

<h1>AP&P Agenda</h1>	<p>Thursday, May 23, 2019 BE 324 3:00 pm – 5:30 pm</p>
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Type of Meeting: *Regular*

Note Taker: *Cheyenne Odenthal*

Please Review/Bring: The past minutes for accuracy.

<p>Committee Members: <i>Dr. Darcy Wiewall, Co-chair</i> <i>Riley Dwyer, Co-chair</i> <i>Jeffrie Ahmad, Faculty Division Rep</i> <i>Dr. Ronald Chapman, Faculty Division Rep</i> <i>Dr. Maria Clinton, Faculty Division Rep</i> <i>Greg Bormann, Academic Dean</i> <i>Dr. Jessica Eaton, Articulation Officer</i> <i>Luis Echeverria, Faculty Division Rep</i> <i>Dr. Ibrahim Ganley, Faculty Division Rep</i> <i>Tooraj Gordi, Faculty Division Rep</i></p>	<p><i>Dr. Richie Neil Hao, Faculty Division Rep</i> <i>Michael Hutchison, Faculty Division Rep</i> <i>Dr. Scott Lee, Faculty Division Rep/Librarian/DE Liaison</i> <i>Cynthia Littlefield, Faculty Division Rep</i> <i>Dr. Mark McGovern, Faculty Division Rep</i> <i>Alberto Mendoza, Adjunct Rep</i> <i>Terry Rezek, Faculty Division Rep</i> <i>Dr. Deborah Sullivan-Ford, Faculty Division Rep</i> <i>LaDonna Trimble, Student Services Dean</i> <i>Dr. Les Uhazy, Technical Education Dean</i></p>
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Items	Person	Action
I. Opening comments from the Co-chair	Darcy	
II. Minutes 5/9/2019	All	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>III. Informational Item</p> <p>2019-2020 Meeting schedule: 9/12/2019, 9/26/19, 10/10/19, 10/24/19, 11/14/19</p> <p>*As per Chancellor’s Office, all revisions to programs must be submitted, therefore no more non-substantial revisions to Programs.</p> <p>2019-2020 AP&P Committee Reps</p> <ul style="list-style-type: none"> - H&S Rep & Adjunct -Pending <p>2018-2019 AP&P Goals</p> <ul style="list-style-type: none"> - BP 4020/AP 4021 Review & Revision Recommendations - Develop a training and implementation of eLumen for AP&P Committee members and faculty - Revise the AP&P Handbook <p>Course deactivation</p> <p>PHTC 101L Beginning Black&White Photography Lab</p> <p>PHTC 125L Beginning Digital Photography Lab</p>	Darcy	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>

<p>IV. Report</p> <ul style="list-style-type: none"> - 2019-2020 AP&P Committee Reps -H&S - pending -Adjunct - pending - Discipline List & Minimum Qualifications - BP 4020/AP 4021 Review & Revision Recommendations - Revisions to AP&P Handbook 	<p><i>Darcy</i></p>	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>V. Discussion</p> <ul style="list-style-type: none"> - 2018-2019 Outstanding Program and Course revisions (see addendum) - Volunteers for eLumen training summer 2019 	<p><i>Darcy</i></p>	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>VI. Action</p> <ul style="list-style-type: none"> • Discipline List & Minimum Qualifications • Guidelines for the Acceptance of Non-Traditional and Test Credit • Clothing & Textiles Program Discontinuance • Interior Design Program Discontinuance 	<p><i>Darcy</i></p>	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>NEXT MEETING DATE: September 12, 2019</p>		

AP&P Minutes

Thursday, May 9, 2019
BE 324
3:00 pm – 5:30 pm

Type of Meeting: *Regular*

Note Taker: *Cheyenne Odenthal*

Please Review/Bring: The past minutes for accuracy.

Committee Members:

Dr. Darcy Wiewall, Co-chair

Riley Dwyer, Co-chair

Jeffrie Ahmad, Faculty Division Rep

Dr. Ronald Chapman, Faculty Division Rep

Dr. Maria Clinton, Faculty Division Rep

Luis Echeverria, Faculty Division Rep

Dr. Ibrahim Ganley, Faculty Division Rep

Tooraj Gordi, Faculty Division Rep

Dr. Richie Neil Hao, Faculty Division Rep

Michael Hutchison, Faculty Division Rep

*Dr. Scott Lee, Faculty Division Rep/Librarian/DE
Liaison*

Cynthia Littlefield, Faculty Division Rep

Dr. Mark McGovern, Faculty Division Rep

Alberto Mendoza, Adjunct Rep

Terry Rezek, Faculty Division Rep

Dr. Deborah Sullivan-Ford, Faculty Division Rep

LaDonna Trimble, Student Services Dean

Dr. Les Uhazy, Technical Education Dean

Kathryn Mitchell,

Committee Members not in attendance:

Greg Bormann, Academic Dean

Dr. Jessica Eaton, Articulation Officer

Items	Person	Action
I. Opening comments from the Co-chair	Darcy	Dr. Wiewall Called the meeting to order at 3:03pm
II. Minutes 4/25/2019	All	<p>Issues Discussed:</p> <p>Action Taken: Minutes for 4/25/2019 – approved pending changes Deborah Sullivan-Ford abstained</p> <p>Follow Up Items:</p>
III. Informational Item <ul style="list-style-type: none"> - 2018-2019 Meeting schedule: 5/23/19 2019-2020 AP&P Committee Reps - H&S Rep, Tooraj Goordi, Luis Echeverria, - Call for the AP&P Adjunct Rep has been announced. Letter of interest due by May 20, 2019. 	Darcy	<p>Issues Discussed:</p> <p>Action Taken:</p> <p>Follow Up Items:</p>

<p>2018-2019 AP&P Goals - Volunteers</p> <ul style="list-style-type: none"> - BP 4020/AP 4021 Review & Revision Recommendations - Develop a training and implementation of eLumen for AP&P Committee members and faculty - Revise the AP&P Handbook <p>ADT Nutrition & Dietetics template added AS Administrative Asst Math 124 added</p> <p>Course deactivation PHTC 101L Beginning Black&White Photography Lab PHTC 125L Beginning Digital Photography Lab</p>		
<p>IV. Report</p> <ul style="list-style-type: none"> - 2019-2020 AP&P Committee Reps <ul style="list-style-type: none"> -H&S -Math & Sciences -Counseling - Luis Echeverria -Adjunct - Discipline List & Minimum Qualifications - Instructional Material Fees List - BP 4020/AP 4021 Review & Revision Recommendations - Revisions to AP&P Handbook 	<p><i>Darcy</i></p>	<p>Issues Discussed:</p> <p>2019-2020 AP&P Committee Reps</p> <ul style="list-style-type: none"> - H&S – pending - Math & Sciences – James Dorn - Counseling - Luis Echeverria - Adjunct – pending <p>Dr. Wiewall provided clarification that the minimum qualifications come from the Chancellor’s Office.</p> <p>Riley Dwyer stated that if faculty did want to change the minimum qualifications, AP&P can go through the local approval process and send the recommendation to the Chancellor’s Office</p> <p>Minimum Qualifications changes: H&SS: Provided changes Math: no changes Science: no changes Counseling: no changes CTE: will follow up at the next meeting Library Science: no changes Arts and Humanities : will follow up at the next meeting</p> <p>Instructional Material fees list: HS&S: provided feedback No other changes</p> <p>BP 4020/AP 4021 Review & Revision Recommendations:</p> <ul style="list-style-type: none"> • Add specific language to discontinue for programs

		<ul style="list-style-type: none"> • General wording <p>Revisions to AP&P Handbook: Ronald Chapman made changes to the flowchart and will provide those changes to Dr. Wiewall.</p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>V. Discussion</p> <ul style="list-style-type: none"> - 2018-2019 Outstanding Program and Course revisions (see addendum) 	<p><i>Darcy</i></p>	<p><u>Issues Discussed:</u></p> <p>Dr. Wiewall gave a status update of C-ID Report for TMC's.</p> <p>Dr. Wiewall advised the committee that any course or program revisions that have not been completed will be gone June 30th and faculty will have to restart this revision in eLumen</p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>
<p>VI. Action</p> <ul style="list-style-type: none"> • Discipline List & Minimum Qualifications • Instructional Material Fees List • Clothing & Textiles Program Discontinuance • Interior Design Program Discontinuance <p><i>Community & Corporate Education</i> CCBA Certification Training-Online Certified Global Business Professional – Online Certified Credit Counselor – Online</p> <p>Instructional Material Fee Revision VN 113, Nursing Leadership in Medical-Surgical Nursing</p> <p><i>New Program Development:</i> Dance, Associate in Arts</p> <p><i>Course Deactivation:</i> DM 206L, Video Design and Production II Lab</p>	<p><i>Darcy</i></p>	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p> <p>Discipline List & Minimum Qualifications will be tabled until next meeting.</p> <p>A motion was made and seconded to approve Instructional Material Fees List. Motion carried</p> <p>Vote for Discontinuance for Clothing and textiles Program and Interior Design Program, will be tabled for next meeting for the committee to review the document and make notes.</p> <p>Community & Corporate Education Programs will be tabled for next meeting</p> <p>A motion was made and seconded to approve Instructional fee Revision to VN 113 Motion was carried</p>

		<p>A motion was made and seconded to approve New Program development for Dance, Associates in Arts Motion carried, pending the knowledge that it will not make it BOT until Fall 2019 in time for 19-20 Catalog</p> <p>A motion was made and seconded to approve Course Deactivation for DM 206L</p>
<p>NEXT MEETING DATE: May 23, 2019</p>		<p>Dr. Wiewall adjourned the meeting at 4:26pm</p>



Academic Policies and Procedures Committee

GUIDELINES FOR THE ACCEPTANCE OF NON-TRADITIONAL & TEST CREDIT

Sources of Nontraditional Credit	Credit Accepted	Percentile, Score or Minimum Grade Required	Maximum Credit Granted
1. Military Programs and Experience			
a. Community College of the Air Force	Yes	Passing Grade	No Maximum
b. DANTES Subject Standardized Tests	Yes	ACE recommendation	48 units
c. Military Service Schools-(Including 4 units for Basic Training) See Appendix 4	Yes	ACE recommendation	48 units
d. Military Occupation	No		
2. Law Enforcement Training			
a. California "POST" Academies (see Note below)	Yes	Official Document	16 units
b. California Highway Patrol	Yes	Official Document	17.5 units
c. L.A. Police Department Academy	Yes	Official Document	15 units
<p><i>Note: Law Enforcement training is accomplished at a variety of academies. For non-traditional credit purposes, the term "POST" validates a particular academy as legitimate. "POST" must appear on the certificate of completion and the transcript to be valid. For the AVC Administration of Justice major, credit will be granted for AJ 101 and 205. Students must take AJ 102 and 103. Remaining units may be counted toward electives in the major for the degree. Any POST certified agency with official documentation is accepted by AVC.</i></p>			
3. Registered Nursing - LVN Advanced Placement	Yes	See Note Below	16 units
<p><i>Note: A LVN admitted to the 2nd year of the AON program can elect to receive 16 units of credit for his/her LVN course work. This credit will be posted after successful completion of all 3rd semester nursing science courses and is the equivalent to first year nursing science courses in the AON program.</i></p>			
4. Non-Regionally Accredited Institutions	Conditional		48 Units
<p>Transfer credits from non-regionally accredited institutions or other professional/vocational institutions will be considered if:</p> <p>A. The institution from which the credits were earned was authorized as a degree granting institution by the state in which it resided at the time the credits were earned AND</p> <p>B. The institution generated a transcript of student performance that listed course titles and units of credit in either semester or quarter units AND</p> <p>C. The course description of record/syllabus is determined to be equivalent to the course description of record of a similar course at Antelope Valley College or as a course fitting the General Education pattern of CSU Breadth or IGETC.</p>			

Sources of Nontraditional Credit (Cont'd)	Credit Accepted	Percentile, Score or Minimum Grade Required	Maximum Credit Granted
5. Federal Aviation Administration (FAA)			
a. FAA Academy - Airway Systems Specialist (<i>See Dean of Technical Education</i>)			
b. ASE Auto Body/Automotive Certification (<i>See Dean of Technical Education</i>)			
c. Airframe and Powerplant License*	Yes	FAA License	48 units
d. SpaceTEC Aerospace Technology Certification**	Yes	Passing Grade	24 units
e. AATA Non destructive Certification***	Yes	AATA Certificate	12-14 units
*Note: Course credit for the A&P FAA License will be given for AERO 120, 121, 230, 231, 240 & 241.			
**Note: Course credit for the SpaceTEC Aerospace Technology License will be given for AFAB 110, 115, 130 plus 10 elective units.			
***Note: Course credit for the AATA Certification License will be given for AFAB 110, 115 OR 120, AFMT 341.			
		Passing Grade	6 units
6. Cal State University English Equivalency Exam (ENGL 101-102 credit)	Yes	ACE Recommendation	48 units
7. Corporate Training Programs	Yes	Passing Grade	48 units
8. Foreign Colleges or Universities	Yes		
<i>Note: Evaluation must be completed by an approved foreign credentials evaluation service - the list of approved agencies is available in the Counseling Office. A syllabus must be provided for each course in order to grant appropriate credit.</i>			
		See Appendix 1	48 units
9. Advanced Placement Exams of the College Entrance Examination Board (AP) See Appendix 1 for course equivalencies	Yes		
		See Appendix 2	48 units
10. College-Level Examination Program (CLEP) See Appendix 2 for course equivalencies	Yes		
		See Appendix 3	48 units
11. International Baccalaureate (IB) See Appendix 3 for credit granted	Yes		
		See Appendix 4	4 units
12. Basic Military Training See Appendix 4 for credit granted	Yes		
13. Credit for Prior Experiential Learning (CPL) See Appendix 5 for credit granted	Yes	See Appendix 5	See Appendix 5

List of References used for Evaluation:

American Council on Education Accredited Institutions of Postsecondary Education

American Council on Education Guide to the Evaluation of Educational Experience in the Armed Forces

American Council on Education National Guide to College Credit for Workforce Training

American Council on Education Handbook of Trade and Technical Careers and Training

State Approved Schools of Nursing - L.P.N./L.V.N.

State Approved Schools of Nursing - R.N.

APPENDIX 1

Examination	*Advanced Placemen Score	Credit Granted*	AVC Course
			Equivalent
		3/3	ART 101 / 102
Art History	3,4,5		
Art, Studio:		See Note	N/A
2-D Design**	3, 4, 5	See Note	N/A
3-D Design**	3, 4, 5	See Note	N/A
Drawing**	3, 4, 5	4	BIOL 101/L
Biology	3,4,5	5/5	CHEM 110 / CHEM 120
Chemistry	3, 4, 5		
		5/5	CHIN 101 / 102
Chinese Language and Culture #	3,4,5		
		3	CIS 111
Computer Science:		3/3	CIS 111 / 113
Computer Science A	3, 4, 5	3/3	CIS 111 / 113
Computer Science AB	3, 4, 5		
Computer Science Principles	3, 4, 5		
		3	ECON 101
Economics :		3	ECON 102
Macroeconomics	3, 4, 5		
Microeconomics	3, 4, 5		
		3	ENGL 101
English:		3/3	ENGL 101/102
English Language and Composition***	3, 4, 5		
English Literature and Composition****	3, 4, 5	3	BIOL 104
Environmental Science	3, 4, 5		
		5/5	FREN 101 / 102
French		5/5	FREN 201 / 202
French Language and Culture #	3, 4, 5		
French Literature#	3,4,5		
		5/5	GER 101 / 102
German:		3/3	GER 201 / 202
German Language and Culture #	3,4,5		
German Literature###	3,4,5		
		3	POLS 103
Government & Politics:		3	POLS 101
Comparative Government & Politics	3,4,5		
United States Government & Politics*****	3, 4, 5		
		3/3	HIST 107 / 108
History:		3/3	HIST 101 / 102
United States*****	3, 4, 5	3/3	HIST 104 / 105
European History	3, 4, 5		
World History	3, 4, 5	3	GEOG 105

Human Geography	3,4,5	5/5	LATN 101 / 102
Latin#	3,4, 5		

APPENDIX 1

***Advanced Placement Exams (AP)**

Examination	Score	(Cont'd)	AVC Course	
			Credit Granted*	Equivalent
			5	MATH 150
Mathematics:			5/4	MATH 150 / 160
Calculus AB	3, 4, 5		4	MATH 115
Calculus BC (AB subscore may be used)	3, 4, 5			
Statistics	3, 4, 5		3/3	MUS 151 / 251A
Music Theory	3,4, 5			
			4	PHYS 101
Physics:			4	PHYS 102
Physics 1	3, 4, 5			
Physics 2	3, 4, 5		4	PHYS 110
Physics C%				
(Mechanics)	3,4,5		4	PHYS 120
Physics C%%				
(Elect. & Mag.)	3,4,5		3	PSY 101
Psychology	3,4,5			
			5/5	SPAN 101 / 102
Spanish:			5/5	SPAN 201 / 202
Spanish Language #	3, 4, 5			
Spanish Literature##	3, 4, 5			

*AP exams can be used to satisfy AVC General Education requirements. AP exams can be used to satisfy CSU General Education Certification and IGETC requirements except "Critical Thinking." Consult the CSU Systemwide Credit for External Examinations document for specific CSU GE credit granting of Breadth categories or the IGETC Standards document for specific credit granting of IGETC categories.

**No more than 3 total elective units may be granted for any/or all Studio Art courses combined.

*****AVC:** Three (3) units of ENGL 101 credit will be granted for a score of 3, 4 or 5.

CS U: Can be used to certify GE Breadth Area A-2: 3 units Area A-2, 3 units for elective credit for a total of 6 units

IGETC : Can be used to certify Area 1A for a total of 3 units.

******AVC:** Three (3) units of elective credit will be granted for a score of 3. Three (3) units of ENGL 101 credit and three (3) units of ENGL 102 credit will be granted for a score of 3, 4 or 5.

CSU: Can be used to certify GE Breadth Areas A-2 & C-2 for a total of 6 units.

IGETC: Can be used to certify Area 1A or 38 for a total of 3 units .

*******CSU:** Can be used to certify GE Breadth Areas D & US-2 (AI) for a total of 3 units.

IGETC: Can be used to certify Areas 4H & US-2 (AI) for a total of 3 units.

*******CSU:** Can be used to certify GE Breadth Areas D & US-1 (AI) for a total of 3 units.

IGETC : Can be used to certify Areas 4F & US-1 (AI) for a total of 3 units.

#CSU: Can be used to certify GE Breadth Area C-2 (3 units) and receive elective credit (3 units) for a total of 6 units

IGETC: Can be used to certify Area 38 and 6A

##CSU: Can be used to certify GE Breadth Area C-2 for a total of 6 units

IGETC: Can be used to certify Area 38 and 6A

###CSU: Not listed on the "Systemwide Credit for External Examinations" document

IGETC: Not listed on "Use of AP Examinations for IGETC Certification"

%AVC: Four (4) units of elective credit will be granted for a score of 3. Four (4) units of PHYS 110 credit will be granted

for a score of 4 or 5.

%%AVC: Four (4) units of elective credit will be granted for a score of 3. Four (4) units of PHYS 120 credit will be granted for a score of 4 or 5.

APPENDIX 2

****College Level Examination Program (CLEP)**

<u>SUBJECT EXAMINATIONS</u>	<u>MINIMUM SCORE FOR CREDIT</u>	<u>CREDITS AWARDED AVC/CSU Course/GE (SEMESTER) Equivalency**</u>	
		4	ACCT201
Accounting, Introductory	50	3	POLS 101 - CSU/D
American Government	50	3	BUS 201
Business Law, Introductory	50	5	MATH 150 - CSU/B4
Calculus	50	5/5	CHE110/120-CSU/B1/3
Chemistry	50	3	MATH 128 - CSU/B4
College Algebra	50		
College French, Levels 1 & 2		5/5	FREN 101/102-CSU/C2
Level 1, Second Semester	50	5/5	FREN 201/202-CSU/C2
Level 2, Fourth Semester	62		
College German, Levels 1 & 2		5/5	GER 101/102-CSU/C2
Level 1, Second Semester	50	4/4	GER 201/202-CSU/C2
Level 2, Fourth Semester	63		
College Spanish, Levels 1 & 2		5/5	SPAN 101/102-CSU/C2
Level 1, Second Semester	50	5/5	SPAN 201/202-CSU/C2
Level 2, Fourth Semester	66	3	ENGL 101
College Composition Modular (<i>Not applicable for CSU GE Breadth</i>)	50	3	CIS 141
Information Systems & Computer Applications	50	4	BIOL 101/L-CSU/B2
General Biology	50	3	HIST 107-CSU/D/AI
History of the United States I: To 1877	50	3	HIST 108-CSU/D/AI
History of the United States II: 1865 to Present	50	3	PSY 235 - CSU/E
Human Growth Development	50	3	ECON 101 - CSU/D
Macroeconomics, Principles of	50	3	ECON 102 - CSU/D

Microeconomics, Principles of	50	3	MGT 101
Management, Principles of	50	3	MKTG 101
Marketing, Introductory	50		

APPENDIX 2

****College Level Examination Program (CLEP)
(Cont'd)**

<u>SUBJECT EXAMINATIONS</u>	<u>MINIMUM SCORE FOR CREDIT</u>	<u>CREDITS AWARDED I/VC/CSU COURSE/GE</u>	
		<u>(SEMESTER)</u>	<u>Equivalency</u>
		3	PSY 101 - CSU/D
Psychology, Introductory	50	3	SOC 101 - CSU/D
Sociology, Introductory	50	3	HIST 101 - CSU/D
Western Civilization I:	50	3	HIST 102 - CSU/D
		<u>CREDITS AWARDED (SEMESTER)</u>	
Western Civilization II:	50		<u>AVC/CSU GE Equivalency</u>
<u>GENERAL EXAMINATIONS</u>	<u>MINIMUM SCORE FOR CREDIT</u>	6	AVC/D2
Mathematics	50	6	AVC/A - CSU/81 or 82
Natural Sciences	50	4	AV ELECTIVE-CSU/82
Biological	50	6	AVC/C - CSU/C2
Humanities	50	6	AVC/C - CSU/C2
Analyzing and Interpreting Literature	50	6	AVC/B
Social Sciences & History	50		

***The UC does not grant credit for any CLEP exams. CLEP exams may NOT be used to satisfy the IGETC. CLEP may be used for approved CSU G.E. areas. Refer to the CSU Systemwide External Examinations reference sheet in the online Counselors' Procedures Manual. The application of CLEP credit to major requirements can vary from campus to campus. Check the appropriate catalog.

APPENDIX 3

INTERNATIONAL BACCALAUREATE (18)

CREDITS AWARDED
(SEMESTER)

AVC/CSU GE
Equivalency

MINIMUM
SCORE FOR
CREDIT

	<u>MINIMUM</u> <u>SCORE FOR</u> <u>CREDIT</u>	<u>CREDITS AWARDED</u> <u>(SEMESTER)</u>	<u>AVC/CSU GE</u> <u>Equivalency</u>
18 EXAMINATIONS (Higher Level only)		3	AVC/A- CSU/82
Biology (HL)	5	3	AVC/A- CSU/81
Chemistry (HL)	5	3	AVC/B - CSU/0
Economics (HL)	5	3	AVC/8 - CSU/0
Geography (HL)	5	3	AVC/B - CSU/0 or C2
History <i>Any Region</i> (HL)	5	3	AVC/C - CSU/C2
Language A1 (HL) <i>Other than English</i>	5	3	AVC/C - CSU/C2
Language A2 (HL) <i>Other than English</i>	5	3	AVC/02 - CSU/84
Mathematics (HL)	5	3	AVC/A- CSU/81
Physics (HL)	5	3	AVC/B - CSU/0
Psychology (HL)	5	3	AVC/C - CSU/C1
Theatre (HL)	5		

*IB exams can be used to satisfy AVC General Education requirements. 18 exams can be used to satisfy CSU General Education Certification except "Critical Thinking." Credit granting practices at UC campuses and other institutions may vary. Consult the appropriate catalog for clarification.

APPENDIX 4

CREDIT FOR BASIC MILITARY TRAINING

Army (4 units)

- 1 semester hour in personal physical conditioning
- 1 semester hour in outdoor skills practicum
- 1 semester hour in marksmanship, and
- 1 semester hour in first aid

Navy (4 units)

- 1 semester hour in personal fitness/conditioning
- 1 semester hour in personal/community health, and
- 2 semester hours in first aid and safety

Marine Corps (4 units)

- 1 semester hour in physical fitness and conditioning
- 2 semester hours in marksmanship, and
- 1 semester hour in orienteering/outdoor skills

Coast Guard (4 units)

- 1 semester hour in personal fitness/conditioning
- 1 semester hour in beginning swimming
- 1 semester hour in boating/seamanship, and
- 1 semester hour in personal health and first aid

Air Force (4 units)

- 1 semester hour in physical fitness and conditioning
- 2 semester hours in marksmanship, and
- 1 semester hour in orienteering/outdoor skills

Updated and Revised by L. Grishman 06/15/2016

APPENDIX 5

CREDIT FOR PRIOR EXPERIENTIAL LEARNING

In compliance with Title 5 71770, Antelope Valley College awards credit for prior experiential learning as follows. Each college or university level learning experience shall be evaluated by faculty qualified in that specific subject area who shall ascertain (1) to what college or university level learning the student's prior experience is equivalent and (2) how many credits toward a degree may be granted for that experience.

Prior Experiential Learning

1. Up to 15 semester credits of the first 60 semester credits may be awarded for prior experiential learning.
2. Up to 15 semester credits of the second 60 semester credits may be awarded for prior experiential learning.

AP 4021 Program Discontinuance

Reference:

***Education Code 78016;
Title 5, 51022, 55130
ACCJC Accreditation Standard II.A.15***

Educational Program Evaluation and Discontinuance Procedure

Antelope Valley College is committed to support programs that fulfill the goals of the Mission Statement and the Institutional Learning Outcomes for students as stated in the Educational Master Plan. Title 5 (Section 55000) defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” These educational programs are subject to approval by the System's Office and are then entered on Inventory of Approved and Projected Programs. Primary consideration in the decision to consider program discontinuance will be given to the service the program provides to the college and community, not to budgetary considerations. Only programs with low or declining enrollment, decreasing demand for service, or clear obsolescence will be considered for discontinuance. A program discontinuance review will be initiated and carried out according to the following steps:

- I. When a declining trend has been identified by the division/area dean and faculty of a specific program, the division/area dean shall contact the appropriate Vice President and Academic Senate President. A declining trend will be identified using the following key performance indicators:
 - a. Statistically significant decline in class enrollment throughout the program over four consecutive semesters.
 - b. A consistently low enrollment of 50% below maximum seat load capacity over four consecutive semesters.
 - c. Retention of less than 50% from the beginning term class roster for four terms (need not be consecutive semesters).
 - d. Student success of less than 50% of students obtaining a grade of C or better and /or credit for the final course grade in all courses of the program over four terms (need not be consecutive semesters) in that program.
- II. A Taskforce will be convened that consists of no more than three faculty members from the discipline, the respective Division/Area Dean, the Dean of Occupational Education, a representative of the Counseling Department, a faculty representative of the Academic Senate who is not a member of the division in question, and a representative of the Faculty Union who is not a member of the division in question. The Director of Institutional Research and Planning will be a resource for the subcommittee.

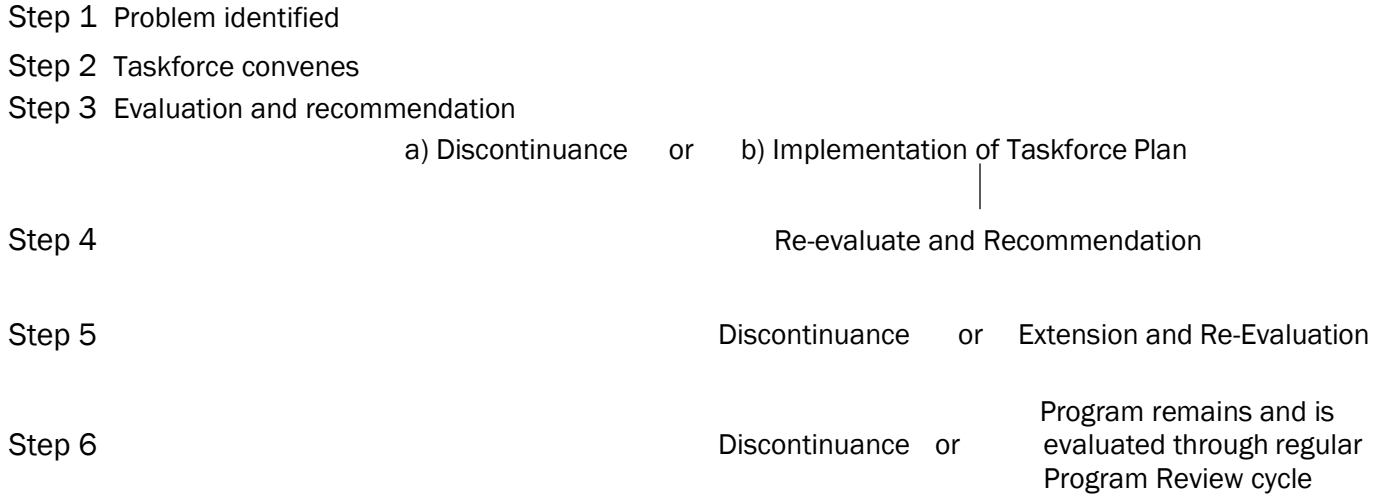
The role of the Taskforce shall be to consider the following in keeping with good intentions and enrollment management requirements, in order to determine the disposition of the programs identified as having a declining trend:

- Needs of the community
- Workforce development

- Program Review (most recent)
 - Core indicators from System's Office
 - Integration/cross discipline in which the program is involved
 - FTES generated by program
 - Local labor market information through EDD/employer program advisory committees and surveys
 - Or initiate an independent, external needs assessment to determine market demand
- III. The Taskforce, by consensus, may agree to one of the following to address the declining trend:
- 1) to declare the program obsolete and create a plan for discontinuance that respects the needs of students and fulfills contractual obligations to faculty and staff; or
 - 2) to devise a process/plan to revitalize the program and a timetable to accomplish this goal agreed upon by the discipline faculty with the help of the other involved parties. Resources shall be allocated by the Administration in order to improve enrollment or retention. Some areas to be considered are: in-depth revision of the program's courses, update of facilities, or other program enhancements to assure currency, vitality, and relevancy of the program. Other considerations might include seeking support from or collaboration with other campus areas that could help promote student success and retention.
- IV. If there has not been a statistically significant increase in key performance indicators after three semesters of the implementation of the process to revitalize the program, the Administration will reconvene the Taskforce to determine the appropriate course of action from the following:
- 1) Give the Program an extension of two semesters. At the end of the extension, the committee will reconvene and re-evaluate.
 - 2) Accept the program in its current state if it serves a community, instructional, or training need.
 - 3) Create a plan to improve recruitment and enrollment. This plan will then be implemented over the following three semesters.
 - 4) Discontinue the program.
- V. The final decision on either program discontinuance or program continuance is sent by the taskforce to the appropriate Vice President and Academic Senate President. If the decision is to continue the program, evaluation will occur through the regular program review cycle.
- VI. **If the decision is to discontinue a program, the Academic Senate President will inform the Academic Policies & Procedures Committee so that they may formally ratify the decision of the Discontinuance Taskforce. The Academic Policies & Procedures Committee faculty co-chair will then inform the Academic Senate and Strategic Planning and Budget Council.**
- VII. The Strategic Planning and Budget Council will then notify the College President/Superintendent, who will take the decision of the taskforce to the Board of Trustees.

VIII. The Vice President of Academic Affairs will notify the Systems Office to have the program removed from the inventory.

PROGRAM DISCONTINUANCE TASKFORCE TIMELINE



Career and Technical Education Program Discontinuance

The discontinuance process for Career and technical Education Programs remains the same as the process above, with the following exceptions:

1. Each Career and Technical Education Program will be reviewed in a two year cycle to ensure that they meet legal standards
2. If a CTE program is not compliant with legal standards and does not become so within an academic year, the Superintendent President shall make the determination to discontinue the program or extend the date to meet compliance. The Superintendent/President will inform the Academic Senate President and Vice President of Academic Affairs if a CTE program is discontinued due to legal non-compliance.

5/8/06

Revised: 11/13/06

Revised: 12/11/17

To: Mr. Van Rider, President, Academic Senate
Mr. Edward Knudson, Acting Vice President of Academic Affairs
From: The Taskforce on Discontinuing the Clothing and Textiles programs
Re: Our Conclusions and Recommendations

In accordance with AP 4021, a committee was constituted to discuss the disposition of the Clothing and Textiles programs. The committee was comprised of Dr. Susan Lowry, representing the Senate; Melissa Ramiro, representing the faculty of Clothing and Textiles; Susan Knapp, representing the Union; Dr. Irit Gat, the Dean of the relevant Division; Laureano Flores, the Dean of CTE, as the CT program is a technical program; Brenna Humann, representing Counseling; and Dr. Meeta Goel, from DIERP, who provided data and helped us to interpret it.

The committee met three times. Our first meeting in early March involved discussing the process for decision-making and our need for certain data. We set up a repository for documents and agreed to meet at least twice more to go over data and make a decision. At our second meeting, we had some data, but the precipitate nature of the withdrawal of the program rendered analysis of some data difficult, and there had been no comprehensive labor market study done in some time, so we came up with other data needs and agreed to meet at least one more time to discuss data. At our final meeting, we came to several conclusions, which we will outline here:

- 1) According to AP 4021, the criteria for considering Program Discontinuance are these:
 - a. Statistically significant decline in class enrollment throughout the program over four consecutive semesters.
 - b. A consistently low enrollment of 50% below maximum seat load capacity over four consecutive semesters.
 - c. Retention of less than 50% from the beginning term class roster for four terms (need not be consecutive semesters).
 - d. Student success of less than 50% of students obtaining a grade of C or better and /or credit for the final course grade in all courses of the program over four terms (need not be consecutive semesters) in that program.

In the case of this program, these criteria were not clearly indicated—the program was certainly experiencing a slow decline, but retention and success metrics were not troubling at all. Enrollment was stable, by and large, though in a bit of a decline. Nevertheless, it was clear that the program was languishing well before it was precipitately “put on hiatus” in the Fall of 2018. This “hiatus”, we all agreed, was not the best path to have taken, but an examination of the program was clearly warranted. The discontinuance process exists for exactly this purpose.

- 2) According to AP 4021, the criteria for making a decision regarding the discontinuance of a program are these:
 - Needs of the community
 - Workforce development
 - Program Review (most recent)
 - Core indicators from System’s Office
 - Integration/cross discipline in which the program is involved
 - FTES generated by program
 - Local labor market information through EDD/employer program advisory committees and surveys

We had partial data in many of these areas, including System Office data, FTES data, Workforce data and local labor-market information (and thus, some idea of community needs). We also had useful data from a survey designed and administered by Ms. Humann that suggested more than half of the students in the program planned to stay in the Antelope Valley area, rather than travel to LA or further away to seek work. In looking at this data, it became clear that the program was training students for jobs that may exist somewhere, but do not

exist in the Antelope Valley. About half of students responding indicated that they chose the AVC program with the intention of seeking a local career -- roughly equivalent with those who may have been identified as seeking careers in which a transfer degree may not have been required. The other half indicated the intention of travel to seek a career in Los Angeles or further -- roughly equivalent with those who may have been identified as seeking careers in which a transfer degree would be required or would boost earning potential.

- 3) It also became clear that it is never a good idea to staff an entire program on the back of adjunct faculty members, who do not have the time or the operational knowledge to do an adequate job of Program Review, labor data mining, Advisory Committee Coordination, or AP&P updates. As hard as Melissa Ramiro worked, the program needed more than she could give. We commend her efforts, but she was poorly served for several years by a Dean who was not well-versed in Career and Technical program requirements. Her new Dean, Dr. Gat, is better versed in these issues and more attentive to boot.
- 4) We all agreed that there were other venues for courses related to the design and manufacture of textiles and clothing, and a clearly active group of students and community members with an interest in the program, so we were unwilling to let the program go entirely. Therefore, we agreed that if the program were discontinued, we would also give direction to save it from utter dissolution, though that was not exactly part of our brief. The next two points will outline our recommendations regarding the program.
- 5) Given the state of the job market for this program, and the nebulousness of transfer and/or immediate career opportunities for students seeking to move on (also, as it is a Technical and Career program, jobs are of paramount importance to its rationale), we recommend that the Clothing and Textiles program as currently constituted, with its Certificate and Transfer Programs, should be discontinued as soon as the current crop of students can be matriculated. No more students should be allowed to start the program. Dr. Gat and Ms. Ramiro have already worked on a plan to get these students through by the end of the Spring 2020 semester.
- 6) We also recommend the following as conditions of discontinuance, and both Ms. Ramiro and Dr. Gat have agreed to follow through.
 - a. Because there is clearly an interest in these courses, even if there is no job market for graduates, Dr. Gat and Ms. Ramiro will work with Cathy Hart, the Dean of Corporate and Community Education to create a program of C&CE courses for people to take. This is possible because we have the equipment and the space, and we cannot do anything else with it until the program has wound down a year from now, so we might as well explore other avenues.
 - b. One model that people pointed to for the continuance of some of these courses is through the Theater Arts Department. East Los Angeles CC has a large C&T program associated with the theater. We do not suggest the creation of a full-fledged program, but we do suggest that Dr. Gat and Ms. Ramiro explore with Duane Rumsey, the Dean of HFA, the possible creation of one or two specific classes to be offered in the Theater Arts Department. We understand there may be issues with minimum qualifications and so forth, but we suggested that they explore it in any case.

We request that this memo be put into the minutes of both the AVC Board of Trustees and the Academic Senate, to provide a roadmap for future committees seeking to discontinue programs, as well as to provide some material to help people to revise the current process.

Respectfully Submitted,

Dr. Susan Lowry (on behalf of the rest of the Taskforce on C&T Program Discontinuance)

To: Mr. Van Rider, President, Academic Senate
 Mr. Edward Knudson, Acting Vice President of Academic Affairs

From: The Interior Design Discontinuance Taskforce (per AP4021, Program Discontinuance)

Dr. Meeta Goel, Dean IERP/Library Services
 Dr. Irit Gat, program Dean, Social and Behavioral Sciences
 Anna Frise, Interior Design Adjunct Faculty
 Laureano Flores, Dean Career Technical Education
 May Sanicolas, Counseling Faculty
 Richard Biritwum, Computer Information Science Faculty, Faculty Union representative
 Dr. Jessica Harper, Chemistry Faculty, Academic Senate representative, Taskforce Chair

Subject: Conclusions and Recommendations

The taskforce met on 25 Mar and 6 May. Data was collected to evaluate the criteria outlined in AP4021.

I. Is a declining trend indicated by one or more of these four markers?

a. Statistically significant decline in class enrollment throughout the program over four consecutive semesters.

			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Sections	Independent Study		3	3	3	4	4	
	Classroom		18	17	17	16	17	
Enrollment	Independent Study		4	3	3	9	4	
	Classroom		329	284	232	251	301	
	TOTAL		333	287	235	260	305	140

(2013-2018 values from Program Review Data; 18-19 from schedule of classes)

The decline in enrollment from 2013 to 2016 raised alarm within the program. Outreach efforts targeting local high schools were undertaken and seem to have been effective. However, with faculty no longer available to sustain outreach, program enrollment is expected to decline again. The precipitous decline in the last year was likely caused by students hearing that the program was in “hiatus” and thus choosing one with a more promising future.

Ms. Frise noted that while outreach to high schools had a positive impact on enrollment, there is a much larger demographic of people to target. Particular attention should be on those who are watching home design TV shows. The success of these programs may indicate that there is strong interest in studying interior design.

b. A consistently low enrollment of 50% below maximum seat load capacity over four consecutive semesters.

Low enrollment led to cancellation of four classes in fall 2018. Class cancellation had also occurred occasionally in previous years.

In spring 2019, the three classes had fill rates of 55%, 90%, and 50%. This may be due to students moving on to College of the Canyons when they were informed that the AVC program was in jeopardy. Ms. Frise noted that students from her roster before the start of the semester are now in class at College of the Canyons.

- c. Retention of less than 50% from the beginning term class roster for four terms.

Retention has not been a problem for these classes. Program review data indicate that annual retention rates were 88% in 2013-2014, but exceeded 90% for subsequent years.

Few of the students enrolled in the introductory ID classes ultimately enroll in the higher level classes. This means a lot of students take the first class just out of interest or perhaps to fill a GE requirement but are not considering a certificate.

Ms. Frise noted that this situation may be an artifact of the outreach to high schools, rather than general population. There has not been concerted outreach for the program as a whole.

If students truly are interested only in introductory information, rather than pursuing a certificate in interior design, community and community education could be a better fit for this population.

- d. Student success of less than 50% of students obtaining a grade of C or better and /or credit for the final course grade in all courses of the program over four terms.

Student success has not been a problem in these classes. Annual rates of success ranged from 71.8% in 2013-2014 to a high of 81.1% in 2016-2017.

II. Information about the program status and outlook

- a. Needs of the community

While the AV does not have a need for a huge number of interior designers, anecdotal evidence indicates that opportunities continually present themselves. Program graduates are hired readily, with many placements coming through word of mouth as employers call the school when they have an opening. A check of online posted job openings this week showed approximately 25 available in the AV. There are additional opportunities in the southern California area.

AVC graduates may compete with students from College of the Canyons, which is not too far away. The interior design program at that school is very robust. It is coupled with Architecture and is thus able to share resources. Dr. Gat found that they spend about \$20,000 a year on basic maintenance of computers and software.

- b. Workforce development

Published Occupational Data forecasts a 0.5% average annual growth rate, over 5-years, for Interior

Design in the AV, where total occupation growth is 0.8%. This is bigger than the 5-year average 0.2% growth rate in LA County, where total occupation growth is 0.5%. This corresponds to an estimated employment of only 50 jobs in the AV vs. 3500 in LA.

However, because of the vast number of specializations in the interior design field, there are few large employers. Many places hire one or two people for specific types of design, such as spaces for children with special needs, or historic preservation. (The supporting documentation has a list of Specializations within the Field).

Additionally, many graduates are self-employed entrepreneurs. It is very difficult to track this data.

c. Program Review

No faculty were available to conduct a review in 2018-2019. Student Learning Outcomes, Program Learning Outcomes, and AP&P curriculum review are also being neglected. This is a perilous situation for a CTE program because, as noted in AP4021, “each Career and Technical Education Program will be reviewed in a two year cycle to ensure that they meet legal standards”. For a program out of compliance the Superintendent/President can make a decision to discontinue it.

The division dean prepared a program review referencing the one from the previous year. The 2017-2018 program review requested \$200K for a computer lab and software to bring the program up to date. Dean Flores noted that a new computer lab built for other campus programs and a 3D printer could be shared with ID. Perkins funding might be available for software.

From the 2017-2018 review: “Outreach efforts need to be ongoing to keep program viable. Efforts over the past three years have been successful in turning around a declining enrollment trend.” With no full-time faculty member in this area, that necessary effort cannot be sustained.

d. Core indicators from System’s Office

Degrees and Certificates	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
FCE: Interior Design	0	1	0	0	0
Interior Design	11	5	6	9	8
Interior Design Certificate	15	6	9	11	7

This is a small, but non-zero, number of certificate/degree completions. Some other viable programs have similar award completion numbers, but have full-time faculty and resources. Looking at a list of programs and numbers of awards, ID is approximately in the middle of the list.

Staffing for this program is problematic. There will be no full-time faculty teaching and there were only two adjunct instructors teaching in spring 2019.

Ms. Sanicolas researched transfers to CSU schools for interior design over the past 10 years and confirmed approximately 20 students. The number is likely higher though. Data was difficult to find because the students who transferred to CSUN may have been categorized in Home Economics in Family and Consumer Sciences. There were 41 students in this category. Three students were definitively admitted as Interior Design majors.

CSUN, CSULB, San Jose and Sacramento are the four primary transfer universities. Ms. Sanicolas noted that our articulation agreements with these are not clear. (The supporting documentation has reports from assist.org for these institutions). To help students transfer, AVC would need to work on better articulating ID classes. This would be another responsibility for a full time faculty member.

Additional students are known to have transferred to Cal Arts, the school of Fashion, Interior Design and Merchandizing, UCSB, UCLA extension, Parsons, Woodbury, and additional private institutions. These students are uncouncted in the number of transfers.

One other measure of success would be the number of students who have passed the interior design certification exam, CID. However, this has not been tracked and thus no data is available. Because of the broad nature of the field, not all employers require CID but it is an industry licensure standard, requiring continuing education to maintain after passing the initial exam.

e. Integration/cross discipline in which the program is involved.

ID 150 History of Design I and ID 201 History of Design II count towards the Area C, Humanities, requirement while ID 100 Introduction to Interior Design and ID 120 Interior Design and the Element of Color count towards Area E, Additional Breadth.

Yet, in Fall 2018 one section of each of these was offered (except ID 150 which was offered as independent study), and each was cancelled before the start of the semester due to low enrollment.

f. FTES generated by program

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
FTES	18.5	14.9	14.1	18.6	

g. Local labor market information through EDD/employer program advisory committees and surveys

An advisory board exists/has met, but not within the last year. Notes from meetings were not available.

Ms. Frise suggests that the makeup of this board is not ideal. It needs to include more employers, such as Home Depot, Ashley Furniture, department stores, home builders, etc.

h. Or initiate an independent, external needs assessment to determine market demand.

This was not done.

III. Recommendation

The recommendation is for discontinuance due to declining enrollment. The program did not have enough students to gamble on scheduling classes, which may or may not fill, in fall 2019.

With steady certificate numbers and enrollment that was clearly boosted by outreach, the interior design program was not in evident jeopardy until 2018-2019. Thus, it is troubling to decide that it should be cut. However, the program is untenable without a full-time instructor to maintain and update the program needs that have been identified during this review.

The decline of the program could likely be reversed with an investment of resources. The resource most needed is a full-time faculty member to reinvigorate the program. This work would include gathering an advisory board that has familiarity with local ID job prospects, purchasing the software that is the current industry standard, revising courses to include this technology, articulating classes, and attracting students to enroll in the courses. The program and AP&P course reviews would also need to be accomplished to get the program back in academic legal compliance.

Meanwhile, Ms. Frise has already created a workshop series for Corporate and Community Education and presented it to the Dean of the Palmdale Center and Extended Learning. These workshops might be especially appealing to those who are drawn to TV home shows—the demographic that previous outreach efforts neglected. A worry was raised at the final taskforce meeting that resources heretofore in use for the ID program might not be available for C&CE. Discussion led to an idea that perhaps a mechanism of leasing the equipment by C&CE would still allow the workshops to continue. It would be a terrible loss to cut ID completely from the college.

The C&CE series will also be an excellent way to keep an eye on the need for and interest in this field. In the course of advertising these workshops, data on the demand for ID within our service area should be collected. If possible, a survey should be conducted to concretely assess the need of the community.

If this job area grows significantly in the future, which is possible considering construction growth prospects in the AV, AVC would be well positioned to reestablish a degree/certificate granting interior design program.

If it were possible to reestablish this program, it is recommended that the program be incorporated into the CTE division. The taskforce noted that some of its difficulties come from it being isolated in the Social and Behavior Sciences division rather than in CTE where it could share resources with similar programs. This also would have helped with maintaining the documentation for a CTE program.

Ideally, the taskforce would like to see the college hire a full-time faculty member and establish an interior design program in the CTE division. This faculty member could draw on the cross-disciplinary nature of the field, which incorporates history, art, drafting, and photography for example, to more solidly establish interior design's position at the college and draw from additional demographics of students. Unfortunately, this is not a possibility for 2019-2020.