ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
April 2, 2009
3:00 p.m. – SSV 151

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

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

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

3. **OPEN COMMENTS FROM THE PUBLIC**

4. **APPROVAL OF MINUTES**
   a. March 19, 2009 (attachment)

5. **PRESENTATION**
   a. New Athletic Facilities – Newton Chelette

6. **REPORT**
   a. Matriculation: Prerequisite Challenge Procedure (attachment)

7. **ACTION ITEMS**
   a. AP&P GED Certificates (attachment)
   b. Distance Education Committee Recommendation: Strata Report (attachment)
   c. Equivalency
      i. ESL Learning Specialist (attachment)
      ii. Reading Learning Specialist (attachment)

8. **DISCUSSION ITEMS**
   a. Program Review Procedure Drafts: Feedback
   b. Reorganization Divisional Feedback

9. **SENATE ADMINISTRATIVE BUSINESS**
   a. Appointments
      - At-Large Senate Representative
        o Casey Scudmore (3 year term beginning fall 2009)

      - Basic Skills Committee
        o Barbara Fredette – Vocational Representative (2 year term beginning fall 2009)

      - Distance Education Committee
        o Kristine Oliveira (3 year term beginning fall 2009)
        o Mark McGovern (3 year term beginning fall 2009)

      - Equivalency Committee
        o Mary Margaret McGuire (3 year term beginning fall 2009)

      - Faculty Professional Development Committee
        o Cynthia Lehman (3 year term beginning fall 2009)
        o Diane Flores-Kagan (3 year term beginning fall 2009)
        o Rona Brynin (3 year term beginning fall 2009)
        o Mark Hoffer (3 year term beginning fall 2009)
        o Rosa Fuller (2 year term beginning fall 2009)
        o Rae Agahari (2 year term beginning fall 2009)
        o Casey Scudmore (2 year term beginning fall 2009)
        o Judy Sullivan (1 year term beginning fall 2009)
        o Jack Halliday (1 year term beginning fall 2009)

- Honors Committee
  - Kathy Moore (2 year term beginning fall 2009)

- Student Learning Outcomes Faculty Co-Chair
  - Melanie Parker (3 year term beginning fall 2009)

- Student Success and Equity Committee
  - Michael Hancock – Faculty Co-Chair (3 year term)

b. Announcements
- 2009 Spring Plenary Session – Millbrae, CA - April 16 – 18, 2009
- 2009 Leadership Institute – Lake Tahoe, CA – June 18 – 20, 2009
- 2009 Student Learning Outcomes and Assessment Institute – Anaheim, CA – July 8, 2009
- 2009 Curriculum Institute – Anaheim, CA – July 9 – 11, 2009

10.   ADJOURNMENT

ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
April 2, 2009

1. **CALL TO ORDER AND ROLL CALL**
   Ms. Patricia A. Márquez, Senate President, called the meeting to order at 3:01 p.m.

2. **OPEN COMMENTS FROM THE SENATE PRESIDENT**
   - A main water line was broken requiring water to be shut off to the entire Lancaster campus. Dr. Fisher made the decision to close the Lancaster campus to prevent unsanitary conditions occurring due to the lack of water services.
   - The deadline date for the Scholar In Residence and Outstanding Adjunct Award has been extended until Friday, April 10, 2009. All nomination letters must be submitted electronically via email to gkastner@avc.edu.
   - The Senate Office will be closed during spring break.
   - Ms. Patricia A. Márquez, Academic Senate President, and Mr. Christos Valiotis, Academic Senate President Elect, attended the Area C meeting where several resolutions were proposed. Ms. Márquez briefly reviewed resolutions that will go forward to the Spring Plenary Session. A full description of resolutions can be accessed on the public Statewide Academic Senate Website.

3. **OPEN COMMENTS FROM THE PUBLIC**
   - Mr. Ed Beyer stated some Business, Computer Studies, and Economic Development faculty received a memo from the bookstore and requested further clarification on the matter. The memo indicated the bookstore cannot guarantee textbook requests for older textbook versions and surplus books remaining on the shelves may be charged back to divisions. This problem not only affect faculty in the Business, Computer Studies, and Economic Development Division, but interferes with the academic freedom policy allowing faculty to select resource materials needed for courses, including textbooks. Ms. Márquez requested a copy of the memo and stated she would look into the matter further.

4. **APPROVAL OF MINUTES**
   a. **March 19, 2009 (attachment)**
      A motion was made and seconded to approve the March 19, 2009 Academic Senate Meeting minutes. Mr. Harish Rao stated a correction is needed in the opening comments. The meeting he attended was a State Forensic meeting. Motion carried as corrected.

5. **PRESENTATION**
   a. **New Athletic Facilities – Newton Chelette**
      This presentation item was postponed until the April 16, 2009 Senate Meeting.

6. **REPORTS (limited to 5 min. each)**
   a. **Matriculation Prerequisite Challenge Procedure (attachment)**
      Ms. Márquez presented the revised Prerequisite Challenge Form and reviewed changes. The revisions made to the form were a collaborative effort with Ms. Deborah Charlie, former AP&P Faculty Co-Chair. The revised form references current Title 5 language, items #2 and #3 clarify the five-day notification language, which excludes weekends and holidays. Students are also given a choice on the notification method (electronically via email or personal telephone call). The revised form will be forwarded to Counseling for distribution. The color of the form will be changed to make it stand out and to indicate immediate

attention is needed. Counseling Staff will be sending mail out by 10:00 a.m. and 4:00 p.m., to ensure that all Prerequisite Challenge Forms are processed in a timely manner.

7. **ACTION ITEMS**
   a. **AP&P GED Certificates (attachment)**
   A motion was made and seconded to approve the GED: Noncredit Certificates of Completion in Introductory Basic Math, Critical Thinking Skills, Introductory Language Skills, Writing Proficiency for the GED, Math Proficiency for the GED, and Competency in Liberal Arts for the GED.   Motion carried.

   b. **Distance Education Committee Recommendation: Strata Report (attachment)**
   A motion was made and seconded to approve the Distance Education Committee Recommendations: Strata Report. Mr. Ed Beyer reviewed the Distance Education Committee (DEC) Charge, which was to review the AVC Technology Review Report submitted by the Strata Information Group and provide recommendations on the implementation of suggestions outlined in the report. The DEC has collaborated to create the following recommendations:
   - o Establish a Manager/Director of Academic Computing
     - • Faculty position with release time
   - o Establish two participatory governance committees
     - • Similar to advisory committees listed in report
   - o Establish committee advocacy representation
     - • SPBC and President's Cabinet
   - o Assume responsibility for recommending instructional technology standards and procedures
   - o Equal advocacy opportunities
     - • Same level as other individuals or organizations
   - o Faculty and Dean Co-Chairs
     - • Empowerment to advocate and initiate procedures as determine through the participatory governance process
   - o Establish a formal Distance Education Department
     - • Placement in the IRES division (or equivalent)
   - o Combine classroom support services
     - • Currently divided between ITS and IMC
   - o Expand remote access to network resources
     - • Access to Online Peer Review from off campus

   A lengthy discussion ensued. Ms. Márquez reported the Executive Senate met with Mr. Beyer and recommended using stronger language when forwarding recommendations to College Coordinating Council (CCC). Mr. Christos Valiotis stated the academic computing issue has historically been a problem since the 1990's. In 2000, the Strata Information Group performed a campus ITS study and provided recommendations, but were not implemented. The Senate needs to support DEC and demand technological needs for faculty to be addressed. Academic computing and faculty needs have not been a part of ITS discussions and are significant issues documented in Program Review and Accreditation Self Study Reports. The faculty can use these documents to create momentum in academic computing needs. Ms. Márquez reported faculty have expressed the greatest dissatisfaction with ITS services, being that the campus is undergoing a campus reorganization the opportunity to express changes needed to the organizational structure of ITS is optimal. Mr. Ty Mettler suggested the need to write a resolution. Ms. Márquez stated this is a good suggestion, but in

the meantime the DEC Recommendations: Strata Report requires action to allow the committee to forward their recommendations. A resolution will be crafted over spring break and include budget implications for action at the April 16, 2009 Senate meeting. Mr. Beyer requested the resolution include the concept of moving the Technical Trainer to Academic Affairs to assist faculty in computing needs. Motion carried.

c. **Equivalency (attachment)**
   i. **ESL Learning Specialist (attachment)**
   ii. **Reading Learning Specialist (attachment)**
      A motion was made and seconded to approve the ESL Learning Specialist Equivalency and the Reading Learning Specialist Equivalency. Motion carried.

8. **DISCUSSION ITEMS**
   a. **Program Review Procedure Drafts: Feedback**
      The four year Program Review Procedure drafts were distributed at the March 5, 2009 Senate Meeting for review and feedback at the April 2, 2009 Senate meeting. The recommendation to move from a six-year cycle to a four-year cycle with annual reports is required to meet Accreditation standards. Last year there was consensus to move to a four year Program Review Cycle. Ms. Kathy Moore reported discussions occurred at the Vocational Education Institute for Leadership about moving to a four year Program Review Cycle with annual reports. The current reorganization discussions will inevitably change where programs and disciplines are located. Language changes will be revised after the reorganization is completed.

   b. **Reorganization Divisional Feedback**
      Ms. Márquez offered her thanks to Senators for taking the proposals to division faculty for feedback. The feedback received indicated divisions were in favor of Proposal #1. Seven divisions preferred Proposal #1; one division preferred Proposal #2; one division preferred Proposal #3; and none preferred Proposal #4. Ms. Márquez detailed discussions that occurred with Dr. Jackie Fisher in regards to reorganization. Dr. Fisher made it clear that the three interim Dean positions will not be filled and the campus will operate with nine Deans. He has been made aware of transitionary and training needs for campus constituents when the reorganization has been completed. He indicated there is a high likelihood that Classified personnel will also be shifted around to accommodate the new reorganization structure. Administration and other campus constituents are also using the proposal models as a template for reorganization discussion.

      The Senate has one more opportunity to engage in discussion before action is necessary at the April 16, 2007 Senate Meeting. The proposal is due on Friday, April 17, 2009, to Dr. Fisher. The reorganization decision is hoped to be known prior to leaving for summer break. Ms. Márquez reviewed revisions made to original proposals to incorporate feedback received from divisions. She stated, Dr. Berkeley Price was requested to engage in discussion with division faculty about the Film and Television courses. Dr. Price reported the Visual and Performing Arts (VAPA) faculty would like for the Film and Television courses to remain in the VAPA Division. Visual and Performing Arts Division faculty and Language Arts Division faculty need to engage in discussions to come to a mutual resolution on this matter.

      Ms. Márquez stated that she and Heidi Preschler are asking that CCC discuss the next steps in finalizing the reorganization.

      Mr. Ed Beyer stated the Radiology Technology, SOAR, and Palmdale were not included in revised Proposal 1 or 1a. In addition, he requested for the Senate Executive to consider forwarding a proposal where the Learning Center remains in academic affairs, because in

speaking to faculty many were opposed to moving Learning Center programs to Student Services. Ms. Márquez responded, the Radiologic Technology program was inadvertently left off the revised proposals. The SOAR Program is part of the High School District and not an AVC program and faculty are assigned to teach at the Palmdale site, while remaining members of their specific divisions. It was the Learning Center division faculty that requested to be relocated to Student Services being that there are stronger ties between Early Alert, Basic Skills, with Student Services. The Library faculty decided to respectfully support the decision of the Learning Center faculty because the main function of the Learning Center is to serve students.

Ms. Heidi Preschler stated the immediate need is to determine how to proceed without three deans. She is uncomfortable having to implement the reorganization by June 2, 2009, being that a big part of the issue is whether the District will agree to implement Chairs and provide adequate release time needed to facilitate responsibilities. Further discussion is needed to determine division chair responsibilities because each division has specific and unique needs.

Dr. Berkeley Price stated training needs for division chairs, Administrative Assistants, and Classified Support Staff still is an issue of great concern and requires further discussion. In addition, he presented an alternate proposal given to him by a division faculty member for consideration.

Ms. Márquez reported that at the last Strategic Planning and Budgeting Council (SPBC) meeting, Ms. Pamela Ford reported the Classified Union along with Dr. Fisher and Ms. Wallace are looking at frozen positions and potentially forwarding a fund request to SPBC for consideration.

Ms. Heidi Preschler stated the Union Executive have not looked at specific disciplines moving to another division and have not looked at the Director's positions in Student Services to determine if they could be moved around and used in alternate areas where needed.

Ms. Márquez announced the revised proposals will be forwarded electronically to all faculty via email and will include a rationale statement that details why the Palmdale Site was not included in the proposals. All feedback will be directed to be sent to division Senators.

9. **SENATE ADMINISTRATIVE BUSINESS**
    a. **Appointments**
       - At-Large Senate Representative (3 year term beginning fall 2009)
         o Casey Scudmore

       - Basic Skills Committee
         o Barbara Fredette – ~~Vocational~~ (Transfer) Representative (2 year term beginning fall 2009)

       - Distance Education Committee
         o Kristine Oliveira (3 year term beginning fall 2009)
         o Mark McGovern (3 year term beginning fall 2009)

       - Equivalency Committee
         o Mary Margaret McGuire (3 year term beginning fall 2009)

       - Faculty Professional Development Committee
         o Cynthia Lehman (3 year term beginning fall 2009)
         o Diane Flores-Kagan (3 year term beginning fall 2009)

- o Rona Brynin (3 year term beginning fall 2009)
- o Mark Hoffer (3 year term beginning fall 2009)
- o Rosa Fuller (2 year term beginning fall 2009)
- o Rae Agahari (2 year term beginning fall 2009)
- o Casey Scudmore (2 year term beginning fall 2009)
- o Judy Sullivan (1 year term beginning fall 2009)
- o Jack Halliday (1 year term beginning fall 200(0

- Honors Committee
  - o Kathy Moore (3 year term beginning fall 2009)

- Student Learning Outcomes Faculty Co-Chair
  - o Melanie Parker (3 year term beginning fall 2009)

- Student Success and Equity Committee
  - o Michael Hancock – Faculty Co-Chair (3 year term)

A motion was made and seconded to approve the above appointments. Ms. Márquez *stated the appointment of Barbara Fredette is incorrectly documented as Vocational, but should be reflected as the Transfer Representative. Motion carried as corrected.*

b. Anouncements
- Ms. Márquez reminded Senators the Scholar In Residence and Outstanding Adjunct Award deadline has been extended until Friday, April 10, 2009, but all nominations must be received electronically via email to gkastner@avc.edu

10. ADJOURNMENT
A motion was made and seconded to adjourn the April 2, 2009 Academic Senate meeting at 4:24 p.m. Motion carried.

MEMBERS PRESENT		
Ed Beyer	Glenn Haller (proxy)	Harish Rao
Carolyn Burrell	Susan Knapp	Sandra Robinson
Debra Feickert	Patricia A. Márquez	Kenan Shahla
Claude Gratton	Ty Mettler	Susan Snyder (proxy)
Lee Grishman	Kathy Moore	John Taylor
Jack Halliday	Berkeley Price	Alex Webster

GUEST PRESENT	MEMBERS ABSENT	
Maria Clinton	Frank Blua	Candace Martin
Carol Eastin	Sandra Hughes	Sal Suarez
Heidi Preschler	Lisa Karlstein-Francey	Shunnon Thomas
Christos Valiotis	Susan Lowry	Dorothy Williams

ANTELOPE VALLEY COLLEGE

PREREQUISITE CHALLENGE
(including corequisites or limitation on enrollment)

Prerequisites are an essential tool for student success. Title 5 (section 55003) allows districts, through their curriculum approval process, to establish prerequisites for degree-applicable courses.

Challenge Criteria

If a student wishes to challenge the established prerequisite, corequisite, or limitation on enrollment, he or she must submit a Prerequisite Challenge Form (attached) for one or more of the following reasons:

1) The student has the __documented__ knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite (T5: 55003).

> - Letters of verification from instructors, employers or other persons qualified to certify as to their skill level in that subject area (see course description in college catalog);
> - Certificates from schools, colleges, government agencies or other reputable sources verifying the attainment of specific skill levels;
> - Transcripts of academic work at other institutions accompanied by copies of appropriate catalog pages, course descriptions, and/or a course syllabus, if available;
> - AVC college assessment scores;
> - Examples of work in that subject area (painting or other art forms, writing, drafting, etc.), which demonstrates the quality of work the person has performed.
>
> **NOTE: All documents submitted to support prerequisite challenges will not be returned.**

2) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available (T5: 55003).

Show in writing the date and times when the prerequisite was offered during the two semesters immediately preceding the current semester. If they are available, provide copies of the class schedule sections in which the courses in question would have appeared.

3) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites (T5: 55003).

Cite the State regulation or District-approved process the prerequisite has violated. Indicate the chapter and section of the law, if known. If available, attach a copy of the regulation or District-approved process to the Challenge Form.

4) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner (T5: 55003).

Explain how the prerequisite, corequisite or limitation on enrollment is discriminatory. Does it discriminate against a person on the basis of age, ethnicity, religion, gender or sexual preference?

What is it, specifically, about the enrollment limitation that results in discrimination against a person from one or more of these groups?

5) *The prerequisite or corequisite is in violation of this section (T5: 55003), which states that "a prerequisite will assure that a student has the skills, concepts, and/or information necessary for success in the course."*
Explain specifically why the prerequisite is <u>not</u> necessary for success in the course for which it was established.

Challenge Procedure

i. A student must complete the challenge form at the Counseling Center in the Student Services Building. **It is the responsibility of the student to provide compelling evidence and documentation to support the challenge. If there is no documentation provided, then the challenge will automatically be denied. (See Challenge Criteria #1.).**

ii. Once the faculty has approved or disapproved the challenge, the dean's approval only signifies that the that the process has been followed. The Counseling staff will notify the student within 5 working days via Antelope Valley College student email account. *(*Note: If you prefer to be contacted by telephone rather than email, check box (above) and include telephone number.)*

ii. The 5 day clock begins at 10:00 am on the morning following the submission of the prerequisite challenge form, excluding posted AVC holidays and weekends (e.g. for a challenge form submitted Tuesday at 4:30 pm, the 5 day clock will begin Wednesday at 10:00 am with status/outcome being posted by the 10:00 am the following Wednesday).

NOTE: During the challenge review process, if registration is in session and the class is available, the student will be allowed to enroll in the course. If the challenge was approved, the student will be allowed to stay in the course; if the challenge was denied, the student will be dropped from the course.

Definitions

Prerequisite - A required condition of enrollment that demonstrates current readiness for enrollment in a course or educational program. A prerequisite will assure that a student has the skills, concepts, and/or information necessary for success in the course. A student who has not met the prerequisite is <u>highly unlikely to receive a satisfactory grade in the course.</u> Prerequisites are enforced and a student will be blocked from enrolling if the prerequisite is not met. A student must complete a course prerequisite with a satisfactory grade (i.e., a grade of A, B, C, or P (pass)).

Corequisite - A condition of enrollment in a course that requires the student to simultaneously enroll in another course. Corequisites are enforced and a student will be blocked from enrolling if the student does not meet the stated corequisite.

Advisory on recommended preparation - A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program. (Minor students who are still in elementary, middle or high school are required to meet advisories.)

Limitation on enrollment - A condition of enrollment which limits how students qualify for a particular course or program. These limitations apply to courses that include public performance or intercollegiate competition where a try-out or audition is necessary. Additionally, some courses require formal admission to a particular program in order to enroll (e.g., Associate Degree Nursing Program and Licensed Vocational Nursing Program). Limitations on enrollment are enforced and a student will be blocked from enrolling if the student does not meet the stated limitation.

ANTELOPE VALLEY COLLEGE

Student Development and Services Division

DATE: December 4, 2008

TO: Academic Policies and Procedures Committee

FROM: Dr. De'Nean Coleman – AP&P Representative
Student Services Division

SUBJECT: GED: Noncredit Certificates of Completion

Below are descriptions of the certificates planned for the GED courses. Our division hopes to offer these noncredit certificates of completion under the enhanced funding category.

Certificate 1: Introductory Basic Math-
This program is intended to provide a foundation for developing the students' math skills in the work environment and in dealing with life situations. It will also prepare students to advance in the GED and college-level math classes.

GED 901-Review of Basic Math Facts for the GED
GED 902-Math Word Problems for the GED
GED 903-Use of Calculators for GED and Real Life Situations

Certificate 2: Critical Thinking Skills-
This sequence of classes is intended to provide a foundation for developing the students' critical thinking skills in the work environment and in dealing with life situations. It will also prepare students to advance in the GED and college-level classes.

Completion of 2 of the following 3 classes:
GED 913-Critical Thinking in Social Studies for the GED
GED 914-Critical Thinking in Science for the GED
GED 915-Critical Thinking in Literature and Arts for the GED

Certificate 3: Introductory Language Skills-
This sequence of classes is intended to provide a foundation for developing the students' language skills in the work environment and in dealing with life situations. It will also prepare students to advance in the GED and college-level classes.

GED 904-Basic Spelling for the GED
GED 905-Basic Grammar for the GED
GED 906-Basic Use of Dictionary and Thesaurus for the GED

Certificate 4: Certificate in Writing Proficiency for the GED-
This sequence of classes is intended to provide a foundation for developing the students' writing skills in the work environment and in dealing with life situations. It will also prepare students to advance in the GED and college-level classes.

GED 921-Writing Skills 1
GED 922-Writing Skills 2
GED 923-Writing Skills for the GED

Certificate 5: Certificate in Math Proficiency for the GED-
This sequence of classes is intended to develop a student's math competency skills in preparing them to pass the math portion of the GED exam. Math competency will increase student's employability.

GED 931-Math Skills 1 GED
GED 932-Math Skills 2 GED
GED 933-Math Skills for the GED

Certificate 6: Certificate of Competency in Liberal Arts for the GED-
This sequence of classes is intended to develop a student's Liberal Arts competency skills in preparing them to pass the Liberal Arts portion of the GED exam. Liberal Arts competency will increase student's employability.

GED 933-Math Skills for the GED
GED 942-Social Studies for the GED
GED 943-Science for the GED
GED 944-Literature and Arts for the GED

Cc: Dr. Igor Marder
        GED Faculty

        Dr. Jill Zimmerman
        Dean of Student Development and Services

Distance Education Committee

Review of the

Strata Information Group

AVC Technology Review Report

March 26, 2009

Mr. Ed Beyer, Faculty Co-Chair - Distance Education Committee

Dr. Charlotte Forté-Parnell, Dean - Distance Education Committee

Mr. Rick Balogh, Faculty Co-Chair Elect - Distance Education Committee

Introduction

At the beginning of the Spring semester 2009, the Academic Senate Executive charged the Distance Education Committee (DEC) to review the Antelope Valley College Technology Review Report submitted by the Strata Information Group and provide recommendations on the implementation of suggestions outlined in the report.

Members of the DEC were provided a copy of the Strata report and asked to provide feedback no later than the DEC meeting dated March 10, 2009. This report is a manifestation of feedback received from individual members and the discussion held by the DE Committee at the March 10 meeting.

Meeting Discussion

Representative comments from the March 10 discussion included, but were not limited to, suggestions that the DEC transition into the new composition; the DEC assume the duties as stated in the Strata report; and that the new committee be established as a campus-wide participatory committee rather than a standing committee of the Academic Senate. The committee agreed that any structural changes must be considered carefully to ensure a strong faculty presence.

Other discussion focused on the need to provide faculty with a high-quality faculty development center that would allow open access for faculty to develop instructional material and have on-site technical support. The committee also recognized the efforts of the current technical trainer and the challenges associated with the limited space currently used for training; it was agreed that a more robust center could be developed. Consideration should also be given to some form of an instructional design specialist faculty position.

Responses to Recommendations

Strata recommendation #1 – Wireless Access
The DEC supports the expansion of wireless access around the campus.

Strata recommendation #2 – Manager/Director Academic Computing
The DEC strongly supports the establishment of a Manager/Director Academic Computing, however, consideration must be given to the current budget environment. As such, this position should be a faculty position with release time. Furthermore, in contrast to the suggestion that this position be placed in the ITS department, this position should be placed in the Instructional Resources/Extended Services Division.

Strata recommendation #3 – Advisory Committees
The DEC supports the establishment of two advisory committees similar to the structure suggested in the report. The current Information Technology Committee (ITC) should transition into the Administrative Information Systems Advisory Committee (AISAC), and the current DEC should transition to a form of the Educational Technology Advisory Committee (ETAC). Further discussion regarding the ETAC follows.

Educational Technology Advisory Committee (ETAC)
The following 5 bullet references are extracted from the proposed ETAC outlined on page 5 of the Strata report. DEC comments follow each recommendation.

Strata recommendation Bullet #1
Provide recommendations to the Strategic Planning and Budget Committee (SPBC) (Ed. note: Should be Council) and the President's Cabinet concerning the application of technology for instructional programs.

The DEC agreed that advocacy on the SPBC and the President's Cabinet is important and should be considered. However, the current structure of the DEC would not be appropriate to support such a notion in its current structure as a standing committee of the Academic Senate. If the DEC was to transition to a structure equivalent to the proposed ETAC, changes to the oversight and leadership of the ETAC would require further discussion, as well as a redefinition of the faculty role in co-chairing such a committee; consideration of a transition to a participatory governance committee should also be examined.

Strata recommendation Bullet #2
Recommend standards and procedures for the implementation of instructional technology throughout the District.

The DEC agreed that assuming the responsibility for this function would be appropriate. The committee also agreed that the current charge of the DEC is to make recommendations, but recognized that those recommendations are limited to a structure which reports to the Academic Senate. If the DEC assumed this responsibility, it is important that the opportunity for advocating recommendations exist at the same level as other individuals or organizations making related or counter recommendations.

Strata recommendation Bullet #3
Recommend priorities to the ITS Department for instructional computing support.

The DEC agreed that making recommendations relative to priorities for instructional computing support would be an appropriate responsibility of the committee. However, advocacy opportunities of any recommendations must be on an equal level as recommendations made by other participatory governance organizations.

Strata recommendation Bullet #4
Recommend standards for the acquisition of new instructional software and hardware.

The DEC agreed that assuming the responsibility for making recommendations relative to standards for the acquisition of new instructional software and hardware would be appropriate.

Strata recommendation Bullet #5
Establish ad hoc groups to focus on specific topics as required: Internet, lab support, network, standards and procedures, computing ethics, software licensing.

The DEC agreed that assuming the responsibility related to establishing ad hoc groups to focus on specific topics such as Internet access, lab support, network, standards and procedures, computing ethics, and software licensing would be appropriate. The establishment of ad hoc groups, in some cases, should also be considered in collaboration with the AISAC, or equivalent committee, as outlined in the Strata report. Recommendations from ad hoc groups would ultimately represent the view of the whole DEC or ETAC committee, therefore, the opportunity for advocating any recommendations must exist at the same level as other individuals or organizations making related or counter recommendations

Committee Membership

The DEC recognizes that the current budgetary environment will not facilitate hiring a Manager/Director of Academic Computing in the foreseeable future. As such, the oversight of the committee should continue with a dean and a faculty member as co-chairs. However, empowerment to advocate and initiate procedures, as determined to be necessary through the participatory governance process, must be incorporated into the committee. Consideration should be given to establishing a formal Distance Education Department in the Instructional Resources/Extended Services Division (Note: the current Academic Affairs organizational chart lists a distance education box within the IRES division, but no formal department has been established.).

Strata recommendation #4 – College-wide IT Budget
Campus-wide budget management is beyond the scope of the current DEC or the proposed ETAC.

Strata recommendation #5 – Communications
The DEC supports the notion that continuous improvement evaluations of ITS should be conducted periodically.

Strata recommendation #6 – Instructional Support
The DEC supports the recommendation to provide additional ITS staff to support instruction. The DEC recognizes the importance and need of a quality Faculty Support Center that would allow access to equipment and technical support for instructional design of classroom material, for both campus and online classes. The DEC acknowledges the budget challenges of the current economic environment, but also recognizes that facilities beyond the existing facility provided by ITS would be necessary to sustain a high-quality faculty support center. Consideration should be given to an area in the Business Education building with close proximity to the computer labs and the Instructional Media Center (IMC). Training and support should be a collaborative function of the Manager/Director Academic Computing (or equivalent) and Technical Trainer.

Strata recommendation #7 – Technical Analysts
The DEC supports the notion of technical analysts located in various departments.

Strata recommendation #8 – Support for Classrooms
The DEC supports a recommendation that would combine the classroom support services currently provided by both the ITS department and the IMC. A one stop help point should be established for *all* instructional classroom support.

Best Practice Considerations

Consideration #1 – Faculty Support Center
As discussed earlier in this report, a high-quality faculty support center should be established in proximity to the computer labs and IMC. The center should be staffed by the Manager/Director Academic Computing (or equivalent) and Technical Trainer.

Consideration #2 – Computer Replacement Plan
The DEC supports the development of a computer replacement plan, and also supports an institutional commitment to the associated funding and staffing needs.

Consideration #3 – Remote Access
The DEC strongly supports the expansion of services to include remote access to network resources.

Consideration #4 – Web Presence
Based on a presentation made to the Academic Senate by the college Web master on March 19, control of the college's Web presence appears to be addressed in the upcoming transition to a new Web site.

Consideration #5 – Help Desk
The DEC supports a centralized help desk that staff and faculty can call, log help requests, and retrieve a status of previously logged help requests.

Consideration #6 – MyAVC Help Desk
The myAVC help desk function should be combined with the centralized help desk.

Consideration #7 – ITS Location
ITS services should be centralized into one area with counter space allowing access by staff, faculty, and students. The location should be conveniently located on a ground floor to facilitate maximum access to the college community, not on the third floor of the Business Building.

ANTELOPE VALLEY COLLEGE
Academic Senate

MQ and Equivalency Review Form

The discipline faculty in the _LEARNING CENT_ division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline: _ESL LEARNING SPECIALIST_

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.*

☐ **the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualifications for the designated discipline have 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 that requires that individuals employed by the district 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 proposal for Senate review).*

Date: _3/16/08_

_____
Academic Senate Representatives   _____

Discipline Faculty:

_____   _____

_____   _____

_____   _____

Equivalency Committee Approval:
_____ 03-24-2009
Equivalency Committee Chair   Date

ANTELOPE VALLEY COLLEGE

Instructional Resources and Extended Services Division
Minimum Qualifications & Equivalencies
Learning Assistance Instructors or
Learning Skills Coordinators or Instructors,
or Tutoring Coordinators

Minimum Qualifications: The minimum qualification for service as a Learning Assistance or
Learning Skills Coordinator or Instructor, or Tutoring Coordinator, shall be either (a) or
(b) below:

   (a) The minimum qualifications to teach any master's level discipline in which
   learning assistance or tutoring is provided at the college where the coordinator is
   employed; or

   (b) A master's degree in education, educational psychology, or instructional
   psychology, or other master's degree with emphasis in adult learning theory.

Antelope Valley College Equivalency:

Area: Reading Learning Specialist - *Equivalency not needed, per division faculty.*

Area: ESL Learning Specialist - *Equivalency not needed, per division faculty*

ANTELOPE VALLEY COLLEGE
Academic Senate

MQ and Equivalency Review Form

The discipline faculty in the _LEARNIN CONTER_ division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline: _READING LEARNING SPECIALIST_

The discipline faculty agree that: (Select <u>only</u> 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.*

☐ **the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualifications for the designated discipline have 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).*

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Date: _3/16/09_

_____   _____
Academic Senate Representatives

Discipline Faculty:

_____   _____

_____   _____

_____   _____

Equivalency Committee Approval:

_____   _03-24-2009_
Equivalency Committee Chair   Date

ANTELOPE VALLEY COLLEGE

Instructional Resources and Extended Services Division
Minimum Qualifications & Equivalencies
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Antelope Valley College Equivalency:

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Area: ESL Learning Specialist - *Equivalency not needed, per division faculty*