



**ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING**

**April 19, 2012  
3:00 p.m. – 4:30 p.m.  
SSV 151**

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

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE SENATE PRESIDENT**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. APPROVAL OF MINUTES**
  - a. March 15, 2012 (attachment)**
- 5. REPORTS (5 minutes maximum)**
  - a. Faculty Professional Development Committee – Kathryn Mitchell**
- 6. ACTION ITEM**
  - a. AP&P Recommendation for Approval: Degree/Certificate Revisions from 2010 – 2011 Academic Year (attachment)**
  - b. Outstanding Adjunct (attachment)**
  - c. Scholar in Residence (attachment)**
- 7. DISCUSSION ITEM**
  - a. University of Phoenix Alliance MOU (attachment)**
  - b. Matriculation Update: Priority Registration – Patricia Márquez**
- 8. SENATE ADMINISTRATIVE BUSINESS**
  - a. Appointments**
    - **Distance Education and Technology Committee**
      - **Ken Shafer (3 year term beginning fall 2012)**
    - **Faculty Professional Development Committee**
      - **Mark Hoffer (3 year term beginning fall 2012)**
      - **Rona Brynin (3 year term beginning fall 2012)**
    - **Safety Committee**
      - **Joseph Esdin (2 year term beginning fall 2012)**
      - **Rick Motwakel (2 year term beginning fall 2012)**
    - **Student Learning Outcomes Committee**
      - **Stacey Adams – BCSED (3 year term beginning fall 2012)**
      - **Wendy Stout – HS (2 year term beginning fall 2012)**
      - **Carolyn Burrell – IRES (3 year term beginning fall 2012)**
      - **Bill Vaughn – LA (2 year term beginning fall 2012)**
      - **Bassam Salameh (3 year term beginning fall 2012)**
      - **Glenn Haller – KAD (2 year term beginning fall 2012)**
      - **Irit Gat – SBS (3 year term beginning fall 2012)**
      - **Cynthia Kincaid – VAPA (2 year term beginning fall 2012)**
      - **Leslie Baker – TE (3 year term beginning fall 2012)**
      - **TBA – At-Large Academic Affairs Faculty (2 year term beginning fall 2012)**
      - **TBA – At-Large Student Services Faculty (2 year term beginning fall 2012)**
      - **William Howard – Adjunct Faculty Rep. (2 year term beginning fall 2012)**
    - **Academic Senate 2012 - 2013**
      - **Cathy Overdorf (2 year term beginning fall 2012)**
      - **Van Rider – IRES (2 year term beginning fall 2012)**

- **Liette Bohler – LA (2 year term beginning fall 2012)**
- **Zia Nisani – MSE (2 year term beginning fall 2012)**
- **Joe Watts – KAD (2 year term beginning fall 2012)**
- **Ron Chapman – SBS (2 year term beginning fall 2012)**
- **Lee Grishman – Student Services (2 year term beginning fall 2012)**
- **Michael Hancock – Student Services (2 year term beginning fall 2012)**
- **Jack Halliday – TE (2 year term beginning fall 2012)**
- **TBA – At-Large Faculty Rep (3 year term beginning fall 2012)**
- **TBA – Adjunct Faculty Rep (1 year term beginning fall 2012)**

**b. Announcements**

- Statewide Academic Senate Spring 2012 Plenary Session – San Francisco Airport Westin – April 19 – 21, 2012
- Faculty Leadership Institute – June 14, 2012 – June 16, 2012, TBA
- Curriculum Institute – July 12, 2012 – July 14, 2012, San Francisco Airport Westin
- Statewide Academic Senate Fall 2012 Plenary Session – November 8, 2012 – November 10, 2012, Irvine Marriott

**9. ADJOURNMENT**

**NON-DISCRIMINATION POLICY**

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

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



**ANTELOPE VALLEY COLLEGE**  
**ACADEMIC SENATE MEETING**  
**April 19, 2012**  
**3:00 p.m. – SSV 151**

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

Mr. John Toth, 1<sup>st</sup> Vice President of the Academic Senate, called the April 19, 2011 Academic Senate meeting to order at 3:02 p.m.

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

- Mr. Toth announced that the Senate President, Mr. Christos Valiotis, could not be in attendance of the meeting due to another commitment off campus. Mr. Valiotis apologized for his inability to attend the Senate meeting and requested a video message be played prior to the commencement of the Senate meeting. Mr. Valiotis expressed his apologies for not being able to attend the meeting in person and extend his gratitude to Ms. Gloria Kastner, the Coordinator for the Academic Senate. Mr. Valiotis announced this would be the last Senate meeting Ms. Kastner would be supporting as she will begin a new position as the Senior Administrative Assistant for the Executive Vice President for Academic Affairs and Student Services as of Monday, April 23, 2012. He extended his congratulatory sentiments on attaining a promotional position. He stated Ms. Kastner has become a vital resource for Senate business/knowledge and will be greatly missed. On behalf of the Academic Senate he wanted the Senate Executive members to present Ms. Kastner with a certificate of appreciation for the dedication and work performed for and on the behalf of the Academic Senate. The Senate Executive members, Mr. Toth, Mr. Jack Halliday, and Mr. Ty Mettler presented a certificate of appreciation to Ms. Kastner.
- The Senate received notification from CSU Bakersfield of an upcoming survey distribution for the Antelope Valley Center Project (AVCP). All UC/CSU transfer courses will be requested to survey students during the week of May 1 – 4, 2012. Senators were encouraged to communicate the importance of allowing students to participate in this survey.

**3. OPEN COMMENTS FROM THE PUBLIC**

- Ms. Márquez offered her congratulations to Ms. Kastner and stated she had the opportunity to work with Ms. Kastner during her tenure as Senate President. She stated that working with Ms. Kastner was a great pleasure. Ms. Kastner assumed the position and took great pride in her work. She always worked diligently to assist faculty whenever requested and gained an immense understanding of the role and responsibility of the Senate. The quality of her work was always exemplary, and it will be difficult to find a replacement. Over the years faculty have relied heavily on Ms. Kastner as a resource for campus information. This speaks to the quality work faculty could expect from Ms. Kastner. Ms. Márquez stated it is a great to see Ms. Kastner promoted although she had personal experience of the difficulties in finding a capable replacement. There were several hires in the Senate Office after the retirement of Ms. Mary Kelsay before Ms. Kastner was hired. It will be a difficult process to find a replacement, but in the meantime Ms. Kelsay will be able to maintain the Senate Office temporarily until a permanent replacement can be found. She wished the Senate well in their endeavors in finding a permanent replacement and extended her gratitude to Ms. Kastner for the quality work performed for the Senate and faculty.

**4. APPROVAL OF MINUTES**

**a. March 15, 2012 (attachment)**

A motion was made and seconded to approve the March 15, 2012 Academic Senate meeting minutes. Ms. MaryAnne Holcomb provided a hard copy of corrected minutes. In addition, Ms. LaDonna Trimble requested the minutes correctly reflect the date to drop a class without a “W” is the day prior to the census due date. Motion carried as corrected.

**5. REPORTS (5 minutes max.)**

**a. Faculty Professional Development (FPD) Committee – Kathryn Mitchell**

Ms. Kathryn Mitchell reported this is a busy time for the FPD Committee. The committee will be busy reviewing submitted proposals for the 2012 – 2013 FPD program, as well as approving submitted faculty plans and contracts. Annually the committee uses evaluation/survey results to determine the most critical professional development needs. The call for proposals for the 2012 – 2013 PFD program included specifically requested professional development topics that faculty requested in various evaluations. Event evaluations are available for all programmed activities in an electronic format on the FPD public website and will be compiled at the end of the program year. The committee has reviewed submitted event proposals for the 2012 – 2013 program and will be sending out letters within the next few weeks. In addition, the committee has reviewed all 2012 – 2013 Sabbatical requests and will be set as an action item for next week's meeting. The committee has also engaged in coordinating the fall 2012 Welcome Back Day. Overall, a large majority of adjunct faculty have submitted their FPD Plans on time. To date, there are only five outstanding adjunct faculty plans. Many faculty have begun submitting final contracts. Senators were reminded all faculty, both adjunct and full-time, FPD contracts are due on May 14, 2012. Ms. Mitchell reported several Student Learning Outcomes (SLO) Committee members attended the March 14, 2012 FPD meeting to speak to the changes being made to the SLO Committee composition and member duties. Due to the increase in responsibilities SLO Committee members will receive more FPD credit for serving as the Division representative. She requested Senators announce to constituent faculty members the importance of submitting their FPD contracts early and to work collaboratively with Ms. Mary Kelsay.

**6. ACTION ITEMS**

**a. AP&P Recommendation for Approval: Degree/Certificate Revisions from 2010 – 2011 Academic Year**

A motion was made and seconded to approve the AP&P Recommendation for approval: Degree/Certificate Revisions from 2010 – 2011 Academic Year. The attached revisions were approved by the AP&P Committee during the 2010 – 2011 academic year but were never forwarded to the Senate or the Board of Trustees for approval. Motion carried.

**b. Outstanding Adjunct (attachment)**

A motion was made and seconded to open the ballot process to formally select an Outstanding Adjunct recipient. Senators were requested to review the nomination letters provided within their Senate meeting packet. Two nominees were forwarded for consideration, Ms. Angela Davis from the Social and Behavioral Sciences Division, and Ms. Violet Christopher from the Business, Computer Studies, and Economic Development Division. Ballots were distributed and collected. Ms. Kastner tallied completed ballots and a winner for the Outstanding Adjunct award was selected. The name of the winner will be announced at the May 16, 2012 Faculty Recognition Day. Motion carried.

A motion was made and seconded to approve the Outstanding Adjunct award winner who will remain anonymous until the May 16, 2012 Faculty Recognition Day. Motion carried.

**c. Scholar In Residence (attachment)**

A motion was made and seconded to open the ballot process to formally select a Scholar in Residence recipient. Senators were requested to review the nomination letters provided within their Senate meeting packet. Two nominees were forwarded for consideration, Dr. David Newby, Visual and Performing Arts discipline faculty, and Ms. Karen Lubick, Language Arts discipline faculty. Ballots were distributed and collected. Ms. Kastner tallied completed ballots and a Scholar In Residence award recipient was selected. The name of the winner will be announced at the May 16, 2012 Faculty Recognition Day. Motion carried.

A motion was made and seconded to approve the Scholar In Residence award recipient who will remain anonymous until the May 16, 2012 Faculty Recognition Day. Motion carried.

## 7. DISCUSSION ITEM

### a. University of Phoenix MOU (attachment)

Mr. Toth reported the Senate packet included the details on the University of Phoenix Memorandum of Understanding (MOU). The MOU was included as a discussion item as requested by Administration. They received this MOU request and deferred the issue to the Senate for discussion. According to statistical data included in the MOU more AVC students transfer to the University of Phoenix than any other university other than CSU Bakersfield. The Counseling faculty present do not believe the statistics to be an accurate reflection of transfer students. More students transfer to CSUs (i.e. Northridge or Bakersfield). Signing the MOU would facilitate a direct articulation with the University of Phoenix and afford all AVC Staff/Faculty a discounted tuition rate. Mr. Ron Chapman stated he is offended by the offer of the MOU because monetary funds are not generally received for articulation. He requested the Senate invite the University of Phoenix representative, Makea Knight, to provide the Senate with a presentation at a future Senate meeting. Ms. MaryAnne Holcomb stated signing this MOU would be a conflict of interest. Ms. Susan Knapp indicated the whole idea of a MOU is bizarre. She requested the discussion item be deferred until the Articulation Officer, Dr. Lee Grishman, could be consulted and requested to review the MOU language. Dr. Grishman should be solicited to provide input on the ramifications of signing the MOU and determine if it would even be appropriate. Senators were in consensus that this discussion item be deferred until the next Senate meeting to allow Dr. Lee Grishman the opportunity to provide input on this discussion item.

### b. Matriculation Update: Priority Registration – Patricia Márquez

Ms. Patricia Márquez stated she requested the opportunity to speak to the Senate to disclose discussions occurring regarding Matriculation. The Matriculation Committee has reviewed the Chancellor's Office Matriculation Handbook which includes goals to determine work and goals needing to be accomplished at AVC. Completion of matriculation components have been proven to directly influence and impact students in determining student success. The Student Success Task Force Recommendations has significant impact on matriculation components. One of the goals established by the Matriculation Committee was to review priority registration. Ms. Márquez distributed and reviewed proposed Title 5 language revisions for consideration based on the Student Success Task Force Recommendations. She highlighted the recommended revisions (see attachment). Recommended revised language is italicized. Ms. Márquez reported the language speaks to instituting a priority registration process which rewards students exhibiting good academic behavior. The Matriculation Committee researched community colleges for alternate examples of priority registration processes. The committee gravitated towards the priority registration process instituted at San Joaquin Delta College, which utilizes a point system. The process promotes good student behavior and provides access to courses needed. Students on academic probation will not get the priority registration they may have previously been awarded but won't be locked out to where they aren't able to obtain courses needed. Ms. Márquez distributed a *draft* of a possible enrollment priority system. She emphasized the form is merely a *draft* and still being discussed (see attachment). Similar to San Joaquin Delta the enrollment priority draft would incorporate a point system. The process title would be changed from "Priority Registration" to "Enrollment Priorities." Utilizing the recommendations included in the language established by the Student Success Task Force (SSTF) the draft would establish points for students within groups that are required by law and/or meet specific grant requirements. These students would be given enrollment priority. The draft Enrollment Priorities would be established on point value system with a maximum of 100 points total. In addition, utilizing some of the other SSTF Recommendations, the Enrollment Priorities draft was created. Ms. Debra Feickert stated for a student to only lose five points as a penalization for academic probation or withdrawing from a 2 to 4 courses is not enough of a penalty as the student would still be eligible for priority registration in the next semester. The penalty needs to be more severe in efforts to open up space for other students who legitimately need the course and willing to put forth the effort to pass the course for program purposes. Ms. Márquez responded by stating the District needs to wait to get statistics from the Department of Institutional Effectiveness, Research and Planning (DIRP) and consider Title 5

language revisions which are moving towards penalizing students for withdrawing from courses. Ms. Márquez is working with the staff of DIRP to determine how the draft process would impact future AVC Students. The ultimate goal is to reward and emphasize the importance of progress. The committee is looking at trying to establish a process where Title 5 will possibly move towards implementation. The draft is in the infancy stage and there are many unknowns that need to be determined. These unknowns are dependent on the acceptance of the recommendations of the SSTF, as well as Title 5 language revisions. Ms. Susan Knapp stated there are a significant number of students within the protected programs and inquired if they do not meet program requirements if they are removed from the protected program and placed within the general student population. Ms. Marquez stated it is up to the individual programs to determine if a student meets the established program requirements to maintain eligibility for individual programs. If they do not meet program requirements, they should then be removed from the protected program and placed within the general student population and awarded enrollment priority based on the established process. Ultimately, the Matriculation Committee needs to wait to see how the SSTF Recommendations are carried out to finalize any changes to the enrollment priority process but want to be as prepared as possible.

## 8. SENATE ADMINISTRATIVE BUSINESS

### a. Appointments

- **Distance Education and Technology Committee**

- Ken Shafer (3 year term beginning fall 2012)

*A motion was made and seconded to approve the appointment of Mr. Ken Shafer to the Distance Education and Technology Committee for a three year term beginning fall 2012. Motion carried.*

- **Faculty Professional Development Committee**

- Mark Hoffer (3 year term beginning fall 2012)
- Rona Brynin (3 year term beginning fall 2012)

*A motion was made and seconded to approve the appointment of Mr. Mark Hoffer and Dr. Rona Brynin to the Faculty Professional Development Committee for a three year term beginning fall 2012. Motion carried.*

- **Safety Committee**

- Joseph Esdin (2 year term beginning fall 2012)
- Rick Motawakel (2 year term beginning fall 2012)

*A motion was made and seconded to approve the appointment of Mr. Joseph Esdin and Mr. Rick Motawakel to the Safety Committee for a two year term beginning fall 2012. Motion carried.*

- **Student Learning Outcomes Committee**

- Stacey Adams – BCSED (3 year term beginning fall 2012)
- Wendy Stout – HS (2 year term beginning fall 2012)
- Carolyn Burrell – IRES (3 year term beginning fall 2012)
- Bill Vaughn – LA (2 year term beginning fall 2012)
- Dr. Bassam Salameh - MSE (3 year term beginning fall 2012)
- Dr. Glenn Haller – KAD (2 year term beginning fall 2012)
- Dr. Irit Gat – SBS (3 year term beginning fall 2012)
- Cynthia Kincaid – VAPA (2 year term beginning fall 2012)
- Leslie Baker – TE (3 year term beginning fall 2012)
- TBA – At-Large Academic Affairs Faculty (2 year term beginning fall 2012)
- TBA – At-Large Student Services Faculty (2 year term beginning fall 2012)
- William Howard – Adjunct Faculty Representative (2 year term beginning fall 2012)

*A motion was made and seconded to approve the appointments of the division representatives listed above. Motion carried.*

- **Academic Senate 2012 - 2013**

- Cathy Overdorf – HS (2 year term beginning fall 2012)
- Van Rider – IRES (2 year term beginning fall 2012)
- Liette Bohler – LA (2 year term beginning fall 2012)
- Dr. Zia Nisani – MSE (2 year term beginning fall 2012)
- Joe Watts – KAD (2 year term beginning fall 2012)
- Ron Chapman – SBS (2 year term beginning fall 2012)
- Dr. Lee Grishman – Student Services (2 year term beginning fall 2012)
- Michael Hancock – Student Services (2 year term beginning fall 2012)
- Jack Halliday – TE (2 year term beginning fall 2012)
- TBA – At-Large Faculty Representative (3 year term beginning fall 2012)
- TBA – Adjunct Faculty Representative (1 year term beginning fall 2012)

*A motion was made and seconded to approve the appointments of the division representatives listed above. Motion carried.*

**b. Announcements**

- Statewide Academic Senate Spring 2012 Plenary Session – San Francisco Airport Westin
- Faculty Leadership Institute – June 14, 2012 – June 16, 2012, TBA
- Curriculum Institute – July 12, 2012 – July 14, 2012, San Francisco Airport Westin
- Statewide Academic Senate Fall 2012 Plenary Session – November 8, 2012 – November 10, 2012, Irvine Marriott

**9. ADJOURNMENT**

A motion was made and seconded to adjourn the April 19, 2012 Academic Senate Meeting at 4:12 p.m. Motion carried.

<b>MEMBERS PRESENT</b>			
Ron Chapman	MaryAnne Holcomb	Berkeley Price	John Toth
Chris Dundee	Sandra Robinson	Terry Rezek	Larry Veres
Luis Echeverria	Susan Knapp	Van Rider	Pavinee Villapando
Debra Feickert (proxy)	Ken Lee	Casey Scudmore	
Glenn Haller	Ty Mettler	Ken Shafer	
Jack Halliday	Rosa Onofre (proxy)	Elizabeth Sundberg	
<b>MEMBERS ABSENT</b>		<b>GUEST PRESENT/EX-OFFICIO MEMBERS</b>	
Mark Covert	Alexandra Schroer	Patricia Márquez	Kathryn Mitchell
Mike Hancock	Christos Valiotis		
Mike Pesses			

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

To: Board of Trustees

From: Maria Clinton, AP&P Cochair  
Mrs. Sharon Lowry, VP of Academic Affairs and AP&P Cochair

Date: March 20, 2012

Subject: Academic Policies and Procedures Committee Recommendations for Academic Senate Approval

---

The following degree/certificate revisions were reviewed and approved by the Academic Policies and Procedures (AP&P) Committee during the 2010-2011 academic year:

- **Child and Family Education (Certificate)**
- **Child and Family Education (Associate Degree)**
- **Deaf Studies – Interpreter Training (Certificate)**
- **Deaf Studies – Interpreter Training (Associate Degree)**





## ANTELOPE VALLEY COLLEGE

### Memorandum

3041 W. Ave. K  
Lancaster, CA. 93536-5426

---

Date: March 20, 2012

To: Academic Senate  
Antelope Valley College

From: Dr. Tom O'Neil, Dean  
Social & Behavioral Science

Re: Outstanding Adjunct Nomination: Angela L. Davis (Sociology)

---

The undersigned faculty in Sociology and Anthropology would like to nominate Angela L. Davis for this year's Outstanding Adjunct Faculty Award.

During the current semester Angela is teaching one online course of Introduction to Sociology and two conventional courses in Ethnic Relations. She is an inspirational instructor who has an exceptional rapport with students and is a sincere advocate of the social justice orientation of this discipline. Her student evaluations are overwhelmingly positive and complimentary. Although Angela has many accomplishments to recommend her for this honor, the following are those the undersigned faculty members feel are most deserving of special recognition.

Angela has updated and revised the Course Outline of Record for our course in Ethnic Relations. She participated in the development of the SLO assessments for Introduction to Sociology as well as other sociology courses. She has consistently contributed to the assessment of the SLOs for her courses, and she has been a steadfast supporter of adjunct interests on campus. Finally, Angela has been a frequent attendee of Social and Behavioral Science division meetings and a regular participant in faculty professional development activities and personal enrichment opportunities.

Ms. Davis, a graduate of California State University, Bakersfield, has taught Sociology at Antelope Valley College since 2007. She has shown consistent dedication and enthusiasm for her students and has cooperated substantially with full-time faculty. Ms. Davis performs above expectations in the areas of Student Learning Outcome assessment and updating course outlines of record. Angela has been a galvanizing force for other adjunct sociology instructors, by encouraging them to meet together to discuss common issues and to pass on important information and developments. Her willingness to assume governance responsibilities is deeply appreciated by her colleagues.

Dr. Darcy L. Wiewall  
Professor of Anthropology

3/22/2012  
Date

Dr. Ronald C. Chapman  
Sociology Instructor

3/22/2012  
Date

Dr. Tom O'Neil  
Dean, Social & Behavioral Science

03-22-2012  
Date



**Antelope Valley College**  
*Business, Computer Studies, and  
Economic Development Division*

**MEMORANDUM**

DATE: March 26, 2012

TO: Christos Valiotis  
President, Academic Senate

FROM: BCSED Faculty

SUBJECT: Outstanding Adjunct Faculty Award for 2012

---

It is with great pride that the Business, Computer Studies, and Economic Development (BCSED) Division nominates Violet Christopher for the *2012 Outstanding Adjunct Faculty Award*.

Violet Christopher has an MBA in Marketing/Management from Bernard Baruch College in New York, and was a consultant/investor. Violet became a part of the AVC adjunct faculty team in Fall 2008 – teaching Business, Marketing, and Management classes. She quickly immersed herself in teaching and in providing additional support wherever needed. She is always first to volunteer for projects, and she works tirelessly in every endeavor she undertakes.

In addition to her teaching responsibilities, Mrs. Christopher worked with the Antelope Valley Union High School District (AVUHSD) on their Tech. Prep. Demo. Committee in 2011; and has served on the course articulation team, coordinating efforts between AVC and AVUHSD. She also participated in the *Educating for Career Pathways* conference held in 2010. Her attendance at various workshops encouraged her to incorporate into her classes some of the strategies suggested at the conferences – including, but not limited to, improved team work, an emphasis on technology, and readying students for success in careers. She attends our division meetings on a regular basis, and contributes valuable suggestions and insight from an adjunct's perspective. Violet has also served on our BCSED Advisory Committee, meeting with members of the community to gather input regarding skill sets employers seek in AVC graduates.

Her dedication to her students is evident in their opinions of her. They find her to be understanding of their personal challenges while still demanding of excellence with a rare talent for balancing both; she can be empathetic without relaxing her standards, which is a difficult task at best. Violet's experience in industry serves her students well because she brings to her

classrooms her personal experiences making her courses much richer than if she relied on the textbook alone.

In her time away from AVC, Violet continues to take classes to improve instruction in marketing techniques. She was also one of the first adjuncts to offer to assist in the development of the Customer Service Academy (CSA) offered through our Corporate & Community Services department. Employers in the community enlisted the help of AVC's CSA instructors to address customer service issues in their companies as related to *Customer Service, Communications, Team Building, Attitude, Values and Ethics, Time Management, Stress Management, and Conflict Management*.

Her dedication extends beyond the classroom and the confines of the academic calendar. She has organized her Management "Tiger Team" on numerous group hikes around the Antelope Valley, arranged reunion gatherings designed to promote local businesses owned by her students, and also assembled a team of student volunteers for the Leona Divide and the Leona Valley Trail Races prompted by the desire to encourage one of her student's efforts in completing these endurance running events.

Violet is a patient and positive role model for her students. She possesses excellent interpersonal skills, and students are very fond of her. She frequently shares her own personal, real-life experience to further illustrate the marketing and management arena. Mrs. Christopher is extremely dependable and follows-through to meet deadlines well in advance of the due dates. She has made herself available to substitute for other instructors, as necessary.

Mrs. Christopher is a valuable asset to the Business, Computer Studies, and Economic Development Division, and she should be considered as a top-contender for the 2012 *Outstanding Adjunct Award*.

To: Academic Senate  
From: Carolyn Burrell  
Re: Scholar-In-Residence Nomination

March 26, 2012

It is with great pleasure that I nominate Dr. David Newby for Scholar-In-Residence. I have known David since he arrived at AVC in 1989, and have had the good fortune to work with him not only as a fellow faculty member, but also as a member of the Master Chorale. As a singer I could not ask for a better conductor; as a faculty member I could not ask for a better colleague.

1. Is a full-time member of the certificated staff (Non-Classroom and Classroom).

Dr. David Newby was hired as a full-time faculty member in 1989 and is actively involved in faculty and departmental affairs. Since coming to AVC he has served the college on many different bodies/committees, including the Academic Senate, AP&P, Senate Grant Committee, Reorganization Committee, as well as numerous hiring committees, and full time evaluation committees in several different divisions. He presented the AVC Flex series *Opera on Film*--four presentations per year for three years--and currently presents five concerts per year in the AVC Faculty Professional Development program. Four of the five concerts feature a 30-minute lecture by Dr. Newby prior to the performance.

Dr. Newby is an extremely versatile instructor. He has taught 26 different classes at AVC: Master Chorale, Master Chorale Sectional, Concert Choir, Choral Music Performance, Children's Choir, Orchestra, Musical Theatre Workshop, Voice Class, Keyboard Skills I-IV, Keyboard Harmony I-IV, Applied Music (Piano, Strings, Percussion), Applied Music Performance, Music Appreciation, Music Theory, Counterpoint, Form and Analysis, Musicianship I-IV.

2. Increases knowledge for a specific discipline.

Dr. Newby's dissertation on Igor Stravinsky's opera *Oedipus Rex* won the Julius Herford Prize from the American Choral Directors Association, and was hailed by America's leading choral publication *Choral Journal* as "a major contribution to the literature on Igor Stravinsky." His research has also taken him to Tunghai University in Taiwan where he presented a lecture on Robert Schumann's *Overture, Scherzo and Finale*. This lecture was subsequently published as "Robert Schumann's *Overture, Scherzo and Finale: The Finer Shades of Passion*" (Festshchrift. Tunghai University, Taiwan. 2011).

Closer to home, he composed "The Dragon Wakes," an orchestra composition for AVC Theatre-Music production of same name.

3. Brings credit to the institution.

Dr. Newby has been a remarkably active representative of Antelope Valley College during the last 23 years. He is heavily involved in the greater Antelope Valley community, and has been awarded the Louis Bozigian Arts Award, (City of Lancaster), recognized for community service by Los Angeles County Supervisor Michael Antonovich, and won grants totaling \$60,000 from such organizations as the Parsons Foundation (\$30,000 grant), Rotary International, Kiwanis Clubs, Supervisor Michael Antonovich, the Lancaster Performing Arts Center Foundation, AVC Senate, and AVC Foundation.

Dr. Newby and Antelope Valley Master Chorale have represented AVC at Carnegie Hall, in Washington, D.C., at the Los Angeles Music Center, Edwards AFB, AV Board of Trade, AV Realtors, Kiwanis Club, Rotary Club, as well as local churches and synagogues. Under his direction the Antelope Valley

Symphony Orchestra has performed in the Indian Wells' Concert Series at China Lake Naval Base, at the Starlight Concert Series in Palmdale, and appeared with John Tesh, and the Electric Light Orchestra.

4. Is a compassionate and skillful educator who opens visionary insights for students.

Dr. Newby is a dedicated instructor who seeks to provide informative and enriching experiences for his students. Since arriving at AVC Dr. Newby has served as faculty advisor to Marauder Music (ASO student club), and coordinated and supervised class trips to concerts at Los Angeles Philharmonic, Pacific Symphony, and Pasadena Symphony. He has also arranged and supervised visits to four-year institutions such as CSUN, CSULB, UCLA, UCSB, USC, Cal Arts, and University of Redlands. At these institutions AVC Applied Music students had the opportunity to meet with faculty, administrators, counselors, and students, as well as observe music classes and lessons. Each semester Dr. Newby provides at least 40 hours of additional classroom instruction beyond the required instructional hours in rehearsals and performances.

Dr. Newby also introduced professional mentors into the AVSO. Professional orchestral musicians rehearse and perform with AVC students, serving as teachers, advisors, and real world role models for aspiring student musicians. This is a rare and wonderful opportunity for students to interact with the kind of musicians they may someday become. In addition, every year Dr. Newby visits music classes at Antelope Valley high schools, observes rehearsals, conducts student groups, and provides information on AVC classes.

5. Is acknowledged by the educational community as a learned individual.

Dr. Newby has shared his expertise as a guest lecturer and faculty member with institutions such as UC Riverside (Visiting Assistant Professor), Tunghai University (Taiwan), Korean Christian Music Conservatory, Palomar College, Indiana University High School Summer Music Camp, and La Jolla Symphony and Chorus. He has been a guest conductor for the Kern County Honors Orchestra, and Pasadena Festival Orchestra. He is currently music director for the Tehachapi Symphony Orchestra, which won the Symphony League of America Met Life Award for Excellence in Community Engagement. Dr. Newby has also served as an adjudicator for Los Angeles Junior Chamber Music Concerto Competition, and the CSUN Concerto-Aria Competition.

6. Demonstrates persistent dedication to innovation and excellence in education.

Dr. Newby is dedicated to improving music education at AVC and beyond. If a course, program, or performing group was lacking, David found a way to make it a reality. He wrote or co-wrote ten new AVC classes: Master Chorale, Master Chorale Sectional, Choral Music Performance, Children's Choir, Keyboard Harmony I-IV, Applied Music, Applied Music Performance. He co-authored three different versions of the AA in Music Degree in 1990, 1996, and 2007. Dr. Newby also founded an independent board of directors for the Antelope Valley Symphony Orchestra and Master Chorale, helped design bylaws, and recruited several board members.

Dr. Newby's dedication to music education is not limited to the AVC campus. He founded the AV Children's Choir, constructed its bylaws, and served as Interim Music Director. He founded one solo and two concerto competitions, a youth concert series, and the High School Choral Festival. All of these groups and activities give young musicians the opportunity to perform in public, and test their skills in open competition. Entering, preparing for, and participating in competitions allow students to stretch themselves, explore new music, and instill a drive for excellence that will last a lifetime. Dr. Newby has actively sought to make such opportunities available to all who wish to enter.

Memorandum

To: Members of the Antelope Valley College (AVC) Academic Senate

From: Professor Diane Flores-Kagan and Dr. Matthew Jaffe

Date: March 27, 2012

Subject: Nomination of Professor Karen Lubick  
Scholar-in-Residence Award

It is our pleasure to offer in nomination Professor Karen Lubick from the Language Arts Division as AVC's Scholar-in-Residence for the academic year 2012-2013. We share below her accomplishments and attributes:

**1. Is a full-time member of the certificated staff (Classroom)**

Professor Karen Lubick has been a full-time instructor of English at AVC since 2001 after serving one year as an adjunct instructor and before that, from 1993 to 2000, an adjunct at California State College Northridge. She teaches many classes per semester and some during Intersession and summer session when required. Eleven years of full-time teaching at AVC and the faculty responsibilities she has assumed, both department and shared governance related, validate Professor Lubick's outstanding performance as a campus leader, consultant, coordinator, advisor, collaborator, and scholar.

**2. Increases knowledge for a specific discipline.**

Professor Lubick teaches a wide range of English courses, from developmental to the highest in the composition sequence. Early in her career, she embraced the opportunity to teach English 099 in tandem with Math 050 and History 101 in AVC's fledgling learning community program, as many as four pairings, and served as a consultant to other instructors for increasing their own knowledge of this innovative method of delivering instruction. When Professor Lubick assumed the duties of Honors Coordinator a year after she was hired full-time, she not only taught standard English courses in the learning community format, but also honors classes, the latter of which she continues to teach, always keeping abreast of current pedagogical issues and methods related to honors by attending State and national conventions.

Professor Lubick is a firm believer that teaching is best delivered and learning best experienced when talents, resources, and strategies are combined for the purpose of improving student writing, comprehension, and literary analysis skills. To this end, she increases her knowledge and skills a variety of ways: 1) regular attendance at composition meetings, retreats, and norming sessions; 2) scholarly presentations and attendance at national and State conferences; 3) one to three Flex presentations each year on topics related to literature, basic skills English, and pedagogy; 4) meetings with area English high school faculty; and 5) guest training of tutors for AVC's Writing Center program. In addition, Professor Lubick collaborates with interdisciplinary programs to explain the role of the English faculty and to inspire youth in programs such as iCAN (College Access Network), and SOAR High School.

### **3. Brings credit to the institution.**

As Honors Coordinator for an unprecedented ten years, Professor Lubick has guided the Honors Program to the point where course offerings are more numerous than ever, from four per term to ten, and the number of students in the Transfer Alliance Program from 100 to 400 each year. She is the main advisor to Alpha Iota, the local Antelope Valley Chapter of Alpha Gamma Sigma, the statewide community college honors organization. AVC membership in Alpha Iota, the third largest chapter in the state, has risen from 15 students to 100, with scholarship awards given to many of them each year at the annual State convention where Professor Lubick was chosen advisor of the year in 2009-2010, the same year she also served as Vice Chair of Scholarships and Awards.

Although Professor Lubick also brought credit to AVC with her prior service as Alpha Gamma Sigma Board President in 2008-2009, it is as Honors Coordinator and advisor to AVC faculty who teach honors courses that Professor Lubick has truly distinguished herself as an advocate for students and a campus leader.

### **4. Is a compassionate and skillful educator who opens visionary insights for students.**

Professor Lubick serves AVC students in various ways. As a member of the Leadership Team, she oversees student clubs, assisting both students and faculty advisors. Each year she plans and hosts the Honors Convocation event in which honors students are recognized for their efforts. She has been a member of the Scholarship Committee and an ad hoc member of the Commencement Committee. When the Writing Center Campus Advisory Committee was formed in 2002 for the purpose of soliciting faculty suggestions regarding the writing needs of students across disciplines, Professor Lubick joined and served more than six years until the transformation of the committee into a larger Learning Center Advisory Committee.

Students laud Professor Lubick's rigorous but stimulating English courses, her patience, helpfulness, caring, and involvement in getting them to be better writers, to achieve more, to push themselves to succeed. In any arena (learning communities, honors classes, basic skills classes, college level English classes), her students consistently find her an effective, dynamic, energetic, and inspiring teacher, mentor, guide, and friend. Professor Lubick always finds the time to read an essay of application to a four-year college, a university scholarship, or an Alpha Gamma Sigma award.

Professor Lubick's vision for learning is that it should be thematic, with emphasis on making connections among ideas and fields, utilizing multiple perspectives. She teaches her students as much from her college experiences as possible, showing them how to deeply analyze any subject matter from a variety of perspectives, all the while modeling scholarly behavior and professionalism.

### **5. Is acknowledged by the educational community as a learned individual.**

Professor Lubick has been a member of nine AVC shared governance committees over the course of her employment, including SPBC for two years. She has also served on six hiring committees and four tenure committees, two of which she served as chair. As a frequent presenter outside AVC on scholarly topics (five times at the Conference of

College Composition and Communication and three State conferences), she is known as a reliable authority in her discipline and is often called upon to participate in local and regional English panels. Recently, she was asked to present at an AVC Basic Skills Symposium.

In addition, Professor Lubick's contributions to AVC's Faculty Academy include collaborative learning and designing writing assignments. An articulate professional, faculty members realize she has a lot to teach them, and when attending her events, they experience the breadth of her knowledge and teaching skills. As the coordinator of the Honors Program, she regularly visits Honors classrooms to observe instructors, conferring with them and offering advice and strategies.

Professor Lubick actively seeks answers to problems and/or issues related to her discipline. She is currently involved in a pilot program with other English faculty and the dean to help determine the lack of student success in basic skills English courses. Also, a few years ago she procured a basic skills grant to lead the Teachers' Collaborative, involving AVC English faculty and high school instructors in a discussion regarding how to bridge the programs.

**6. Demonstrates persistent dedication to innovation and excellence in education.**

Through a combination of group work, guest speakers, films, literary and rhetorical analyses, lectures, and out of class assignments, Professor Karen Lubick keeps her students focused, on task, engaged, and enthusiastic. Making connections, as the basis of her teaching, involves people, communication, ideas, and processes. Her participation in learning communities demonstrates this as does her tireless work with the Honors Program. She is always evolving as an instructor, and, therefore, is the perfect example of a scholar.

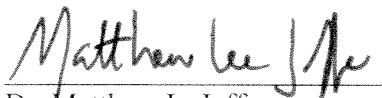
Please accept our nomination of Professor Karen Lubick as Scholar-in-Residence.

Thank you for your attention and consideration.

Sincerely,



Professor Diane Flores-Kagan  
Learning Center



Dr. Matthew L. Jaffe  
Social and Behavioral Science





University of Phoenix®  
**Workforce Solutions**

# **Antelope Valley College Partnership Recommendation**



# Contents

Executive Summary.....	3
Partnership Recommendations.....	4
Initial Timeline.....	7
Post-Launch 30-Day Timeline.....	7
Appendix I: College Course Transfer Guide (CTG).....	8
Appendix II: College Program Transfer Guide (PTG) .....	9
Appendix III: Transfer Trends and Outcomes Report.....	10
Appendix IV: Student Communications .....	11
Appendix V: Workforce CLEAR Pathway Event .....	12
Appendix VI: Community College Personnel Reporting.....	13

# Executive Summary

**Presented to: Dr. Jackie Fisher, President**

**Presented by: Nikia Knight, Workforce Solutions Advisor**

On behalf of University of Phoenix, thank you for the time that you have taken to discuss your institution's goals and objectives. University of Phoenix is pleased to present a recommendation outlining solutions that we're confident can assist you in meeting your education goals. Throughout this recommendation, you will find an outline of our discussed immediate and long-term initiatives. Our initiatives for the first 90 days include:

## Student Opportunities

- Articulation
- Transfer Pathways
- Seamless Transfer Launch
- Student Communications
- Workforce Development Prior Learning Assessment

Following completion of the first stage of our relationship, we can refocus our efforts on future opportunities for your staff, faculty and associate degreed students. These include:

## Student Opportunities

- Workforce CLEAR Pathway Events

## Staff and Faculty Opportunities

- Community College Bridge Board (C2B2)
- School of Advanced Studies
- Reporting

On the final pages of this document, you will find an appendix that provides examples for your reference.

To display our commitment to this partnership, University of Phoenix is pleased to extend a five percent (5%) tuition reduction to staff and faculty of Antelope Valley College who enter into a bachelor's or higher degree program with University of Phoenix. Additionally, students entering into a bachelor's degree program who obtain an associate's degree from Antelope Valley College will receive a five percent (5%) tuition reduction upon proof of the completed associate's degree. University of Phoenix will also provide a one hundred percent (100%) fee waiver for staff, faculty and associate degreed students on Prior Learning Assessment (PLA) submission. PLA includes the assessment of professional training completed at Antelope Valley College or an affiliated skill or training center that has not been transcribed as transferrable college level credit towards a degree program offered at Antelope Valley College.

We are excited to launch our partnership and look forward to serving Antelope Valley College and your staff, faculty and associate degreed students.

# Partnership Recommendations

## Immediate Partnership Initiatives for Students

### Articulation

University of Phoenix will accept Antelope Valley College lower-division general education coursework as the same designation that you grant them; thereby allowing your students to maximize the units they acquire at your institution. Through articulation, you are adding value and credibility to your already established courses. Additionally, articulation allows students the opportunity to save time and money while working toward completion of their degree by utilizing the credits already earned at Antelope Valley College. Following completion of your course evaluation, a Course Transfer Guide (CTG) will be posted on phoenix.edu as well as on your co-branded landing page for new and existing students to reference when enrolling at University of Phoenix to continue their education. Your Course Transfer Guide demonstrates clearly for your advisors and students how their coursework is designated at University of Phoenix allowing for increased flexibility when it comes to credit transfer and application.

Please see Appendix I to see an example of a Course Transfer Guide.

### Transfer Pathways

Using the framework of our Course Transfer Guide, University of Phoenix identifies Transfer Pathways that promote community college completion by bringing clarity to the transfer process. Through the creation of Program Transfer Guides (PTG's), your staff, faculty, and associate degreed students see how transfer credits apply on a program-to-program basis as credits earned from an associate's degree at Antelope Valley College can be applied when transferring into a University of Phoenix bachelor's degree. This document is customized for each institution holding a current Articulation Agreement and a signed agreement with the University of Phoenix.

Please see Appendix II to see an example of a Program Transfer Guide.

### Seamless Transfer Launch

The "transfer launch" is the date by which University of Phoenix is able to enroll associate degreed students of Antelope Valley College. When we launch, our enrollment systems will be able to track any new and existing student-alumni of your institution, apply partnership benefits, as applicable, and begin to record student information for reporting purposes to determine Transfer Trends and Outcomes. We understand that it's important to evaluate the success of our relationship and the educational growth of your alumni. As such, we have the ability to provide comprehensive reporting on the enrollment trends of your students on an annual or semester basis. We can provide active student count and enrollment trends as well as a breakdown of student count by modality (online vs. local campus), degree program, University of Phoenix College, and University of Phoenix region. Our intake team of advisors, known as Graduation Teams, are dedicated to offering personalized service that create a heightened student experience that supports the student success foundation established by Antelope Valley College.

Please see Appendix III to see an example of the reporting we can offer.

## Student Communications

In an effort to communicate the benefits of our relationship to your students and alumni, University of Phoenix is able to create a portfolio of collateral pieces with minimal effort on your part. By providing your logo in a high-resolution format, we are able to execute customized, co-branded communication pieces including:

- An informational landing page created specifically for community college students with a custom URL for your institution (**phoenix.edu/avc**)
- Web copy to be placed on your student-facing website that describes the relationship and links to the landing page, and a University of Phoenix logo file for use on the website
- A "Frequently Asked Questions (FAQ)" document that addresses potential questions about your academic relationship with University of Phoenix for use in an electronic or print format

Please see Appendix IV for examples of our co-branded collateral.

## Workforce Development Prior Learning Assessment

University of Phoenix is grateful to America's community colleges for the investment they make in training and educating our Nation's workforce. To support the student's attainment of industry-recognized credentials, the University of Phoenix will assess professional training that has not been transcribed as transferrable college level credit towards a degree program offered at your college and/or an affiliated skill or training center through our Prior Learning Assessment (PLA). Coursework which is remedial or developmental in nature is not eligible for assessment, and all students are subject to the University's prior learning assessment policies.

## Future Opportunities for Students

### Workforce CLEAR Pathway Event

The Workforce CLEAR Pathway Event is focused on bringing clarity to a community college student's career and continuing education paths by designating a night to highlight opportunities available in a specific industry. By focusing on five key components, Community, Learning, Engagement, Access, and Readiness (CLEAR), University of Phoenix supports Antelope Valley College in informing students and alumni on industry specific educational goals needed for long term academic and profession success.

Please see Appendix V for more information on Workforce CLEAR Pathway Events.

## Future Opportunities for Community College Personnel

### Community College Bridge Board (C2B2)

The Community College Bridge Board (C2B2) is a multi-chapter Board spanning the United States comprised of academic and workforce development leaders from University of Phoenix, community college partners, and industry leaders. The mission of Community College Bridge Board is to:

- Forge programmatic alliances with community college academic affairs leaders to ensure community college student completion and seamless transfer.
- Bring together educational and industry stakeholders to promote seamless Transfer Pathways that result in student exit with increased labor market value.

A Community College Bridge Board Open House provides a forum for programmatic collaboration that fuels the economy. By bringing together community college leaders and their University of Phoenix counterparts in Academic Affairs, input as to the most effective Transfer Pathway is secured, and the industry voice is heard. To illustrate, when an Associate in Applied Science (AAS) in Administration of Justice Studies is aligned with University of Phoenix Bachelor of Science in Criminal Justice Administration to form a Transfer Pathway, both academic partners, as well as industry leaders, need to work together to promote the Pathway and testify to its relevance.

### School of Advanced Studies

University of Phoenix supports Antelope Valley College staff by offering doctoral programs within the School of Advanced Studies. These programs are designed for organizational leaders who wish to integrate research, theory and practical experience into their professional roles and personal lives. Furthermore, through a strong emphasis on academic excellence, we support our learners' development as scholars who converse with, and contribute to, the larger community of academics and researchers engaged in the study of leadership.

### Reporting

We understand that it's important to evaluate the success of our relationship and the educational growth of your staff and faculty. As such, we have the ability to provide comprehensive reporting on the enrollment trends of your staff and faculty enrolled at University of Phoenix. On a quarterly basis, we can provide active student count and month-over-month enrollment trends as well as a breakdown of student count by modality (online vs. local campus), program level, degree program, University of Phoenix College, and University of Phoenix region.

Please see Appendix VI for an example of the reporting we can offer.

# Initial Timeline

## Week 1, Days 1-7

- Antelope Valley College presents signed agreement to UOPX
- Antelope Valley College delivers a high-resolution logo to UOPX for student communications collateral
- UOPX prepares internal systems to begin Seamless Transfer Launch
- UOPX deploys internal communications to UOPX Student Service Representatives regarding specific Antelope Valley College benefits
- UOPX begins tracking transfer trends and outcomes for future reporting purposes
- UOPX begins creating Program Transfer Guides for Antelope Valley College

# Post-Launch 30-Day Timeline

## Week 2, Days 8-14

## Week 3, Days 15-21

## Week 4, Days 22-28

- Antelope Valley College meets with Nikia Knight to review relationship milestones to date
- Antelope Valley College and Nikia Knight schedule 30-day check-in meetings to discuss ongoing partnership efforts and goals
- UOPX identifies additional solutions to meet Antelope Valley College educational development needs

## Week 5, Days 29-35

- UOPX completes new Program Transfer Guides for Antelope Valley College.
- UOPX shares completed Program Transfer Guides with community college leadership and staff to communicate developments to students
- Antelope Valley College and UOPX review landing page and completed transfer guides at **phoenix.edu/avc** and additional communications
- UOPX makes Antelope Valley College requested changes to collateral, if needed
- UOPX finalizes and delivers final communication package for launch
- Antelope Valley College implements UOPX content on student-facing website or communications channel to promote UOPX landing page

# Appendix I: College Course Transfer Guide (CTG)

## Sample CTG



University of Phoenix - Office of Student Services and Admissions - Course Transfer Guide

School Name Here



2011-2012 College Catalog Transfer Guide

The following is a list of courses that transfer as:

A liberal arts General Education course, by category

A transcripted nursing course (for BSN students)

A limited physical education elective (students may transfer up to 4 semester credits)

All other courses will transfer as electives that are:

College-level courses (not remedial or developmental) as designated by sending institution

Associate Degree coursework or diploma courses that are identical to Associate Degree courses (applies to select Nationally Accredited and select Regionally Accredited institutions only)

Course Number	Mariopisa Community College District Course Title	Transfer Category	Area of General Education	Credit
AAA103	OFFENDER EMPLOYABILITY PREPARATION	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00
AAA104	VISUALIZATION IN ACTIVATED LEARNING	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00
AAA105	PEAK PERFORMANCE IN ACTIVATED LEARNING	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00
AAA115	CREATING COLLEGE SUCCESS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00
AAA150	STRATEGIES FOR COLLEGE SUCCESS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	3.00
AAA150AA	COLLEGE ORIENTATION AND PERSONAL GROWTH	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00
AAA150AB	STUDY SKILLS DEVELOPMENT	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00
AAA150AC	EDUCATIONAL AND CAREER PLANNING	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00
AAA298AA	SPECIAL PROJECTS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00
AAA298AB	SPECIAL PROJECTS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	2.00
AAA298AC	SPECIAL PROJECTS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	3.00
ABA101	HAND AND POWER TOOLS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	0.50
ABA102	ELECTRICAL FUNDAMENTALS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00
ABA103	HAND BENDING OF ELECTRICAL CONDUIT	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	0.50
ABA104	RACEWAYS, BOXES, FITTINGS, ANCHORS/SUPPORTS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.50
ABA111	DRAWINGS AND DETAIL SHEETS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	0.50
ABA113	RIGGING FOR PIPEFITTERS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00
ABA115	INTERMEDIATE EXCAVATION AND UNDERGROUND PIPE INSTALLATION	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.50
ABA117	SOCKET AND BUTT WELD PIPE FABRICATION	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	4.00
ABA120	CARPENTRY FUNDAMENTALS	GENERAL EDUCATION	INTERDISCIPLINARY/ELECTIVE	1.00



# Appendix II: College Program Transfer Guide (PTG)

## Bachelor of Science in Business/Management (BSB/M v25A)

Track A UOPX General Education & Elective Requirements (57 Credits)	Credits Required	Credits Applied
<b>Communication Arts (must include COMM 215, equivalent or higher)</b>	6	0
ENGL 1113 Composition I (COMM 215 Prerequisite)		3 Communication Arts Credits
ENGL 1113 Composition II		3 Communication Arts Credits
<b>Mathematics (must include MTH 209 or higher)</b>	6	0
MATH 2153 Elementary Statistics (MTH 209 Prerequisite)		3 Mathematics Credits
Any course approved from the Mathematics Area (refer to catalog)		3 Mathematics Credits
<b>Science and Technology*</b>	6	0
Any laboratory science course from the Science area		4 Science/Technology Credits
Any approved course from the Science area (refer to catalog)		2 Science/Technology Credits
<b>Humanities</b>	6	0
Any 3 credit course from the Humanities area (refer to catalog)		3 Humanities Credits
Any 3 credit course from the Humanities area (refer to catalog)		3 Humanities Credits
<b>Social Science</b>	6	0
HIST 1493 U.S. History 1493 - Civil War Era or HIST 1493 U.S. History Civil War Era - Present		3 Social Science Credits
POLS 1113 American Federal Government		3 Social Science Credits
<b>Additional Liberal Arts (excess credits from any of the above areas)</b>	6	0
MATH 2623 Calculus for Business, Life and Social Sciences		3 Liberal Arts Credits
SPCH 1113 Speech Communication I		3 Liberal Arts Credits
<b>Interdisciplinary Requirement (Physical Education activity credits are limited to four (4) credits)</b>	18	0
ACCY 2213 Financial Accounting		3 Interdisciplinary Credits
ACCY 2223 Managerial Accounting		3 Interdisciplinary Credits
ECON 2013 Principles of Macroeconomics		3 Interdisciplinary Credits
ECON 2023 Principles of Microeconomics		3 Interdisciplinary Credits
CSCI 1203 Computer Concepts and Applications		3 Interdisciplinary Credits
Any approved 3 credit elective course		3 Interdisciplinary Credits
<b>Elective Requirement</b>	3	0
One course from the following disciplines: Psychology, Social Sciences, Foreign Languages, Fine Arts (Art, Music, and Theatre)		3 Elective Credits

\*Must include at least three (3) credits in the physical or biological sciences

Continued on page 2

Track A BSB Foundation (48 credits)	Credits Required	Credits Applied
<b>GEN 200 Foundations for General Education and Professional Success</b>	4	0
BCOM 275 Business Communications and Critical Thinking	3	0
BIS 220 Introduction to Computer Applications and Systems	3	0
MGT 230 Management Theory and Practice	3	0
ACC 280 Principles of Accounting I	3	0
ACC 285 Principles of Accounting II	3	0
REC 335 Business Research	3	0
ETH 378 Ethics and Social Responsibility	3	0
MGT 311 Organizational Development	3	0
ECON 302 Principles of Management Economics	3	0
LAW 421 Contemporary Business Law	3	0
ECON 385 Principles of Microeconomics	3	0
FIN 378 Finance for Business	3	0
MKT 421 Marketing	3	0
QNT 351 Quantitative Analysis for Business	3	0
BUS 475 Integrated Business Topics	3	0
<b>Management Concentration (15 Credits)</b>	Credits Required	Credits Applied
PHL 455 Creative Minds and Critical Thinking	3	0
MGT 460 Strategic Management	3	0
Management Concentration Electives (Choose 3)	9	0
<b>Total Credit Summary</b>	Credits Required	Credits Applied
Required Course of Study (BSB Foundation & Concentration)	63	0
General Education Credits	54	0
Elective Credits	3	0
<b>Total Degree Requirements</b>	120	0
Maximum Lower Division Potential Transfer Credit Eligibility		63***

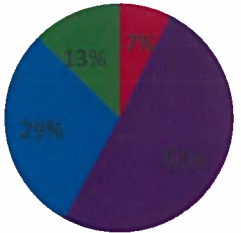
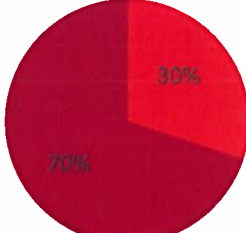
\*\* Student's transferring from Community College may have options for satisfying these LD courses in the Required Course of Study for the BSB/M v25A degree program through a course waiver submission. To be eligible for course waiver approval a course in transfer must be comparable in content, been completed within the 10 years from student's enrollment agreement sign date with UOPX, and have a C grade or higher.

\*\*\* The Associate of Science in Business Management at Community College is generally obtained by the completion of 61 credits. In order to reach the maximum number of 69 LD credits in transfer for the BSB/M v25A program at UOPX a student may need to take more credits outside of the prescribed amount for the Associate of Science in Business Management and petition for course waivers in the Required Course of Study at UOPX.

**IMPORTANT:** This summary is an estimation of credits only based on the current catalog and degree program requirements. Actual credit may vary based on each individual student's submission. Concentrations are reflected on the transcript only. All courses that apply to an associate's degree transfer to the University of Phoenix with the exception of remedial or vocational courses.

# Appendix III: Transfer Trends and Outcomes Report

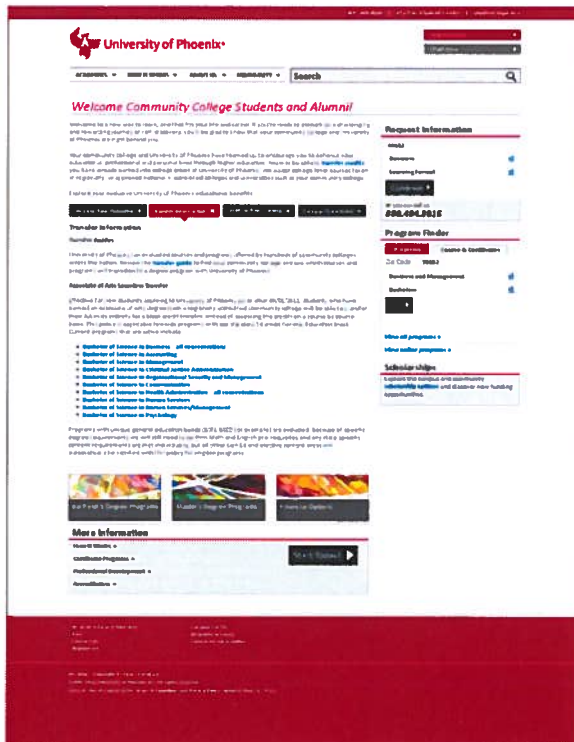
## XYZ Community College Transfer Trends and Outcomes

Current Active Students			New Students AY10			Historical Enrollment											
378			196			3,438											
Students Enrolled AY07			Students Enrolled AY08			Students Enrolled AY09			Students Enrolled AY10								
722			717			696			696								
AY07 - AY10 Enrollment by Program				AY07 - AY10 Enrollment by College				Enrollment by Transfer Credit									
1	BSB/M	349	Business	690	AY07	Less than 12 Credits	310	2	BSHS	177	AY07	12 - 31 Credits	185				
3	BSN	152	Education	2	AY07	32 - 63 Credits	215	4	BSB/A	131	AY07	64+ Credits	12				
5	BSCJA	96	Humanities	9	AY08	Less than 12 Credits	312	6	BS/P	73	AY08	12 - 31 Credits	178				
7	BSB/ACC	65	Information Technology	73	AY08	32 - 63 Credits	216	8	BSHS/M	59	AY08	64+ Credits	11				
8	BSHS/M	59	Natural Science	48	AY09	Less than 12 Credits	293	9	BSIT	45	AY09	12 - 31 Credits	199				
			Non-Degree	0	AY09	32 - 63 Credits	195				AY09	64+ Credits	9				
			Nursing	155	AY10	Less than 12 Credits	306				AY10	12 - 31 Credits	211				
			Social Science	309	AY10	32 - 63 Credits	176				AY10	64+ Credits	3				
AY07 - AY10 Enrollment by Ethnicity				AY07 - AY10 Enrollment by Gender				AY07 - AY10 Enrollment by Modality									
 <p> <span style="color: red;">■</span> American Indian/AK Native  <span style="color: purple;">■</span> Asian/Pacific Islander         </p>				 <p> <span style="color: red;">■</span> Male  <span style="color: purple;">■</span> Female         </p>				<table border="1"> <tr> <td>Online</td><td>399</td><td>28.64%</td> </tr> <tr> <td>Ground</td><td>994</td><td>71.36%</td> </tr> </table>				Online	399	28.64%	Ground	994	71.36%
Online	399	28.64%															
Ground	994	71.36%															

Graduates AY10			Graduates AY07 - AY09			Historical Graduates		
131			389			1492		
AY07 - AY10 Graduates by Program				AY07 - AY10 Graduates by College				
1	BSB/M	144	Business	265	2	BSHS	72	
3	BSN	68	Criminal Justice	31	3	BSN	68	
4	BSB/A	40	Education	0	4	BSB/A	40	
5	BSCJA	30	Humanities	0	5	BSCJA	30	
6	BSB/ACC	30	Information Technology	30	6	BSB/ACC	30	
7	BSIT	25	Natural Science	15	7	BSIT	25	
8	BSHS/M	20	Nursing	71	8	BSHS/M	20	
9	BS/P	13	Social Science	108	9	BS/P	13	

# Appendix IV: Student Communications

**Landing Page:** a page hosted on the University of Phoenix website that provides relevant information about our partnership for Antelope Valley College staff, faculty and students



**Web Copy:** a page hosted on your website or intranet that provides co-branded information about our partnership for Antelope Valley College staff, faculty and students

**FAQ Document:** this document describes features of the University of Phoenix partnership for Antelope Valley College staff, faculty and students, and can be printed or distributed electronically



## Your degree could be your next step.

Elevate your education by transferring your XXXX Community College credits toward a degree at University of Phoenix\*. When you enroll in classes at University of Phoenix, you'll be assigned a personalized team of advisors to support you from enrollment to graduation. The faculty hold advanced degrees and work in the fields they teach — so you'll gain practical, real-time knowledge that is focused, challenging and relevant. And as a student, you'll have access to innovative education technologies and work in learning teams alongside other students, many of who are working professionals.

Learn more about this opportunity and these educational benefits at [phoenix.edu/communitycollege](https://phoenix.edu/communitycollege)

\* While widely available, not all programs are available in all locations or in both online and on-campus formats. Please check with a University Enrollment Advisor.



University of Phoenix is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Universities. For information about University of Phoenix accreditation and business, please visit [phoenix.edu/quality](https://phoenix.edu/quality).

# Appendix V: Workforce CLEAR Pathway Event

Here's how our Industry Workforce CLEAR Pathway Event supports your students:

## Community

Successful integration of a student into the labor force involves the support of many stakeholders in the student's community. Typically held at a large community college venue, the Workforce CLEAR Pathway event brings community college students and staff together with university transfer partners and external stakeholders in the industry to focus on a student's "next steps" after community college completion.

## Learning

Our Workforce CLEAR Pathway event emphasizes lifelong learning relevant to the student's field of interest and presents continuing education options for the 21<sup>st</sup> century student who is so often a working learner.

## Engagement

By focusing our event on a specific body of students and their options for successful transitioning into their industry of interest, we secure maximum engagement. To illustrate, at a Healthcare Workforce CLEAR Pathway Event, all healthcare associate degree students are invited to attend. Event contributors will be universities with healthcare transfer options, healthcare employers sharing insight into the job market, diversity chapters with a focus on the market (i.e. the Hispanic Nurses Association,) and other community stakeholders from the local media and political realm.

## Access

Community colleges provide educational access to diverse students across the United States and the Workforce CLEAR Pathway event aims to support the Access Agenda by opening up the event to the community to demonstrate the connection between education and career success for all students.

## Readiness

Working in tandem with our community college and workforce partners, the Workforce CLEAR Pathway event is able to advance postsecondary career blueprinting efforts that result in students who are career ready.

# Appendix VI: Community College Personnel Reporting

## XYZ Company, Inc.

### Active Student Count

**112**

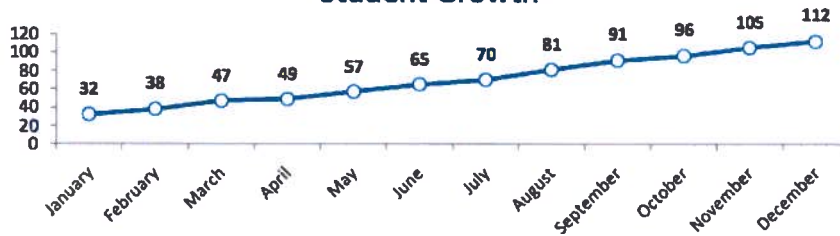
*Active students have posted attendance in class within the last 365 days.*

*Student count is based on recognized student employer during time of enrollment.*

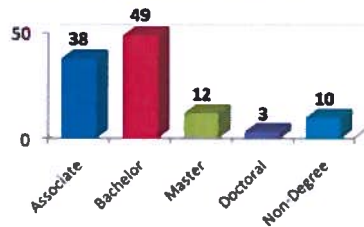
### Learning Modality

Axia Online	43	38.4%
Online	54	48.2%
Local Campus	15	13.4%

### Student Growth



### Student Count by Program Level



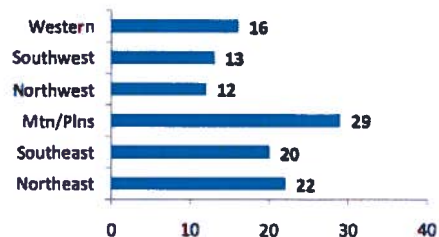
### Top 5 Programs by Enrollment

BSB/M	13
BS/P	8
MBA	8
BSHS	6
AAFB	5

### Student Count by College

College of Nursing	3
College of Information Technology	7
John Sperling School of Business	27
College of Criminal Justice and Security	12
College Extension	10
College of Education	4
College of Natural Sciences	2
College of Social Sciences	6
School of Advanced Studies	3
Axia College	38

### Student Count by UOPX Region





## Antelope Valley College

New Students AY11	New Students AY10	New Students AY09	New Students AY08	Current Active Students
245	397	319	332	534

Students Enrolled AY11	Students Enrolled AY10	Students Enrolled AY09	Students Enrolled AY08	Historical Enrollment
907	986	879	856	3,973

AY08 - AY11 New Student Top Programs

1	BSB/M	168
2	BS/P	114
3	BSN	107
4	BSHS	67
5	AAFB	67
6	AAPSY	64
7	BSCJA	59
8	BSB/A	55

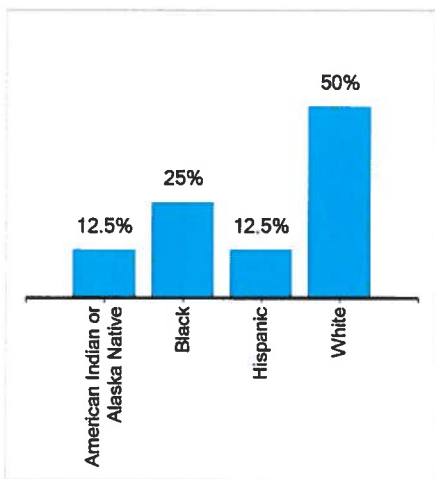
AY08 - AY11 New Students by College

Business	513
Criminal Justice	137
Education	33
Humanities	30
Information Technology	89
Natural Sciences	87
Nursing	110
Social Sciences	294

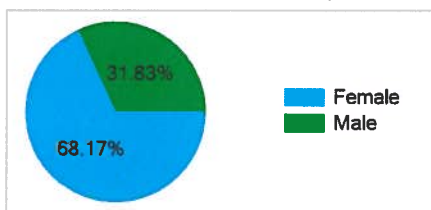
New Students by Applied Transfer Credit

AY08	Less than 12 Credits	165
AY08	12 - 24 Credits	42
AY08	25 - 48 Credits	48
AY08	49+ Credits	23
AY08	Associate's Degree	54
AY09	Less than 12 Credits	126
AY09	12 - 24 Credits	65
AY09	25 - 48 Credits	47
AY09	49+ Credits	29
AY09	Associate's Degree	52
AY10	Less than 12 Credits	187
AY10	12 - 24 Credits	75
AY10	25 - 48 Credits	62
AY10	49+ Credits	19
AY10	Associate's Degree	54
AY11	Less than 12 Credits	107
AY11	12 - 24 Credits	46
AY11	25 - 48 Credits	40
AY11	49+ Credits	20
AY11	Associate's Degree	32

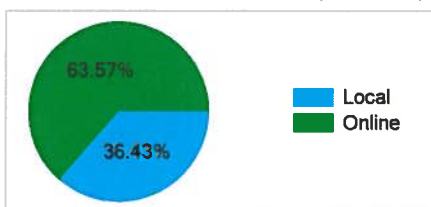
AY08 - AY11 New Students by Ethnicity



AY08 - AY11 New Students by Gender



AY08 - AY11 New Students by Modality



Graduates AY11	Graduates AY10	Graduates AY09	Graduates AY08	Historical Graduates
157	162	174	155	1,531

AY08 - AY11 Graduate Top Programs

1	BSB/M	171
2	BSN	74
3	BSCJA	47
4	AAB	43
5	BSHS	40
6	BSB/A	28
7	BSB/ACC	28
8	BSIT	28

AY08 - AY11 Graduates by College

Business	325
Criminal Justice	65
Education	5
Humanities	9
Information Technology	50
Natural Sciences	15
Nursing	74
Social Sciences	105

\* Current Active Students defined as students who posted positive attendance within the last 30 days

\* Academic Year 2011 (AY11) defined as July 1, 2010 - June 30, 2011. Academic Years 2008-2011 (AY08 - AY11) defined as July 1, 2007 - June 30, 2011

## Alliance Memorandum of Understanding

This Alliance Memorandum of Understanding ("MOU") is between University of Phoenix, Inc. ("University") with its principal place of business at 4025 S. Riverpoint Parkway, Phoenix, Arizona 85040 and Antelope Valley College ("School") located at 3041 West Avenue K, Lancaster, California 93536.

### **Benefits Offered by University:**

1. The University will provide a five percent (5%) tuition reduction and a one hundred percent (100%) Prior Learning Assessment ("PLA") reduction to School's employees who enter into a Bachelor Level Program or higher, including certificate programs, and single courses, including professional development courses, who meet the University's admission standards. After the effective date of this MOU and after the date the student identifies as an employee of School, reduced tuition will apply to the then current rates at the time the student enrolls in a course. All students are subject to the University's student policies.
2. The University will provide a five percent (5%) tuition reduction and a one hundred percent (100%) PLA reduction to new students entering into a Bachelor Level Degree Program at University who obtain an Associate's Degree from School after the effective date of this MOU. After the effective date of this MOU and after the date the student has been confirmed as having an Associate's Degree from School, reduced tuition will apply to the then current rates at the time the student enrolls in a course. All students are subject to the University's admission policies.
3. The University will provide a one hundred percent (100%) PLA reduction to students for the assessment of professional training that has not been transcribed as transferrable college level credit towards a degree program offered at the School. The MOU will cover training completed at the school or an affiliated skill or training center as listed on Addendum A, after the effective date of this MOU. If no affiliated skill or training centers are listed on Addendum A, then this provision shall only be effective for the School as listed above. Coursework which is remedial or developmental in nature is not eligible for assessment. All students are subject to the University's prior learning assessment policies.
4. The University shall provide a Course Transfer Guide ("CTG") in a PDF file which will include course-by-course transfer categories for lower division degree applicable college level courses from the School that are eligible for credit towards general education and elective categories at the University. Students shall be subject to the University's transfer policies. Additional general education credits may be needed to fulfill specific degree program requirements.
5. A minimum grade of "C" (2.0) is required to waive a University undergraduate-required course.
6. The University shall provide a sample Program Transfer Guide ("PTG") illustrating how an Associate's Degree may transfer to a Bachelor's Degree offered at University. The School agrees to permit the University to publish the PTG publicly on phoenix.edu.
7. The University will provide a link from the School's internal website to a University website to assist employees with enrollment.
8. The University will provide information to support the School's internal promotion of continuing education.

### **School Contributions:**

1. School represents and warrants that it is an Associate-Degree Granting Institution currently accredited by an approved regional accrediting body. School agrees that it is its responsibility to notify University immediately of any adverse changes in its accreditation status. University may terminate this agreement immediately upon a change in accreditation status and/or if School fails to notify University of a change in accreditation status.
2. The school will make its course catalogue available on an annual basis for University of Phoenix course transfer evaluations. The School agrees to permit the University to publish the Course Transfer Guide publicly on *phoenix.edu*.
3. Subject to the School's policies, the School will work with the University to communicate the benefits of this MOU and the many educational opportunities available at the University.
4. The School will update Addendum A and provide an updated electronic copy to University within ten (10) business days of a new skill or training center being established or an existing skill or training center being discontinued.

### **General Terms and Conditions:**

1. This MOU becomes effective on the date both parties have signed the MOU. Either party may terminate this MOU upon thirty (30) days prior written notice. If either party believes that the MOU might violate any law or regulation, adversely affect its accreditation, or any license or exemption issued by a Federal or State educational board or commission, either party may terminate the MOU immediately upon written notice to the other party.
2. The University may use School's name verbally for reference purposes only. The School grants the University the right to use the School's name and logo in writing for purposes of this MOU only.
3. Each party acknowledges that the relationship with the other is that of an independent contractor.
4. Each party agrees to abide by all applicable Federal and State Laws. This MOU shall be governed by and construed in accordance with the Laws of the State of Arizona. Jurisdiction for any claim, dispute, or lawsuit shall be Maricopa County, Arizona.
5. This MOU does not create any rights, title, or interest for any entity other than the University and the School.
6. The School agrees that it will not disclose the terms of this MOU to any unrelated third party without the University's prior written consent.

### **ANTELOPE VALLEY COLLEGE**

### **UNIVERSITY OF PHOENIX, INC.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
William Pepicello, Ph.D.  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
President  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## DRAFT TITLE 5 LANGUAGE FOR CONSIDERATION

March 19, 2012

58108. Registration and Enrollment Procedures.

*(a)* Procedures for registration and standards for enrollment in any course shall be only those which are consistent with these and other sections of Title 5 and uniformly administered by appropriately authorized employees of the district.

*(b)* Registration priority shall be provided to students who are:

1. identified in state law for registration priority and who meet the requirements of law;
2. participating in the Disabled Student Program and Services and Extended Opportunity Program and Services who have completed orientation, assessment, and developed student education plans and who meet specific program criteria for participation;
3. continuing students who are not on academic or progress probation as defined in 55031; and,
4. first time students who have completed orientation, assessment, and developed student education plans.

*(c)* Notwithstanding the requirements and conditions for registration priority for special student populations identified in state law, all other continuing students shall lose registration priority if:

1. the student is placed on academic or progress probation as defined in 55031 for two consecutive terms; or
2. the student has accrued 100 or more credit units, not including credits earned for basic skills or English as a Second Language courses.

*(d)* Except as otherwise provided by state law, no student shall be required to confer or consult with or be required to receive permission to enroll in any class from any person other than those employed by the college in the district.

*(e)* Students will not be required to participate in any preregistration activity not uniformly required; nor shall the college or district allow anyone to place or enforce nonacademic requisites as barriers to enrollment in or the successful completion of a class.

*(f)* No registration procedures shall be used that result in restricting enrollment to a specialized clientele.

*(g)* Each community college district shall establish written procedures by which a student may challenge priority enrollment status based on the provisions of this chapter. Such procedures may be consolidated with existing student grievance procedures by action of the governing board. Appeal may be granted if the district finds that the conditions the loss of registration priority status were the result of extenuating circumstances beyond the student's control or would cause the student undue hardship.

*(h)* In addition to the state mandated registration proprieties identified in 58108(b) the following registration procedures are permissible: special registration assistance to the handicapped or disadvantaged student as defined by statute, for the purpose of providing equalization of educational opportunity; and districts are permitted to establish registration procedures for the enrollment of students in accordance with a priority system established adopted pursuant to legal authority by the local board of trustees.

*(i)* With respect to accessibility to off-campus sites and facilities, no student is to be required to make any special effort not required of all students to register in any class or course section. Once enrolled in the class, all students must have equal access to the site.



## Enrollment Priorities

<b>Weighting of Variables</b>	<b><u>Point Value</u></b>
<b>Required by Law, Grant, or District Agreement</b>	
<i>Foster Youth or former Foster Youth (up to age 24)</i>	Ed Code 66025.9
<i>EOPS</i>	Title 5 §56026
<i>OSD</i>	Title 5 §56026
<i>Veterans</i>	Ed Code 66025.8
<i>Athletes</i>	NCAA Division 1
<i>STAR</i>	Grant Agreement
<i>SOAR</i>	Grant Agreement
<i>Honors</i>	District Agreement
<i>High School Seniors (Summer &amp; Fall only)</i>	District Agreement
	100
	90
	80
<b>Identified a Program of Study</b>	
Prior or during first semester	10
Second or by the end of third semester	8
Unidentified	0
<b>Number of AVC AA/AS or Transfer Appropriate Units Completed</b>	
00-15	5
16-30	10
31-45	20
46-60	30
61-75	20
76-90	10
91-100	5
101-110 (not including Basic Skills or ESL courses)	0
<b>Number of AVC Certificate Units Completed</b>	
00-15	10
16-30	20
31-45 or more	30

Progress in Basic Skills Courses Completed (30 unit limit) (Title 5 §55035)	10
Excessive Basic Skill units beyond 30 units <i>(Student should have the opportunity to appeal for excessive units)</i>	-5
<b>Progress in ESL Courses Completed (Unit Limit TBD) (identified students)</b>	10
Excessive ESL units beyond	-5
<b>Returning and First time students</b>	
Completed Assessment, Orientation, Counseling, and Student Educational Plan	10
Completed any <i>three</i> from above	8
Completed any <i>two</i> from above	6
Completed any <i>one</i> from above	4
<b>Cumulative Grade Point Average (GPA) of Identified Program</b>	
0.0-.099 (multiply by 1)	0-40
1.0-1.90 (multiply by 2)	
2.0-2.99 (multiply by 5)	
3.0 or better (multiply by 10)	
<b>Class Withdrawals/No Progress</b>	
0-2	0
2-4	-5
5-.....	-15
<i>(Student should have the opportunity to appeal for excessive withdrawals/NP)</i>	
<b>Human Development OR Study Skills Course Completed</b>	
Any Human Development or Study Skills Course for first semester credit is awarded	10
<b>OR</b>	
<b>Human Development OR Study Skills Workshop</b>	
Any Human Development Workshop or Study Skills Workshop for first semester credit is awarded	5
<b>Academic Status Probation</b>	
First semester	-5
Second semester	-10
Dismissal Status	-15
<b>Academic Status Rehabilitation</b>	
Completed Probation Workshop or Readmission Appeal Process	5
<b>Highest Degree or Eligible for</b>	
AA/AS or higher	-5
<b>Total Possible Range</b>	<b>TBD ( not to exceed 100)</b>