



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING**

AGENDA

October 4, 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**
 - a. Invitation to DIGS October-November 2012 (attachment)**
 - b. CFT Prop 30 Handouts**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. APPROVAL OF MINUTES**
 - a. September 20, 2012 (attachment)**
- 5. REPORTS (5 minutes maximum)**
 - a. University of Phoenix Presentation – Nikia Knight (attachments)**
 - b. Legislative – Dr. Glenn Haller**
- 6. ACTION ITEMS**
- 7. DISCUSSION ITEM**
 - a. Academic Ranking (attachments)**
- 8. SENATE ADMINISTRATIVE BUSINESS**
 - a. Announcements**
 - Invitation to DIGS - November 2, 2012, Doubletree, Anaheim
 - 2012 Fall Plenary Session - November 8-10, 2012, Irvine Marriott
 - Accreditation Institute – February 8, 2013, San Jose Doubletree
 - Vocational Education Leadership Institute – March 20-22, 2013, Oakland Marriott
 - 2013 Spring Plenary Session – April 18-20, 2013, Westin San Francisco Airport
 - Faculty Leadership Institute – June 13-15, 2013, Sheraton Grand, Sacramento
 - Curriculum Institute – July 11-13, 2013, Sheraton Park Hotel, Anaheim Resort
- 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. Maria Clinton, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
MINUTES

October 4, 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 – 3:02 p.m.

The October 4, 2012 Academic Senate Meeting was called to order at 3:02 p.m. by Ms. Maria Clinton, Academic Senate President.

Members Present

Maria Clinton, President
MaryAnne Holcomb
Elizabeth Sundberg
Cathy Overdorf
Dr. Kenneth Lee
Dr. Liette Bohler
Joe Watts
Dr. Glenn Haller
Pavinee Villapando
Dr. Zia Nisani
Susan Knapp

Dr. Ron Chapman
Ken Shafer
Dr. Lee Grishman
Michael Hancock
Jack Halliday
Ty Mettler
Kathy Moore
Terry Rezek
Dr. Berkeley Price
Karen Lubick

ABSENT

Elaine Tsai

GUESTS/EX-OFFICIO

Nikia Knight, University of Phoenix

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

a. Invitation to DIGS October-November 2012 (attachment)

Ms. Maria Clinton welcomed members and discussed Invitation to DIGs – Discipline Input Group Meetings for new TMCs and C-ID course descriptors to support AA-T and AS-T degrees.

b. CFT Prop 30 Handouts

Ms. Maria Clinton announced CFT Prop 30 Handouts available for anyone interested.

c. Selection for New President

Ms. Maria Clinton discussed the selection process for the new Antelope Valley College (AVC) President. Ms. Clinton explained that in September 2012, Ms. Clinton, the president of the Classified Union and Dr. Susan Lowry met with Ms. Betty Weinke, where all agreed that a nationwide search for a permanent President is in order. Ms. Clinton attended the September Board Meeting to witness confirmation that a nationwide search would indeed take place. This did not occur. Ms. Clinton and Dr. Lowry then drafted a letter to present to the Board at the October 2012 meeting, affirming their recommendation for a nationwide search. Ms. Clinton and Ms. Lowry's request was made clear and deliberate, to ensure proper documentation in the minutes.

Ms. Clinton stated that in this instance she was not representing the Academic Senate as a whole. She spoke regarding her concentration on the Senate and faculty atmosphere now, and the necessity for organizations to work together to bring about positive change.

3. OPEN COMMENTS FROM THE PUBLIC

Dr. Zia Nisani stated his frustration with the inability to access the Health Science building, having to use Security.

Mr. Ken Shafer addressed the continued issues with media equipment in the SSV 151. Mr. Shafer also addressed the campus-wide issue with incorrect clocks.

4. APPROVAL OF MINUTES

a. September 20, 2012 (attachment)

A motion was made and seconded to approve the minutes of the September 20, 2012 Academic Senate meeting, with corrections.

Motion carried.

5. REPORTS (5 minutes maximum)

a. University of Phoenix Presentation – Nikia Knight (attachments)

Ms. Nikia Knight, Workforce Solutions Advisor, University of Phoenix, presented members with a recommendation of partnership between Antelope Valley College (AVC) and the University of Phoenix. Handouts were provided (see attachments). Initiatives for the partnership include:

STAGE I (FIRST 90 DAYS)

Student Opportunities:

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

STAGE II

Student Opportunities:

- Workforce CLEAR Pathway Events

Staff Opportunities:

- Postsecondary Pathways to Performance Initiative (P3)
- School of Advanced Studies
- Reporting

Yna Espino, Workforce Manager, addressed members, describing her role in building relationships with community colleges throughout the state, communicating the University of Phoenix desire as a partner and resource, with a mission to support student degree completion. Various community colleges informed Ms. Espino they are revenue-based, funded according to the number of students that graduate. Ms. Espino stated her goal is to utilize Workforce Solutions.

Mr. Tim Miller, Enrollment Manager for the Lancaster Living Center, addressed staff, stating he works with hundreds of students - with or without degrees. Mr. Miller explained all are challenged with life, work, kids, etc. His focus is on the outcome of helping each student graduate.

Dr. Lee Grishman noted the articulation agreement from 2002 is outdated and includes a list of courses that need updating. Dr. Grishman addressed the inconvenience of the University of Phoenix headquarters and Articulation Officer positioned in Phoenix, Arizona.

Ms. Susan Knapp maintained the Senate meeting is not the place for articulation conversation. She addressed the extensive discussion with the University of Phoenix last spring, adding that AVC is not

dissuading anyone from exploring opportunities, and that the University could be an option for students with specific needs. Dr. Lowry reiterated that the Senate body is here to teach and set academic policy, and as faculty concerned about students, are not standing in the way of what the University of Phoenix is doing.

Ms. Maria Clinton explained that Ms. Knight initially met with her in summer to discuss re-addressing the Senate to discuss an updated proposal and explain the partnership. Ms. Clinton discussed the shared passion for students between the two entities, and suggested the request for a tighter partnership was appropriate. Ms. Clinton views the presentation as one way of reaching out, suggesting other venues i.e. the President and possibly ASO.

MaryAnne Holcomb questioned why the discussion was taking place.

Dr. Ron Chapman questioned the basis for a Memorandum of Understanding (MOU), charging the sharing of data could be illegal.

Mr. Ty Mettler defended the possibility of an MOU, as it meets a need. Mr. Mettler dissuaded hostility amongst Senate members over the presentation.

Dr. Zia Nisani labeled the presentation 'a cheap gimmick' and questioned the University of Phoenix default rate on student loans. Dr. Nisani asked if the University had labs or instructors with PhD's teaching labs. He challenged the presenters to 'clean up their act' and then return for another presentation.

Dr. Lee Grishman stated the discussion should be done in a different venue, reminding members the AVC obligation is to UCs and CSUs.

Ms. Kathy Moore questioned how many private colleges have made a similar presentation for an MOU.

b. Legislative – Dr. Glenn Haller

Dr. Glenn Haller provided a summary of various chaptered or vetoed 2012 Assembly Bills (AB) and Senate Bills (SB). Please see attachment. Dr. Haller addressed the Child Abuse Reporting bills and discussion was made and questioned regarding the district's responsibility in terms of training and notification. It was suggested notification be sent to Human Resources for direction on faculty duties.

Dr. Haller and Ms. Maria Clinton addressed SB 1440 Student Transfer Achievement Reform Act. If passed this bill will:

- create an associate degree for transfer that guarantees admission with junior standing to the CSU system
- define the degree as having sixty (60) transferrable units that include the IGETC or CSU GE Breadth pattern and eighteen (18) units in a major or area of emphasis
- provide these students with priority admission to their local CSU campus and to a program or major that is similar to their major or area of emphasis at the community college
- prohibits the CSU from requiring students to repeat courses that are similar to courses completed as part of the associate degree for transfer at the community college
- prohibits the CSU from requiring students to take more than sixty (60) units to complete a 120-unit baccalaureate degree

Ms. Clinton reminded members that the State pushes for implementation even if funds to do so do not prevail. She suggested looking at the Student Success Act to see how to address the issue with what we have, stating the November election will make a significant impact.

6. ACTION ITEMS

None.

7. DISCUSSION ITEM

a. Academic Ranking (attachments)

In conducting research regarding Academic Ranking, Dr. Lee Grishman found a few colleges for comparison, including responses. Please see attachment. Dr. Grishman stated the references he found were similar, and that Antelope Valley College is consistent with California Community Colleges. Dr. Grishman was unable to locate references in the Education Code or Title 5, and stated 2008 is the last time AVC reviewed and revised Academic Ranking procedures.

Dr. Ron Chapman stated that Antelope Valley College does not have recommendations coming up from disciplines.

Dr. Zia Nisani stated that initiation should come from disciplines, not individuals.

Dr. Susan Lowry stated that in higher institutions there is a greater responsibility and increased pay. Dr. Lowry noted that at AVC, as faculty members continue on staff, added responsibilities increase accordingly.

Dr. Lee Grishman reminded members that Academic Ranking is reviewed by the Senate Exec. Ms. Clinton explained the confidentiality issue, with packets to include transcripts, resumes and other confidential information.

Dr. Zia Nisani noted faculty use of titles without filing for Academic Ranking. Ms. Maria Clinton discussed repercussions for misuse of proper titles. Dr. Lee Grishman noted proper titles are listed in the Antelope Valley College catalog.

8. SENATE ADMINISTRATIVE BUSINESS

a. Announcements

- Invitation to DIGS - November 2, 2012, Doubletree, Anaheim
- 2012 Fall Plenary Session - November 8-10, 2012, Irvine Marriott
- Accreditation Institute – February 8, 2013, San Jose Doubletree
- Vocational Education Leadership Institute – March 20-22, 2013, Oakland Marriott
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9. ADJOURNMENT

Meeting adjourned at 4:04 pm.

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Approved: November 1, 2012 Senate Meeting

Invitation to DIGs October-November 2012

WHAT: Discipline Input Group Meetings ("DIGs") for new TMC development

WHY: These events mark the first phase in the development of new TMCs and C-ID course descriptors to support AA-T and AS-T degrees. Your college will benefit to have a voice at the table! These meetings are "come one, come all" to encourage wide participation and perspectives. Later, faculty will be identified to serve on each discipline review group.

WHO: We need faculty from the disciplines below to join in discussions of their major, and we need articulation officers to assist each group.

WHEN: **NORTH:** <http://www.asccc.org/events/2012/10/c-id-dig-meeting-north>
Friday, October 19, 2012
SFO Westin Hotel

SOUTH: <http://www.asccc.org/events/2012/11/c-id-dig-meeting-south>
Friday, November 2, 2012
Doubletree Anaheim / Orange County

Additional Travel and Logistical Notes

Registration for both meetings will begin at 9:45 a.m.; the meeting will begin at 10:00 a.m., and will adjourn at 3:00 p.m. A continental breakfast and lunch will be provided and parking will be hosted. Due to a limited budget to convene these meetings, C-ID is not able to provide hotel accommodations the night before the meetings; however, hotel accommodations may be provided for those traveling more than 150 miles round trip or 2.5 hours in one direction, at the discretion of C-ID management. Per diem mileage reimbursement and dinner reimbursement will not be available for these meetings. By registering for the meetings, faculty are acknowledging these terms. After faculty register, they will receive additional information and updates via email. **Please note that faculty should attend the DIG in the region closest to their home.**

Questions? Please contact info@c-id.net with any questions. **Please also encourage faculty to sign up for the discipline listservs on the C-ID website <http://www.c-id.net/listserv.html>**

We need faculty who TEACH courses in these fields to attend:

Child and Adolescent Development*

Exercise Science*

Graphic Arts/Graphic Design

Health Science

Hospitality/Hotel Management

Nutrition/Food Science/Dietetics

Environmental Science/Studies

*** These are in addition to existing TMCs and descriptors. They are not intended to replace existing TMCs.**

BACKGROUND:

With the passage of SB 1440, our colleges are developing new associate degrees for transfer and to date, 21 disciplines have developed a Transfer Model Curriculum (TMC). At the core of each TMC is the convening of intersegmental discipline faculty to draft the TMC. The only way the SB 1440 implementation can be successful is with active participation of faculty. The "DIG" meetings this autumn are the first step in developing new course descriptors and possible TMCs.



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Workforce Solutions

Antelope Valley College Partnership Recommendation



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Executive Summary

Presented to: Dr. Jackie Fisher, President

Presented by: N Jikia Knigh, 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

- Postsecondary Pathways to Performance Initiative (P3)
- 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. University of Phoenix will also provide a one hundred percent (100%) fee waiver for staff and faculty 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.

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 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 Transfer Pathways, 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.

2+2 Associate in Arts Transfer Pathway:

Effective for new students applying to University of Phoenix on or after 09/01/2011, students who have earned an Associate of Arts degree from a regionally accredited community college will be able to transfer their AA in its entirety for a block credit transfer, instead of assessing the credits on a course by course basis. This policy is applicable towards programs with our standard 54 credit General Education block. Current programs that are active include:

- Bachelor of Science in Business – all concentrations
- Bachelor of Science in Accounting
- Bachelor of Science in Management
- Bachelor of Science in Criminal Justice Administration
- Bachelor of Science in Organizational Security and Management
- Bachelor of Science in Communication
- Bachelor of Science in Health Administration – all concentrations
- Bachelor of Science in Human Services
- Bachelor of Science in Human Services/Management
- Bachelor of Science in Psychology

Programs with unique general education builds (BSN, BSED for example) are excluded. Because of specific degree requirements we will still need to confirm Math and English pre-requisites and any state-specific content requirements are met individually, but all other Gen Ed and elective content areas will automatically be satisfied with this policy for eligible programs.

Please see Appendix II to see an example of a Transfer Pathway.

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 teams of advisors, known as Graduation Teams, are dedicated to offering personalized service that creates 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/a/vc)
- 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

Postsecondary Pathways to Performance Initiative (P3)

The Postsecondary Pathways to Performance Initiative (P3) unites business, academic and diversity leaders in local forums across the United States to determine performance-based outcomes. P3 is a "Blue Ribbon" advisory team committed to exploring and identifying workforce needs with an aim of developing education pathways aligned by industry. Participants take an in-depth view of curriculum covered to conclude and how this meets workforce standards and industry specific skill gaps. The P3 advisory team is comprised of business and higher education academic leaders. By facilitating open communication among stakeholders, the P3 initiative yields innovative education solutions supporting workforce needs.

- Higher Education Participants: Includes our University of Phoenix and community college academic personnel aligned by program (e.g. Workforce Solutions, Campus and Central Administration Academic Affairs, etc.)
- Business Leaders: Workforce Solutions Corporate Partners (i.e. Vice President of Human Resources/ Director of Human Resources/ Chief Learning Officer)
- Diversity: Chapter Leaders

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 7-14

- 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 Transfer Pathways for Antelope Valley College

Post-Launch 3-11 Day Timeline

Week 2, Days 15-18

Week 3, Days 19-21

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 Transfer Pathways for Antelope Valley College.
- UOPX shares completed Transfer Pathways 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/av 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)



University of Phoenix

SCOTTSDALE COMMUNITY COLLEGE

2011 - 2012 Course Transfer Guide

The following is a list of courses that transfer as:

A liberal arts General Education course, by category

A transcribed 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	Course Title	Transfer Category	Area of General Education	Credit
ACC105	Payroll, Sales and Property Taxes	General Education	Interdisciplinary/Elective	3.00
ACC110	Understanding and Using Financial Systems	General Education	Interdisciplinary/Elective	3.00
ACC111	Accounting Principles I	General Education	Interdisciplinary/Elective	3.00
ACC112	Accounting Principles II	General Education	Interdisciplinary/Elective	3.00
ACC115	Computerized Accounting	General Education	Interdisciplinary/Elective	2.00
ACC125	Understanding Financial Statements	General Education	Interdisciplinary/Elective	3.00
ACC211	Financial Accounting	General Education	Interdisciplinary/Elective	3.00
ACC212	Managerial Accounting	General Education	Interdisciplinary/Elective	3.00
ACC215	Governmental and Not-For-Profit Accounting	General Education	Interdisciplinary/Elective	3.00
ACC221	Tax Accounting	General Education	Interdisciplinary/Elective	3.00
ACC230	Uses of Accounting Information I	General Education	Interdisciplinary/Elective	3.00
ACC240	Uses of Accounting Information II	General Education	Interdisciplinary/Elective	3.00

Appendix II: Transfer Pathways



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Transfer Pathway for Maricopa Community College District

Associate of Applied Science in Business to
Bachelor of Science Business/Green & Sustainable Enterprise

MCCD Associate's Degree Courses	UOPX Required Credits	MCCD Applied Credits
English Language Arts ENG 101 or 107 - First Year Composition or ENG 102 or 108 - First Year Composition or COM 225 - Public Speaking or CRE 101 - Critical Reading	12	12 3 Comm Arts 3 Comm Arts 3 Comm Arts 3 Comm Arts
Mathematics MAT 142 or higher (except MAT 150, 151, 152, 156, or 157) MAT 156 - Mathematics for Elementary Teachers I MAT 157 - Mathematics for Elementary Teachers II CIS 105 or BPC 110 (as recommended by Maricopa)	12	12 3 Mathematics 3 Mathematics 3 Mathematics 3 Mathematics
Physical/Biological Science Two courses approved in the Natural Sciences Area (Only one MCCD course eligible for the SG area can be used)	6	6 3 Science/Tech 3 Science/Tech
Humanities Two courses approved in the Humanities/Fine Arts Area (Students encouraged to choose courses from multiple disciplines)	3	6 3 Humanities 3 Humanities
Social Studies HIS 103 or HIS 104, PSY 101, GCU 121, 122, ECN 211, 212, POS 110, ECH 176, CFS 176 or CFS 205 Course from the Electives from CTG	9	6 3 Social Science 3 Social Science
Additional Liberal Arts Any course approved in the Literacy & Critical Inquiry Area CIS 105 - Survey of Computer Information Systems	6	6 3 Liberal Arts 3 Liberal Arts
Interdisciplinary Requirement* ECN 211 ECN 212 GBS 205 GBS 221	18	18 3 Interdisciplinary 3 Interdisciplinary 3 Interdisciplinary 3 Interdisciplinary
Elective Requirement Any course in the Quantitative Method or Business Elective Area (CIS 114DE, CIS 133DA, CIS 159, CIS 162AD, GBS 151, GBS 220, GBS 233, GBS 110, MGT 251, IBS 101, MGT 253, REA 179)	3	3 3 Elective

*Physical Education activity credits are limited to four (4) credits.

The University's central administration is located at 4415 E. Bascom St., Phoenix, AZ 85040. Online Campus: 3157 E. Bascom St., Phoenix, AZ 85034.
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University of Phoenix Bachelor's Degree	UOPX Required Credits	MCCD Applied Credits
Bachelor's of Science in Business Required Course of Study	45	15
GEN 200 Foundations for Gen Ed and Professional Success	3	0
ECO 212 Principles of Economics	3	3**
BIS 219 Business Information Systems	3	3**
MGT 216 Organizational Ethics and Social Responsibility	3	3**
ACC 280 Principles of Accounting	3	3**
COM 285 Business Communications	3	3**
MGT 330 Management Theory, Practice, & Application	3	0
MGT 307 Organizational Behavior and Group Dynamics	3	0
MGT 350 Critical Thinking: Strategies in Decision Making	3	0
RES 341 Research and Evaluation I	3	0
RES 342 Research and Evaluation II	3	0
BUS 415 Business Law	3	0
FIN 370 Finance for Business	3	0
MKT 421 Marketing	3	0
BUS 475 Integrated Business Topics	3	0
Green & Sustainable Enterprise Management Concentration	3	3
BUS 304 Survey of Green and Sustainable Business	3	0
MGT 360 Green and Sustainable Enterprise Management	3	0
BUS 372 Business Sustainability Standards	3	0
MGT 470 Sustainable Enterprise Planning	3	0
Green and Sustainable Enterprise Management Concentration Electives (Choose 2)	6	0
Total Credit Summary	120	57-72
Required Course of Study (BSB Foundation & Concentration)	63	15***
General Education Credits	54	51-54
Total Degree Requirements	120	54-57
Potential Maximum Lower Division Credit Eligibility		72

** Students transferring from Maricopa Community College District may have options for satisfying these LD courses in the Required Course of Study for the BSB/BEM VCA 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 in Business - General Requirements at Maricopa Community College District is generally satisfied by the completion of 63-63 credits. In order to reach the maximum number of 72 LD credits in transfer for the BSB/BEM VCA program at UOPX a student may need to take more credits outside of the prescribed amount for the Associate in Business - General Requirements 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.

The University's central administration is located at 4615 E. Broadway Blvd., Phoenix, AZ 85040. On-Campus: 3157 E. Broadway Blvd., Phoenix, AZ 85034.
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University of Phoenix®

2+2 Associate in Arts Transfer Pathway Policy for Oklahoma City Community College

Associate in Arts in Psychology 2011-2012
Bachelor of Science in Psychology v1

OCCC Associate's Degree Courses University of Phoenix Bachelor's Degree	61 Program Credits UOPX Required Credits	61 Credits Applied* OCCC Potential Applied Credits
BS/P Required Course of Study	54	0
GEN 200 Foundations for Gen Ed and Professional Success	3	0
PSY 300 General Psychology	3	0
PSY 310 History and Systems of Psychology	3	0
PSY 355 Motivational Processes in Human Psychology	3	0
PSY 315 Statistical Reasoning in Psychology	3	0
PSY 340 Biological Foundations of Psychology	3	0
PSY 360 Cognitive Psychology	3	0
PSY 375 Life Span Human Development	3	0
PSY 300 Learning and Cognition	3	0
PSY 400 Social Psychology	3	0
PSY 405 Theories of Personality	3	0
PSY 410 Abnormal Psychology	3	0
PSY 435 Industrial/Organizational Psychology	3	0
PSY 450 Diversity and Cultural Factors in Psychology	3	0
PSY 460 Environmental Psychology	3	0
PSY 475 Psychological Tests and Measurements	3	0
PSY 480 Elements of Clinical Psychology	3	0
PSY 490 Capstone Course in Psychology	3	0
Total Credits Summary		
Required Course of Study	54	0
General Education Credits	54	54
Elective Credits	12	7
Total Degree Requirements	120	61
Potential Maximum Lower Division Credit Eligibility		61

University of Phoenix Associate of Arts 2+2 Transfer Policy

*Effective for new students applying to University of Phoenix on or after 09/01/2011, students who have earned an Associate of Arts degree from a regionally accredited community college will be able to transfer their AA in its entirety for a block credit transfer. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program to reach this applied credit total.

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.

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Appendix III: Transfer Trends and Outcomes Report



University of Phoenix® College Transfer Trends and Outcomes

Sample Community College

New Students AY11	New Students AY10	New Students AY09	New Students AY08	Current Active Students
569	845	927	853	682
Students Enrolled AY11	Students Enrolled AY10	Students Enrolled AY09	Students Enrolled AY08	Historical Enrollment
2,120	2,375	2,301	1,947	15,291

AY08 - AY11 New Student Top Programs

1	BSB/M	316
2	BS/P	252
3	BSM	238
4	AAFB	150
5	BSB/ACC	147
6	BSED/E	114
7	BSB/A	108
8	BSB/MKT	106

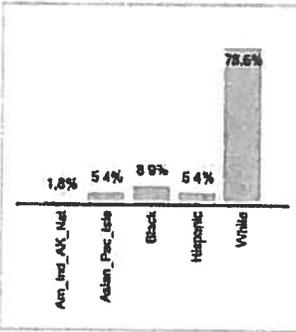
AY08 - AY11 New Students by College

Business	1,644
Criminal Justice	179
Education	140
Humanities	117
Information Technology	307
Natural Sciences	202
Nursing	142
Social Sciences	463

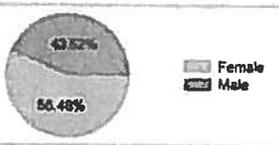
AY08 - AY11 New Students by Applied Transfer Credit

AY08	Less than 12 Credits	391
AY08	12 - 24 Credits	186
AY08	25 - 48 Credits	158
AY08	49+ Credits	54
AY08	Associate's Degree	64
AY09	Less than 12 Credits	400
AY09	12 - 24 Credits	243
AY09	25 - 48 Credits	168
AY09	49+ Credits	56
AY09	Associate's Degree	60
AY10	Less than 12 Credits	412
AY10	12 - 24 Credits	192
AY10	25 - 48 Credits	145
AY10	49+ Credits	33
AY10	Associate's Degree	63
AY11	Less than 12 Credits	263
AY11	12 - 24 Credits	143
AY11	25 - 48 Credits	96
AY11	49+ Credits	17
AY11	Associate's Degree	50

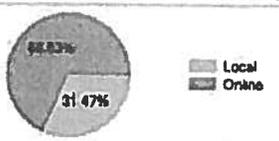
AY08 - AY11 New Students by Ethnicity



AY08 - AY11 New Students by Gender



AY08 - AY11 New Students by Modality



Graduates AY11	Graduates AY10	Graduates AY09	Graduates AY08	Historical Graduates
523	427	476	423	7,540

AY08 - AY11 Graduates Top Programs

1	BSB/M	446
2	BSB/ACC	141
3	BSM	141
4	BSB/A	136
5	BSB/MKT	117
6	BSIT	76
7	BS/P	73
8	BSCJA	67

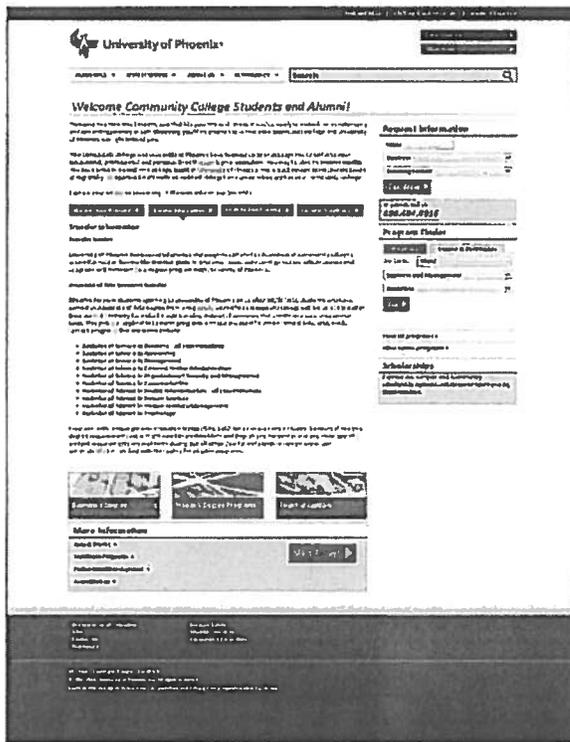
AY08 - AY11 Graduates by College

Business	1,235
Criminal Justice	71
Education	47
Humanities	34
Information Technology	151
Natural Sciences	75
Nursing	78
Social Sciences	158

* Current Active Students defined as students who posted positive attendance within the last 30 days
 * Academic Year defined as July 1 of the previous year - June 30 of the listed year

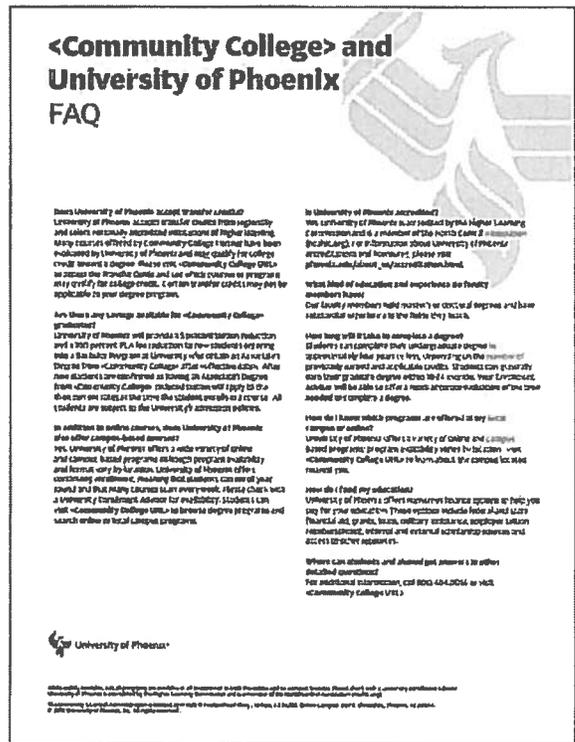
Appendix IV: Student Communications

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



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 21st 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

University of Phoenix Student Summary

12/8/2011

XYZ Company

Total Student Count

1,788

Total students that have posted attendance in class within the last 365 days.

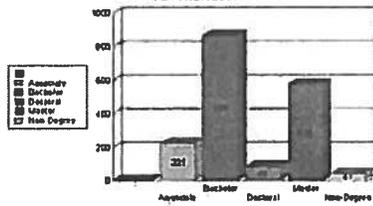
Student count is based on recognized student employer during time of enrollment.

Learning Modality

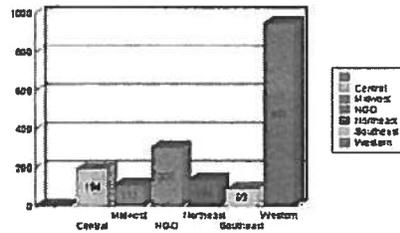
Ground	366
Online	1,422

Student Count by Program Level

For 11/27/2011



Student Count by Region



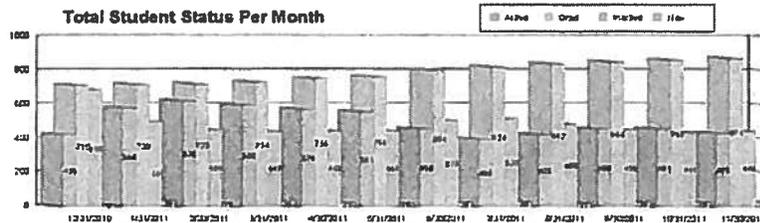
Top 12 Programs

Program	Total
Master of Business Administration	349
Bachelor of Science in Business / Management	219
Bachelor of Science in Management	158
Associate of Arts in Foundations of Business	112
Master of Information Systems	95
Bachelor of Science in Business / Administration	75
Bachelor of Science in Information Technology	68
Bachelor of Science in Business / Integrated Supply Chain an	46
Master of Management	46
Doctor of Management in Organizational Leadership	43
Bachelor of Science in Information Technology / Software Eng	32
Associate of Arts in Business	29
Others	516

College

College	Total
John Sperling School of Business	1,252
College of Information Systems &	301
School of Advanced Studies	84
College Extension	41
College of Humanities	38
College of Social Sciences	33
College of Criminal Justice & Security	23
College of Education	7
College of Natural Sciences	6
College of Nursing	2

Total Student Status Per Month



Active and Inactive: Represent the number of students that have posted attendance in class within the current month*
 Graduated: Represent students with no attendance within the month and a prior completion date*
 Inactive Students: Represent students that have not posted attendance in class within the current month*

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 South Riverpoint Parkway, Phoenix, Arizona 85040 and Antelope Valley College ("College") 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%) 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.
2. 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.
3. 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.
4. A minimum grade of "C" (2.0) is required to waive a University undergraduate–required course.
5. 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.
6. The University will provide a link from the School's internal website to a University website to assist employees with enrollment.
7. 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 or national accrediting body. 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.

ANTELOPE VALLEY COLLEGE

UNIVERSITY OF PHOENIX, INC.

Signature

Signature

Printed Name

William Pepicello, Ph.D.

Printed Name

Title

President

Title

Date

Date

**ADDENDUM A
ANTELOPE VALLEY COLLEGE AFFILIATED SKILL OR TRAINING CENTERS**

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ACADEMIC SENATE RANK COMMITTEE

RANK ADVANCEMENT FAQs

1. What is the difference between a change in Step/Salary Class and a change in professional rank?

A change in Step/Salary Class is evaluated by Human Resources, approved by the Vice President of Instruction, and based on your academic/equivalent credits attained *after* your initial placement on the salary schedule. For more information, see the PACCD/CTA contract agreement Section 12.6: Application for Advancement.

A change in professional rank is governed by the Academic Senate based upon recommendations made by the Rank Committee. It is an honorary change that follows most of the guidelines used by Human Resources for salary advancement.

2. Why are faculty members interested in changing rank?

The rank change is honorary and promotes continued learning and professional growth among faculty. Ideally, when a faculty is advancing its professional growth, then the campus community benefits directly and indirectly.

Although faculty members are monetarily rewarded for continuing their education and skills (Step/Salary Class advancement), recognition of their accomplishments from their peers is rewarded through title changes. Changing rank is voluntary and encouraged.

3. Who may apply for a change in rank?

All part-time and full time non-management certificated faculty (four years minimum at PCC) and department chairpersons who teach on a pro-rated teaching basis.

4. What are the requirements for changing rank?

Each rank has years' of service and tenure requirement *and* 18 units (27 quarter units) of academic credit/equivalent credit earned after your Master's or last rank change. Assistant Professor equates to the "B" salary class, while the Associate Professor and Professor equate to the "C" and "D" salary classes, respectively. We suggest you visit our website or pick up an application in the Academic Senate Office (C-227) and review the detailed information. Once you have completed the requirements, submit a completed application to the Academic Senate Rank Committee. Applications are accepted during the Fall and Spring semesters (see application for deadlines).

The Rank Committee reviews the applications and makes recommendations for approval to the Academic Senate Board. Final approval is made by the President of the College. Applicants are officially notified by the Academic Senate with a copy of the notification forwarded to Human Resources.

5. Are the requirements different for non-credit faculty seeking rank advancement?

The non-credit faculty is placed on a different salary schedule. The department of Human Resources doesn't look at this group's academic/equivalent credits beyond the Master's for salary increases. Therefore, the advancement of professional rank is left solely to the Rank Committee which determines advancement based on transcripts submitted for coursework completed after the Master's.

6. Are career-technical (vocational) education instructors eligible for a change in rank?

Yes, they can be. The criteria are evaluated based on the minimum requirements to hold the title of Instructor is different from other faculty. Generally speaking, career-technical education instructors are hired with an Associate's degree and 2-6 years field experience. See criteria for details.

See reserves side

7. What are the requirements for a part-time academic instructor to become an Adjunct Assistant Professor?

Part-time faculty members must:

- a) Complete four years as adjunct faculty at PCC (eight full semesters-excludes inter-sessions).
- b) Attain a Bachelor's degree plus 54 units of appropriate study completed *after* the Bachelor's and a Master's degree OR a Master's plus 18 units completed *after* the Master's.
- c) Step/salary class placement equivalent \geq B6
- d) Submit a completed application form to the Academic Senate Office by the official deadline.

8. What are the requirements for a part-time career-technical (vocational) instructor to become an Adjunct Assistant Professor?

Part-time faculty members must:

- a) Complete four years as adjunct faculty at PCC (eight full semesters-excludes inter-sessions).
- b) Complete an Associate of Arts or Associate of Science degree and the documentation for the 15 professional growth credits attained after the Associate's degree.
- c) Step/salary class placement equivalent to \geq B6.
- d) Submit a completed application form the Academic Senate Office by the official deadline.

9. How do I count the units after my bachelor's degree if I want a change in rank?

The units (minimum of 54 semester units or 81 quarter units) must be upper division units, related to your area of teaching, and not a repeat of previously taken courses.

Equivalent credit: Faculty may use equivalent credits towards a change in rank. Publishing articles or books, attending or presenting at conferences/continuing education programs (not paid for by the District), etc, are other ways of attaining credit for a change in rank. See the PACCD/CTA Agreement: Section 12.6 for specific details.

10. May I count academic units towards a change in rank if they were taken before my Master's degree was awarded but not part of my Master's coursework?

Academic units that are not part of your Master's degree cannot be used towards rank advancement. Applicants requesting a change in rank must be officially tenured (minimum 4 years full-time) and have at least 54 units (81 qtr. units) *after* their Bachelor's degree OR 18 units (27 qtr. units) *after* their Master's degree at each level of change (Assistant, Associate and Professor).

11. Could you explain the Professional Growth Credits?

Professional Growth Credits (PGCs) are a way to quantify continued learning or professional growth. There are numerous ways to obtain these from taking academic courses related to what you teach, publishing articles/books, attending or presenting at conferences/continuing education programs, and performing in events, etc. For a full description of how PGCs work, see our application packet or visit our website: www.pasadena.edu/academic

12. When I started at PCC, I was placed on the "B" Step/Salary Class. What do I need to do to attain the rank of Assistant Professor?

Initial placement on the "B" Step/Salary Class means you earned at least 18 units after your Master's degree was awarded. To advance to Assistant Professor, you must be officially tenured (verified by Human Resources), employed full-time 4 years, and attained the equivalent of 15 Professional Growth Credits since your initial hire date.

Similar criteria apply to those whose initial placement is at the higher levels of C and D.

13. I completed 18 units beyond my Master's before I was hired at PCC, why do I need to have additional professional growth credits for a change in rank?

Professional growth is encouraged while you are working at PCC. Your initial placement on the salary schedule credits you with additional units earned prior to joining the PCC faculty. This academic community encourages its members to pursue continued learning and development.

ACADEMIC FACULTY: OVERVIEW OF RANK ADVANCEMENT REQUIREMENTS
Full-Time Credit and Non-Credit Faculty: (>75%)

Rank	Years of Service	Salary Scale	Tenured	Education	Professional Growth Credits
Instructor	Initial placement	Initial placement	Upon approval	Minimum qualifications	NA
Assistant Professor*	≥ 4	≥ B-6	Yes	Master's degree and 54 units♦ (81 qtr. units) of appropriate study <i>after</i> the Bachelor's degree OR Master's degree plus 18 units♦ (27 qtr. units) earned <i>after</i> the Master's degree	NA
Associate Professor*	≥ 7 (3 yrs. may be applied from another institution)	≥ C-7	Yes	Master's degree and 72 units♦ (108 qtr. units) of appropriate study <i>after</i> the Bachelor's degree OR Master's degree plus 36 units♦ (54 qtr. units) earned <i>after</i> the Master's degree	15
Professor*	≥ 12 (≥ 4 years since Associate Professor)	≥ D-12	Yes	Master's degree and 90 units♦ (135 qtr. units) of appropriate study <i>after</i> the Bachelor's degree OR Master's degree plus 54 units♦ (81 qtr. units) earned <i>after</i> the Master's degree	15

Part-Time Faculty

Rank	Years of Service	Salary Scale	Tenured	Education	Professional Growth Credits
Adjunct Assistant Professor	Completion of teaching 8 regular semesters (inter-sessions excluded)	≥ B-6	NA	Master's degree and 54 units♦ (81 qtr. units) of appropriate study <i>after</i> the Bachelor's degree OR Master's degree plus 18 units♦ (27 qtr. units) earned <i>after</i> the Master's degree	NA

* Rank advancement subject to approval by the Academic Senate and President of the College.
 ♦ For qualifying units for advancement see PACCD/CTA contract agreement Section 12:6: Application for Advancement

CAREER/TECHNICAL FACULTY: OVERVIEW OF RANK ADVANCEMENT REQUIREMENTS

Full-Time Credit and Non-Credit Faculty: (>75%)

Rank	Years of Service	Salary Scale	Tenured	Education	Professional Growth Credits
Instructor	Initial placement	Initial placement	Upon approval	Minimum qualifications	NA
Assistant Professor*	≥ 4	≥ B-6	Yes	Associate of Arts or Associate of Science degree	15 (completed after Associate's degree)
Associate Professor*	≥ 7 <small>(3 yrs. may be applied from another institution)</small>	≥ C-7	Yes	Bachelor's degree	15 (completed after Bachelor's degree)

Part-Time Faculty

Rank	Years of Service	Salary Scale	Tenured	Education	Professional Growth Credits
Adjunct Assistant Professor	Completion of teaching 8 regular semesters <small>(Inter-sessions excluded)</small>	≥ B-6	NA	Associate of Arts or Associate of Science Degree	NA

* Rank advancement subject to approval by the Academic Senate and President of the College.

♦ For qualifying units for advancement see PACCD/CTA contract agreement Section 12:6: Application for Advancement

PROFESSIONAL GROWTH CREDITS

Applicants for rank advancement should show how items given as evidence of professional growth are directly related to improvement in the performance of their college assignments.

The Academic Rank Committee considers a minimum of fifteen (15) total growth credits earned since the last change in rank to be satisfactory evidence of professional growth. "Growth credits" are defined by and may be selected from the following list, singly or in combination, to total fifteen. It is possible that, in certain cases, fewer than fifteen growth credits may still satisfy the Committee that the requirement has been met.

<u>Activity/Course/Etc.</u>	<u>Growth Credit Earned</u>
1. 1 Semester Unit	1.5
1 Quarter Unit	1.0
2. Professional Meetings	.25 (2-4 hours)
Seminars	.25 (2-4 hours)
Conferences	.25 (2-4 hours)
3. (Note: Must be 500 words or more and related to college assignment)	
Articles	3.0
Pamphlets	3.0
Booklets	3.0
4. Book related to college assignment	9.0
5. Service as an Officer	<i>Committee discretion</i>
Service as a Committee Chair in a Prof. Org.	<i>Committee discretion</i>
6. Service as Academic Senate President	5.0
7. Non-teaching work experience for 1 month outside of the college that relates to college assignment.	1.0
8. Travel for 1 month with at least 100 hours related to college assignment (not to include travel time or transportation) <i>partial period, partial credit</i>	1.0
9. Supervision of a Cadet (student teaching) (each 9 weeks)	1.0
10. New Instructional Program developed and implemented without release time.	<i>Committee discretion</i>
11. Other...	<i>Committee discretion</i>
Individually evaluated	
- Presentation of paper	
- Conducting a workshop which is not part of a college load	
- Individual research relating to college assignment	
- Committee participation	

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Regulations for Policy 3092, Academic Rank

This plan involves no additional expense to the Riverside Community College District. It is not attached to salary, nor is it a merit plan for salary increases.

I. Academic Ranks

A. Lecturer

The title of Lecturer is applied to non-contract faculty paid on an hourly basis.

B. Instructor

The title of a faculty member shall be Instructor while he is serving in contract or part-time contract status, except as otherwise designated in Section II, Item A, and in any case until he has had two (2) years of full-time college teaching experience or special achievement either by recommendation or application. Rank through special achievement shall be recommended to the Board of Trustees by the Professional Growth and Sabbatical Leave Committee.

C. Assistant Professor

The title of a faculty member who gains tenure shall be Assistant Professor. A teacher of a vocational subject must be a holder of a full-time Community College credential authorizing the teaching of an occupational subject or other appropriate full-time permanent credentials, in order to qualify as an Assistant Professor of Vocational Education. This rank may also be awarded on the basis of special achievement.

D. Associate Professor

The title of a faculty member shall be Associate Professor after five (5) years as full-time Assistant Professor, part or all of which may have been served at another accredited college or university, and either (1) an earned Master's Degree, (2) an earned Doctor's Degree from an accredited institution of higher learning, or (3) forty-five (45) units of study beyond a Bachelor's Degree as approved by the Professional Growth and Sabbatical Leave Committee. A full-time certificated faculty member employed by the Riverside Community College District shall be an Associate Professor if he has seven (7) years of

full-time college service, partly or all of which may have been served at another accredited college or university. This rank may also be awarded on the basis of special achievement.

A faculty member in a vocational subject area who possesses a full-time Community College credential authorizing the teaching of an occupational subject or other appropriate full-time permanent credentials shall be an Associate Professor of Vocational Education after five (5) years of full-time service as an Assistant Professor provided he has either (1) a Bachelor of Vocational Education Degree, (2) a Bachelor of Science or Arts Degree from an accredited institution of higher learning, or (3) seventy (70) or more units of study acceptable to the Professional Growth and Sabbatical Leave Committee.

E. Professor

The title of a faculty members may be Professor after a minimum of three (3) years as an Associate Professor, part or all of which may have been served at another accredited college or university. The Associate Professor must have an earned Master's Degree and must meet the qualifications and acceptable standards established by the Professional Growth and Sabbatical Leave Committee.

1. An application must be submitted to the Professional Growth and Sabbatical Leave Committee demonstrating distinction in faculty performance as evidenced by a minimum of seven (7) of the following nine categories, commencing with the hire date.
 - a. Faculty Evaluation - Outstanding recommendations appearing on two biennial evaluations of a tenured faculty members.
 - b. Pertinent Course Work - Course work that enhances classroom or job effectiveness. This includes credit course work, special workshops, etc., approved in advance by the Professional Growth and Sabbatical Leave Committee.
 - c. Off-campus Professional Contributions - Leadership or active membership in professional organization(s).
Examples: President of the Two-Year College Chemistry Curriculum of the United States or President of the State Academic Senate, state and/or national speaking engagements, etc.

- d. College-wide committees - Curriculum Committee, PG & SL, etc. Length of service and number of committees served on would be important criteria, along with chairman evaluations and/or recommendations.
 - e. Campus Leadership - Leadership or service on faculty committees. Examples: departmental committees and the Academic Senate.
 - f. Co-curricular Activities - Faculty advisor to student clubs, programs or events.
 - g. College-wide contributions - Examples: College hour lectures, department concerts, programs, and drama productions, staff development, seminars, workshops, faculty lecturer, etc. The Professional Growth and Sabbatical Leave Committee would have to separate the programs/concerts/activities that comprise part of the job description from those programs/concerts/activities that represent an effort of broader scope.
 - h. Community Contributions - Activity and involvement that enhance the stature of the College in the community. Examples: Elected position (Legislature, Board of Education, City Council, City, County, or State Advisory Committee appointments), music or drama festival adjudicator and public event coordinator. Workshops, conferences and special events hosted and sponsored by the College.
 - i. Community Service Organizations - Leadership or active membership in community organization(s). This includes service clubs special interest groups (Friends of Mission Inn, Friends of the Library, Art, Museum, Opera, etc.)
2. After completion of Professional Growth and Sabbatical Leave Committee review and approval of section E (1-9), an ad hoc committee, appointed by the President of the College in cooperation with the Academic Senate President, will be formed to work with the professorial candidate. This ad hoc committee will review and evaluate current activities, represented by the following:
- a. Evidence of unique teaching abilities suggesting the attributes of a master teacher, supported by observation and evaluation (requirement).

One selection from the following (b, c, or d):

- b. Individual research, fellowships and grants. According to PG & SL guidelines, commencing with the hire date.
- c. Publications: Articles published in scholarly journals, textbooks, lab manuals, novels and short stories where appropriate. Merit should be given to the entire body of publications, evaluating the length, professional contribution, and other related criteria commencing with the date of hire.
- d. Curriculum enrichment: The development of innovative courses and/or programs in cooperation with the ad hoc committee.

One selection from the following (e or f):

- e. Experimentation with effective teaching techniques and instructional systems analyses.
- f. Leadership of college-wide committee(s) dedicated to maintaining excellence in instruction.

For some professorial candidates the criteria may not be applicable. Professorial candidates from these disciplines should submit criteria to the ad hoc committee that demonstrate a similar level of excellence.

The ad hoc committee will submit its recommendations to the Professional Growth and Sabbatical Leave Committee for deliberation and recommendation to the President of the College and Board of Trustees.

F. Professor Emeritus

The Board of Trustees may award the rank of Professor Emeritus to any faculty member who has earned retirement or professorial status or who has been recommended by the Professional Growth and Sabbatical Leave Committee on the basis of special achievement. The rank of Professor Emeritus may be awarded posthumously to one who has achieved associate professorial standing and dies in service.

II. Application of the Plan

- A. A faculty member who joins the Riverside Community College District in a full-time teaching capacity and who held academic rank in his previous teaching position shall have equivalent rank, provided the requirements in Section I (above) have been met.
- B. Each academic rank shall be identified in a subject area.
- C. The subject area in which the title is granted must be one in which there is a sequence of course offerings of the College, and the subject title must be on the master list of subject areas as established in the most current College catalog.
- D. For those faculty members not, at the time of awarding rank, teaching in a subject area, the designation shall be determined by the department and division or divisions concerned in consultation with the applicant.
- E. A faculty member holding rank in accordance with the provisions of this section may request a change in subject area title at such time as he is qualified under Item D (above).
- F. Faculty serving in administrative, supervisory, and counseling capacities may retain such rank as had been conferred upon them during their tenure in the classroom.
- G. For the initial establishment of the ranks of Assistant Professor and of Associate Professor, non-teaching personnel shall have the rank for which they would have qualified if they had retained their position in the classroom.
- H. The Professional Growth and Sabbatical Leave Committee shall recommend to the President of the College those faculty who qualify for the various ranks. After approval, the President of the College shall make recommendations to the Board of Trustees.

March 1, 1983

Academic Ranks at California Community Colleges

Fred.Brose@...

Options

< Prev Next >

Posted By: Tue Dec 12, 2006 7:36 pm |

Reply

Dear Colleagues: sorry for cross-posting, but I received so far responses from only 18 of the 109 California Community Colleges.

It would be great if every college gave feedback, if for no other reason than to find out what percentage of colleges have / have not academic ranks, what kind of ranks, their respective policies, and history if available.

The information gathered will be made available to everyone interested.

Fred Brose, Riverside Community College District, Moreno Valley Campus

California Community College Faculty Ranks

results of a quick and incomplete survey on several listservs on December 11, 2006

Antelope Valley College

Faculty ranks (asst./assoc./full professor) are granted by the Academic Senate and are tied to the salary schedule (years of service and education.) The two issues are separate: salaries are negotiated by the union, while academic ranking is province of the Senate.

Chabot College

We don't have any ranks in my district. Sometimes we fight over whether to call ourselves professor or instructor (instructor is in our contract)

College of the Canyons

At College of the Canyons, instructors who are in their 7th year of full-time employment, or beyond, have the title Professor. The information on academic rank, and the criteria, is maintained by our Academic Senate.

Los Angeles City College [LACCD has 7? colleges]

Los Angeles City College is adopting its own revised Academic Rank Policy. The Plan of Academic Rank for the Los Angeles City College Academic Senate is modeled on the 1986 revision of the Los Angeles Community College District policy, but updated to reflect the current reality of hiring and tenure. Furthermore, there is some discussion about strengthening the criteria for advancement to Professor. Such criteria have not been fully developed at this time, so this revision to the Academic Rank Policy maintains the current procedure for advancement to Professor as described in the 1986 revision and again in this revision.

Los Angeles Harbor College

full professorship: at L.A. Harbor College, it is mostly years teaching (or service, such as Learning Center Director ...) academic committee work (Senate, Curriculum, etc.), and other student assistance (counseling, club sponsor, etc.). We encourage [full professorship] here.

Los Rios CCD

(American River CC, Consumnes River CC, Folsom Lake CC, Sacramento City CC)

The academic ranks for faculty in the four Los Rios Colleges are listed in Article 25 of our bargaining contract on the web at <http://www.lrcft.org/contractt2.html>

tenured faculty = Professor; tenure-track faculty = Asst. Prof.; adjunct tenured faculty = Assoc. Prof.; etc.

Palomar College

We have the rank of full professor at Palomar College and have for some time. It's granted after a certain number of years as a permanent faculty member. The number of years is reduced if the person holds an earned doctorate.

Pasadena City College

We have the Full Professor rank here at Pasadena City College Here is a link: http://www.pasadena.edu/academicsenate/forms/app_acarank.cfm

Riverside CCD (Moreno Valley Campus, Norco Campus, Riverside City College)

ranks are listed at http://rcc.edu/faculty/develop/docs/Policy_3092.pdf
However, no Full Professor has been granted since 1991.

San Diego CCD (San Diego Mesa CC, San Diego City CC, San Diego Miramar CC)

In the San Diego Community College District, librarians are faculty. As such, we are either Assistant, Associate, or Full Professors. I wish I could tell you more, but these categories were instituted before I came to the District 15 years ago.

Ventura College

We have professor, associate professor and assistant professor. It is included in our Academic Senate By-Laws, which are in a current state of disrepair. (I'm the committee revising them). For us, it is essentially a matter of time. If you have tenure and have been here X or Y number of years, your title changes from Associate to Full professor.

[Non-text portions of this message have been removed]

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