges in Implementing a Concept-Based Curriculum (continued)  
PCA1115 - Lessons Learned in Associate Degree and Baccalaureate Pre-Licensure Programs

**Total Contact Hours Awarded: 4.000 ANCC or 4.800 CABRN or 4.000 ACCME**

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## PRECONFERENCE SCHEDULE

Wednesday, January 2, 2013 – Afternoon

**Preconference B**

**A Practical Approach to Teaching Clinical Reasoning**

Linda J. Caputi, MSN, EdD, ANEF, CNE

- |           |   |
|-----------|---|
| 1:15 p.m. | <b>How to Teach Critical Thinking</b>                             |
| 2:15      | <b>Transitioning from Critical Thinking to Clinical Reasoning</b> |
| 3:15      | Refreshment Break   |
| 3:30      | <b>Evaluating Clinical Reasoning in the Clinical Setting</b>      |
| 4:30      | <b>Plan Active Learning Strategies</b>                            |
| 5:00      | <b>Questions &amp; Discussion</b>                                 |
| 5:15      | Adjourn   |

(#85PCB)

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**ELSEVIER FACULTY DEVELOPMENT CONFERENCE**

Las Vegas, NV

January 2, 2013

Preconference B  
A Practical Approach to Teaching Clinical Reasoning

CERTIFICATE OF ATTENDANCE (Part 1)  
ACCREDITATION STATEMENTS

**Debra Dickinson, MN**  
**California RN License # 375417**

**CREDITS**

1.000 ANCC or 1.200 CABRN or 1.000 ACCME  
1.000 ANCC or 1.200 CABRN or 1.000 ACCME  
1.500 ANCC or 1.800 CABRN or 1.500 ACCME  
0.500 ANCC or 0.600 CABRN or 0.500 ACCME

**SESSION**

PCB115 - How to Teach Critical Thinking  
PCB215 - Transitioning from Critical Thinking to Clinical Reasoning  
PCB330 - Evaluating Clinical Reasoning in the Clinical Setting  
PCB430 - Plan Active Learning Strategies Questions & Discussion

**Total Contact Hours Awarded: 4.000 ANCC or 4.800 CABRN or 4.000 ACCME**

## MAIN CONFERENCE SCHEDULE

### Friday, July 26, 2013

- 8:00 a.m. Keynote Address: Reinventing Higher Education: The Evolution of MOOC's-Mohammad H. Qayoumi, PhD, MBA, MS, BS  
*In this keynote address, SJSU President, Mohammad H. Qayoumi will discuss the need for educational institutions to approach teaching and assessing learning that are personalized, collaborative, engaging and that relate to real-world, 21st-century problems. Opportunities to transform educational delivery models using the capabilities of new technologies will also be discussed. ACPE #0263-000-13-338-L05-P*
- 9:15 Panel Response to Keynote Address-Panel Moderator: Diane J. Skiba, PhD, FAAN, FACMI; Panel: Gina Moore, PharmD, MBA; Scott Engum, MD; Lori Rodriguez, PhD, RN, CNE  
ACPE #0263-000-13-339-L05-P (1 contact hr.)
- 10:15 Refreshment Break, Exhibits, Posters
- 10:45 The Nexus of Interprofessional Practice and Education-Barbara F. Brandt, PhD  
*Over the past three years, events have converged to propel Interprofessional Practice and Education as an important element in the transforming health system and health professions education. In a historic development, the Health Services and Resource Administration and five foundations are funding The National Center for Interprofessional Practice and Education to coordinate IPE efforts. Dr. Brandt will discuss the Nexus between new processes of care and education and how you can be involved. ACPE #0263-000-13-340-L05-P*
- 11:45 Questions and Discussion-Faculty Panel
- 12:00 p.m. Lunch on Your Own
- 1:15 Building Sandcastles-Pamela R. Jeffries, PhD, RN, FAAN, ANEF; Scott Engum, MD  
*This presentation will describe steps in getting started creating an interprofessional simulation center. Strategies in building an interprofessional team and preparing them for team-teaching, interprofessional clinical simulations, and co-leading will be described. Exemplars of successful working teams, effective course outcomes in IPE and the impact of working collaboratively across other disciplines will be included. ACPE #0263-000-13-341-L05-P*
- 2:15 Questions and Discussion-Faculty Panel
- 2:30 Refreshment Break, Exhibits, Posters
- 3:00 Simulation-Based Curriculum-Pamela R. Jeffries, PhD, RN, FAAN, ANEF  
*This presentation will describe different approaches to develop a simulation-based curriculum in your nursing program. When a simulation-based curriculum is developed, different resources and teaching models are needed to deliver the content and to immerse learners into the experiential activities. Exemplars about different approaches nursing faculty and staff educators are using will be discussed with the challenges and benefits described for each. ACPE #0263-000-13-342-L05-P*
- 4:15 Transforming Health Professional Education: Are We Ready for Disruptive Innovations?  
Diane J. Skiba, PhD, FAAN, FACMI  
*The education of health care professionals is evolving to rethink the traditional instructional practices. Disruptive technologies have the potential to transform the learning experience to become more individualized, more accessible to master teaching and more connected to mentors, peers and content. Three cases will demonstrate the potential of disruptive innovations in health professionals' education. ACPE #0263-000-13-343-L05-P*
- 5:15 Questions and Discussion-Faculty Panel
- 5:30 Adjourn

### Saturday, July 27, 2013

- 8:00 a.m. **CONCURRENT SESSIONS #1**
- #11 Are You Ready to Use Simulation for High Stakes Assessment?-Mary Anne Rizzolo, EdD, RN, FAAN, ANEF  
*This session will summarize how simulation is being used for high stakes assessment of healthcare professionals around the world and will describe the outcomes of the National League for Nursing's project on this topic. The audience will then debate and weigh in on whether or not we are ready to take serious steps to implement simulation-based testing. ACPE #0263-000-13-344-L05-P*
- #12 Employing Team-Based Learning (TBL) in the Classroom101: Part 1of 2 (See #22)-Michele C. Clark, PhD, RN, LMFT  
*Team-based learning is an approach in using small groups to promote active learning, collaboration, and interaction that facilitates discovery and understanding. This session is the first of two sessions and will provide participants an opportunity to learn about and experience team-based learning (TBL). The focus of the first session will be employing TBL in the classroom. The four key principles of team-based learning will be introduced and the first two principles will be addressed. ACPE #0263-000-13-345-L05-P*
- #13 Handhelds Across the Curriculum: Clinical Reasoning on-the-Fly-Tablets/iPads/Smartphones  
Tim J. Bristol, PhD, RN, CNE, ANEF  
*Utilizing technology requires the ability to manage data on the go. Including handheld technology in the nursing curriculum can assist students in mastering these concepts. Will your students be comfortable with mobile knowledge management? Will your students understand how to track the changes in client status correctly with an iTouch, Smartphone, or Tablet? This session explores several strategies to help faculty meet these important goals. ACPE #0263-000-13-346-L05-P*
- 9:15 Refreshment Break, Exhibits, Posters
- 9:45 **CONCURRENT SESSIONS #2**
- #21 Faculty Issues & Challenges in Simulation-Pamela R. Jeffries, PhD, RN, FAAN, ANEF  
*Clinical simulations are being integrated in health professional curricula, incorporated into health center orientation programs, required for competency testing in certain areas, as well as in other areas where an experiential, immersive activity is needed. The faculty issues, challenges, and possibilities of what is coming from this widespread adoption will be discussed. ACPE #0263-000-13-347-L05-P*
- #22 Employing Team-Based Learning (TBL) in the Classroom 101: Part 2 of 2-Michele C. Clark, PhD, RN, LMFT  
*Team-based learning (TBL) is an approach in using small groups to promote active learning, collaboration, and interaction in the classroom. After the four key principles of TBL have been reviewed in Part 1, the focus of the second session will be on employing principles 3 and 4 in the classroom. During this session participants will have the opportunity to continue to learn about and experience team-based learning (TBL). ACPE #0263-000-13-348-L05-P*
- #23 Plagiarism, Cheating, Security and Technology-Tim J. Bristol, PhD, RN, CNE, ANEF  
*Grandpa used to say, "A locked door keeps an honest man honest." This interactive webinar will explore online tools that help manage cheating in the face-to-face, hybrid, and online classroom. Technology used for cheating, as well as technology used to detect cheating will be presented and discussed. Strategies will include special features of online exams, tools for monitoring student activity, and plagiarism detection. Emphasis will be placed on low-cost/no-cost solutions. As future professionals in the healthcare industry, our students must see the value we place in academic integrity. ACPE #0263-000-13-349-L05-P*
- 11:00 Session Change
- 11:05 **CONCURRENT SESSIONS #3**
- #31 Setting Up a Comprehensive Sim Center: Nuts and Bolts-Scott Engum, MD; Pamela R. Jeffries, PhD, RN, FAAN, ANEF  
*This presentation will describe key elements needed when developing or expanding a simulation center in your area. A well-thought out plan and strategic planning are key to developing a successful simulation center. Areas addressed, in addition to the brick and mortar, include the technological aspects, personnel, business plans, and the evaluation blueprint to determine success of your simulation center. ACPE #0263-000-13-350-L05-P*
- #32 Concept-Based Learning: eLearning Strategies for Success-Tim J. Bristol, PhD, RN, CNE, ANEF  
*Conceptual learning is an innovation that enhances the learning environment for faculty and students. We will explore simple technologies that will improve workload and outcomes when concept-based learning is implemented. ACPE #0263-000-13-351-L05-P*
- #33 Infusing Technology in IPE-Gina Moore, PharmD, MBA  
*The use of technologies is growing as more health sciences schools incorporate IPE into their curriculum. This breakout session will highlight the various technologies being used to assist in the attainment of IPE competencies. Examples from the iTEAM project will be used to demonstrate how technologies can be infused into IPE. ACPE #0263-000-13-352-L05-P*
- 12:20 p.m. Lunch on Your Own
- 1:30 **CONCURRENT SESSIONS #4**
- #41 Incorporating Technologies into Simulation-Mary N. Meyer, ARNP  
*Simulation provides opportunities to integrate classroom and clinical practice where the experiences can be leveled to match the expected competency. However, information processing competencies are difficult to tackle without adequate technological support. In this session you will learn how to pair simulation with other technologies to address these competencies while enriching the simulation experience. Helpful tips will be provided for integrating the Electronic Health Records (EHR) in real-time to send and receive orders, utilize barcoding, practice point-of-care documentation and learn to use technology to bridge time and distance barriers between learners across professions. Beyond the EHR, participants will see iPADS converted to cardiac monitors and a sophisticated interface between simulator and hemodynamic monitoring software. ACPE #0263-000-13-353-L05-P*
- #42 No Tech, Low Tech, High Tech Teaching Ideas-Michele L. Deck, MEd, BSN, RN, LCCE, FACC  
*Each educator faces different challenges. Do you have access and the expertise needed to incorporate high technology into your classes? If you are not a tech genius, this session will present teaching ideas you can use with no tech, in case you have a glitch that can't be conquered. Also learn ways to incorporate low tech and high tech ideas into the teaching methods you are currently using. ACPE #0263-000-13-354-L05-P*
- #43 NLN & SSIH Strategic Planning for Simulation Using IPE-Mary Anne Rizzolo, EdD, RN, FAAN, ANEF  
*In 2012, the NLN and the Society for Simulation in Healthcare (SSIH) convened a group of stakeholders for strategic planning on moving forward using simulation for IPE. This presentation will report on the outcomes of that meeting. The recently released NLN/SSIH White Paper will be discussed. ACPE #0263-000-13-355-L05-P*
- 2:45 Refreshment Break, Exhibits, Posters
- 3:15 **CONCURRENT SESSIONS #5**
- #51 Leadership in Sims-Pamela R. Jeffries, PhD, RN, FAAN, ANEF  
*This session will focus on leadership skills needed by simulation specialists, faculty and simulation coordinators/directors to run a center or program. Often times, individuals are placed in leadership roles to plan, develop, and implement a center or program with scarce resources. This session will help to describe leadership skills to develop and strategies to consider when placed in the emerging leader role. ACPE #0263-000-13-356-L05-P*
- #52 Transforming Learning Opportunities with Technology-Diane J. Skiba, PhD, FAAN, FACMI  
*Learn how to blaze a new trail in your courses by implementing technologies that support new and traditional learning opportunities. Explore how tools for collaboration, research and presentation are transforming the learning experience of students. Social media, virtual worlds, flipped classroom and next generation web-based learning are on the agenda. ACPE #0263-000-13-357-L05-P*
- #53 Low and High Technology Approaches to IPE-Mary N. Meyer, ARNP  
*Multiple approaches to teaching students how to work together in team-based care are occurring across the country. We will provide examples of teaching IPE through the use of low and high-technologies. ACPE #0263-000-13-358-L05-P*
- 4:30 Adjourn

**REVOLUTIONIZING NURSING EDUCATION: USING INTERPROFESSIONAL  
TEAMS AND TECHNOLOGY**

Anaheim, CA

July 26 - 27, 2013

Main Conference

CERTIFICATE OF ATTENDANCE (Part 1)  
ACCREDITATION STATEMENTS

**Debra Dickinson, RN, MN**  
**California RN License # RN375417**

**CREDITS**

1.250 ANCC or 1.500 CABRN  
1.000 ANCC or 1.200 CABRN  
1.250 ANCC or 1.500 CABRN  
1.250 ANCC or 1.500 CABRN  
1.250 ANCC or 1.500 CABRN  
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1.250 ANCC or 1.500 CABRN

**SESSION**

FRI800 - Keynote Address: Reinventing Higher Education: The Evolution of MOOC? ACPE #0263-000-13-338-L05-P?  
FRI915 - Panel Response to Keynote Address ACPE #0263-000-13-339-L05-P (1 contact hr.)  
FRI1045 - The Nexus of Interprofessional Practice and Education ACPE #0263-000-13-340-L05-P? Q&D Faculty Panel  
FRI115 - Building Sandcastles Q&D Faculty Panel  
FRI300 - Simulation-Based Curriculum ACPE #0263-000-13-342-L05-P?  
FRI415 - Transforming Health Professional Education: Are We Ready for Disruptive Innovations? ACPE #0263-000-13-343-L05-P? Q&D Faculty Panel  
CCS11 - Are You Ready to Use Simulation for High Stakes Assessment? ACPE #0263-000-13-344-L05-P?  
CCS21 - Faculty Issues & Challenges in Simulation ACPE #0263-000-13-347-L05-P?  
CCS31 - Setting Up a Comprehensive Sim Center: Nuts and Bolts ACPE #0263-000-13-350-L05-P?  
CCS42 - No Tech, Low Tech, High Tech Teaching Ideas ACPE #0263-000-13-354-L05-P?  
CCS52 - Transforming Learning Opportunities with Technology ACPE #0263-000-13-357-L05-P?

**Total Contact Hours Awarded: 13.500 ANCC or 16.200 CABRN**

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## PRECONFERENCE SCHEDULE

### **PRECONFERENCE A: Simulation-Based Education 101**

Evangeline Artates, MSN, RN, PHN

Terry Larsen, PhD, RN, CNS

Giselle Abellera, MSN-Ed, RN

Tina Davidson, MN, RN

Jill Kardously, MSN, FNP-BC

Caroline Oh, MSN, FNP-C

### **Thursday, July 25, 2013**

- |            |  |
|------------|--|
| 8:00 a.m.  | <b>Theory Presentation</b><br>Terry Larsen, PhD, RN, CNS<br>ACPE #0263-000-13-331-L05-P (2 contact hrs.)                               |
| 10:00      | Refreshment Break  |
| 10:15      | <b>Simulation Scenario and Debriefing Sessions</b><br>Evangeline Artates, MSN, RN, PHN<br>ACPE #0263-000-13-332-L05-P (2 contact hrs.) |
| 11:45      | <b>Questions and Discussion</b><br>Faculty Panel   |
| 12:15 p.m. | Adjourn  |

ACPE = Credit for Pharmacists. Each session provides 1.25 contact hours except where noted.



*The Leading Source for Continuing Education*

**REVOLUTIONIZING NURSING EDUCATION: USING INTERPROFESSIONAL  
TEAMS AND TECHNOLOGY**

Anaheim, CA

July 25, 2013

Preconference A  
Simulation

CERTIFICATE OF ATTENDANCE (Part 1)  
ACCREDITATION STATEMENTS

**Debra Dickinson, RN, MN**  
**California RN License # RN375417**

**CREDITS**

2.000 ANCC or 2.400 CABRN  
2.000 ANCC or 2.400 CABRN

**SESSION**

PCA800 - Theory Presentation ACPE #0263-000-13-331-L05-P (2 contact hrs.)  
PCA1015 - Simulation Scenario and Debriefing Sessions ACPE #0263-000-13-332-L05-P (2 contact hrs.) Q&D Faculty Panel

**Total Contact Hours Awarded: 4.000 ANCC or 4.800 CABRN**

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## PRECONFERENCE SCHEDULE

### PRECONFERENCE C: New Technologies in the Classroom: A Sanity Saving Approach

Tim J. Bristol, PhD, RN, CNE, ANEF

Thursday, July 25, 2013

- 1:15 a.m.      **An Evidence-Based Approach to Implementation of Technology**  
ACPE #0263-000-13-335-L05-P (.75 contact hr.)
- 2:00            **Accessible and Manageable Technology Tools**  
ACPE #0263-000-13-336-L05-P (1 contact hr.)
- 3:00            Refreshment Break
- 3:15            **Creating e-Learning for Every Setting**  
ACPE #0263-000-13-337-L05-P (2.25 contact hrs.)
- 5:30            Adjourn

ACPE = Credit for Pharmacists. Each session provides 1.25 contact hours except where noted.

**REVOLUTIONIZING NURSING EDUCATION: USING INTERPROFESSIONAL  
TEAMS AND TECHNOLOGY**

Anaheim, CA

July 25, 2013

Preconference C  
New Technologies in the Classroom: A Sanity Saving Approach

CERTIFICATE OF ATTENDANCE (Part 1)  
ACCREDITATION STATEMENTS

**Debra Dickinson, RN, MN**  
**California RN License # RN375417**

**CREDITS**

0.750 ANCC or 0.900 CABRN

1.000 ANCC or 1.200 CABRN

2.250 ANCC or 2.700 CABRN

**SESSION**

PCC115 - An Evidence-Based Approach to Implementation of Technology ACPE #0263-000-13-335-L05-P (.75 contact hr.)

PCC200 - Accessible and Manageable Technology Tools ACPE #0263-000-13-336-L05-P (1 contact hr.)

PCC315 - Creating e-Learning for Every Setting ACPE #0263-000-13-337-L05-P (2.25 contact hrs.)

**Total Contact Hours Awarded: 4.000 ANCC or 4.800 CABRN**



ANTELOPE VALLEY COLLEGE

Application for Academic Ranking

Name: Sandra Hughes

Date: 05/20/2015

My current Academic Rank:  Instructor  Assistant Professor  Associate Professor

A. When hired, what degree did you hold?

Degree: Master's in Nursing

Academic Rank at Previous College:

Name of College: College of the Canyons Rank: Instructor

B. Please refer to the criteria and mark appropriate box(es). In addition, provide the required evidence for the Academic Rank you are requesting:

Assistant Professor

- Additional number of upper division or graduate units\* or
- Additional training hours\* or certification in occupational experience or
- Professional achievement

Associate Professor

- Additional number of upper division or graduate units\* or
- Additional training hours\* or certification in occupational experience or
- Professional achievements

Professor

- Additional number of upper division or graduate units\* or
- Additional training hours\* or certification in occupational experience
- Professional achievements

\* For the first two bullets of each rank, a combination of units and hours can be used (10 hours = 1 semester unit). Units can be accumulative (i.e. Assistant Professor (six units) to Associate professor (additional 3 units = 9 units).)

\*\*Additional degree obtained after the date of initial hire from an accredited institution allows a tenured faculty member to apply for ranking of Professor regardless of current placement.

C. Certification: "I certify that the above information is true and correct."

Sandra Hughes  
Faculty Signature

SANDRA HUGHES  
Print Name

05/20/2015  
Date

Senate Approval Date: \_\_\_\_\_

Academic Senate President: \_\_\_\_\_  
Signature

College President: \_\_\_\_\_  
Signature



Western Schools is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

State Board Approvals:

California Board of Registered Nursing (Provider #14367), California Board of Vocational Nurses and Psychiatric Technicians (LVN Provider #V-10762, PT Provider #V-10760), District of Columbia Board of Nursing (Provider #50-2165), Florida Board of Nursing (Provider #50-2165), Iowa Board of Nursing (Provider #227), Kentucky Board of Nursing (Provider #7-0029, Exp. 12/31/17), Louisiana Board of Nursing (provider #LSBN10), West Virginia Board of Examiners for Registered Professional Nurses (provider #WV1996-0076RN)

11 of 22 contact hours are pharmacology hours.



### Certificate of Completion

*This certificate certifies that*

Attendee Name  
SANDRA HUGHES

License Number  
208132

Customer #  
0100110857

*has successfully completed*


**1345 - Obstetric Emergencies, 4th Ed.**

*for Continuing Education credit in the amount of 22 Contact Hours*

Date Of Issuance: **March 06, 2015**

Attendee Name and Address

SANDRA HUGHES  
44131 60TH ST W  
LANCASTER, CA 93536

Verifier: 

Sharon Peterson, Accreditations Manager  
Western Schools  
400 Manley St  
W Bridgewater, MA 02379  
800-618-1670

Retain this certificate for your records.

Western Schools is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

State Board Approvals:

California Board of Registered Nursing (Provider #14367), California Board of Vocational Nurses and Psychiatric Technicians (LVN Provider #V-10762, PT Provider #V-10760), District of Columbia Board of Nursing (Provider #50-2165), Florida Board of Nursing (Provider #50-2165), Iowa Board of Nursing (Provider #227), Kentucky Board of Nursing (Provider #7-0029, Exp. 12/31/17), Louisiana Board of Nursing (provider #LSBN10), West Virginia Board of Examiners for Registered Professional Nurses (provider #WV1996-0076RN)

2 of 13 contact hours are pharmacology hours.



### Certificate of Completion

*This certificate certifies that*

Attendee Name  
SANDRA HUGHES

License Number  
208132

Customer #  
0100110857

*has successfully completed*

**1346 - Gynecologic Emergencies, 4th Ed.**

*for Continuing Education credit in the amount of 13 Contact Hours*

Date Of Issuance: **March 06, 2015**

Attendee Name and Address  
SANDRA HUGHES  
44131 60TH ST W  
LANCASTER, CA 93536

Verifier: 

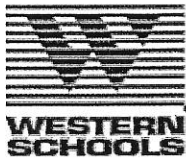
Sharon Peterson, Accreditations Manager  
Western Schools  
400 Manley St  
W Bridgewater, MA 02379  
800-618-1670

Western Schools is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Approved Boards and Agencies:

California Board of Registered Nursing (provider #14367), California Board of Vocational Nurses and Psychiatric Technicians (LVN provider #V-10762, PT provider #V-10760), District of Columbia Board of Nursing (provider #50-2165), Florida Board of Nursing (provider #50-2165), Iowa Board of Nursing (provider #227), Kentucky Board of Nursing (provider #7-0029, Exp. 12/31/17), Louisiana Board of Nursing (provider #LSBN10), West Virginia Board of Examiners for Registered Professional Nurses (provider #WV1996-0076RN)

9 of 27 contact hours are pharmacology hours.



# Western Schools



## Certificate of Completion

*This will certify that*

Attendee Name  
SANDRA HUGHES

License Number  
208132

Customer #  
0100110857

*has successfully completed*

**1332 - Diabetes in Children 2nd Edition**

*for Continuing Education credit in the amount of 27 Contact Hours*

**Date Of Issuance: May 12, 2014**

Attendee Name and Address

SANDRA HUGHES  
44131 60TH ST W  
LANCASTER, CA 93536

Verifier: *Sharon Peterson*

Sharon Peterson, Accreditations Manager  
Western Schools  
400 Manley St  
W Bridgewater, MA 02379  
800-618-1670

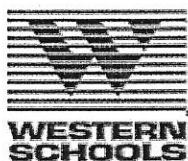
Retain this certificate for your records.

Western Schools is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

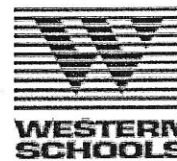
Approved Boards and Agencies:

California Board of Registered Nursing (provider #14367), California Board of Vocational Nurses and Psychiatric Technicians (LVN provider #V-10762, PT provider #V-10760), District of Columbia Board of Nursing (provider #50-2165), Florida Board of Nursing (provider #50-2165), Iowa Board of Nursing (provider #227), Kentucky Board of Nursing (provider #7-0029, Exp. 12/31/17), Louisiana Board of Nursing (provider #LSBN10), West Virginia Board of Examiners for Registered Professional Nurses (provider #WV1996-0076RN)

10 of 30 contact hours are pharmacology hours.



# Western Schools



## Certificate of Completion

*This will certify that*

Attendee Name  
SANDRA HUGHES

License Number  
RN208132

Customer #  
0100110857

*has successfully completed*

**1349 - Cardiovascular Nursing: A Comprehensive Overview 2nd edition**

*for Continuing Education credit in the amount of 30 Contact Hours*

**Date Of Issuance: August 18, 2014**

Attendee Name and Address

SANDRA HUGHES  
44131 60TH ST W  
LANCASTER, CA 93536

Verifier: *Sharon Peterson*

Sharon Peterson, Accreditations Manager  
Western Schools  
400 Manley St  
W Bridgewater, MA 02379  
800-618-1670

Retain this certificate for your records.

Western Schools is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

**State Board Approvals:**

California Board of Registered Nursing (Provider #14367), California Board of Vocational Nurses and Psychiatric Technicians (LVN Provider #V-10762, PT Provider #V-10760), District of Columbia Board of Nursing (Provider #50-2165), Florida Board of Nursing (Provider #50-2165), Iowa Board of Nursing (Provider #227), Kentucky Board of Nursing (Provider #7-0029, Exp. 12/31/17), Louisiana Board of Nursing (provider #LSBN10), West Virginia Board of Examiners for Registered Professional Nurses (provider #WV1996-0076RN)



### Certificate of Completion

*This certificate certifies that*

Attendee Name  
SANDRA HUGHES

License Number  
208132

Customer #  
0100110857

*has successfully completed*

**1410 - Leadership and Management for Every Nurse, 2nd Edition**

*for Continuing Education credit in the amount of 30 Contact Hours*

Date Of Issuance: September 10, 2014

Attendee Name and Address  
SANDRA HUGHES  
44131 60TH ST W  
LANCASTER, CA 93536

Verifier: *Sharon Peterson*  
Sharon Peterson, Accreditations Manager  
Western Schools  
400 Manley St  
W Bridgewater, MA 02379  
800-618-1670

Retain this certificate for your records.



ANTELOPE VALLEY COLLEGE

Application for Academic Ranking

Name: Sandra D. Robinson

Date: 5-18-15

My current Academic Rank:  Instructor  Assistant Professor  Associate Professor

A. When hired, what degree did you hold?

Degree: Bachelors in Health Science, Masters of Science

Academic Rank at Previous College:

Name of College: none Rank: \_\_\_\_\_

B. Please refer to the criteria and mark appropriate box(es). In addition, provide the required evidence for the Academic Rank you are requesting:

Assistant Professor

- Additional number of upper division or graduate units\* or
- Additional training hours\* or certification in occupational experience or
- Professional achievement

Associate Professor

- Additional number of upper division or graduate units\* or
- Additional training hours\* or certification in occupational experience or
- Professional achievements

Professor

- Additional number of upper division or graduate units\* or
- Additional training hours\* or certification in occupational experience
- Professional achievements

\* For the first two bullets of each rank, a combination of units and hours can be used (10 hours = 1 semester unit). Units can be accumulative (i.e. Assistant Professor (six units) to Associate professor (additional 3 units = 9 units.)

\*\*Additional degree obtained after the date of initial hire from an accredited institution allows a tenured faculty member to apply for ranking of Professor regardless of current placement.

C. Certification: "I certify that the above information is true and correct."

Sandra D. Robinson  
Faculty Signature

Sandra D. Robinson  
Print Name

5-18-15  
Date

Senate Approval Date: \_\_\_\_\_

Academic Senate President: \_\_\_\_\_  
Signature

College President: \_\_\_\_\_  
Signature

Western Schools is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Approved Boards and Agencies:

California Board of Registered Nursing (provider #14367), California Board of Vocational Nurses and Psychiatric Technicians (LVN provider #V-10762, PT provider #V-10760), District of Columbia Board of Nursing (provider #50-2165), Florida Board of Nursing (provider #50-2165), Iowa Board of Nursing (provider #227), Kentucky Board of Nursing (provider #7-0029, Exp. 12/31/17), Louisiana Board of Nursing (provider #LSBN10), West Virginia Board of Examiners for Registered Professional Nurses (provider #WV1996-0076RN)

10 of 30 contact hours are pharmacology hours.



# Western Schools



## Certificate of Completion

*This will certify that*

Attendee Name

SANDRA DARLENE ROBINSON

License Number

RN285261

Customer #

0073014227

*has successfully completed*

1349 - Cardiovascular Nursing: A Comprehensive Overview 2nd edition

*for Continuing Education credit in the amount of 30 Contact Hours*

Date Of Issuance: August 05, 2014

Attendee Name and Address

SANDRA DARLENE ROBINSON  
821 W AVENUE S14  
PALMDALE, CA 93551

Verifier: *Sharon Peterson*

Sharon Peterson, Accreditations Manager  
Western Schools  
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W Bridgewater, MA 02379  
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## REVOLUTIONIZING NURSING EDUCATION: USING INTERPROFESSIONAL TEAMS AND TECHNOLOGY

Anaheim, CA

July 26 - 27, 2013

Main Conference

CERTIFICATE OF ATTENDANCE (Part 1)  
ACCREDITATION STATEMENTS

**Sandra Robinson, RN, MS**  
**California RN License # RN285261**

### CREDITS

1.250 ANCC or 1.500 CABRN  
1.000 ANCC or 1.200 CABRN  
1.250 ANCC or 1.500 CABRN  
1.250 ANCC or 1.500 CABRN  
1.250 ANCC or 1.500 CABRN  
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1.250 ANCC or 1.500 CABRN  
1.250 ANCC or 1.500 CABRN

### SESSION

FRI800 - Keynote Address: Reinventing Higher Education: The Evolution of MOOC's ACPE #0263-000-13-338-L05-P?  
FRI915 - Panel Response to Keynote Address ACPE #0263-000-13-339-L05-P (1 contact hr.)  
FRI1045 - The Nexus of Interprofessional Practice and Education ACPE #0263-000-13-340-L05-P? Q&D Faculty Panel  
FRI115 - Building Sandcastles Q&D Faculty Panel  
FRI300 - Simulation-Based Curriculum ACPE #0263-000-13-342-L05-P?  
FRI415 - Transforming Health Professional Education: Are We Ready for Disruptive Innovations? ACPE #0263-000-13-343-L05-P? Q&D Faculty Panel  
CCS11 - Are You Ready to Use Simulation for High Stakes Assessment? ACPE #0263-000-13-344-L05-P?  
CCS21 - Faculty Issues & Challenges in Simulation ACPE #0263-000-13-347-L05-P?  
CCS31 - Setting Up a Comprehensive Sim Center: Nuts and Bolts ACPE #0263-000-13-350-L05-P?  
CCS41 - Incorporating Technologies into Simulation ACPE #0263-000-13-353-L05-P?  
CCS51 - Leadership in Sims ACPE #0263-000-13-356-L05-P?

**Total Contact Hours Awarded: 13.500 ANCC or 16.200 CABRN**





## ANTELOPE VALLEY COLLEGE

### Academic Senate Academic Ranking

Full time faculty are ranked as *instructor, assistant professor, associate professor, or professor*. Only a tenured faculty member may request approval for academic ranking beyond instructor. Faculty must submit the *Application for Academic Ranking* to the Academic Senate Office.

#### Criteria:

**Instructor:** non-tenured faculty

**Assistant Professor:** minimum of four years (two years if approved for early tenure) as a full-time faculty member at Antelope Valley College, (two years as a full-time faculty member at another college can be used toward the required number of years) and one of the following:

- Six semester units\* of additional upper division or graduate units
- Eighteen hours\* of additional training or certification in occupational experience
- One professional achievement (e.g. peer-reviewed publications, musical performances, exhibition, scholarly presentations, major projects impacting AVC students, academic governance, etc.)

**Associate Professor:** minimum of six years as a full-time faculty member (four years if approved for early tenure) at Antelope Valley College, (two years as a full-time faculty member at another college can be used toward the required number of years) and one of the following:

- Nine semester units\* of additional upper division or graduate units
- Twenty-seven hours\* of additional training or additional certification in occupational experience
- Two professional achievements (e.g. peer-reviewed publications, musical performances, exhibition, scholarly presentations, major projects impacting AVC students, academic governance, etc.)

**Professor:** minimum of eight years as a full-time faculty member (six years if approved for early tenure) at Antelope Valley College, (two years as a full-time faculty member at another college can be used toward the required number of years) and one of the following:

- Twelve semester units\* of additional upper division or graduate units
- Thirty-six hours of additional training or three or more additional certifications in occupational experience.
- Three professional achievements (e.g. peer-reviewed publications, musical performances, exhibition, scholarly presentations, major projects impacting AVC students, academic governance, etc.)

\* For the first two bullets of each rank, a combination of units and hours can be used (10 hours = 1 semester unit). Units can be accumulative (i.e. Assistant Professor (six units) to Associate professor (additional 3 units = 9 units).)

\*\**Additional degree obtained after the date of initial hire from an accredited institution allows a tenured faculty member to apply for ranking of Professor regardless of current placement.*

\*Faculty Emeritus are full time faculty that are now retired from the college (see *Faculty Emeritus Criteria*)

\*Adjunct faculty are ranked as adjunct instructor or adjunct assistant professor (see *Petition for Approval of Adjunct Academic Rank*)

TO: The AVC Academic Senate

FROM: Dr. Irit Gat

RE: AVC Academic Senate Vice President (VP) Nominee

Please accept this letter as my nomination to be the Academic Senate Vice President for the 2015-2016 Academic Year.

As the current Faculty Professional Development (FPD) Chair, I have learned a great deal about leadership and the responsibilities that this entails. I took on the FPD Chair without having served as a committee member, which came with a steep learning curve. I took my role seriously, as I do any all of my professional roles at AVC, and spent numerous hours preparing to be the leader. This role has provided me with the tools I believe necessary to now take on the Senate Vice Presidential role. And I will do the same if elected as VP - learn as much as possible to represent the faculty.

For the past two years I have attended every Senate meeting as the FPD chair, even though this was not a requirement and served on the Senate by-laws task force. I believe I work well with others and am open to feedback and new ideas.

Thus, I am qualified to carry out the duties of the Vice President such as:

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

\*Serve as liaison between Academic Senate and student representatives appointed to college governance committees.

\*Provide advice and counsel to the Senate President on academic and professional matters and other Senate concerns.

Thank you for the consideration.

## ACADEMIC SENATE BYLAWS

### Article V – Academic Ranking

#### B500.0 Academic Ranking

B500.1 Academic Ranking is a celebration of personal and professional achievement, life-long learning in both occupational and academic fields, and commitment to the AVC community. It appropriately recognizes the community college professor with the faculty of other segments of higher education, establishes the professor's position in the academic and general communities, enhances professional and academic prestige, and increases the reputation of the college.

B500.2 Research, creativity, and scholarship play an important role in faculty, program and course development contributing to both individual professional fulfillment and teaching excellence. The Antelope Valley College Academic Senate encourages faculty members to engage in scholarly activities that will benefit and improve both the individual and the institution. Therefore, Scholarly Work is valued in its role in both professional development and student success.

B500.3 Academic Ranking is a separate and strictly an honorary title bestowed by the Academic Senate under its authority under the Constitution §102.2. It is not attached to salary, nor is it a merit plan for salary increases.

B500.4 Academic Ranking at Antelope Valley College shall consist of the following:

- B500.4.1.1.1 Instructor
- B500.4.1.1.2 Adjunct Instructor
- B500.4.1.1.3 Adjunct Assistant Professor
- B500.4.1.1.4 Assistant Professor
- B500.4.1.1.5 Associate Professor
- B500.4.1.1.6 Professor
- B500.4.1.1.7 Professor Emeritus

#### B500.5 Scholarly Activity

B500.5.1 Research, creativity, and scholarship play an important role in faculty, program and course development contributing to both individual professional fulfillment and teaching excellence. The Antelope Valley College Academic Senate values and encourages faculty members to engage in scholarly activities that will benefit and improve both the individual and the institution. Scholarly activities are research based or creative works that are peer reviewed and publicly disseminated both on and off campus.

B500.5.2 Faculty members may participate in a wide range of activities which might include applied and theoretical research, imaginative

productions of works of literature, music and fine arts, or the application of knowledge to further and improve their respective fields. Such activities lead to discovery and integration of new knowledge, technologies, and understanding.

**B500.5.3 Sample Scholarly Work List (Research, Teaching, Organization, Leadership, Service)**

**B500.5.3.1** The Academic Senate recognizes the following list of widely accepted examples of Scholarly works, but this list is not inclusive in considering the application for Academic Ranking.

- Grants (authorship and administration-project manager, )
- Publications (peer-reviewed journals/publications, author/editor of selected chapters of books/textbooks, clinical or professional series, case presentations, book reviews),
- Presenting or conducting a seminar at local, regional, or national meeting
- Leadership on national and state committees (conference chairs, state senate, and national organizations) related to faculty member's academic field or higher education.
- Research Projects (Theory driven, policy and practice, localized or regional studies, updating/enriching knowledge)
- Invitational or juried exhibitions (In fields such as music, performing arts, and art, performance and juried/curated exhibition may be counted as research activity.)
- National or state awards recognizing excellence in a discipline or area
- Organizing professional conferences, panels, special sessions, or contributing to their organization, for example as session chair or co-chair and other scholarly activities at such conferences or symposiums.
- Acting as referee for papers submitted to scholarly journals, proceedings and for monographs.
- Completion of an additional degree (Bachelor's or Advanced) post hire date.

**B501.0** Process for Submitting an Application for Academic Ranking

**B501.1** Faculty members wishing to change their academic ranking status must submit the Application for Academic Ranking to the Academic Senate Office.

**B501.1.1** The faculty member seeking a change in academic ranking may request an application from the AVC Senate Office or download the form from the Academic Senate home page under the Documents section.

**B501.1.2** Applications shall include detailed evidence clearly matching each criterion with the supporting rationale and documentation.

B501.1.3 The faculty member shall return the completed application with the appropriate accompanying documentation.

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

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

B501.4 Upon approval of the faculty member's request, the application will be signed by the Academic Senate President.

B501.4.1 Notification of the approval shall be sent to the College President/Superintendent for the school's acknowledgement.

B501.4.2 The faculty member shall be notified by letter.

B501.5 Upon denial of any faculty member's application for a change in academic ranking, the applicant will be notified by letter.

B501.5.1 The letter shall include a brief explanation for the denial of the request.

B501.5.2 The letter will also contain information regarding the process to appeal the decision as delineated in §B503.0 and to resubmit a new application

#### B502.0 Academic Ranking Criteria

##### B502.1 Criteria for Full Time Faculty

###### B502.1.1 Instructor

B502.1.1.1 All non-tenured faculty members shall be ranked as instructor.

###### B502.1.2 Assistant Professor

B502.1.2.1 Any full time faculty member at Antelope Valley College who has gained tenure shall be granted the rank of Assistant Professor.

###### B502.1.3 Associate Professor

B502.1.3.1 Any tenured faculty member who has held the rank of Assistant Professor at Antelope Valley College for two years and has completed one of the following criteria after that faculty member's official hire date, may apply for the rank of Associate Professor.

B502.1.3.1.1 Nine semester units of additional upper division or graduate units from an accredited institution.

B502.1.3.1.2 Twenty-seven hours of additional training (excluding continuing education units), additional certification in occupational experience or industry recognized certifications.

B502.1.3.1.3 Two professional achievements as defined in §B500.5.

B502.1.4 Professor

B502.1.4.1 Any faculty member who has held the rank of Associate Professor at Antelope Valley College for two years and has completed two professional achievements as defined in §B500.5 after that faculty member has been granted the rank of Associate Professor, may apply for the rank of Professor.

B502.1.5 Criteria for Adjunct Faculty

B502.1.5.1 Adjunct Instructor

B502.1.5.1.1 Any adjunct faculty member hired as an adjunct shall be considered an Adjunct Faculty.

B502.1.5.2 Adjunct Assistant Professor

B502.1.5.2.1 Any adjunct faculty member at Antelope Valley College who holds a Bachelors Degree plus 4 years of service, or a Masters Degree plus 2 years of service, or a Doctorate plus one year of service and one professional achievement after that faculty member has been granted the rank of Adjunct Instructor, may apply for the rank of Adjunct Assistant Professor.

B502.1.5.2.2 "Adjunct Assistant Professor" is the highest ranking an adjunct faculty member may obtain.

B502.1.6 Professor Emeritus

B502.1.6.1 Retired faculty members may apply for the rank of Professor Emeritus.

B502.1.6.2 The application for academic ranking for Professor Emeritus must include evidence of both full-time employment of no less than ten years as a faculty member as well as the conferment of the rank of full Professor at Antelope Valley College.

B502.1.6.3 Recognition of emeritus faculty shall include, upon request, the following privileges, benefits, and courtesies:

- B502.1.6.3.1 •An official document certificate verifying emeritus status of faculty member endorsed by the Academic Senate President,
- B502.1.6.3.2 •An AVC ID that lists Professor Emeritus status,
- B502.1.6.3.3 •A business card which indicates status as an emeritus faculty member at Antelope Valley College,
- B502.1.6.3.4 •Courtesy campus parking with a faculty sticker,
- B502.1.6.3.5 •Access and use of AVC Library print collection
- B502.1.6.3.6 •An invitation to participate in AVC public ceremonies.

## B503.0 Appeals

- B503.1.1 A petition to appeal the Academic Ranking denial shall be submitted to the Executive Committee.
  - B503.1.1.1 When received, the Executive Committee shall notify the Senate of the appeal as an information item.
  - B503.1.1.2 The petition must identify the specific reasons for the appeal, as well as the relief sought.
- B503.1.2 The Executive Committee shall convene a hearing within two weeks of receiving the petition to examine the nature of the appeal and hear any evidence in support of the appeal.
  - B503.1.2.1 The hearing shall be closed to all except the Executive Committee, the petitioner and those who have been called to proffer evidence.
  - B503.1.2.2 Those giving evidence shall only be allowed at the hearing during their testimony.
- B503.1.3 Within two weeks of the hearing, the Executive Committee shall make a determination regarding the appeal, and announce their decision to the Senate at the next regular meeting after the decision.
  - B503.1.3.1 Should the Executive Committee be unable to come to a determination, e.g. are deadlocked, then the appeal shall be denied.
- B503.1.4 The decision is final and there can be no further appeal regarding the decision.

## AP 3570 Tobacco Use on Campus

Reference:

***Government Code Section 7596, 7597, 7597.1, 7598; Labor Code 6404.5; Title 5, Section 5148***

Smoking, including the use of electronic cigarettes, is prohibited everywhere on the main campus, Palmdale Center, and Fox Field Site with the exception of the parking lots.

Chewing tobacco shall be prohibited any place on campus.

The sale of tobacco products or tobacco paraphernalia is prohibited on all property owned, leased, licensed, or otherwise controlled by Antelope Valley Community College District.

Smoking (including the use of electronic cigarettes) and chewing of tobacco shall be prohibited when riding or driving a college-owned vehicle.

Smoking, including the use of electronic cigarettes, is prohibited inside any indoor area of any campus building, except for covered parking lots.

“Covered parking lot” means an area designated for the parking of vehicles that is enclosed or contains a roof or ceiling, but does not include lobbies, lounges, waiting areas, stairwells, restrooms, and aircraft hangars that are a structural part of the parking lot or a building to which it is attached.

Signs stating “NO SMOKING ON CAMPUS EXCEPT IN PARKING LOTS” shall be posted at major campus entry points (e.g. parking lot entrances and walkway leading into campus at corner of 30<sup>th</sup> Street West and Avenue K).

Disciplinary measures to be taken against violators are listed here:

Enforcement of this policy will be the responsibility of Los Angeles County Sheriff’s Department personnel. All violators, including students, staff, faculty, and visitors, will be given a warning upon the first offense and will be directed to the parking lots. A Field Investigation card will be completed with the violator’s contact information and filed for future reference. Students Student violators will be heard through the Student Court will be referred to the Vice President of Student Services’ office upon the second offense. Upon the second offense for faculty and staff, refer to the appropriate collective bargaining agreement. Non-student, non-staff, non-faculty visitors will be directed to leave the campus and not return upon the second offense.

Smoking and the use of electronic cigarettes will be permitted in the parking lots. All employees and students are encouraged to reinforce the policy by asking violators to be courteous and use a parking lot.

**11/7/05**

**Revised: 9/10/07**

**Revised: 2/8/10**

**Revised: 9/10/12**

**Revised: 5/13/15**





AP 5520

## Procedures for Student Discipline Related to Standards of Conduct Procedures

References:

**Education Code Section 66017, 66300, 66301, 72122, and 76030, et seq.; Penal Code Section 626.4**

The purpose of this procedure is to provide a prompt and equitable means to address violations of the standards of student conduct, which guarantees the student or students involved the due process rights guaranteed them by state and federal constitutional protection. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These administrative procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

### Definitions

District – The Antelope Valley Community College District.

Student – Any person currently enrolled as a student at any college or in any program offered by the District.

Instructor – Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

Short-Term Suspension – Exclusion of the student by the ~~vice president~~ Superintendent/President of student services for good cause from one or more classes for a period of up to ten consecutive days of instruction.

Long-Term Suspension – Exclusion of the student by the ~~vice Superintendent/President~~ Superintendent/President of student services for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

Written or verbal reprimand – An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

Withdrawal of Consent to Remain on Campus – Withdrawal of consent by the vice president of student services or designee for any person to remain on campus in accordance with California Penal Code Section 626.4 where ~~there is~~ the vice president has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

Day – Days during which the District is in session and regular classes are held, excluding Saturdays and Sundays.

Short-term Suspensions, Long-term Suspensions, and Expulsions: Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

- Notice – The vice president of student services will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:

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- o the specific section of the Standards of Student Conduct that the student is accused of violating.
- o a short statement of the facts supporting the accusation.
- o the right of the student to meet with the vice president or designee to discuss the accusation, or to respond in writing.
- o the nature of the discipline that is being considered.
- Time limits – The notice must be provided to the student within 10 days of the date on which the conduct took place; in the case of continuous, repeated or ongoing conduct, the notice must be provided within 10 days of the date on which conduct occurred which led to the decision to take disciplinary action.
- Meeting – If the student chooses to meet with the vice president or designee, the meeting must occur no sooner than 10 days after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

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#### Notification of Alleged Code of Conduct Violation

Upon receiving information that the Standards of Student Code of Conduct may have been violated, written notification to the student or students will be sent outlining the allegations, and instructing them to schedule an appointment with the vice president of student services. With the exception of a minor, who must be accompanied by a parent or guardian, the student shall not have an advisor or legal representation at this meeting, unless approved/permitted by the vice president of student services.

The ~~board~~ Board of trustees-Trustees provides the following sanctions for violation of the Standards of Student Code of Conduct. One or more of the sanctions listed below may be imposed for any single or

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Page 70 AP

multiple violation(s). Any times specified in these procedures may be shortened or lengthened, if there is mutual concurrence by the parties.

#### Section I: List of Sanctions

##### ~~1~~ Admonition

~~An oral statement to the offender that the student has violated District rules.~~

##### ~~2.1~~ Reprimand

A reprimand is a warning stating that the continued conduct of the type described in the reprimand may result in a subsequent formal action against a student by the ~~district~~ District.

- a) Verbal: Verbal notification to the student by a college staff member in a position of authority that continuance of the conduct may be cause for further disciplinary action. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

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- b) Written: A written notification to a student by the vice president of student services to cease and desist from conduct determined to violate the ~~Standards of Student Conduct~~. Written reprimands may become part of a student's permanent record at the college.

The college is not required to provide an appeal process for students who receive a written or verbal reprimand.

~~.3~~ ~~Temporary Suspension by Instructor~~

.2 Temporary Suspension by Instructor (Education Code Section 76032):

- a) An instructor may ~~order a student removed~~suspend for cause any student from his/her class for the day of suspension and the ~~next class following meeting~~.
- b) The instructor shall immediately report the suspension (verbally and subsequently in writing) ~~to the appropriate dean and to his/her dean~~the president and to the vice president of student services. ~~A decision will then be made concerning further disciplinary action.~~
- ~~c) A conference will be initiated. The vice president of student services office will initiate a conference, through the division dean, between the student, the instructor and division dean regarding the removal.~~
- e)d) The student shall not ~~be returned~~ed to the class~~room from which~~during the period ~~of the removal he/she was suspended during the suspension~~, without the concurrence of the instructor, the instructor's dean and the vice president of student services.
- e)e) No instructor shall be allowed to suspend a student without first apprising the student of the reason for suspension and permitting such student to present his/her version of the incident causing suspension.
- e)f) If the student is a minor, the instructor shall ask the parent or guardian of the student to attend a parent conference regarding the suspension as soon as possible. A college administrator shall attend the conference, if the instructor or parent or guardian so requests.
- f)g) Nothing herein will prevent the vice president of student services from recommending further disciplinary procedures in accordance with these procedures based on the facts that led to the removal, or the student's previous violations.

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.4 *Disciplinary Probation*

Disciplinary probation is a formal action of the ~~district~~ District against a student for misconduct, and the action may result in the student being removed from all college organization offices and being denied the privilege of participating in all college or student sponsored activities, including public performances. Disciplinary probation may be imposed on a student for a period not to exceed one year. The college is not required to provide an appeal process for students who are placed on disciplinary probation.

.5 *Restitution*

Financial compensation for damage to or misappropriation of property. Restitution may take the form of appropriate service to repair or otherwise compensate for damages.

.6 *Campus Community Service*

In-kind campus community service may be imposed for violations of the code of conduct.

.7 *Withdrawal of Consent to Remain on Campus*

The vice president of student services or designee may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he or she must promptly leave or be escorted off campus. If consent is withdrawn by the vice president of student services (or designee), a written report must be promptly placed in the student's discipline file.

The person from whom consent has been withdrawn may submit a written request for a meeting on the withdrawal within the period of the withdrawal. The request shall be granted not later than ~~seven~~ 10 days from the date of receipt of the request.

Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest (Penal Code Section 626.4).

Immediate Interim Suspension (Education Code Section 66017):

The Superintendent/President or designee president may order immediate suspension of a student where he/she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days.

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.8 *Short-term Suspension*

a) Within 10 days after the meeting described above, the Superintendent/President president shall, pursuant to a recommendation from the 10 days, decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter.

b) Written notice of the Superintendent/President president's decision shall be provided to the student. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action.

c) The Superintendent/President president's decision on a short-term suspension shall be final.

a)d) Suspension may include from any or all classes of the college and from use of any District facilities. The college president or the vice Superintendent/President president of student services may suspend a student for good cause as follows:

~~• From one or more classes for a period of up to 10 days of instruction.~~

- From one or more classes for the remainder of the school term.
- From all classes of the college for one or more terms.

[During this period of suspension, a student shall not be permitted to enroll in classes at the college. (CA Ed. Code Section 76031)]

- From the use of District facilities and all available services.

b) In all cases of suspension, the student shall receive official notice from the vice president of student services, ~~or designee by "Certified Mail - Return~~

~~Antelope Valley Community College District Administrative Procedures Chapter 5 (Student Services), Page 72 AP~~

~~Receipt Requested," or by hand-delivery with a signed receipt.~~ If delivery is refused, the written notification will be considered as being received, and the suspension will go forward.

c) Long-term Suspension

~~Within 10 days after the meeting described above, the Superintendent/President shall, pursuant to a recommendation from the vice president, decide whether to impose a long-term suspension. Written notice of the Superintendent/President's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing. The suspension of any student from the college for a period of more than 10 days shall be accompanied by a prompt hearing. If an immediate suspension is required in order to protect lives or property and/or to ensure the maintenance of order, a reasonable opportunity shall be afforded the suspended student for a hearing within ten days of the suspension. (CA Ed. Code Section 66017).~~

## .9 Expulsion

a) ~~The expulsion of a student must be accompanied by a hearing before the college hearing panel. (See Appeals Involving Maximum Suspensions.)~~

b) ~~Within 10 days after the meeting described above, the Superintendent/President shall, pursuant to a recommendation from the vice president, decide whether to recommend expulsion to the Board of Trustees. Written notice of the Superintendent/President's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a hearing. Within 5 days after receipt of the Superintendent/President's decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The request must be made in writing to the vice president. In cases of expulsion, the president shall recommend action to the board of trustees after receiving the vice president of student services' recommendation(s) and supporting documentation, including college hearing panel recommendations.~~

c) ~~After board action, the Superintendent/President shall notify the student by "Certified Mail - Return Receipt Requested," or by hand-delivery with a signed receipt. If delivery is refused, the written notification will be considered~~

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as being received, and the ~~board-board~~ action will go forward. The expulsion may be imposed for a specified or unspecified time, and shall include all programs, services, and activities of the college.

- d)c) For expulsions imposed for an unspecified time, the student may, after a reasonable time (not less than one year), request in writing that the college ~~Superintendent/President~~ president removes the expulsion. If approved by the college ~~Superintendent/President~~ president, he/she shall make that recommendation to the ~~board-Board~~ of Trustees. The ~~Superintendent/President~~ president shall notify the student of the ~~board's~~ board's decision.

## Section II: Appeals Involving Maximum Suspensions

### .1 *College Hearing Panel* Procedures

#### Schedule of Hearing

The formal hearing shall be held within 10 days after a formal request for hearing is received.

The college hearing panel for any disciplinary action shall be composed of one administrator, one faculty member, and one student. A quorum of three members must be present for the hearing to take place.

The ~~vice Superintendent/President~~ president of student services, the president of the academic senate and the ASO president shall each, at the beginning of the academic year, establish a list of at least five persons who will serve on student disciplinary hearing panels. The ~~vice Superintendent/President~~ president of student services shall appoint the college hearing panel members from the names on these lists. However, no administrator, faculty member, or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel. All members of the hearing panel will be asked to sign a written statement attesting to their neutrality.

### .2 *College Hearing Panel Chair*

The ~~vice Superintendent/President~~ president of student services shall appoint one member of the panel to serve as the chair. The decision of the college hearing panel chair shall be final on

~~Antelope Valley Community College District ..... Administrative Procedures Chapter 5 (Student Services) Page~~

~~73 AP~~

all matters relating to the conduct of the hearing, unless there is a vote by both other members of the panel to the contrary.

### .3 *Conduct of the Hearing*

- a) Students will be notified, in writing, of the date, time, and place of the hearing. ~~They must advise the vice president of student services or designee, in writing, if they will be present. The hearing will occur whether they attend or not.~~
- b) The members of the hearing panel shall be provided with a copy of the allegation(s) against the student and any written response provided by the student before the hearing begins.

- c) The facts supporting the allegation(s) shall be presented by a college representative who shall be the vice president of student services or designee.
- d) The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter. The student shall not have any other representation, except as provided in item (g).
- e) Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.
- f) Unless the hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make their first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to prove, by preponderance substantiation of evidence, that the facts alleged are true.
- g) The student may represent himself/herself, and may also have the right to be represented by a person of his/her choice. The student shall not be represented by an attorney unless, in the judgment of the hearing panel, complex legal issues are involved. If the student wishes to be represented by an attorney, a request must be presented not less than five days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the college representative may request legal assistance. The college hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel, but shall not be a member of the panel, nor vote with it.
- h) Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than 5 days prior to the date of the hearing.
- i) In a closed hearing, W witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.
- j) The hearing shall be recorded by the college, either by tape-electronic recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give statements. In the event the recording is by tape-electronic recording, the college hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape Electronic recording shall remain in the custody of the district, either at the college or the District office, at all times, unless released

- k) to a professional transcribing service. The student may request a copy (in writing) of the tape-recording.
- k) All testimony shall be taken under oath; the oath shall be administered by the college hearing panel chair. Written statements of witnesses under penalty of



perjury shall not be used, unless the witness is unavailable to testify. A witness who refuses to be ~~tape~~ recorded is not available.

- l) Within five days following the close of the hearing, the hearing panel shall prepare and send to the ~~Superintendent/President~~~~president~~ a written decision. The decision shall include specific factual findings regarding the allegation(s), and shall include detailed conclusions regarding whether any specific section of the ~~standards-Standards~~ of ~~student-Student conduct-Conduct~~ were violated. The decision shall also include a specific disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on matters outside of that record. The record consists of the original allegation(s), the written response, if any, of the student, and the oral and written evidence produced at the hearing.

.4 ~~Superintendent/President~~~~President's Decision~~

a) Long-Term Suspension

Within five days following receipt of the college hearing panel's recommended decision, the ~~Superintendent/President~~~~president~~ shall render a final written decision. The ~~Superintendent/President~~~~president~~ may accept, modify, or reject the findings, decisions, and recommendations of the college hearing panel. If the ~~Superintendent/President~~~~president~~ modifies or rejects the college hearing panel's decision, the ~~Superintendent/President~~~~president~~ shall review the record of the findings and conclusions, and shall prepare a new written decision, which contains specific factual findings and conclusions. The decision of the ~~Superintendent/President~~~~president~~ shall be final.

b) Expulsion

Within five days following receipt of the college hearing committee's recommended decision, the ~~Superintendent/President~~~~president~~ shall render a written recommended decision to the ~~board-Board~~ of ~~trustees-Trustees~~. The ~~Superintendent/President~~~~president~~ may accept, modify, or reject the findings, decisions, and recommendations of the college hearing panel. If the ~~Superintendent/President~~~~president~~ modifies or rejects the college hearing panel's decision, the ~~Superintendent/President~~~~president~~ shall review the record of the hearing, and shall prepare a new written decision, which contains specific factual findings and conclusions. The ~~Superintendent/President~~~~president~~'s decision shall be forwarded to the ~~board Board~~ of ~~trustees-Trustees~~ in cases in which the expulsion is upheld.

.5 *Board of Trustees Decision*

- a) The Board of Trustees shall consider any recommendation from the ~~Superintendent/President~~~~president~~ for expulsion at the next regularly scheduled meeting of the board after receipt of the recommended decision.
- b) The board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting. Any such request must be made, in writing, no less than five day prior to the date of meeting. (Education Code Section 72122).

- c) The student shall be notified in writing, by registered or certified mail or by personal service, at least three days prior to the meeting, of the date, time, and place of the board's meeting. If delivery is refused, the recommendation will be submitted to the board, regardless of whether the student is present.
- d) The student may, within 48 hours after receipt of the notice, request that the hearing be held as a public hearing. Even if a student has requested that the board consider an expulsion recommendation in a public meeting, the board will hold any discussion that might be in conflict with the right of privacy of any student, other than the student requesting the public meeting, in closed session.
- e) The board may accept, modify, or reject the findings, decisions, and recommendations of the ~~Superintendent/President~~ president. If the board modifies or rejects the decisions, the board shall review the record of the hearing, and shall prepare a new written decision, which contains specific factual findings and conclusions. The decision of the board shall be final.
- f) The final action of the board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District. (CA Ed. Code Section 72122).

~~Immediate Interim Suspension (Education Code Section 66017):~~

~~The president may order immediate suspension of a student where he/she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long term suspension or expulsion is recommended, will be afforded to the student within ten (10) days.~~

Withdrawal of Consent to Remain on Campus:

~~The vice president may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the vice president a written report must be promptly made to the president.~~

~~The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions.~~

~~In no case shall consent be withdrawn for longer than no more than 14 days from the date upon which consent was initially withdrawn.~~

~~Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest (Penal Code Section 626.4).~~

Time Limits:

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~~Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.~~

f)

**2/6/06**

**Revised: 9/10/07**

**Revised: 5/14/15**

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AP 5530 Student Rights and Grievances

Reference:

**Title IX, Education Amendments of 1972; Education Code Section 76224(a); ACCJC Accreditation Eligibility Requirement 20; ACCJC Accreditation Standard IV.D**

Purpose:

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights or privileges as a student. The procedures shall include, but not be limited to, grievances regarding:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- ~~Sexual harassment~~
- Financial aid
- ~~Illegal discrimination~~
- Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "When grades are given for any course of instruction taught in a community college District, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." "Mistake" may include, but is not limited to errors made by an instructor in calculating a student's grade and clerical errors. Prior to filing a grievance, students should refer to AP 4231 for the process to request a change of grade.
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.

This procedure does not apply to:

- Sexual harassment, which is covered under separate Board Policies and Administrative Procedures (AP 3435).
- Illegal discrimination, which is covered under separate Board Policies and Administrative Procedures (AP 3435).
- Student disciplinary actions, which are covered under separate Board Policies and Administrative Procedures (AP 5520).
- Police citations (i.e. "tickets"); complaints about citations issued by the Campus Sheriff's Department for violations such as parking and registration, may be appealed through the Campus

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Sheriff's Department, however, citations issued by off-campus LASD personnel must be appealed through the County Courthouse.

~~• must be directed to the County Courthouse in the same way as any traffic violation.~~

Definitions:

Party. The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the college's Grievance Committee Chair/officer.

Superintendent/President. The Superintendent/President or a designated representative of the Superintendent/President.

Student. A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

Respondent. Any person claimed by a grievant to be responsible for the alleged grievance.

Day. Unless otherwise provided, day shall mean a day during which the college is in session and regular classes are held, excluding Saturdays and Sundays.

Informal Resolution:

Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration.

The Superintendent/President shall appoint an employee who shall assist students in seeking resolution by informal means. This person shall be called the Grievance Officer. The Grievance Officer and the student may also seek the assistance of the Associated Student Organization in attempting to resolve a grievance informally.

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

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Any student who believes he or she has a grievance shall file a Statement of Grievance Form detailing (time(s), place(s), and nature of grievance which must be filed with the Grievance Officer within 10 days of the incident on which the grievance is based, or 10 days after the student learns of the basis for the grievance, whichever is later. The Statement of Grievance, whether or not the student has already initiated efforts at informal resolution, must be filed within the timelines, if the student wishes the grievance to become official. Within 10 days following receipt of the Statement of Grievance Form, the Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the Statement of Grievance form.

If at the end of 10 days following the student's first meeting with the Grievance Officer, there is no informal resolution of the complaint which is satisfactory to the student, the student shall have the right to request a grievance hearing.

#### Grievance Hearing Committee:

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The Superintendent/President or designee shall at the beginning of each ~~semester~~academic year, including any summer session, establish a standing panel of 18 members of the college community, including 6 students, 6 faculty members and 6 administrators, from which one or more Grievance Hearing Committees may be appointed. The panel will be established with the advice and assistance of the Associated Students Organization and the Academic Senate, who shall each submit 6 names to the Superintendent/President or designee for inclusion on the panel.

A Grievance Hearing Committee shall be constituted in accordance with the following:

- It shall include one student, one instructor (three if grievance is regarding a grade), and one college administrator selected from the panel described above.
- A quorum of three members must be present for the hearing to take place and at least one two must be a faculty member in grade grievances.

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- No person shall serve as a member of a Grievance Hearing Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner.
- All members of the ~~g~~Grievance Hearing Cecommittee will be asked to sign a written statement attesting to their neutrality.

Any party to the grievance may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge to the Vice President Superintendent/President or designee of Student Services who shall determine whether cause for disqualification has been shown. If the Vice President Superintendent/President or designee of Student Services feels that sufficient grounds for removal of a member of the committee has been presented, he/she Superintendent/President or designee shall remove the challenged member or members and substitute a member or members from the panel described above. This determination is subject to appeal as defined below. The grievance officer shall sit with the Grievance Hearing Committee but shall not serve as a member nor vote

~~The grievance officer shall sit with the Grievance Hearing Committee but shall not serve as a member nor vote. The grievance officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Grievance Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an adversary role.~~

~~The Grievance Committee Chair shall coordinate all scheduling of hearings, and facilitate a full, fair and efficient resolution of the grievance.~~

Request for Grievance Hearing:

Any request for a grievance hearing shall be filed within 10 days after filing the Statement of Grievance as described above.

Within 30 days following receipt of the Request for Grievance Hearing, the President Superintendent/President or designee or designated representative shall appoint a Grievance Hearing Committee as described above, and the Grievance Hearing Committee shall meet in private and without the parties present to select a chair and to determine on the basis of the Statement of Grievance whether it presents sufficient grounds for a hearing.

The determination of whether the Statement of Grievance presents sufficient grounds for a hearing shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student as defined in these procedures, which include applicants and former students;
- The grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner;

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- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet each of the requirements, the Grievance Hearing Committee chair shall notify the student in writing of the rejection of the Request for a Grievance Hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within 10 days of the date the decision is made by the Grievance Hearing Committee.

If the Request for Grievance Hearing satisfies each of the requirements, the Grievance grievance Committee Chair shall schedule a grievance hearing. The hearing will begin within 30 days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given not less than 10 days notice of the date, time and place of the hearing.

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Hearing Procedure:

The decision of the Grievance Hearing Committee chair shall be final on all matters relating to the conduct of the hearing, unless there is a vote of a majority of the other members of the panel to the contrary.

The members of the Grievance Hearing Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins.

Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant(s) or grievants shall make the first presentation, followed by the respondent or respondents. The grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant(s) or grievants to prove by substantial evidence that the facts alleged are true and that a grievance has been established as specified above.

Each party to the grievance may represent himself or herself and may also have the right to be represented by a person of his or her choice. A party shall not be represented by an attorney unless, in the judgment of the Grievance Hearing Committee, complex legal issues are involved. If a party wishes to be represented by an attorney, a request must be presented not less than 10 days prior to the date of the hearing. If one party is permitted to be represented by an attorney, any other party

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shall have the right to be represented by an attorney. The hearing committee may also request legal assistance through the ~~P~~Superintendent/Peresident; any legal advisor provided to the hearing committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than 10 days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.

The hearing shall be recorded by the ~~g~~Grievance ~~o~~Officer either by ~~tape-electronic~~ recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by ~~tape-electronic~~ recording, the Grievance Hearing Committee ~~c~~Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The ~~tape-electronic~~ recording shall remain in the custody of the District, either at the college or the District office, at all times, unless released to a professional transcribing service. Any party may request a copy of the ~~tape-electronic~~ recording.

All testimony shall be taken under oath; the oath shall be administered by the Grievance Hearing Committee ~~c~~Chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be ~~tape~~-recorded shall be considered to be unavailable.

Within 10 days following the close of the hearing, the Grievance Hearing Committee shall prepare and send to the ~~President~~Superintendent/Peresident a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.

~~Antelope Valley Community College District .....Administrative Procedures Chapter 5 (Student Services) Page 80-AP~~

~~Antelope Valley Community College District .....Administrative Procedures Chapter 5 (Student Services) Page 81-AP~~

~~a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.~~

Superintendent/President's Decision:

Within 10 days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the ~~Superintendent/-Pe~~Superintendent/Peresident shall send to all parties his or her written

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decision, together with the Hearing-Committee's decision and recommendations. The Superintendent/PPresident may accept or reject the findings, decisions and recommendations of the Hearing Committee.

The factual findings of the Hearing Committee shall be accorded great weight; and if the Superintendent/PPresident does not accept the decision or a finding or recommendation of the Grievance Hearing Committee, the Superintendent/PPresident shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Superintendent/PPresident shall be final, subject only to appeal as provided below.

Appeal:

Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the Superintendent/PPresident within 30 days of that decision. The Superintendent/PPresident shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The Superintendent/PPresident's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

Time Limits:

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

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Office of the President

June 3, 2015

To the Academic Senate:

I am writing to provide an explanation and a rationale for the language changes made to BP 4020 and BP 4025 that have been pulled from the Board of Trustees agenda at the request of the Senate President. First, the process of BP 2410 was followed by the administration and the College Coordinating Council; the vetting process allowed approximately 90 days where only 30 days is required. The two BPs could move forward to the Board without violation of policy, but out of professional courtesy and respect for the Senate, they are pulled. I have given my word; they will not go back to the Board until the October Board meeting.

The changes in the two Board Policies, as is the case with many others, are the result of incorporating many changes from over the years. There has not been an active and consistent review process here at the college in some time. We are beginning such a process so some of the BP changes that will show up will be changes that other colleges made some time ago. That is the case with the two BPs in question. The latest changes were to conform language to the requirements of the new accreditation standards. There were previous changes that included the change from Academic Senate to Superintendent/President. Attached there are examples from four institutions reflecting their language changes regarding BP 4020.

As a matter of background, it may be helpful to understand the legal relationships involved. Antelope Valley Community College District is the legal entity established by the Board of Governors by its authority codified in Title 5 and Education Code. Antelope Valley College is the accredited institution that the District administers. The title of Superintendent/President reflects the legal responsibility for compliance with statute as Superintendent of the District, and the college administration title of President. In multi-college districts, the Chancellor holds the legal responsibility, and the college Presidents hold the accredited institution administration responsibility.

The District is the entity that is overseen by the Board of Trustees and is the legal entity that allows for contracting; liability for compliance with statute; and receives the apportionment of tax revenue for the funding of the district. The establishment of the community college system and its funding allocation was set forth in AB 1725.

Regarding the two BPs in question at this time, 4020 and 4025, the change to Superintendent/President references the legal liability and requirement for compliance with statute. Title 5 has very specific statutory references to the minimum requirements for an associate's degree; minimum requirements for general education components; minimum requirements for grading, and particularly grade changes; minimum requirements for course approvals prior to being offered; and, the matching of classroom hours with units of credit awarded, to provide just a few examples. As delegated by the Board, the Superintendent/President carries the legal liability for that compliance, the Academic Senate does not.

Later in the writing in 4020 and 4025, there is an additional statutory requirement of the Superintendent/President to comply with the provisions of AB 1725, at the same time ensuring the statutory requirement of compliance. This requirement is to adhere to the provisions of "rely primarily on the recommendation" of the Academic Senate, or to reach "mutual agreement". For Antelope Valley College these provisions are clearly set forth in BP 2510. In the writing in BP 4020 and BP 4025, specific reference is made to adhering to the provisions of BP 2510, while carrying out the compliance responsibility.

Therefore, with the construction of the two BPs, the legal responsibility and liability for compliance with statute is set forth, while ensuring that the provisions protecting the role of the Academic Senate in academic and professional matters are maintained.

There has been no breaking of the law as accused, rather it has been further protected and defined as to the roles of responsibility. The Academic Senate has no legal liability in compliance; the Superintendent/President as delegated by the Board of Trustees, and the Board of Trustees itself, do.

I hope this helps to clarify the issue. Further, that it demonstrates that there has been no skirting of the law as alleged, outside my presence, when I was clearly available. Nor was there any notice to my office of the concern to seek clarification before the allegations were made.

My professional regards,

Ed Knudson  
President

/attachments

## **Peralta Community College District**

BP 4020 BOARD POLICY 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT The programs and curricula of the District shall be of high quality, relevant to the multicultural East Bay community and student needs, reflective of the District's and Colleges' Mission, Vision and Values, and evaluated regularly through Program Review and Annual Unit Plan updates to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include: • appropriate involvement of the faculty and Academic Senate in all processes; • regular review and justification of programs and course descriptions; • opportunities for training for persons involved in aspects of curriculum development; and • Consideration of job market and other related information for vocational and occupational programs, as well as regular review of vocational programs consistent with requirements of Education Code.

All new programs, program modifications, and program deletions shall be approved by the Board. All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required. Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board.

Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board. Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The Chancellor shall establish a procedure which prescribes the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.

The Chancellor shall establish a procedure to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable.

The Chancellor shall establish a procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims. References: Education Code Sections 70901(b), 70902(b), and 78016; California Code of Administrative Regulations Sections 51000, 51022, 55100, 55130 and 55150 U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended ACCJC Accreditation Standards II.A and II.A.9 Administrative Procedure 4020 Program and Curriculum Development Replaces: Board Policy 5.11, Review Policy for Instructional Programs approved November 14, 2000. Approved by the Board: February 14, 2012 Reviewed and approved by the Board of Trustees: April 14, 2015

Book

**VCCCD Board Policy Manual**

Section

Chapter 4 Academic Affairs

Title

BP 4020 PROGRAM AND CURRICULUM DEVELOPMENT

Number

BP 4020

Status

Active

Legal

California Education Code, Section 66700

California Education Code, Section 70901, 70902(b)

California Education Code, Section 78016

Title 5, Section 51022

Title 5, Section 55001

Title 5, Section 55100

Title 5, Section 55130

Title 5, Section 55150

U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs Under Title IV of the Higher Education Act of 1965, as amended

Adopted

February 16, 2006

Last Reviewed

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The programs and courses of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor, in consultation with the Academic Senates, shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- Appropriate involvement of the faculty and Academic Senate in all processes;
- Regular review and justification of programs and course descriptions;
- Opportunities for training for persons involved in aspects of curriculum development; and
- Consideration of job market and other related information for vocational and occupational programs.

All new courses and programs, courses and programs with substantial revisions, and program deletions shall be approved by the Board.

All new courses and programs with substantial revisions, shall be submitted to the California Community Colleges Chancellor's Office (CCCCO) for approval as required.

Board approved Proficiency Awards, which are non-transcripted, do not require submission to and approval by the CCCCCO.

## **Cabrillo College**

Chapter Four: Academic Affairs BP 4020 Program, Curriculum, and Course Development Page 1 of 2 BP 4020 Program, Curriculum, and Course Development

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. The Board of Trustees recognizes that the college curriculum will be dynamic in response to changes in teaching methodology, legal requirements, student needs, technology, and occupational opportunities. For this reason, the faculty and administration have the responsibility to engage in continuing review of college offerings for the purpose of revising, deleting or adding courses and programs as needed within the resources available. **To that end, the Superintendent/President shall, through consultation with the Faculty Senate, establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance, which include consultation with the Faculty Senate.**

Furthermore, these procedures shall include: • appropriate involvement of the faculty and Faculty Senate and Curriculum Committee in all processes; • regular review and justification of programs and course descriptions; • opportunities for training for persons involved in aspects of curriculum development; • consideration of job market and other related information for career and technical programs.

All new programs and program changes shall be approved by the Board, and submitted to the Office of the Chancellor for the California Community Colleges for approval, certified by the Vice President of Instruction, as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

## Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

**The Superintendent/President will establish procedures** which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts. Chapter Four: Academic Affairs BP 4020 Program, Curriculum, and Course Development Page 2 of 2 The Superintendent/President shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. **The Superintendent/President shall also establish procedure** for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

Legal References: Education Code Section 70901(b), 70902(b) and 78016; Title 5 Sections 51000, 51022, 55100, 55130, and 55150; US Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8 Adopted: April 4, 1988 Revised: November 1, 2010 Revised: October 6, 2014

## **Mt. SAC**

Chapter 4 – Academic Affairs BP 4020 Program, Curriculum, and Course Development References: Education Code Section 70902(b), and 78016; Title 5, Section 51022 and 55130, BP 3255

The programs and curricula of Mt. San Antonio College shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and transferability when appropriate. To that end, **the College President/CEO in consultation with the Chief Instructional Officer and the Academic Senate** shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include: • appropriate involvement of the Academic Senate; • regular review and justification of programs and course descriptions; and • opportunities for training for persons involved in aspects of curriculum development. • consideration of job market and other related information for career and technical programs.

All new programs and program deletions shall be approved by the Board. New courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required. Adopted May 26, 2004 Revised January 26, 2005 Revised January 24, 2007