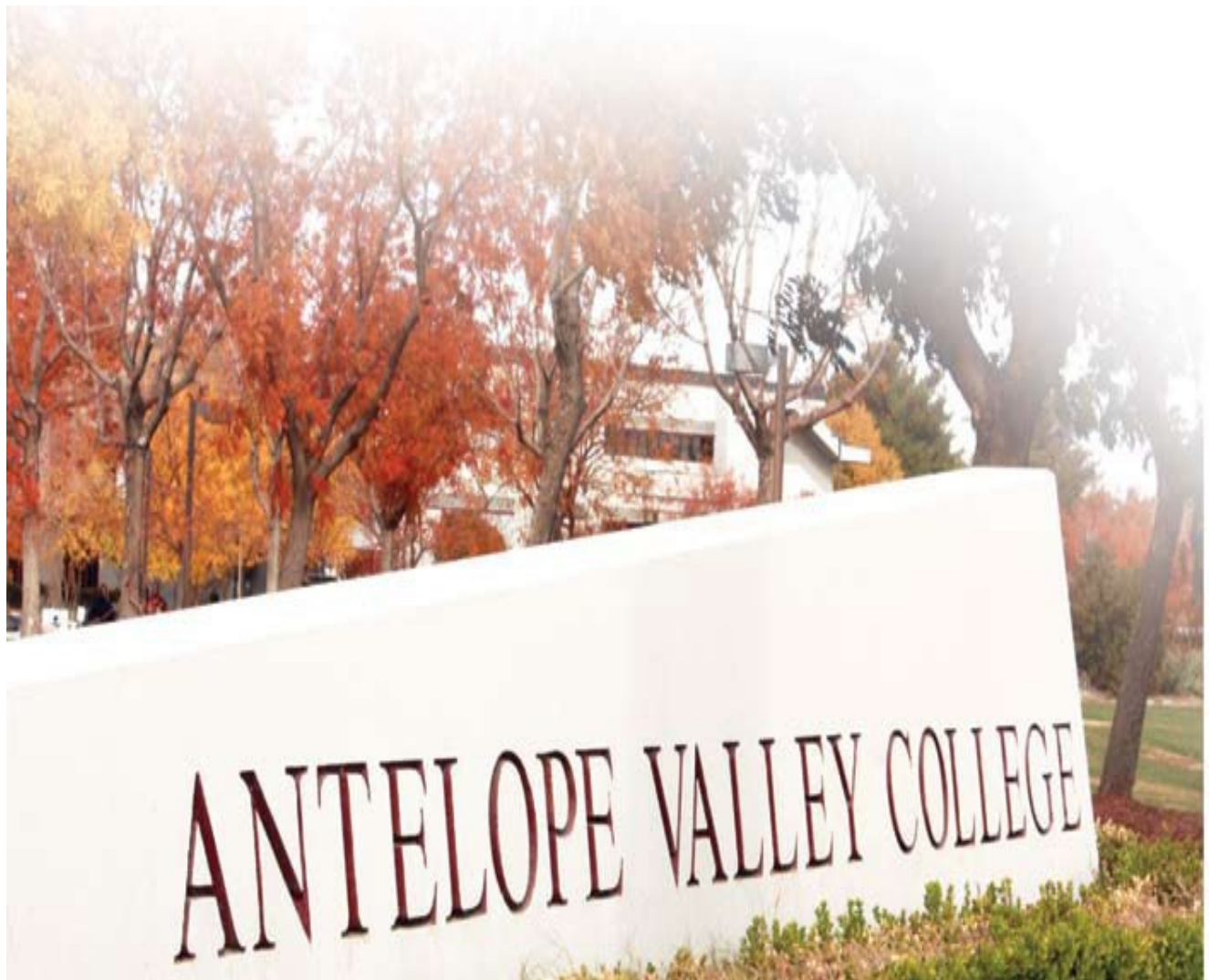


Imagine the
Possibilities..

2015—2016

Faculty Handbook



Introduction

As you flip through the pages of this handbook, whether electronically or through the old-fashioned way of actually turning printed pages, it is my hope that you are easily able to find the information that you are looking for. The development of a handbook is, when taken seriously, a significant and important task. Many eyes and hands go into the publishing of these types of projects, and I would surely miss recognizing someone were I to try and list all who have contributed to this effort. As such, I must be content, but nonetheless pleased, with highlighting two individuals who are responsible for the development of this handbook. Without the effort of Dr. Irit Gat and Ms. Sara Goodwin, this handbook would not have been published in time for the Fall 2015 semester.

As you will see in the following pages, Dr. Gat is our Senate Vice-President, and I get tired just watching the energy that she applies in any task thrown her way. But what you will not see is Sara Goodwin, although you will see the fruits of her commitment to excellence. Sara is a student worker assigned to the Academic Senate office and is the person greeting you with that warm and welcoming smile as you enter the office (when she is on the clock). Make no mistake, it is because of these two individuals that this handbook is ready for distribution at the start of the Fall 2015 semester. Thank you Irit and Sara!

Now as to this handbook's contents, I hope you will take time to explore all that lies within, especially the newly ratified Academic Senate Constitution. And as you explore the handbook, if there is something that is missing or that you believe would add to the value of this document, please consider sending a note to me, or stopping by the Senate Office and letting us know about your thoughts.

I hope that the next academic year allows you to prosper and encourages you to participate in how the Academic Senate strives to make Antelope Valley College the best community college in California.

Let us go forth and educate! And for those of you who know me, you know what is coming next...Fight On!

Dr. Ed Beyer
Academic Senate President
2013-14 Scholar in Residence

Introduction	2
Academic Senate	7
Institutional Learning Outcomes	7
Academic Senate Mission	7
Board and Senate Agreement Consultation Process	8
Eleven Areas of Responsibility	8
2015-2016 Academic Senate Representatives	9
ANTELOPE VALLEY COLLEGE ACADEMIC SENATE CONSTITUTION	13
1.0 Name of the Organization	13
2.0 Purpose	13
3.0 Authority	13
4.0 Defined Terms.....	14
Article I – OPERATIONS	18
100.0 Meetings	18
101.0 Committees and Ad Hoc Committees	18
102.0 Honors, Awards and Ranking	19
103.0 Senate Procedures	19
104.0 Voting and Balloting	19
105.0 Amending the Constitution	20
106.0 Amending the Bylaws	20
107.0 Succession	21
108.0 Recall and Removal	22
109.0 Emergency Executive Powers	23
110.0 Out of Session Powers.....	23
111.0 Constitution Transition.....	24
Article II - REPRESENTATION	25
200.0 President.....	25
201.0 Vice-President	25
202.0 First Executive Officer	26
203.0 Second Executive Officer.....	26

204.0	Division Representatives.....	26
205.0	Non-Division Area Representatives.....	27
206.0	Adjunct Representatives.....	27
207.0	Ex-Officio Members	28
208.0	Legislative Liaison	28
Senate Standing Committees and Programs		29
	Standing Committees	29
	<i>AP&P</i>	29
	<i>Distance Education & Technology Committee</i>	30
	<i>Equivalency</i>	30
	<i>Faculty Professional Development Program</i>	30
	<i>Honors</i>	30
	<i>Senate Grant Program</i>	31
	<i>Outcomes Committee (OC)</i>	31
	Senate Programs.....	31
	<i>Program Review: Academic Affairs, Student Services and Non -Instructional Areas</i>	31
	<i>Tenure & Evaluation</i>	31
Governance and Campus-Wide Committees and Councils		32
	College Coordinating Council.....	32
	Mutual Agreement Council	32
	Strategic Planning Committee.....	32
	Budget Committee.....	32
	Basic Skills	33
	Calendar	33
	Enrollment Management	33
	Equal Employment Opportunity (EEO) Advisory	33
	Information Technology.....	33
	Matriculation	34
	Safety.....	34
	Staff Development.....	34
Faculty Rights and Professionalism		35
	Code of Ethics	35
	Academic Freedom Policy (Board Policy 4030).....	36
	Institutional Code of Ethics (AP 3050).....	37
	<i>North Athletic Field</i>	40
	<i>Lot 2</i>	40
	40
	<i>Palmdale Center Floor Plan</i>	41
	Academic Policies & Procedures (AP&P).....	42
	AP&P Guidelines for Creating an Effective Syllabus	43
	Prerequisite Challenge Process	45
Student Learning Outcomes		47
	The Role of SLOs.....	48
	<i>How do course objectives differ from learning outcomes?</i>	48
	SLO Assessments	49
	<i>Definitions of Contrasting Types of Assessment</i>	49
	Communicating SLOs to Students	50

Instruction	52
Guest Speakers	52
Materials Used in Class	52
Grade Reporting: Electronic Grade Reporting.....	52
The Use of Copyrighted Materials by College Instructors.....	53
Field Trips	53
Student Discipline	54
Instructional Support	55
2015-16 Academic Calendar	55
Office for Students with Disabilities	56
Staff Development and Travel	56
Information Technology Services.....	56
Instructional Multimedia Center (IMC)	57
Learning Center	58
Library	58
Requests for Classroom Supplies	59
Supplies and Materials	59
Room Keys	59
<i>Key/Key Card Requests</i>	60
<i>Keys/Key Card Distribution</i>	60
<i>Key/Key Card Return</i>	60
<i>Lost Keys/Key Cards</i>	60
<i>Misuse or Willful Damage of Keys/Key Cards</i>	61
AVC Campus Safety and Security Department	61
Web Based Services and ShoreTel Communicator	62
Faculty Responsibilities	67
Faculty Office Hours	67
Committee Involvement.....	67
Faculty Professional Development.....	67
Hiring Full-Time and Part-Time Faculty Committees.....	67
Tenure and Evaluation Teams.....	67
Forms.....	68
Governance and Campus-Wide Committees	69
Basic Skills	69
Calendar	69
Enrollment Management	69
Equal Employment Opportunity (EEO) Advisory	69
Information Technology.....	69
Matriculation	70
Safety.....	70
Staff Development.....	70
Faculty Recognitions	71
District Awards	71
<i>Scholar in Residence</i>	71
<i>Outstanding Adjunct (Part-time) Faculty</i>	71
<i>Professor Emeritus</i>	71
State Awards	71
<i>Hayward Award</i>	71
<i>Regina Stanbeck Stroud Diversity Award</i>	72
Academic Ranking	72

Employment Information	73
Identification Cards	75
Parking	75
Personnel Records	75
Absence Related to Illness	75
Leaves of Absence	75
Substitute Instructors.....	76
Approval of Units for Advancement on the Salary Schedule	76
AP 3435 Complaint Procedure for Discrimination or Harassment	77
Appendix A	85
Governance Glossary of Terms	85
Appendix B	87
Other Faculty Resources	87

Academic Senate

Institutional Learning Outcomes

The Strategic Planning and Budget Committee (SPBC), the campus-wide shared governance council (which has now been divided into the Strategic Planning Committee and the Budget Committee) at its September 14, 2005 meeting, recognized the significance and value of developing Institutional Learning Outcomes (ILOs). The accreditation standards speak directly to the importance of the College knowing what students must possess upon their departure from AVC. Accountability to the decision-making process must be critical in initiating campus-wide dialogue to ensure that AVC is meeting its mission.

Both the Strategic Planning Committee and the Budget Committee at its combined July 15, 2015 meeting approved the following seven institutional learning outcomes.

- Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.
- Demonstrates listening and speaking skills that result in focused and coherent communications.
- Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.
- Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.
- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
- Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

Academic Senate Mission

The purpose of the Senate shall be to represent the faculty in the formation of policy on academic and professional matters. The Senate shall represent the faculty position on these matters and shall promote communication and mutual understanding within the framework of the college. This may include, but is not limited to policies and practices concerning: 1) Curriculum, including establishing prerequisites and policy courses within disciplines; 2) Degree and certificate requirements; 3) Grading policies; 4) Educational program development; 5) Standards or policies regarding student preparation and success; 6) District and college governance structures as related to faculty roles; 7) Faculty roles and involvement in accreditation processes, including self-study and annual reports; 8) Policies for faculty professional development activities; 9) Processes for program review; 10) Processes for institutional planning and budget development; 11) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate (Title 5 §53200).

Board and Senate Agreement Consultation Process

Eleven Areas of Responsibility

Title 5, Section 53200 "Academic and Professional Matters"

Definitions:

- I. Academic Senate means an organization whose primary function is to make recommendations with respect to *academic and professional matters*.
- II. Consult Collegially means that the district governing board shall develop policies *on academic and professional matters* through either or both of the following:
 1. Rely primarily upon the advice and judgment of the Academic Senate, OR
 2. Agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.
- III. Academic and Professional Matters means the following policy development matters,
 - A. For the following items, the Board of Trustees will **rely primarily** on the advice of the Academic Senate:
 1. Curriculum, including establishing prerequisites.
 2. Degree and certificate requirements.
 3. Grading policies.
 4. Education program development.
 5. Standards or policies regarding student preparation and success.
 8. Policies for faculty professional development activities.
 - B. For the following items, the Board of Trustees will come to **mutual agreement** with the Academic Senate:
 6. District and college governance structures, as related to faculty roles.
 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
 9. Processes for program review.
 10. Processes for institutional planning and budget development.
 11. Other academic and professional matters as mutually agreed upon.

2015-2016 Academic Senate Representatives

OFFICERS

Dr. Ed Beyer
Academic Senate President

Dr. Irit Gat
Vice President

Van Rider
First Executive Officer

Kristine Oliveira
Second Executive Officer

SENATE REPRESENTATIVES

(vacant)
Career Technical Education

Jack Halliday
Career Technical Education

Elizabeth Sundberg
Career Technical Education

Diane Flores-Kagan
Language Arts/AD

Karen Lubick
Language Arts/AD

Dr. Liette Bohler
Language Arts/AD

Dezdemonia Ginosian
Math,
Science and Engineering

Dr. Zia Nisani
Math,
Science and Engineering

Dr. Jessica Harper
Math,
Science and Engineering

Dr. Glenn Haller
Kinesiology,
Athletics & Dance

Mike Hancock
Student Services - Office of
Students with Disabilities

(vacant)
Kinesiology,
Athletics & Dance

(vacant)
Instructional Resources and
Extended Services

Dietra Jackson
Student Services,
Counseling and Matriculation

Rosa Fuller
Student Services,
Counseling and Matriculation

Terry Rezek
Visual and Performing Arts

Jonet Leighton
Visual and Performing Arts

Dr. Ken Shafer
Social & Behavioral Sciences

Dr. Matthew Jaffe
Social & Behavioral Sciences

Catherine Overdorf
Social & Behavioral Sciences

Larry Veres
Adjunct Representative

Lisa Vath
Adjunct Representative

EX-OFFICIO REPRESENTATIVES

Perry Jehlicka
Distance Education &
Technology Co-Chair

(vacant)
Faculty Professional
Development Chair

Dr. Glenn Haller
Outcomes Committee
Chair

Dr. Liette Bohler
Tenure Review Coordinator

John Vento
Honors Program Chair

Tina McDermott
Accreditation Coordinator

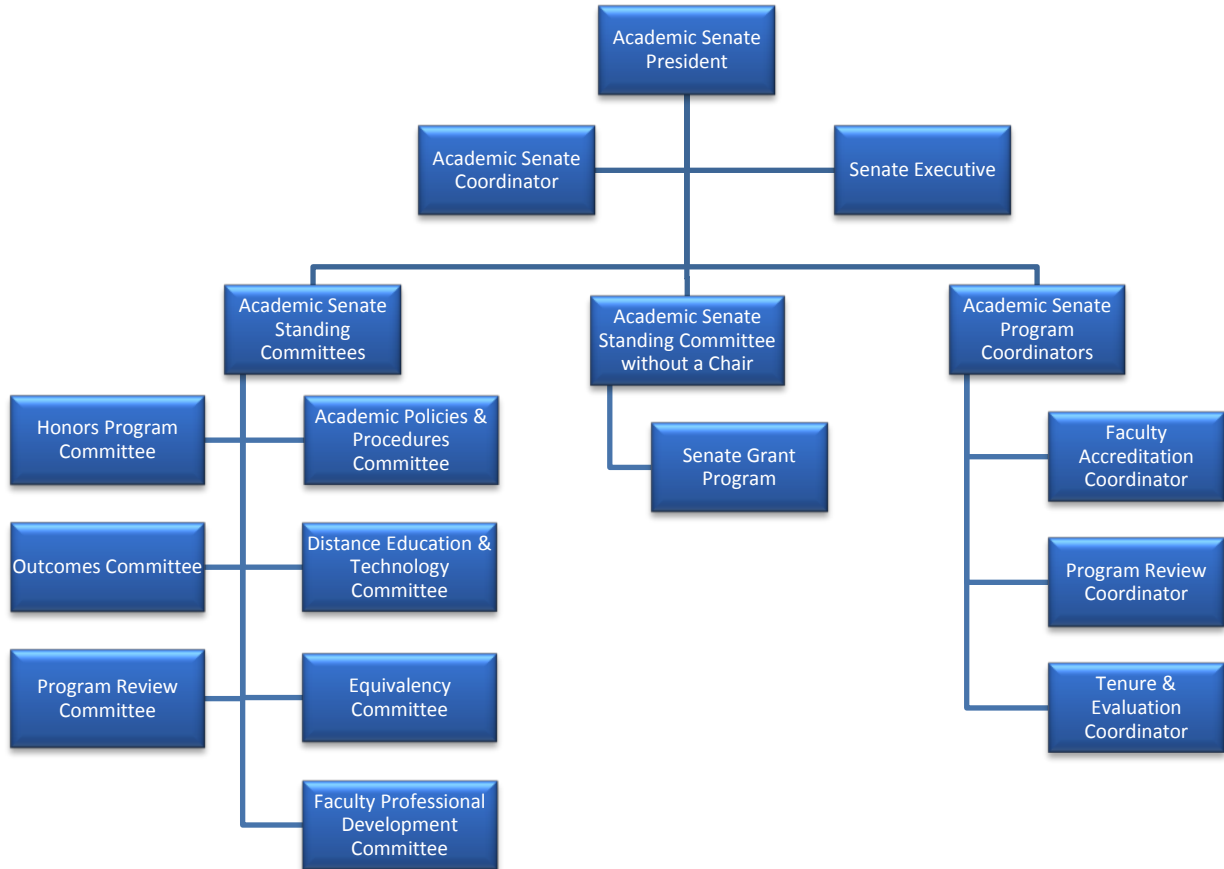
Dr. Darcy Wiewall
AP&P Committee Co-Chair

Dr. Susan Lowry
AVCFT President

Carol Eastin
Program Review Coordinator

Organization Chart

Academic Senate Organization Chart



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE CONSTITUTION

May 7, 2015

Table of Contents

ANTELOPE VALLEY COLLEGE ACADEMIC SENATE CONSTITUTION	13
1.0 Name of the Organization	13
2.0 Purpose	13
3.0 Authority	13
4.0 Defined Terms	14
Article I – OPERATIONS	18
100.0 Meetings	18
101.0 Committees and Ad Hoc Committees	18
102.0 Honors, Awards and Ranking	19
103.0 Senate Procedures	19
104.0 Voting and Balloting	19
105.0 Amending the Constitution	20
106.0 Amending the Bylaws	20
107.0 Succession	21
108.0 Recall and Removal	22
109.0 Emergency Executive Powers	23
110.0 Out of Session Powers	23
111.0 Constitution Transition	24
Article II - REPRESENTATION	25
200.0 President	25
201.0 Vice-President	25
202.0 First Executive Officer	26
203.0 Second Executive Officer	26
204.0 Division Representatives	26
205.0 Non-Division Area Representatives	27
206.0 Adjunct Representatives	27
207.0 Ex-Officio Members	28
208.0 Legislative Liaison	28

ANTELOPE VALLEY COLLEGE ACADEMIC SENATE CONSTITUTION

1.0 Name of the Organization

- 1.1 The name of this organization shall be: The Antelope Valley College Academic Senate.

2.0 Purpose

- 2.1 The purpose of the Senate shall be to represent the faculty in the formation of policy on academic and professional matters.
- 2.2 The Senate shall represent the faculty position on these matters and shall promote communication and mutual understanding within the framework of the college in accordance with its authority.

3.0 Authority

- 3.1 The authority of the Senate shall include, but is not limited to policies and practices as specified in Title 5, Chapter 2, Section 53200, Board Policy 2510 Participation in Local Decision-making, Academic Senate, 3 & 4 which states:
- (3) Rely Primarily---The Board of Trustees of Antelope Valley College will rely primarily on the advice of the Academic Senate for policies and procedures related to the following Academic and Professional Matters:
- (1) Curriculum, including establishing prerequisites
 - (2) Degree and certificate requirements
 - (3) Grading policies
 - (4) Education program development
 - (5) Standards or policies regarding student preparation and success
 - (8) Policies for faculty professional development activities
- 3.2 The Governing Board is also required to rely primarily on the advice and judgment of the Academic Senate in establishing policies and procedures for Faculty Hiring Criteria (Ed. Code 87360 (b) and (c), Equivalencies to Minimum Qualifications (Ed. Code 87359 (b) and Administrative Retreat Rights (Ed. Code 87458 (a)). These areas may also have collective bargaining aspects.
- 3.3 Mutual Agreement---The Board of Trustees will come to mutual agreement with the Academic Senate for policies and procedures related to the following Academic and Professional Matters:
- (6) District and college governance structures, as related to faculty roles.
 - (7) Faculty roles and involvement in accreditation processes, including self-study and annual reports
 - (9) Processes for program review
 - (10) Processes for institutional planning and budget development
 - (11) Other academic and professional matters as mutually agreed upon

3.4 If any of the authority in this section regarding the Senate shall be changed by the state this section shall be updated accordingly without the amendment process.

4.0 Defined Terms

4.1 Regular Faculty

4.1.1 “Regular Faculty” shall mean all full-time faculty employed by Antelope Valley College.

4.2 Senate Eligibility

4.2.1 Only tenured regular faculty or those probationary regular faculty in their third or fourth year shall be eligible to serve on the Senate, with the exception of the Adjunct Representatives in accordance with §206.0.

4.3 Composition of Senate

4.3.1 The Senate will consist of:

- President
- Vice-President
- First Executive Officer
- Second Executive Officer
- Division Representatives
- Non-Division Area Representatives
- Adjunct Representatives
- Legislative Liaison
- Ex-Officio Members

4.4 Senate Positions

4.4.1 The Senate Positions are:

- President
- Vice-President
- First Executive Officer
- Second Executive Officer
- Division Representatives
- Non-Division Area Representatives
- Adjunct Representatives
- Legislative Liaison
- Committee Chairs, Faculty co-Chairs and Coordinators

4.5 Executive Committee

4.5.1 The Executive Committee shall serve as an advisory group to the Senate and other groups regarding the creation, implementation and oversight of major Senate activities.

4.5.2 The composition of the Executive Committee shall be:

- President

- Vice-President
- First Executive Officer
- Second Executive Officer

4.5.3 The Executive Committee shall have power to act as the full Senate in accordance with §110.0.

4.5.4 There shall be no more than two members of the Executive Committee from the same Division or Area.

4.6 Voting and Balloting

4.6.1 For purposes of this Constitution:

4.6.1.1 Regular Voting shall mean the procedure used when voting on matters required in conducting regular Senate business.

4.6.1.2 Special Voting shall mean the procedure used when conducting elections by a specified group.

4.6.1.3 Open Balloting shall mean the procedure used when voting by ballot on personnel matters decided on by the Senate representatives.

4.6.1.4 Amendment Balloting shall mean the procedure used when voting for the purpose of amending this Constitution by full vote of regular faculty.

4.6.2 Unless specified otherwise, a simple majority of those eligible to vote shall be required for passage.

4.6.3 Procedures for all voting and balloting shall be done in accordance with Bylaws §B100.0.

4.7 Representative's Voting Privileges

4.7.1 Only the President, Vice-President, First Executive Officer, Second Executive Officer, Division Representatives, Non-Division Area Representatives and Adjunct Representatives, or their duly named Proxies may vote on any action item that comes before the Senate.

4.8 Proxies

4.8.1 A Proxy is any non-elected Senate representative who is eligible to serve on the Senate according to §4.2, and is named specifically for the purpose of carrying out the duties and responsibilities of an elected Senator during that Senator's absence and shall be entitled to all Constitutional privileges during that period.

4.8.2 Proxies shall be named in writing by the Division or Area.

4.8.2.1 Each Division or Area may submit the names of standing proxies equal to the number of their allotted elected Senate Representatives.

4.8.2.2 If there is no standing proxy on record, the Division or Area may submit the name of a proxy at any time, but that name must be submitted no later than one hour before declaration of a quorum.

4.8.2.3 A Division or Area may change a proxy at any time, provided that change is submitted in writing.

4.8.3 Members of the Executive Committee shall not be allowed to name or use a Proxy.

4.9 Representative Vacancy

4.9.1 A representative vacancy may be declared in writing by the resigning representative, the division or area, by three consecutive absences in accordance with §204.5 or by removal in accordance with §204.6.

4.9.2 For purposes of declaring a quorum, a vacancy shall exist only if there is no named proxy in writing for the vacated representative at the time of the quorum determination.

4.10 Long-term absence

4.10.1 Long-term absence shall be considered any absence of more than six months, including, but not limited to: illness, sabbatical, reassignment outside the area or personal leave.

4.11 Terms of Office

4.11.1 A “School Year” shall be defined as the period from the first day of classes of the Fall Semester until the day before the first day of classes of the following Fall Semester.

4.11.2 The President, Executive Committee and Elected Representative’s terms of office shall commence on the first day of the School Year following election.

4.11.3 With the exception of the President, Executive Committee members’ terms shall be one year following election and shall end on the day before the first day of the next School Year.

4.11.4 The President’s term shall be three years following election, with the exception of a President who has taken office in accordance with §107.0 whose term shall end on the day before the first day of the School Year following the elected term.

4.11.5 A Division, Area or Adjunct Representative’s term shall be two years following election and shall end on the day before the first day of the School Year following the elected term.

4.12 Quorum

4.12.1 A quorum shall be required for all official actions of the Senate.

4.12.2 A quorum shall be declared when a simple majority of all Senators who hold voting privileges are physically present.

4.12.3 Duly named proxies shall be used in the determination of the quorum number.

4.12.4 Vacancies shall not be used in the determination of the quorum number.

4.13 In Writing

4.13.1 When something must be delivered “in writing,” this shall mean either a printed, physical document or an electronically generated document that can be printed.

4.14 Simple Majority

4.14.1 For the purposes of this Constitution, a simple majority shall be any number greater than 50 percent.

Article I – OPERATIONS

100.0 Meetings

- 100.1 The Senate shall meet twice each month of the Fall and Spring semesters as determined by Bylaws §B102.1.
- 100.2 Other meetings may be held when deemed necessary by the Senate or its officers as determined by Bylaws §B102.2.
- 100.3 All operations of the Senate shall remain within the dictates of the Brown Act, or any other legislation that supersedes or subordinates the Brown Act’s powers.
- 100.4 All members of the faculty, Board of Trustees, administration, staff, student body and public may attend any regular meeting of the Senate.
- 100.5 Only Executive Committee members may attend Executive Sessions. All others may only by invitation of the President, Executive Committee or by a simple majority vote of the Senate.
- 100.6 A quorum as defined in §4.12 shall be required for all official actions of the Senate.

101.0 Committees and Ad Hoc Committees

- 101.1 The Senate shall have the power to create such Committees and Ad Hoc Committees as it deems necessary.
- 101.2 Committees shall be created for long term, on-going operations within the purview of the Senate, and shall be known as “Senate Standing Committees.”
 - 101.2.1 Committees shall be created by a two-thirds Regular Vote of the Senate.
 - 101.2.2 Membership of Standing Committees shall be determined in accordance with Bylaws §B205.2
 - 101.2.3 Chairs and Coordinators of Standing Committees and their duties shall be determined in accordance with Bylaws §B204.1.
 - 101.2.4 When determined appropriate by Bylaws §B203.5, Committees shall be terminated by a two-thirds Regular Vote of the Senate.
 - 101.2.5 When determined appropriate by Bylaws §B105.5.3, Chairs and Coordinators of Standing Committees may be removed by a two-thirds Regular Vote of the Senate.
- 101.3 Ad Hoc Committees shall be created for short-term, focused projects of the Senate.
 - 101.3.1 The need for Ad Hoc Committees shall be determined by the President and Executive Committee and shall be created after notification of the Senate.

- 101.3.2 Membership of an Ad Hoc Committee shall consist of only those holding Senate Positions, with the exception of other individuals deemed valuable to the project and approved by the Senate.
- 101.3.3 Ad Hoc Committees shall be terminated by the President and Executive Committee after notification of the Senate.

102.0 Honors, Awards and Ranking

- 102.1 The Senate may bestow any Honor or Award it deems proper. Such honors or awards, and the procedures for determining the recipients must be placed in the Bylaws.
- 102.2 The Senate shall be the sole determining body regarding Academic Ranking.
 - 102.2.1 Procedures for Academic Ranking shall take place in accordance with Bylaws Article V.
- 102.3 Any state honor or award in which the Senate is granted power to select a candidate from the institution shall take place in accordance with Bylaws §B100.1.7.

103.0 Senate Procedures

- 103.1 Operating Procedures
 - 103.1.1 The Senate, during and after consultation with the administration, may present its views and recommendations directly to the Board of Trustees. (Title 5 §53203, Subsection C)
 - 103.1.2 Copies of the Senate minutes and communications shall be available to the public by methods as specified in the Bylaws.
 - 103.1.3 A petition containing the signature of 20% of the total regular faculty must be presented to the Senate Executive Committee to allow a review by the regular faculty on any Senate action.
 - 103.1.3.1 Any review shall take place in accordance with Bylaws §B103.0.
 - 103.1.3.2 A simple majority of all faculty members is required to overturn any action of the Senate.

104.0 Voting and Balloting

- 104.1 Regular Voting
 - 104.1.1 On any action coming before the Senate, with the exception of those specifically noted in this Constitution, a simple majority of the Senators present, provided a quorum has been called, shall be used to approve or reject said action.
 - 104.1.1.1 The President may use any or all of the following voting methods: Voice, Standing, Roll Call or Show of Hands to determine the outcome of the vote. The President shall not use General Consent.

- 104.1.1.2 If a proper motion is made and approved, a Regular Vote by the Senate may be done using Open Ballot procedure.
- 104.1.1.3 Unless otherwise specified in this Constitution, the President shall determine which voting method is to be used, and in what order.

104.2 Special Voting

- 104.2.1 Should a Special Vote be required by this Constitution, the voting shall be held using procedures in accordance with Bylaws §B101.3.
- 104.2.2 The person elected by a Special Vote will be the individual who receives the greatest number of votes.
- 104.2.3 There is no percentage-of-votes threshold necessary for election.
- 104.2.4 There is no minimum number of votes necessary to be cast for a legal election.

104.3 Open Balloting

- 104.3.1 Should Open Balloting be required by this Constitution, the voting shall be held using procedures in accordance with Bylaws §B101.1.
- 104.3.2 The person elected by an Open Ballot will be the individual who receives the greatest number of votes.
- 104.3.3 Fifty percent of those present and eligible to vote must cast a ballot for there to be a legal election.

105.0 Amending the Constitution

- 105.1 Amendments to this constitution may be proposed by a simple majority of all Senators eligible to vote.
- 105.2 Procedures for proposal and balloting on Amendments shall be done in accordance with Bylaws §B101.2.
- 105.3 A simple majority vote of the total regular faculty and all elected Senate Adjunct Representatives shall be required to amend this constitution.
- 105.4 Should changes be made in the Bylaws which change the numbering of a section or Article which this Constitution specifically cites, that numbering, and only that numbering, may be changed to conform to the new numbering of the Bylaws without having to go through the Amendment procedure.

106.0 Amending the Bylaws

- 106.1 Proposed amendments to the Bylaws shall be submitted and approved for possible action by a simple majority of all Senators eligible to vote.

- 106.2 The Bylaws shall be amended by a Regular Vote of two-thirds of those Senators eligible to vote.

107.0 Succession

107.1 Presidential Succession

- 107.1.1 In the event of resignation, death, recall or long-term absence of the President, the Vice-President will immediately assume the duties of the President and shall serve a term that ends the day before the first day of classes of the following Fall Semester.
- 107.1.2 Long-term absence of the President that necessitates succession shall be determined by the Executive Committee and must be approved by a two-third Regular Vote of the Senate.
- 107.1.3 Should there be a need for a Presidential succession, the election for the next President shall take place at a regular Senate meeting in accordance with Bylaws §B101.1 by Open Ballot in accordance with §104.3.
- 107.1.4 Succession shall take place in accordance with Bylaws §B105.1.

107.2 Executive Committee Succession

- 107.2.1 In the event of resignation, death, Presidential succession or long-term absence of a member of the Executive Committee, the President shall immediately send a call to all Regular Faculty for nominees to fill the position for the remainder of the term.
- 107.2.2 The election shall take place by Open Ballot at the next Senate meeting no sooner than one week following the call.
- 107.2.3 Succession shall take place in accordance with Bylaws §B105.2.

107.3 Representative Succession

- 107.3.1 In the event of resignation, death or long-term absence of a Division Representative, Non-Division Area Representative or Adjunct Representative, the named proxy, if any, shall immediately become the interim representative until the Division or Adjuncts elect a new representative in accordance with §204.0.
- 107.3.2 If there is no named proxy, that seat shall remain vacant until the Division, Non-Division Area or Adjunct faculty elects a new representative.
- 107.3.3 Succession shall take place in accordance with Bylaws §B105.3 or §B105.4.

107.4 Chair and Coordinator Succession

- 107.4.1 In the event of resignation, death, recall or Long Term Absence of a Chair or Coordinator of a Standing Committee, the President shall immediately send a call to all regular faculty for nominees to fill the position for the remainder of the term.

107.4.2 The election shall take place by Open Ballot at the next Senate meeting no sooner than one week following the call.

107.4.3 Chair and Coordinator Succession shall take place in accordance with Bylaws §105.5.

108.0 Recall and Removal

108.1 President

108.1.1 The Senate President shall be recalled if in the determination of two-thirds of all Senators who are eligible to vote there has been dereliction of duty, fraud, criminal practice, open violation of this Constitution, refusal or violation in carrying out proper Senate actions and/or any other infraction agreed upon by two-thirds of all Senators who are eligible to vote.

108.1.2 A petition containing the intent to recall the President shall be presented to the Senate to initiate recall proceedings.

108.1.2.1 The petition must contain the signatures of a simple majority of all Senators who are eligible to vote.

108.1.2.2 The petition must contain specific charges for recall.

108.1.3 Once the petition has been received, the Executive Committee must call for a Special Senate Meeting for receiving, discussion and possible action on the petition.

108.1.3.1 If the Executive Committee refuses to call such a meeting on a lawful petition, the petitioners shall then call the special Senate meeting.

108.1.3.2 During the Special Senate Meeting, the Legislative Liaison shall preside as non-voting Chair, provided that person is not a voting member of the Senate.

108.1.3.3 Should the Legislative Liaison be a voting member of the Senate, a Standing Committee Faculty co-Chair who is not a voting member of the Senate shall preside as non-voting Chair. That Faculty co-Chair must be agreed upon by 50 percent of all Senators who are eligible to vote. If no Faculty co-Chair gains 50 percent assent, the most recent Past President who is not a voting member and is available to preside shall chair the meeting.

108.1.3.4 The Special Meeting must conform with §100.3 of this Constitution.

108.1.4 Recall of the President requires a two-thirds majority of all Senators who have voting privileges. The vote shall be taken by roll call vote.

108.1.5 Upon recall, the President shall be immediately replaced in accordance with §107.1.

108.2 Faculty co-Chairs, Chairs and Coordinators

108.2.1 If, in the determination of the effective Bylaws sections and procedures, a Faculty co-Chair, Chair or Coordinator of a Senate Standing Committee has been found to be

eligible for removal, the Senate may do so by a two-thirds vote of all Senators eligible to vote.

- 108.2.2 When the proper recommendation for removal has been forwarded to the Executive Committee, the discussion and possible action must be placed on the Senate agenda at the next lawful Senate Meeting.
- 108.2.3 Removal requires a two-thirds majority of all Senators who have voting privileges. The vote shall be taken by roll call vote.
- 108.2.4 Upon removal, the Chair, Faculty co-Chair or Coordinator's tenure shall immediately end and they shall be replaced in accordance with §107.4

109.0 Emergency Executive Powers

- 109.1 Should circumstances arise, because of the wording, ambiguity or silence of this Constitution, that prevent immediate action, which two-thirds of the Senate deems necessary, the Senate may, by two-thirds vote, grant the President temporary powers to enact necessary measures to allow that immediate action until any Constitutional changes can be properly enacted.
- 109.2 The Senate authorization of the powers must be specific and give limits of the powers, which the President may not exceed. The powers cease with either a) the President informing the Senate in writing that the powers are no longer required, b) ratification of Constitutional changes that render moot the purpose of the powers being granted or c) a two-thirds vote of the Senate removing their consent. Under no circumstance may the powers be granted for any period of time greater than 180 days.
- 109.3 These powers shall permit the President to authorize, in consultation with the Senate Executives and through executive orders, direct actions and development of policies, up to and including superseding sections of the constitution, not exceeding the specifics and parameters as set by the Senate consent.
- 109.4 The Senate at no time may authorize the use of these powers to suspend in its entirety this Constitution nor allow the powers to continue beyond the 180 days.
- 109.5 Upon termination of the powers in accordance with §109.2, all executive orders cease in their authoritative powers, and all results of the executive orders will remain in effect unless counteracted or removed by this Constitution.

110.0 Out of Session Powers

- 110.1 During any period exceeding 10 days when regular Fall or Spring semester classes are not in session, the President and Executive Committee may take up and act upon any exigent issue which requires the Senate's immediate action.
- 110.2 Any action taken by the President and Executive Committee under §110.1 must be ratified by a simple majority of the Senate at the first regular Senate meeting following the action.

- 110.3 Any action which requires entering into a contract or any other binding, irrevocable agreement or which may terminate or have a majority of the action completed before the full Senate may ratify shall not be taken during this Out of Session period.
- 110.4 Any action not ratified under §110.1 shall have the effect of the action having been rejected, rendering the action void.
- 110.5 All meetings convened under this section must conform within the dictates of the Brown Act, or any other legislation that supersedes or subordinates the Brown Act's powers.

111.0 Constitution Transition

- 111.1 Should this Constitution be ratified prior to the last day of the Spring Semester of 2015, this Constitution shall go into force in full on the first day of the Fall Semester of 2015, with the following exceptions:
 - 111.1.1.1 §4.5, §110.0, §201.1, §202.1 and §203.1 will be in force immediately upon ratification
 - 111.1.1.2 All current Executive Committee positions will be extended to the day before the first day of the Fall Semester of 2015
 - 111.1.1.3 Elections for all Executive Committee positions shall take place in accordance with Bylaws §B100.1.1 and §B100.1.2, or as soon as this Constitution is ratified, if the election date has passed.
- 111.2 This section shall be removed from this Constitution on first day of the Fall Semester of 2015.

Article II - REPRESENTATION

200.0 President

- 200.1 The President must be a full-time, tenured member of the faculty.
- 200.2 The President's term shall be three years following election, and shall commence on the first day of the School Year following election.
- 200.2.1 A President who has taken office in accordance with §107.1 shall have their term begin immediately and it shall end the day before the first day of classes of the next Fall Semester.
- 200.3 The President shall not be elected to more than two consecutive full three-year terms, and must wait at least the equivalent of one full three-year term after that second term ends before being eligible to be placed on the ballot for the position.
- 200.4 The President shall not hold any other position on the Senate other than those duties as specified in Bylaws §B400.0.
- 200.5 The President shall be elected at a regular Senate meeting in accordance with Bylaws §B100.1.1 in the final School Year of the current President's term by Open Ballot in accordance with §104.3.
- 200.6 In the event of the President leaving office during the elected term, succession will take place in accordance with §107.1.
- 200.7 The President shall represent the Senate to the Board of Trustees as well as the College Coordinating Council and shall insure the communication of Senate policies and sentiments to appropriate parties, along with other duties as specified in Bylaws §B400.1.

201.0 Vice-President

- 201.1 The Vice-President shall be elected at a regular Senate meeting in accordance with Bylaws §B100.1.2 by Open Ballot in accordance with §104.3.
- 201.2 The Vice-President must be eligible to be President in accordance with §200.1.
- 201.3 The Vice-President term shall be one year commencing on the first day of the School Year following election.
- 201.4 There are no term limits for a Vice-President.
- 201.5 The Vice-President shall not hold any other position on the Senate.
- 201.6 In the event of the Vice-President leaving office during the elected term, succession will take place in accordance with §107.2.
- 201.7 The Vice-President's duties and responsibilities are specified in Bylaws §401.0.

202.0 First Executive Officer

- 202.1 The First Executive Officer shall be elected at a regular Senate meeting in accordance with Bylaws §B100.1.2 by Open Ballot in accordance with §104.3.
- 202.2 The First Executive Officer's term shall be one year commencing on the first day of the School Year following election.
- 202.3 There are no term limits for a First Executive Officer.
- 202.4 The First Executive Officer shall not hold any other position on the Senate, with the exception of Legislative Liaison.
- 202.5 In the event of the First Executive Officer leaving office during the elected term, succession will take place in accordance with §107.2.
- 202.6 The First Executive Officer's duties and responsibilities are specified in Bylaws §B402.0.

203.0 Second Executive Officer

- 203.1 The Second Executive Officer's shall be elected at a regular Senate meeting in accordance with Bylaws §B100.1.2 by Open Ballot in accordance with §104.3.
- 203.2 The Second Executive Officer's term shall be one year commencing on the first day of the School Year following election.
- 203.3 There are no term limits for a Second Executive Officer.
- 203.4 The Second Executive Officer shall not hold any other position on the Senate, with the exception of Legislative Liaison.
- 203.5 In the event of the Second Executive Officer leaving office during the elected term, succession will take place in accordance with §107.2.
- 203.6 The Second Executive Officer's duties and responsibilities are specified in Bylaws §B403.0.

204.0 Division Representatives

- 204.1 Each division shall select their Senate representatives according to the formula as specified in Bylaws §B300.0, and notify the Senate of those representatives in writing.
- 204.2 Each Division Representative shall serve a two-year term.
- 204.3 There are no term limits for a division representative.
- 204.4 In the event a division has not selected a representative, that seat will remain vacant until that division makes an appointment.

204.5 Upon a Representative's third consecutive absence without a proxy present for a meeting of the Senate, the Senate President shall declare the seat vacant and notify the division or area faculty members. The division or area then has the option to choose a new Senate representative.

204.5.1 On the third consecutive absence, the position may be declared vacant by the President for the determination of quorum.

204.6 In the event of a representative leaving office during the elected term, succession will take place in accordance with §107.3.

204.7 Should the need for Division representation cease, or the Senate by a two-thirds Regular Vote choose to eliminate the representation, those Representatives' positions will end on the day before the first day of the next School Year.

205.0 Non-Division Area Representatives

205.1 Should the faculty within a particular Area not be within a Division, and hence not eligible for representation under §204.0, the Senate, by a two-thirds Regular Vote may add an Area Representative.

205.2 The area may select as many Representatives as determined by the Senate to represent that area on the Senate.

205.3 Area Representatives must be eligible to be a Representative on the Senate in accordance with §4.1.

205.4 In the event of a Representative leaving office during the elected term, succession will take place in accordance with §107.3.

205.5 Should the need for Area representation cease, or the Senate by a two-thirds Regular Vote choose to eliminate the representation, those Representatives' positions will end on the day before the first day of the next School Year.

206.0 Adjunct Representatives

206.1 Two Adjunct Representatives shall be elected by the entire adjunct faculty to serve on the Senate.

206.2 Each Adjunct Representative shall have the same voting privileges as regular faculty Senators.

206.3 Adjunct Representatives shall be elected by Special Voting in accordance with Bylaws §B101.3, with the top two vote recipients being elected.

206.4 The adjuncts with the third and fourth largest number of votes shall be the proxy for the Adjunct Senate Representatives.

206.5 Adjunct Representatives shall be elected to serve a two-year term so long as they maintain eligibility in accordance with Bylaws §B100.1.4.

- 206.6 In the event of an Adjunct Representative leaving office or becoming ineligible in accordance with Bylaws §x during the elected term, succession will take place in accordance with §107.3.

207.0 Ex-Officio Members

- 207.1 Ex-Officio Members of the Senate shall include:
- Elected president of recognized certificated employee organization
 - ASO student appointee
 - Committee Chairs, Faculty co-Chairs and Coordinators
 - The most recent past Senate President for one year after term has ended.
- 207.2 No Ex-officio member shall be granted voting privileges unless allowed under the auspices of an elected position.

208.0 Legislative Liaison

- 208.1 The President shall appoint a Legislative Liaison for a two-year term.
- 208.2 There are no term limits for a Legislative Liaison.
- 208.3 The Legislative Liaison shall keep the Senate informed of matters before the state legislature and the statewide Academic Senate.
- 208.4 The Legislative Liaison shall explain and interpret this Constitution when required by the Executive Committee or full Senate.
- 208.5 The Legislative Liaison may also serve as an elected Representative, unless otherwise specifically prohibited, however the Liaison may not vote unless allowed under the auspices of the elected position.
- 208.6 The Legislative Liaison's duties are specified in Bylaws §B404.0.

Senate Standing Committees and Programs

Standing Committees

Academic Policies & Procedures

Distance Education and Technology

Equivalency

Faculty Professional Development

Honors Committee

Outcomes Committee

Senate Programs

Program Review

Tenure Review

Each standing committee should have:

- A statement of purpose in compliance with the college mission statement
- Membership list
- Minimum number of required meetings and frequency
- Statement of reporting responsibilities to individuals, committees, or constituent groups This information will be available to all campus employees.

Each standing committee should:

- Circulate a “Call for Agenda Items” five working days prior to a meeting.
- Distribute to members and post an agenda two working days prior to a meeting.
- Distribute to members and post minutes within ten working days after a meeting.
- Make decisions by a simple majority vote or consensus.
- Include in minutes a brief summary of discussion regarding actions taken, including motions made, seconded, passed or defeated.
- Review annually and submit a written year-end report to the Senate.

The annual report should include accomplishments, preview of issues for the coming year, and recommendations for membership change in committee composition or purpose if needed. See Senate by-laws for more information.

Standing Committees

AP&P

The Academic Policies & Procedures Committee (AP&P) is a standing committee of the Academic Senate. Its main responsibility is to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees (Title 5: 55002). Curriculum review and development necessarily reflect the collegial decision to meet student needs for course work that is encompassed within basic skills, general education, transfer, and major programs of study, which include a wide array of occupational and liberal arts disciplines and areas. In addition, the process for establishing prerequisites, co-requisites, advisories, and limitations on enrollment falls under the purview of the curriculum committee (Title 5: 53200-2040). Effective curriculum review and development require that the curriculum committee utilize standards of practice that ensure the highest possible quality for the curriculum offerings that can be made available within allocated resources. (The State Academic Senate, 1996)

Distance Education & Technology Committee

The Distance Education & Technology Committee is charged with developing guidelines for the delivery of distance education that will maximize student opportunities for success. The committee makes recommendations to the Academic Senate on issues related to distance education, examines distance education practices for the purpose of developing best practice guidelines, and acts as a resource for technical matters related to academic computing.

The Distance Education & Technology Committee's mission is two-fold: first, to assist in the planning and implementation of Technology Mediated Instruction (TMI) used by instructors and staff in the preparation and delivery of educational materials; and second, to provide guidance and recommendations in the pedagogical development and technology in both traditional and distance education.

- Reviews new and revised Distance Education courses as part of the AP&P course approval process
- Address problems with academic computing, including course management system
- Makes recommendations to the Academic Senate on the course management system for the College
- Works closely with the Academic Senate and IT Committees

Equivalency

The committee verifies that there is documented, objective evidence to support the claim that the qualifications of a candidate are equivalent to the minimum qualifications of the discipline. All decisions of the committee are made through consensus. Discipline faculty develop an equivalency to the minimum qualification and are approved by the Academic Senate. (For the complete procedure, see Appendix B.)

Faculty Professional Development Program

By adopting the Flexible Calendar Option, Antelope Valley College provides full-time and part-time faculty members (both teaching and non-teaching) with time and opportunities for participating in a professional growth program. Through a carefully designed program, we hope to address the needs of our institution as it continues to change and grow, explore current and innovative curriculum issues and classroom strategies, and offer faculty from different disciplines a chance to discuss and exchange ideas. The Faculty Professional Development program offers growth by allowing faculty to be exposed to a variety of programs and workshops.

Honors

The honors program offers students challenging courses in a range of areas directly from the IGETC (CSU/UC). The benefits include reduced class size (15-20 maximum students), seminar style environment with increased interaction with peers and instructor(s), emphasis on theoretical approaches and practical applications, and opportunities for transfer to TAP colleges and universities.

The student completing the honors program will:

- successfully complete six or more honors courses
- demonstrate good to outstanding performance overall in all transferable coursework
- engage in appropriate intellectual discussion in and, when appropriate, outside the classroom
- understand and demonstrate proper academic conventions
- model appropriate academic behavior
- mentor other students if given the opportunity utilize skills learned in the classroom in other areas, on and off campus.

Senate Grant Program

The Senate Grant Program encourages and supports faculty in developing projects that are innovated and facilitate student achievement and Student Learning Outcomes. The funded projects support learning and retention of students and typically do not adapt to the requirements of the staff development committee or other funding sources.

Outcomes Committee (OC)

Outcomes provide specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process. The Antelope Valley College Board of Trustees relies primarily on the Academic Senate for advice on educational program development, standards/ policies regarding student preparation and success, degree and certificate requirements, and curriculum including prerequisites; thus the Outcomes Committee is an Academic Senate responsibility.

The OC Committee will determine a campus-wide process for the uniform implementation and assessment of Student Learning Outcomes at the course, program, and department level. A faculty co-chair and the Dean of Instructional Effectiveness, Research and Planning are responsible for chairing the committee and overseeing that the functions of the OC Committee are met.

Function:

- Provide support and training
- Recommend and provide samples of effective assessment tools
- Provide support in the analysis of data
- Provide connections to current campus practices
- Provide support and data in program review
- Provide support and data to the accreditation reports
- Ensure that Student Learning Outcomes (SLOs), and Program Learning Outcomes (PLOs) are connected to Institutional Learning Outcomes (ILOs)
- Act as resource group and maintain liaison to AP&P

Senate Programs

Program Review: Academic Affairs, Student Services and Non -Instructional Areas

Program Review ensures that every program and service in Academic Affairs, Student Services and Non-Instructional Areas will go through a systematic evaluation cycle made up of a self-evaluation process, which includes student evaluation, and an institutionally based peer-team review. The primary purpose is to assess the institutional effectiveness of existing programs, maintain and enhance their quality and responsiveness to students' needs, identify and create plans for future program and service development, and provide a foundation for allocating and reallocating resources. The information gathered during this process will provide a basis for cooperative and informed decision making by faculty, staff and administration regarding the future of the institution. Program Review is looked on as a long-term planning process related to the college Mission, Vision, and Institutional Learning Outcomes (ILOs) and is utilized by the program when submitting budget requests to the Strategic Planning & Budget Council. To review the complete documents refer to Appendix C.

Tenure & Evaluation

Evaluation is a crucial component in the granting of tenure and in the decision to rehire adjunct faculty and is a continuing process of development for regular (tenured) faculty. During peer evaluation, peer-team members have the opportunity to observe alternate approaches and methods of achieving objectives.

Faculty members are professionally competent to determine course or service objectives, instructional methods, and course materials consistent with the philosophy and mission of the college and that implement the course outline of record. Evaluation will focus primarily on the effectiveness with which instructors achieve

the stated objectives of their courses or support services and facilitate student learning. Evaluation also will focus on effectiveness of interaction with students, respect for colleagues and the teaching profession and continued professional growth. To review the complete document, refer to Appendix E.

Governance and Campus-Wide Committees and Councils

Council and Committee participation by faculty is essential for effective college governance. Listed below are a few of the committees on campus.

College Coordinating Council

The College Coordinating Council's purpose is to serve as the coordinating body for governance issues at Antelope Valley College, except academic and professional matters, and collective bargaining issues. The Council will have four main functions: issue management, providing a communication network for distributing information to all campus constituent groups, determining the decision-making and recommending authority of campus-wide participatory governance committees, and submitting recommendations to the President in areas of "effective participation".

Mutual Agreement Council

The Mutual Agreement Council's purpose is to consult and deliberate with the intention of reaching mutual agreement between the Academic Senate and the Board of Trustees on academic and professional matters 6, 7, 9, 10, and 11 of Section 53200 in Title 5. "The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations." The Mutual Agreement Council also serves as a forum for the President's Executive Council and Senate Executive Committee to share information and discuss concerns about academic and professional matters.

Strategic Planning Committee

The Strategic Planning Committee (SPC) is a participatory governance committee that provides oversight and monitoring of the various planning documents within the institution in order to accomplish the mission and goals of the district. SPC utilizes the Educational Master Plan, which is the district's strategic plan, to review the mission, vision, values and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

In order to function most efficiently and to support and execute the Educational Master Plan, members of the SPC will be assigned to one or more of the following subgroups/subcommittees.

- Facilities
- Human Resources
- Communications
- Technology Resources

Membership in the subgroup/subcommittee can be expanded by issuing a campus-wide call to all constituent groups through established channels in order to enhance its membership. Each subgroup/subcommittee has the responsibility to determine its own membership.

Budget Committee

The Budget Committee is responsible for developing a Finance Plan to analyze and determine the financial impact and necessary resources to implement the Facilities, Human Resources, Technology, and Enrollment Management plans. The committee is also responsible for evaluating and prioritizing the annual budget requests to most efficiently utilize institutional resources and present those recommendations to the Executive Committee.

The budget committee reviews the annual budget requests and makes a recommendation to fund those requests that utilize institutional resources most efficiently in accomplishing the district's strategic goals and improving the Institutional Learning Outcomes. BC works collegially with the Superintendent/President to recommend budget priorities in a timely fashion. The Superintendent/President may recommend budget expenditures to the Board of Trustees without consensus of the BC in those instances of legal and fiscal responsibility, as cited in both Education Code and Title 5. The Superintendent/President submits budget recommendations to the Board of Trustees for approval.

Basic Skills

In response to the Statewide California Community College System Office Strategic Plan for improving student access and success, the Basic Skills Committee will coordinate with other campus committees that focus on basic skills development, such as the Student Success and Equity Committee, Matriculation, and Enrollment Management Committee. College courses particularly in Math, English, and Reading will be studied. ESL Credit Program, as well as, other credit and non-credit programs, will be reviewed to ensure that best practices are utilized across campus to better serve students. A review of student success will be studied, along with student support such as peer-tutoring, learning and study skills, and counseling. The Basic Skills Committee will oversee and manage the basic skills state budget, inform SPC, make recommendations to the President, and write grants when available.

Calendar

The mission of the Calendar Committee is to evaluate and recommend to the Board of Trustees the yearly academic calendar. Within this context, this committee considers various schedule options and their effect on faculty, staff, and student activities.

Enrollment Management

The primary purpose of the Enrollment Management Steering Committee is to develop goals, set directions for the implementation, and evaluate strategies that are intended to improve recruitment, retention, and completion rates of students. Implementation of these enrollment strategies will facilitate students' opportunities to achieve a quality educational experience and attain their goals efficiently and effectively. The Enrollment Management Steering Committee will establish goals that are tied to Antelope Valley College's mission.

Equal Employment Opportunity (EEO) Advisory

The Equal Employment Opportunity (EEO) Advisory Committee of the Antelope Valley Community College District and College Board supports the concept of diversity in an academic environment that fosters cultural awareness, mutual understandings, respect, harmony and creativity.

Diversity within a college campus highlights the dynamic process of continuous learning and growth, particularly as new issues emerge. The committee recognizes that we live in a global community that includes people of all ethnic backgrounds, socioeconomic classes, ages, religious beliefs, learning styles, physical abilities and world views; in addition, diversity recognizes the complexity of gender roles and sexual orientation. By fulfilling our diversity mission, we recognize the value and importance of providing the best in education and the best in citizenry development for all students.

Information Technology

The Information Technology Committee (ITC) is a shared governance committee. The members of the committee serve in a representative capacity of their constituencies. Members should regularly communicate with their constituents on issues relating to campus wide information technology and provide feedback to the ITC. The purview of the committee shall be the establishment of policies regarding the use of information technology (IT) resources at AVC. Use policies and guide-lines are to be established and published for all faculty, staff, students

and non-affiliated individuals with regard to use of AVC's IT resources. Additionally the committee will help to establish priorities for replacement and installation of IT resources to optimally support the educational mission of AVC. The committee is further charged with alerting and briefing the chairperson of pending issues that may impede, strengthen or otherwise impact the information technology area.

Matriculation

Assessment – AVC utilizes the ACT COMPASS assessment to measure incoming students' skill levels in math, reading and English, thereby establishing assessment prerequisites. Based on research and input from discipline faculty, cut scores for math, reading, and writing have been established. These cut scores place students into appropriate courses, including courses designed to prepare for college-level work.

Counseling/Assessment – Students are encouraged to participate in the online orientation, schedule an appointment with a counselor to either plan courses for career-educational goals, or for a follow-up appointment. All students are encouraged to take advantage of the online counseling services for general counseling questions.

Prerequisites/Co-requisites/Advisories – Academic Policies and Procedures Committee members, which is a standing committee of the Academic Senate, are responsible for working with faculty on all areas related to curriculum development. Through this process, the committee establishes prerequisites, co-requisites, advisories, and limitations on enrollment through the content review process and course validation studies.

Safety

Antelope Valley College is committed to providing a safe and healthful workplace for all of its employees and to provide a safe and healthful facility for students and campus visitors. To fulfill its obligation, the Safety Committee is charged with the responsibility of providing avenues for communication for all employees with regard to maintaining a safe and healthful work environment.

Staff Development

The purpose of the Staff Development Committee is to recommend proposals to the Board of Trustees. Staff development is any activity designed to improve performance or provide training that is related to institutional development or current or future job assignments.

Faculty Rights and Professionalism

Code of Ethics

The faculty at Antelope Valley College recognizes that membership in the academic profession carries with it special responsibilities. This statement of ethical standards recognizes that academic freedom is of paramount importance to ensure the open exchange of ideas. It is designed to provide guidance to all faculty members as we strive to maintain the highest standards of excellence in our profession, as we further the mission of Antelope Valley College, as we serve our students and colleagues, and as we strive to enjoy our own lives.

Three primary principles provide the foundation for this Code of Ethics:

1. We respect the dignity and rights of all people.
2. We strive for honesty in education, provide an environment in which learning is stimulated, and document how we know what we know.
3. We carefully consider the consequences of our actions in order to protect ourselves and the educational mission of the college.

Part 1: We respect the dignity and rights of all people

- A. We recognize that all people deserve respect regardless of their cultural background, ethnicity, race, gender, religious beliefs, political ideologies, disabilities, sexual orientation, age or socioeconomic status.
- B. We are careful to avoid using any personal power we may possess (whether it be physical, intellectual, academic, sexual, racial, or social) to exploit other people. We refrain from giving other people our personal attention if it is not welcomed.
- C. When it is necessary and appropriate to publicly challenge the beliefs or actions of a person, we strive to do so with sensitivity. We make every attempt to preserve the dignity of that person. We accept the challenge of attempting at all times to build people up rather than tear them down. This applies to our classroom treatment of students and to our public treatment of colleagues.
- D. We recognize that being a faculty member involves participating in a profession in which the freedom of expression is of paramount importance to ensure the free exchange of ideas. We also recognize the need to demonstrate respect for fellow faculty as well as staff and administrators when making public comments about our colleagues and fellow college employees.
- E. We acknowledge our academic debts and publicly recognize the contributions of other people to our work. This applies to our colleagues, whose contributions we may sometimes tend to overlook, and it applies to students whose contributions are very easy to overlook.

Part 2: We strive for honesty in education, provide an environment in which learning is stimulated, and document how we know what we know.

- A. We facilitate the learning process by providing comprehensive information accounting for various points of view.
- B. We document for our students the basis for our knowledge.
- C. We strive to stay current in our special field of knowledge and to be broadly educated.
- D. We strive to remain open-minded, intellectually resilient, and willing at all times to entertain and evaluate positions other than our own. We strive to teach and convey what we know without imposing our personal beliefs upon other people. We assess academic achievement in an objective manner.

Part 3: We carefully consider the consequences of our actions in order to protect ourselves and the educational mission of the college.

- A. We realize that sometimes students will, in gratitude or friendship, offer us gifts or favors. We should decline such gifts whenever they involve money, substantive material gain, substantive amounts of labor or energy, or when the gift could be construed by other students or colleagues as an attempt to curry favor.
- B. Although we may have a variety of relationships with different students outside of the classroom (i.e., mentoring relationships, children of colleagues, etc.), we do not demonstrate favoritism or differential treatment of students in a class.
- C. We do not exploit students for personal or professional gain.
- D. We give due regard to our responsibilities within the college when determining the amount and nature of work done outside, promoting activities that enhance our academic effectiveness, and guarding against activities which compromise our professional performance.

When we speak or act as private citizens, we avoid creating the impression that we speak or act for Antelope Valley College.

Academic Freedom Policy (Board Policy 4030)

The Academic Freedom policy of the Antelope Valley Community College District is part of the Antelope Valley College Faculty Collective Bargaining Agreement with the District (Article VII, Section 7.0, Academic Freedom).

Academic Freedom Policy:

Freedom of expression is a legal right protected by the Constitution of the United States. This right is especially important in the academy. Academic freedom in the pursuit and dissemination of knowledge in an educational environment shall be ensured and maintained. Such freedom shall be recognized as a right of all members of the faculty, whether of tenure or non-tenure rank.

To ensure this freedom, faculty shall not be subjected to censorship or discipline solely on the grounds that he or she has expressed opinions or views, or provided access to opinions or views, which are controversial or unpopular. Antelope Valley College faculty have a special responsibility to insist that their institution does not yield to ephemeral passion or heavy community pressures to take hasty actions that may infringe on freedom of expression.

Faculty have responsibility to present the subject matter of their courses as announced to students and as approved by the faculty in their collective responsibility for the curriculum. However, since instructors are responsible for implementing the learning process, they therefore have the freedom to select materials, methods of application, and procedures in carrying out their job duties. A faculty member is also free to present and discuss subject matter in a practical and relevant format. In areas of controversy, one has the right to express an opinion related to subject matter, and an expression of differing points of view should be allowed and encouraged. Within and beyond the academic community, a faculty member is free to speak or write, as a citizen, without fear of institutional censorship or discipline.

A faculty member is entitled to freedom in research and in publication and shall have exclusive right to all materials, which are the product of that person's mind and talent, unless there is a mutually acceptable contract to the contrary.

If academic freedom of a faculty member is either impeded or brought into question, the code of ethics shall be consulted and the grievance policy shall be followed.

Institutional Code of Ethics (AP 3050)

The employees of Antelope Valley Community College District are committed to providing a high quality learning environment to help our students successfully achieve their educational goals and objectives. To support this commitment, college employees adhere to the following standards of ethical and professional behavior related to their duties.

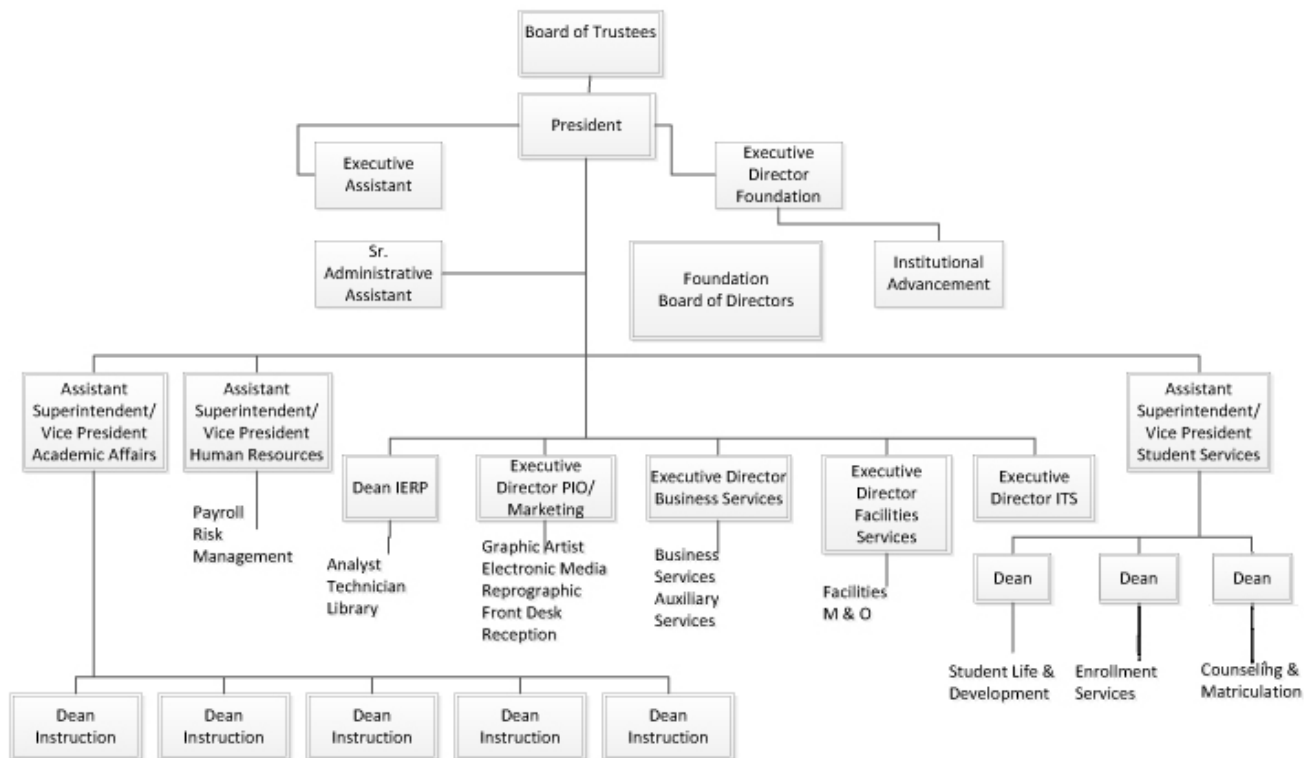
Antelope Valley Community College District employees:

- are honest and accountable in all actions and activities.
- demonstrate personal and professional integrity in supporting the mission of the college.
- are fair and respectful in all interactions with colleagues, students, and the public.
- avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships.
- address issues and work with people without prejudice.
- act within applicable laws, codes, regulations, and District policies and procedures.
- respect the personal values, beliefs and behaviors of others.
- maintain confidentiality regarding information about students or staff obtained in the course of their duties.
- protect District assets.
- maintain a working and learning environment free from harassment as defined by District policies.
- maintain and enhance job effectiveness and competency through professional development.
- respect the integrity and professionalism of administrators, faculty, staff and students.
- make every reasonable effort to create an equal-access learning environment that will help students succeed.

7/10/06

AVC Organization Chart

Antelope Valley College General Organizational Chart



ACADEMIC AFFAIRS - DR. BONNIE SUDERMAN, VICE-PRESIDENT/ASSISTANT SUPERINTENDENT

NEWTON CHELETTE, DEAN

Activity Kinesiology	Digital Media	Music - Commercial
Adaptive Physical Education	Film and Television	Photography/Commercial Photography
Art	Health Education	Recreational Leadership
Athletic Training	Intercollegiate Athletic Program	Theatre Arts
Dance	Music	

DR. KAREN COWELL, DEAN

Accounting	Drafting/Computer Aided Design	Medical Assisting
Aeronautical and Aviation Technology	Electrical Technology	Nutrition and Foods
Air Conditioning and Refrigeration	Electronics Technology	Office Technology
Aircraft Fabrication and Assembly	Emergency Medical Technology	Radiologic Technology
Auto Body	Engineering	Real Estate
Automotive Technology	Fire Technology	Registered Nursing
Business	Home Health Aide	Respiratory Care
Clothing and Textiles - Fashion Design	Interior Design	Sheriff's Academy
Computer Applications	Management	Vocational Nursing
Computer Information Science	Marketing	Welding

DR. CHARLOTTE FORTE-PARNELL, DEAN

Basic Skills	English	Learning Assistance
Communication Studies	English as a Second Language	Learning Center
Deaf Studies/Interpreting	Foreign Languages	Reading
Distance Education	Journalism	Student Success Center

DR. L. TOM O'NEIL, DEAN

Administration of Justice	Economics	Philosophy
Anthropology	Education	Political Science
Child and Family Education	Family and Consumer Sciences	Psychology
Child Development Center	History	Sociology
Corporate and Community Services	Palmdale Center	Work Experience
Economic Development		

DR. LESLIE UHAZY, DEAN

Agriculture/Park Landscape Mgt.	Chemistry	Microbiology
Anatomy	Earth Science	Physical Science
Astronomy	Geography/GIS	Physics
Biology	Geology	Physiology
Botany	Mathematics	Water Treatment

STUDENT SERVICES - DR. ERIN VINES, VICE-PRESIDENT/ASSISTANT SUPERINTENDENT

COUNSELING & MATRICULATION — GARY ROGGENSTEIN, DEAN

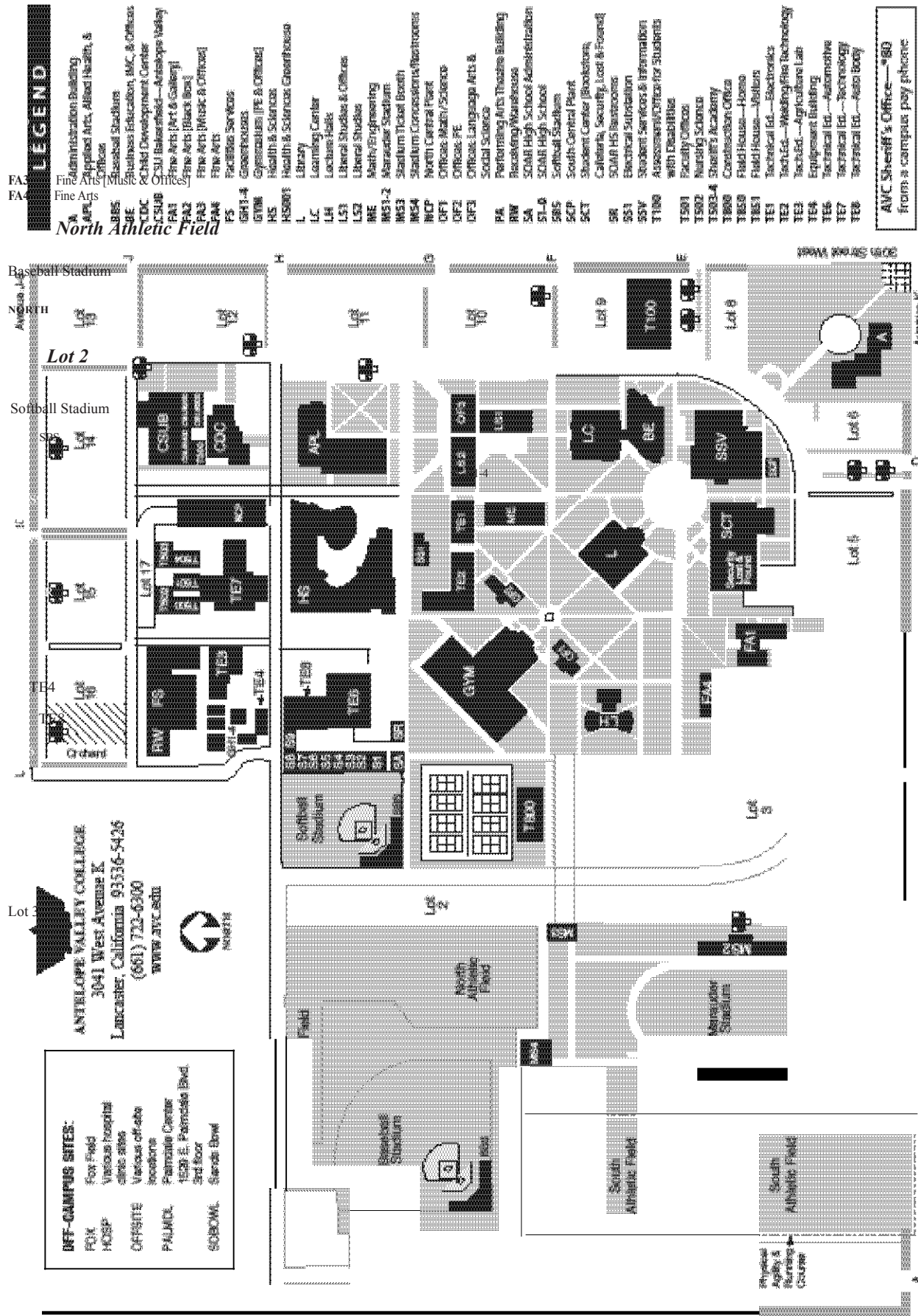
Assessment Center	Extended Opportunity Programs & Services (EOP&S)	
CalWORKS	Human Development	Office for Students with Disabilities (OSD)
Career/Transfer Center	Matriculation	S.T.A.R.
Counseling Services		

ENROLLMENT SERVICES — LADONNA TRIMBLE, DEAN

Academic Records	Audit/Credit by Examination	Graduation
Admissions and Records	Enrollment Management	Transcripts
Athletic Verification	Extenuating Circumstances Petition	

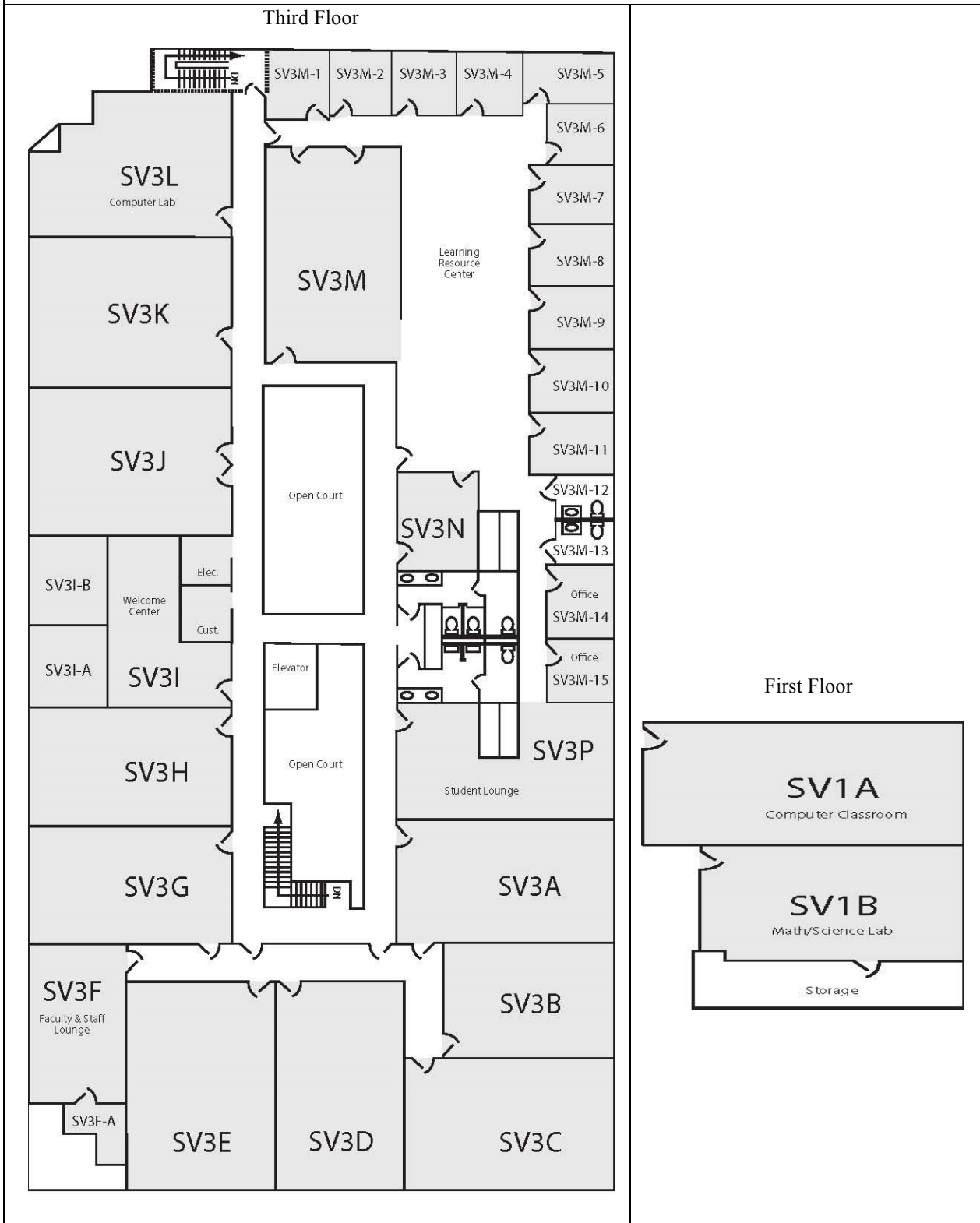
STUDENT LIFE — DR. JILL ZIMMERMAN, DEAN

Associated Student Organization	International Student Program	SOAR High School
Commencement	Job Placement	Student Activities
Financial Aid	Outreach/Information & Welcome Center	Veteran's Affairs Program
Student Health Services		



Palmdale Center Floor Plan

1529 E. Palmdale Blvd. at 15th Street East



Academic Policies & Procedures (AP&P)

The Academic Policies & Procedures Committee (AP&P) is a standing committee of the Academic Senate. Its main responsibility is to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees (Title 5: 55002). Curriculum review and development necessarily reflect the collegial decision to meet student needs for course work that is encompassed within basic skills, general education, transfer, and major programs of study, which include a wide array of occupational and liberal arts disciplines and areas. In addition, the process for establishing prerequisites, co-requisites, advisories, and limitations on enrollment falls under the purview of the curriculum committee (Title 5: 53200-2040). Effective curriculum review and development require that the curriculum committee utilize standards of practice that ensure the highest possible quality for the curriculum offerings that can be made available within allocated resources. (The State Academic Senate, 1996)

- The committee reviews and approves new and revised courses, new and revised degree or certificate programs, and locally approved certificates.
- The committee establishes prerequisites, co-requisites, advisories, and limitations on enrollment through the content review process and course validation studies.
- The committee recommends curriculum policy and procedures, graduation and G.E. requirements, and other academic policies or concerns as deemed necessary by the Senate.
- The committee reviews and advises on matriculation policies and procedures and matters of assessment as they are related to curriculum.
- The committee keeps the campus informed of statewide curriculum issues and Title 5 regulations through its faculty representatives and the Senate.

AP&P meets twice a month the 2nd and 4th Thursdays at 3-5:30p.m., and faculty are welcome to attend. We also maintain a web page (<http://www.avc.edu/administration/organizations/app/index.html>) from which you can access the following information:

- **AP&P *Standards & Practices Handbook***
- CurricUNET Website Access link, which is www.curricunet.com/avc (All Program and Course Proposals and Revisions)
- Minimum Qualifications
- AVC Disciplines List
- List of Outdated CORs by Division
- CurricUNET User Guides
- Agendas, Minutes, and Annual Timeline
- Committee Members and Contact Information
- Creating an Effective Syllabus Guidelines
- Communicating Approved Student Learning Outcomes to Students

In addition, there is material from the Chancellor's Office for AA-T/AS-T degree, AA/AS degree, and certificate development. Our web page can be found under "Campus Organizations" via AVC's home page or under the "Campus Life" tab through myAVC.

The committee is co-chaired by a faculty member (appointed by the Academic Senate) and the Vice President of Academic Affairs. Each division/area has a faculty representative who, in addition to the duties mentioned above, is your resource for course and/or program development or revision:

Co-Chairs:	Linda Harmon (faculty) and VP Academic Affairs
Business, Computer Studies, and Economic Development:	Donna Meyer
Health Sciences:	Denise Walker
Instructional Resources:	Scott Lee
Language Arts:	Jeffrie Ahmad
Math and Engineering:	Tooraj Gordi
Kinesiology, Athletics & Dance:	Cindy Littlefield
Science:	Anne Hemsley

Social and Behavioral Sciences:	Darcy Wiewall
Student Services:	Luis Echeverria
Technical Education:	Tom Hutchison
Visual and Performing Arts:	Lisa Karlstein-Francey

The following campus entities are also members of the committee: Articulation Officer – Non-voting Member, three Deans (transfer, career technical education, and student services - appointed by Administrative Council), and two student representatives (appointed by the ASO) One voting/One Advisory

The Role of the Course Outline of Record (COR)

The Course Outline of Record plays a critical educational role on campus. **It is the primary vehicle for course development. It is also the primary document from which faculty must design their syllabi.** As such, it forms the basis for a **contract among the student, instructor, and institution**, identifying the **measurable course objectives** that will serve as the basis of the student’s grade and giving the **required** components of the course content, which the student is guaranteed to receive from each instructor.

The COR also outlines typical homework assignments and the level of rigor for which students—*across all sections of the course*—will be held accountable. Maintaining strong, academic standards means providing consistent, quality instruction in the classroom. As our courses are taught by various instructors, both full- and part-time, it is by reviewing the COR that instructors may clearly identify the standards, content, measurable objectives, and typical assignments for the courses they are to teach.

The **Course Outline of Record**, however, should not be confused with the **syllabus**. While a COR is the contract between the college and the student that contains the requirements and components of the course, a syllabus describes how an individual instructor will carry out the terms of that contract through specific assignments and teaching methodologies. **The COR provides the basic components of the course that are required to be taught by all instructors. The syllabus provides the specific dates, assignments, grading standards, and other necessary information regarding the course that is required by an individual instructor.** A syllabus also allows an instructor the opportunity to bring out his or her particular talents and strengths.

Finally, the Course Outline of Record plays a critical role in the on-going evaluation process of the college’s commitment to high educational standards.

- It is a key component of **program review** by which a college seeks to keep its curriculum relevant and to allocate its resources.
- It is a key component in the establishment of **Student Learning Outcomes (SLOs)** at both the course and program level.
- It serves as documentation during the **review for continued accreditation** by the Western Association of Schools and Colleges (**WASC**).
- It demonstrates that all of the **required components** as specified in **Title 5** and the Chancellor’s Office *Program and Course Approval Handbook* are present in the course and meet the required degree of rigor.
- It is the justification for establishing and enforcing prerequisites, corequisites, and advisories allowed by **Title 5** and **matriculation** regulations.
- It is the document submitted for approval in order to meet the California State University General Education (**CSU/GE**) breadth requirements and for inclusion in the Inter-segmental General Education Transfer Curriculum (**IGETC**) within the UC system.
- It is the document used to establish **Transfer Articulation Agreements** with four-year colleges and universities.
- It is the document submitted to both the California Postsecondary Education Commission (CPEC) and the **Chancellor’s Office** for course/program approval.

AP&P Guidelines for Creating an Effective Syllabus

Based Upon the Course Outline of Record

1. A course syllabus **must** be based on the college's official Course Outline of Record (COR), and each instructor **must** cover all the content stated in that outline.
2. Attendance (alone) **cannot** be used to determine a student's grade; student evaluations/grades **must** be based upon "measurable and demonstrated objectives."
3. CORs for credit courses **must** show clear evidence of teaching and assessing students' critical thinking skills.

Board Policy requires that the syllabus be given to students within the first two weeks of class.

There are a number of elements that make a course syllabus a more useful document for the student, as well as a safeguard for faculty should a student claim that he or she didn't know what was required or expected regarding the class or the assigned work. As soon as an instructor is scheduled to teach a course, the dean must provide him or her with a Course Outline of Record for each course the instructor will be teaching. Current CORs are also available through the Office of Academic Affairs or on AP&P's web page.

State the Obvious:

- your name, phone number, and AVC e-mail address
- your office number and office hours
- course title and number, including room, meeting days, and times
- course prerequisites, corequisites, advisories, and limitations on enrollment (see COR)
- required textbooks and other materials students must purchase for the class
- optional textbooks and/or supplies that would be helpful
- any online support, such as instructor's web pages or other internet resources

Necessary Information:

While instructors have the academic freedom to develop and structure a syllabus that reflects their own teaching style, the foundation for the syllabus must come from the Course Outline of Record.

- **Course Description and Objectives**—these must be stated exactly as written on the Course Outline of Record.
- **Course Content**—instructors may choose to list course content on a timetable (daily, weekly, monthly) that suits their particular style or approach; however, all content on the Course Outline of Record must be covered during the semester.
- **Course Approved Student Learning Outcomes (SLOs)**—instructors may choose to include Course Approved Student Learning Outcomes (SLOs) on their syllabus. For specific SLO Committee Approved Guidelines please refer to Communicating Approved Student Learning Outcomes to Students section of the *AP&P Standards & Practices Handbook*. If faculty choose not to include SLOs on their syllabus, please be sure to communicate the SLOs to students in another SLO Committee approved method as stipulated in the Communicating Approved Student Learning Outcomes to Students section of the *AP&P Standards & Practices Handbook*.
- **Assignments and Exams**—some instructors choose to provide the exact assignments and due dates with their syllabus; others merely indicate the types and number of assignments students should expect to encounter throughout the semester. In either case, instructors must build their homework assignments based upon those that are suggested on the "typical homework assignments" page in the Course Outline of Record. A syllabus should indicate the number and type of quizzes, tests, exams, projects, performances and/or presentations students should expect and their scheduled dates. Instructors should also state whether or not late homework will be accepted or if late exams will be given and, if so, what the effect of late work will be a student's grade.

Prerequisite Challenge Process

(including corequisite and limitation on enrollment)

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

Legal Obligations: Prerequisites and Corequisites

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

- Once a prerequisite or corequisite has been approved for a course, the college must enforce it. If we fail to enforce the pre or corequisites, we are out of compliance with Title 5 and Matriculation Regulations.
- **No one (faculty, administrator, or staff) has the right to “waive” a pre or corequisite.**

Challenge Criteria

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

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

- Letters of verification from faculty, employers, or other persons qualified to certify as to the student’s skill level in that subject area (see course description in college catalog);
- Certificates from schools, colleges, government agencies, or other reputable sources verifying the attainment of specific subject-level skill levels;
- Transcripts of academic work at other institutions accompanied by copies of appropriate catalog pages, course descriptions, and/or course syllabi, if available;
- AVC college assessment scores;
- Examples of work in that subject area (paintings or other art forms, written work, drafting, etc.), which demonstrates the quality of work the person has performed.

NOTE: All documents submitted to support prerequisite challenges will not be returned.

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

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

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

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

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

Explain how the prerequisite, corequisite, or limitation on enrollment is discriminatory. Does it discriminate against a person on the basis of age, ethnicity, religion, gender, or sexual preference? What is it, specifically, about the prerequisite that results in discrimination against a person from one or more of these groups?

5) *The prerequisite or corequisite is in violation of this section (T5: 55003) which states that “a prerequisite will assure that a student has the skills, concepts, and/or information necessary for success in the course.”*

Explain specifically why the prerequisite is not necessary for success in the course for which it was established.

Challenge Procedure

1) A student must complete the challenge form at the Counseling Center in the Student Services Building.

It is the responsibility of the student to provide compelling evidence and documentation to support the challenge. If there is no documentation provided, then the challenge will automatically be denied. (See

Challenge Criteria #1.)

- 2) Once the faculty has approved or disapproved the challenge, the dean's signature only signifies that the process has been followed. The Counseling staff will notify the student within 5 working days via Antelope Valley College student email account or the student's telephone number that is indicated on the prerequisite challenge form.
- 3) The 5 day clock begins at 10:00 am on the morning following the submission of the prerequisite challenge form, excluding posted AVC holidays and weekends (e.g. for a challenge form submitted Tuesday at 4:30 pm, the 5 day clock will begin Wednesday at 10:00 am, and the student will be notified of the status/outcome by 10:00 am the following Wednesday).

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

Definitions

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

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

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

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

Student Learning Outcomes

Student Learning Outcomes provide specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process. The Outcomes Committee, a standing committee of the Academic Senate, will determine a campus wide process for the uniform implementation and assessment of Student Learning Outcomes at the course, program, and department level.

A faculty co-chair and the Dean of Institutional Effectiveness, Research and Planning are responsible for chairing the committee and overseeing that the functions of the Outcomes Committee are met.

Function:

- Provide support and training
- Recommend and provide samples of effective assessment tools
- Provide support in the analysis of data
- Provide connections to current campus practices
- Provide support and data in program review
- Provide support and data to the accreditation reports
- Ensure that Student Learning Outcomes (SLOs) are connected to Institutional Learning Outcomes (ILOs)
- Act as resource group and maintain liaison to AP&P

The Outcomes committee meets twice a month, the 2nd and 4th Mondays, from 3 to 4:30 p.m. during the fall/spring semesters. We also maintain a web page (<http://www.avc.edu/administration/organizations/slo/>) from which you can access the following information:

Communicating SLOs to Students:

- Communicating SLOs to Students
- Sample SLO Syllabus Attachment
- Sample SLO Syllabus Integration

Documents:

- AVC's SLO Glossary of Terms
- Bloom's Taxonomy
- California Academic Senate SLO Glossary of Terms
- Common Concerns About Outcome Assessments
- Easy 5-Step Guide to WEAVE SLO Entry
- Easy Guide to Reading Weave
- Examining the Role of Student Learning Outcomes
- Faculty Professional Development (FLEX) Credit for SLO Data Input
- Institutional Learning Outcomes
- Pros and Cons about Assessment Tools
- SLO Assessment Primer
- 2011 – 2012 SLO Reporting Guidelines – Academic Courses
- SLO Step by Step

Forms:

- Operational Learning Outcomes
- PLO Excel Workbook – sample
- PLO Excel Workbook
- PLO Review Rubric
- PLO Revision Form

- SLO Action Plan
- SLO Form
- SLO Form for Student Services
- SLO Review Rubric
- SLO Revision Form

Suggested SLO Reporting Form Samples:

- Sample SLO Assessment Tracking
- Sample SLO Data Reporting Chart

The committee is co-chaired by a faculty member (appointed by the Academic Senate) and the Dean of Institutional Effectiveness, Research, & Planning. The committee is comprised of one representative from each division/area, the Student Services Dean, an Academic Dean, a Research Analyst, a Classified Employee, a Confidential Management Employee, and an Associated Student Body Representative. An Academic Affairs Specialist provides support services.

The Role of SLOs

The primary purpose of SLOs is to improve the quality of college educational programs and services by improving student learning. SLOs are developed and used by faculty and staff to analyze student learning needs, to enhance student services, to evaluate course and program effectiveness, and to influence decisions regarding college planning and operations. SLOs represent goals that are broader than course objectives, often reflect holistic outcomes, and demonstrate higher level thinking skills.

Institutional Learning Outcomes (ILOs) reflect the college mission, vision, and values. Student Learning Outcomes are closely aligned to the ILOs and guide college planning and budgeting practices. SLO assessment data is incorporated into ongoing program and course review, providing evidence of course and program effectiveness that supports continuous quality improvement.

SLO assessment benefits students by communicating course expectations with clarity and consistency across all sections of a course. Faculty participating in SLO assessment gain insight into what is working or not working in individual courses and programs. The institution benefits from objective evidence that supports planning and decision-making processes. SLO assessment helps us focus on quality and the continuous improvement of courses, programs, and services, thereby fulfilling our mission to serve the community by placing student success and student-centered learning as our number one priority.

How do course objectives differ from learning outcomes?

Objectives	Outcomes
Objectives represent valuable skills, tools, or content (nuts and bolts) that enable a student to engage a particular subject.	<i>SLOs represent overarching products of the course.</i>
Objectives focus on content and skills important within the classroom or program: what the staff and faculty will do. Often termed the input in the course.	<i>Outcomes express higher level thinking skills that integrate the content and activities and can be observed as a behavior, skill, or discrete useable knowledge upon completing the class.</i>
Objectives can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.	<i>An assessable outcome is an end product that can be displayed or observed and evaluated against criteria.</i>

Samples of Objectives vs. Outcomes

Nutrition Course	
Objectives	Outcomes
<ul style="list-style-type: none"> Review nutritional recommendations and components. Discuss differences in nutritional requirements associated with sex, age and activity. Describe causes and consequences of nutritional problems. Explain complications of underlying physiologic conditions. Identify key factors involved in correcting nutritional behaviors. Describe resources and strategies the treat nutritional disorders. 	Analyze a document's nutritional problem, determine a strategy to correct the problem, and write a draft nutritional policy addressing the broader scope of the problem.
Speech Communication Course	
Objectives	Outcomes
<ul style="list-style-type: none"> Students will learn to accommodate the learning styles of their audience in order to maintain audience attention. Student will learn to choose and narrow topics in order to focus an audience's attention. 	<p><i>At the end of this course you should be able to</i> <i>~ analyze your audience for differences and similarities in</i></p> <ul style="list-style-type: none"> <i>Socio-economic background</i> <i>Learning styles</i> <i>Personal interests and needs</i>

SLO Assessments

When SLOs are well-written the methods or tools for assessment become clear. One size does not fit all so selecting the appropriate assessment tool requires a basic understanding of: 1) the types of tools available, 2) the nature of data, 3) the process used to select appropriate assessment tools, 4) and the tool's ability to investigate (measure, assess, de- scribe) the observable learning outcome.

Quality data can be defined as:

Valid—the data accurately represents what you are trying to measure. For instance, the numbers of people that graduate don't necessarily represent good data on what has actually been learned.

Reliable—the data are reproducible. Repeated assessment yields the same data.

Authentic—the assessment simulates real-life circumstances.

Relevant—the data answers important questions and is not generated simply because it is easy to measure.

Effective—the data contributes to improving teaching and learning.

Definitions of Contrasting Types of Assessment

Direct data. Direct data measures the exact value. For instance, a math test directly measures a student's learning in math by defining a criteria and standard, then having the student analyze a problem.

Indirect data. Data that measures a variable related to the intended value. For instance, a person's math skills may be

indirectly measured through an employer's questionnaire asking about the computational skills of graduating students.

Qualitative data. Data collected as descriptive information, such as a narrative or portfolio. These types of data, often collected in open-ended questions, feedback surveys, or summary reports, are more difficult to compare, reproduce, and generalize. It is bulky to store and to report; however, it is often the most valuable and insightful data generated, often providing potential solutions or modifications in the form of feedback.

Quantitative data. Data collected as numerical or statistical values. These data use actual numbers (scores, rates, etc) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses, which assign a numerical value to each response (e.g. 5 = strongly agree to 1 = strongly disagree). This data is easy to store and manage; it can be generalized and reproduced, but has limited value due to the rigidity of the responses and must be carefully constructed to be valid.

Formative assessment. Formative evaluation involves assessment and analysis that generates useful feedback for development and improvement. The purpose is to provide an opportunity to perform and receive guidance (such as in-class assignments, quizzes, discussion, lab activities, etc.) that will improve or shape performance on a final or summative evaluation.

Summative assessment. Summative evaluation is a final determination of particular knowledge, skills, and abilities. This could be exemplified by exit or licensing exams, senior recitals, or any final assessment which is not created to provide feedback for improvement, but is used for final judgment.

Criterion-based assessment. Assessment evaluated or scored using a set of criteria to appraise or evaluate work. Criterion-referenced evaluation is based on proficiency, not subjective measures such as improvements.

Norm-referenced assessment. Assessment of an individual is compared to that of another individual or the same individual's improvement over time. Individuals are commonly ranked to determine a median or average. This technique addresses overall mastery, but provides little detail about specific skills.

Embedded assessment. Embedded assessment occurs within the regular class or curricular activity. Class assignments linked to student learning outcomes through primary trait analysis serve as grading and assessment instruments. Individual questions on exams can be embedded in numerous classes to provide departmental, program, or institutional assessment information. An additional benefit to embedded assessment is immediate feedback on the pedagogy and student needs.

Standardized assessment. Assessments created, tested, and usually sold by an educational testing company e.g. GRE's SAT, ACT for broad public usage and data comparison, usually scored normatively.

Homegrown or Local assessment. This type of assessment is developed and validated for a specific purpose, course, or function and is usually criterion-referenced to promote validity.

Communicating SLOs to Students

Faculty are responsible for the development and assessment of student learning outcomes (SLOs) within their discipline. SLOs are the specific observable or measureable results expected subsequent to a learning experience and provide evidence that learning occurred as a result of a specified course, program activity, or process.

In addition to developing and assessing SLOs, faculty are responsible to communicate the purpose and goals of these SLOs to students. What do students need to know about SLOs?

Students need to know:

- Approved course-specific SLOs and how they are assessed,
- How SLO assessment results are being used to improve the course and/or corresponding program effectiveness,
- SLOs and their assessments are used only to evaluate the effectiveness of a course or program, AND SLOs are NOT used to determine an individual student's performance in the course or program.

Faculty choose how to best communicate SLO information to their students, using one of the following recommended practices:

- Integrate SLOs on the course syllabus, or
- Include SLOs as a separate attachment to the course syllabus, or Post SLOs in course specific online files (Blackboard, myAVC, etc.)

Regardless of the method you select to communicate to students, please provide an opportunity for student dialog in order to facilitate student engagement in the process. Communication of SLOs to students should occur within the first week of the course, the same time frame in which faculty are required to provide a course syllabus.

Suggestions to frame student discussion of SLOs:

- SLOs are broad, measureable goals of student learning that are overarching outcomes for a course or program.
- SLOs will be used by faculty and college staff to analyze student learning needs, to enhance student services, to evaluate course and program effectiveness, and to influence decisions regarding college planning and operations.
- SLOs are not course objectives.

If you need further information, please view the samples posted on the SLO web page. (<http://www.avc.edu/administration/organizations/slo/documents.html>).

Current SLO reporting guidelines and a timeline of SLO-related activities are available on the SLO web page.

Please contact Dr. Glenn Haller, Outcomes Committee Faculty Co-Chair, at ghaller@avc.edu if you need further assistance.

Instruction

Guest Speakers

A faculty member may arrange to have a guest speaker address the class. The Notice of Intent to Present Speaker form must be completed one week in advance for approval by the Executive Vice-President Academic Affairs. The faculty member must remain in the classroom while the speaker is addressing the class unless the speaker is credentialed and board approved. If the faculty member is not in the classroom, the Dean must approve a minimum of one week prior to the scheduled date. For non-classroom speakers the Notice of Intent to Present Speaker form must be completed one week in advance for approval by the College President.

Materials Used in Class

“Instructional material” means all materials designed for use by students and their instructors as a learning resource and which help students to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed and may include textbooks, tests, and educational materials, including CD-ROMs and software.

The responsibility for adopting instructional materials for use in the College rests with the faculty.

Grade Reporting: Electronic Grade Reporting

When *reporting grades*, the submission due date as directed by Admissions and Records (A&R) is routinely on Friday, one week after the last day of the term. Remember, it is our professional responsibility to turn grades in on time. You can avoid having to process additional time-consuming paperwork if you submit your grades in a timely manner.

Electronic Grade Reporting is made available through myAVC. Each term A&R provides a step-by-step process for submitting grades electronically. A major advantage to electronic grade submission is that you are able to complete your grades from any location easily and quickly.

The deadline for electronic grade submission is on Friday, one week after the last day of the term. In addition to submitting the grades electronically, **a hard copy of the grades and attendance records, with corresponding attendance legend, must be submitted to A&R.** A Report Delayed (RD) mark will be assigned to all grades that are not submitted on time. To resolve a RD mark, a Request for Change of Grade must be completed and submitted.

If a grade of incomplete is to be assigned, a Contract for Award of Incomplete Grade form must be submitted to A&R by the grade submission deadline. When an incomplete contract is not received by the grade submission deadline, the incomplete grade is not valid and a RD mark takes the place of the incomplete until the faculty resolves the RD mark by submitting a Request for Change of Grade.

Electronic grade reporting facilitates the following:

Enforcement of Prerequisites – Through electronic grade reporting, the enforcement of prerequisites can occur. The enforcement of prerequisites requires that students who do not meet a prerequisite(s) be “involuntarily dropped” no later than two weeks into the subsequent semester, per Title 5, Section 55202.

Student Transcripts – Students need their grades for transfer purposes and verification of certification completion. Students conditionally accepted at a four-year institution need their transcripts submitted to the transferring institution in a timely manner, so they are able to continue their education.

Financial Aid – Financial assistance ensures that a student will not be denied a college education because of lack of personal resources. Those students who are afforded financial assistance must maintain satisfactory progress. Electronic grades enable the financial aid office to quickly assess student progress in order to provide financial aid payments in a timely manner.

Census Sheets, No Shows, and Dropping Students – Census sheets are distributed by Admissions and Records near the beginning of each semester. They are the permanent record of enrollment for your classes and must accurately reflect the status of enrollment for apportionment purposes. Your census sheet(s) should include all students who have attended at least one day since the beginning of the semester and have not dropped. Students who are in your class, but do not appear on the census sheet, are not officially enrolled in your class. These students must be sent to A&R immediately so they can request to be officially enrolled. You must give a final grade to any student who remains on your role at the end of the semester.

If a student begins class and comes for several weeks and then just stops attending, you should drop these inactive students by submitting the Online Instructor No Show and Drop Form located in myAVC, so they do not show up on your final roll sheet. This can be done throughout the semester, but not later than the last day to drop. Make sure that you accurately mark the last day of attendance on form so that a permanent record of the students' attendance can be maintained in A&R.

Students who do not attend the first day must be dropped as “NO SHOWS,” and should not be included in your enrollment at census. To drop “NO SHOWS”, submit the Online Instructor No Show and Drop Form located in myAVC. This allows other students to add in a timely manner (See *Attendance Policy* in the college catalog).

You can avoid having to process additional time-consuming paperwork if you conscientiously drop all no shows after your first class and drop all inactively enrolled students as the semester progresses, but not later than the last day to drop (see attendance policy in the college catalog).

If you have any questions about how to complete census sheets or who to include on your roster at census, the Admissions and Records Office will be happy to assist you. Effective Summer 2012, students that are on the class roster after the census date will have an evaluative or non-evaluative symbol on their academic record.

The Use of Copyrighted Materials by College Instructors

An AVC Copyright Policy is currently being developed.

In 1976, Congress passed a comprehensive copyright act designed to protect an author, artist or composer from the unauthorized use or reproduction of his/her work. Works covered by the law include literary, dramatic, musical, choreographic and pictorial works, graphic works, pantomimes, sound recordings, sculptures, motion pictures and audiovisual works. The Copyright Act of 1976 provides that copyright begins at the moment the work is created. Registration with the Copyright Office is NOT required in order for a work to be protected under U. S. copyright law. The College Bookstore has purchased copies of Questions and Answers On Copyright For The Campus Community, which is published by the National Association of College Stores, Inc. and The Association of American Publishers. This publication is on reserve in the College Library and a copy is available in the office of each academic dean and the Office of Academic Affairs. The new Xerox Request form has a section about copyright. If the material you wish to have reproduced and given to students is copyright protected, you may obtain copyright permission directly from the publisher or through the Marauder Bookstore. All costs involved will be charged to your division's supply budget, therefore, permission by the Dean is required.

Any copyright protected course materials to be sold in the Marauder Bookstore will also require permission by the author or publisher.

Field Trips

Field trips are those class-oriented, instructional-type activities, which are held to complement and enlarge upon the instructional program. All requests for field trips are to be made through the appropriate educational dean. Only students enrolled in a class are to be permitted to take a field trip. A list of students must be on file in the division.

1. Field trips where students assemble on the campus and then proceed to a designated place off-campus for instructional purposes are to be conducted in the following manner:

- a. A trip request will be submitted through the Vice President of Academic Affairs for approval.
 - b. The faculty member is required to list all students taking this trip and attach this list to the trip request.
 - c. If funds have been budgeted for a field trip, upon receipt of an approved field trip request, the appropriate dean will make arrangements for vehicle transportation. District vehicles will be used for field trips except in unusual circumstances.
2. The second type of field trip is where the faculty member announces that the class will meet at a given off-campus point at the next session and that it is the responsibility of the student to get to the designated place. This type of off-campus meeting requires the filing of a field trip request and obtaining approval through the Office of Academic Affairs.
 3. Requests for all College trips must be approved by the appropriate Dean and Vice President of Academic Affairs before final approval by the Board of Trustees. Trip requests are to be submitted in triplicate on forms available in the Office of Academic Affairs. Trip requests **should** be submitted one month before the date of the trip.
 4. The Dean of Student Development and Services will approve all trips for students other than class field trips.

Student Discipline

The *College Catalog*, *AVC Website* and electronic *Student Handbook* available at avc.edu provide extensive information on guidelines for student conduct. The Vice President of Student Services Office also has a booklet called ***Antelope Valley College Student Code of Conduct*** that is updated as necessary and outlines the types of student behavioral violations and possible consequences.

Remember that, as a faculty member, if a student is found to have violated the code of conduct in your class, you have the right to suspend the student for the day the violation occurred and the class following **ONLY**. You may not dismiss a student permanently from your class. In the event that you do need to suspend a student from a class for two class sessions, you are required to immediately provide written notification through the online ***Behavior Intervention Team/Disciplinary Report*** of the reason for your action, and notify the Dean of your division.

The ***Behavior Intervention Team/Disciplinary Report*** may be accessed on the AVC website on the Vice President of Student Services webpage. All disciplinary referrals to the Vice President's office as well as referrals for student behavior that you consider aberrant, unpredictable or suspicious may be made through the use of this template.

All emergencies, potentially dangerous or criminal activities should be immediately reported to the AVC Sheriff's office by dialing 4444 or 6399 from your classroom phone. They may also be reached directly by cell or off-campus phone at 66-722-6399.

For additional information please contact the Vice President of Student Services office, the Dean of your division and participate in opportunities on campus, including Faculty Professional Development presentations.

If you would like a copy of the booklet on ***Student Code of Conduct***, please contact the Office of the Vice President of Student Services.

Instructional Support

2015-16 Academic Calendar

Registration		Consult current Class Schedule for dates
Semester begins		August 24
*Last day to Add	In Person—September 4	On Web—September 7
*Last day to drop with refund (full-time courses)	In Person—September 4	On Web—September 7
Labor Day (College closed)		September 7
Last day to drop without a “W” (full-time courses)		September 7
Last day to submit Petition for Credit by Exam		September 18
Last day to elect pass/no pass (credit/no credit) option		September 4
Last day to drop with a “W” (full-term courses)		November 13
Veteran’s Day Holiday (College closed)		November 11
Priority filing date for Spring 2014 Graduation		October 15
Priority filing date for Summer 2014 graduation application		October 15
Thanksgiving (College closed)		November 26
Local Holiday		November 27-28
Semester ends		December 12

Intersession 2015 Academic Calendar

Registration		Consult current Class Schedule for dates
Semester begins		January 4
*Last day to Add		**
*Last day to drop with refund (full-time courses)		**
Last day to submit Petition for Credit by Exam		No challenge exams available during intersession
Last day to elect pass/no pass (credit/no credit) option		**
Last day to drop without a “W” (full-time courses)		**
Dr. Martin Luther King Jr. Day (College closed)		January 18
Last day to drop with a “W” (full-term courses)		**
Semester ends		February 6

Spring 2016 Academic Calendar

Registration		Consult current Class Schedule for dates
Semester begins		February 8
Lincoln’s Day (College closed)		February 12
Local Holiday		February 13
Washington’s Day (College closed)		February 15
*Last day to Add	In Person—February 19	On Web—February 21
*Last day to drop with refund (full-term courses)	In Person—February 19	On Web—February 21
Last day to drop without a “W” (full-term courses)		February 21
Last day to submit Petition for Credit by Exam		March 4
Last day to elect pass/no pass (credit/no credit) option		February 19
Spring Break (No classes)		April 4-9
Priority filing date for fall 2014 graduation		April 15
Last day to drop with a “W” (full-term courses)		April 15
Memorial Day Holiday (College closed)		May 6
Semester ends		June 3
Graduation		June 3

Summer 2016 Academic Calendar

Registration		Consult current Class Schedule for dates
Semester begins		June 13
*Last day to Add	In Person—**	On Web—**
*Last day to drop with refund (full-term courses)	In Person—**	On Web—**
Last day to submit Petition for Credit by Exam		No challenge exams available during summer
Last day to elect pass/no pass (credit/no credit) option		**
Last day to drop without a “W” (full-term courses)		**
Independence Day Holiday (College closed)		July 4
Last day to drop with a “W” (full-term courses)		**
Semester ends		August 6

*Some course dates differ from date posted. **Yet to be determined

Office for Students with Disabilities

722-6360

Faculty may serve one or more students with disabilities in their classes each semester. The staff from the Office for Students with Disabilities (OSD) strongly advises students that, if they anticipate having any special needs in class, that they should discuss those needs with faculty at the beginning of each term. Some students with disabilities will not need accommodations and may choose not to identify that they are part of the OSD program. Most other students with disabilities will only need minor accommodations to accurately and fairly actualize their potential.

Guidelines for Providing Helpful Accommodations:

Students are encouraged to self-advocate and arrange their accommodations themselves, whenever possible.

The key words to remember when serving students with disabilities are “reasonable accommodations.” For any questions about appropriateness of an accommodation, verification of a student’s eligibility for an accommodation, or suggestions for a different way to deliver the accommodation, please feel free to contact the OSD Program Staff. Students with disabilities are to be allowed to use tape or digital recorders in your class, if it has been recommended as an accommodation by the OSD Director, Disability Services Specialist, or the Learning Disability Specialist. Prior to using any recording device in your class, students must provide you with an *Antelope Valley College Audio Recorder Lecture Policy Agreement* form that has been reviewed with the student by OSD staff and signed.

If a deaf or hard of hearing student is in class and a videotape is planned, please make sure the tape is closed-captioned.

If students are requesting test accommodations, they must obtain a *Test Accommodation Request* form from the OSD Office Staff. This form will clearly define the type of test accommodations that the student is entitled to. Students should pick up a Test Accommodation Request form at least 7 days prior to an upcoming exam to allow faculty enough time to work out testing details.

Staff Development and Travel

722-6300 Ext. 6588

Staff Development is an activity designed to improve performance or provide training related to job assignments of regular classified personnel, full-time and part-time faculty, and administrators.

A Professional Development Committee will be established during the 2015-16 school year. An updated process will be developed and communicated to the campus community when available.

All claims for travel expense shall be itemized on the “Request for Reimbursement - Mileage and Expense” form furnished by the Business Office, after approval of the “Trip Request” form by the Board of Trustees. This request for reimbursement shall be submitted to the Office of Business Services as soon as possible after completion of the trip, with appropriate receipts attached.

Information Technology Services

(661) 722-6300, ext. 6535

Antelope Valley College (AVC) has more than 3,000 computers available for student, faculty and staff access, offering internet service, e-mail and a diverse selection of software applications. The Information Technology Services (ITS) Area provides a stable information technology (IT) infrastructure and protects the accessibility, integrity, and availability of the District’s IT resources.

For services please call x6535 or send email to help@avc.edu. Through <http://helpdesk.avc.edu>, you can now open a new ticket and track your open issues.

IT services include the following:

- Support services for the Lancaster campus, Fox Air Field, and the Palmdale Center
- 44 computer classroom/labs, including four open labs available to any enrolled student -- BE 317 & 320 on campus, Fox Field, & Palmdale Center -- please see website for current hours.
- Email services via GMail, GoogleDocs/Drive.
- Networked print services and shared file services
- Pay for Print Services, color and b/w, single sided or duplex, a six locations with WEPA.
 - Palmdale, SSV, BE 320, Learning Center, IMC, & the Library.
- Secure Portal/Intranet access for course-specific resources, learning systems, electronic mail, and document sharing capacities via <http://myavc.avc.edu>.
- Campus web services via <http://www.avc.edu>. Content for AVC's primary web sites is maintained by the Office of Public Relations – AVC's webmaster is at (661) 722-6300, ext. 6282 or webmaster@avc.edu.
- Hosting and supporting Banner Student Administrative Systems (student records, registration, and administrative database system for students and faculty)
-- Financial Systems will go live July 2015, and in January 2015 HR/Payroll will go live.
- Distance education services via <http://avconline.avc.edu> & Blackboard course management service. Internet-based assessment testing capabilities and automated integration with student records
- District Software Library providing site license management for AVC software resources; including Microsoft & Adobe
- Anti-virus (Kaspersky) is licensed for employee home use. Student's can purchase the same version at a substantial discount, visit <http://www.avc.edu/administration/its/antivirus/> for details.
- Video conferencing services - scheduling facilitated through the Instructional Multimedia Center
- A Library of Training Materials is available at <http://www.avc.edu/information/techtraining/>
- Self-paced professional development learning opportunities for employees with Lynda.com – see the Bookmarks section of your myAVC Home Tab for access.
- Standardized computer and printer configurations and procurement management

AVC's Information Technology Services strives to provide reliable & accessible information technology services, supporting the district's instructional and operational mission. Additions and modifications to the IT strategy at AVC will be on-going, with a continued focus on planned flexibility to meet the diverse and expanding IT requirements of students, faculty and staff.

Contact Information:

Office of the Executive Director, Technology, Rick Shaw (661) 722-6541 or rshaw@avc.edu

Help Desk Services for ITS or IMC needs dial (661) 722-6300, ext. 6535

Open a ticket by email at help@avc.edu or go to <http://helpdesk.avc.edu/portal>

For Students (661) 722-6300 ext. 6605 for students

Technical Training for employees (661) 722-6300, ext. 6877

ITS information, notices and system status: <http://www.avc.edu/administration/its/index.html>

Instructional Multimedia Center (IMC)

(661) 722-6300, ext. 6535

Multimedia plays a more important instructional role than ever before in education enriching the learning experience by enabling instructors to present information that could not be presented through any other medium. The IMC offers a wide array of equipment, media and graphic services to make multimedia a reality in the AVC classroom and outside the classroom. Podcasting delivers easy (24/7) access to educational content. Users can easily search, download, and play audio and video classroom content just like they do music, movies, and TV shows. Students can access Podcasts using any device

compatible with iTunes and expand their learning even while they sit at the coffee shop, catch a meal, walk to class, or work out at the gym. Podcasting creates a campus that never sleeps. Visit <http://podcast.avc.edu/> for more details.

Equipment and media are available for use and checkout by AVC students, faculty and staff. A wide variety of educational CDs & DVDs with diverse titles such as *“Tourette Syndrome, The Sudden Intruder”*, *“Where There’s A Will There’s an A”* and *“You can’t Say That.”* Faculty may request media to be added to the IMC collection by submitting a Media Request form. Media and equipment usage can be scheduled and reserved.

Technology available for checkout includes assorted equipment for using media and online resources: Mac and PC workstations, CD, DVD, and BluRay Players, and Headphones. Media viewing rooms with 32” TVs are available; one Viewing Room is specially arranged for use by language arts students to practice and record pronunciations and to practice and record sign language gestures. Portable Smart-Carts with PC or Mac laptops, LCD projectors, media players and sound systems are available for loan to classrooms and other venues. Other loaner equipment includes large format, flat screen TVs, portable projection screens, document cameras ‘boom boxes’ and a large portable sound system.

Production services include: audio and video podcasting, DVD duplication; videography and recording of special events, presentations, invited speakers, staff development and flex programs. Digital video editing capability is also available. Videoconferencing rooms are available to connect multiple sites for collaborative presentations and activities.

Assistance is available for faculty to ensure instructional materials comply with ADA Sect. 508. Remember all instructional material, both live in classroom and online are required by law to meet Sect 508. compliance standards. AVC uses the W3C standards as its guide for compliance.

Requests for many of the IMC services require a minimum of two weeks for completion. Be sure to visit the IMC for more details on services. The IMC is located in BE 113

Learning Center

The Learning Center is located at the Lancaster campus and the Palmdale Center where assistance from faculty learning specialists is available for the following purposes:

- Individual consultations concerning special learning needs of students, re-designing class assignments or assessments for varying learning styles, active learning techniques, instructional resources, etc.
- Directed learning activities and structured learning assistance.
- Classroom support via student orientations and topic-specific workshops.
- Website with handouts and instructional links to facilitate academic skills and basic skills instruction for ESL, math, reading, and writing.
- Verification of student attendance at workshops and tutoring sessions. Faculty Learning Specialists teach academic support, study skills, and learning assistance courses, the latter of which, tutor training, receive certification every five years by the College Reading and Learning Association. A recent review (2012) lauded the faculty for creating a model tutor training program.

Library

722-6300 Ext. 6533

The faculty of the AVC Library are partners with classroom faculty ensuring that students have the research and Information Literacy skills they need to succeed. Full-time library faculty – Van Rider (x6709), Department Chair, Carolyn Burrell (x6454), and Scott Lee (x6546) - offer web-based tutorials, Research Workshops and credit classes in undergraduate Library Science and Information Literacy.

Research Workshops are offered every semester and are designed to teach students basic research techniques in a

variety of disciplines. Emphasis is placed on teaching the research process using step-by-step guidelines. Library faculty work closely with their classroom colleagues to design workshops and/or materials that are class and/or assignment specific. Workshops can be held in the Library or in other classrooms on campus that have the necessary equipment (Internet access, an instructor PC and a projector). Contact Van Rider to schedule a workshop.

The AVC Library is located near the center of campus and houses a collection of around 50,000 print books. In addition, the Library has access to over 200,000 e-books and a collection of electronic databases that contain hundreds of thousands of full-text articles from journals, magazines, newspapers, and e-reference books. Interlibrary loan services are also available to provide students and staff with access to materials not owned by the Library. Reserve book services are offered for faculty who wish to make class-specific materials available to their students. Library collections - both print and electronic - are selected to support the AVC curriculum and library faculty routinely collaborate with classroom faculty in the selection of course appropriate materials and information resources.

The reference desk is open during all hours of Library operation and is staffed by full-time and adjunct library faculty. Classroom faculty are encouraged to visit the reference desk for any research assistance they may require and to direct their students there for help and guidance in completing research assignments. The reference desk can be reached directly at 661-722-6300 x6276.

Visit the Library at the Lancaster campus in person, on the Web (www.avc.edu/student-services/library), or by calling 661-722-6300 x6533 for more information about hours and services. Please feel free to call Van, Scott, or Carolyn if you have any questions about our services or resources.

Library services are also available at the Palmdale Center including reference, workshops, interlibrary loan, and reserve textbooks. Please refer to the Library website) for hours of service.

Requests for Classroom Supplies

722-6300 Ext. 6269

All general supplies are stored in the warehouse (expendable materials such as pencils, chalk, and paper). A catalog of supplies is available. The requisition for warehouse supplies should be signed by the requisitioner and submitted to the Warehouse. Items stocked in the warehouse will be delivered as soon as possible.

Supplies and Materials

The college has an adequate inventory of common instructional supplies. These supplies are available through the Division Office.

Room Keys

The Executive Director of Facilities has the responsibility for issuance of all keys and proximity access key cards. Keys/Key Cards will be issued to regular Full Time AV College employees only. Instructors will be issued keys/key cards with the approval of the supervising Division Dean and supervising Vice President for classrooms and offices where they have assigned responsibility only. With the approval of the supervising Division Dean and supervising Vice President, an adjunct instructor may be issued a key/key card*** only if the facility where the employee works is generally locked during his/her assigned time of duty. Short Term Hourly employees and Students will not be issued keys/key cards.

Administrative personnel will be issued keys/key cards as needed with proper detailed justification from their supervising Dean and supervising Vice President.

Maintenance & Operations has the responsibility for unlocking and locking building exterior doors and classroom electronic doors for central facilities electronically according to the Business Hours of Operation for each building and class schedules in accordance with Ad Astra, making it unnecessary for employees to have outside door keys to these facilities and class room door keys to electronic doors. In lieu of keys, required employees must obtain a

Proximity Access Key Card. For access to secured areas, After Hours or Sunday Access****; contact the appropriate supervising Dean or Division's office to schedule a post order with Security to access the area.

Key/Key Card Requests

1. Prior to start of semester or sessions: Individual faculty must submit a Facilities Access Request Form for keys and/or a Proximity Access Key Card listing the areas required, a detailed justification and obtaining the appropriate signatures from their supervising Dept. Dean and supervising Vice President; a minimum of three weeks* prior to requiring keys/key card. These forms are available through the respective Dept. Admin Asst. who can then submit the form electronically via the Facilities Work Order system.
2. General Keys: Facilities Access Requests will be processed within one to two weeks pending on the volume of requests submitted. **.
3. Faculty and Staff Key Cards will be assigned a Standard Access of 5 am to 11 pm, Monday through Saturday.

*Time period begins when request is received and assigned through the Facilities Work Order system.

** Proximity Key Cards need to be programmed; resulting in an additional two days, depending on receipt of the Key Card activation code once key card is obtained.

***Adjunct Faculty will receive access for the term of the current Fiscal Year only, July 1st until June 30th. M&O must be notified to renew or terminate access term.

****Sunday Access requests must include a detailed justification on the Facilities Access Request Form, an appointment must be set up thru their office to be reviewed with the Executive Director of Facilities, who approves Sunday Access, prior to electronic submittal via the Facilities Work Order system.

Keys/Key Card Distribution

1. All personnel will be emailed by Maintenance & Operations office when keys are ready for pickup or emailed a scanned copy of the processed request form with instructions to obtain a key card. Once key cards are obtained; please be sure to contact M&O by email, by phone or in person with the five digit activation code on the rear of the key card to have it activated.
2. To pick-up keys all Personnel must provide an AVC I.D. or Valid Driver's License and sign for their own keys only.

Maintenance & Operations front office (Building FS1) hours are Monday thru Friday, 8:00 am. to 12 pm or 1 pm to 4pm.

VAA Assistant Office (BE-125) – Adjunct Faculty Only

Monday thru Friday Evenings, 5:00 pm. – 7:00 pm first two weeks of the semester only.

Key/Key Card Return

Contact the Maintenance & Operations Office (722-6480)

1. Eight (8) weeks prior to the end of the semester/session, a list of adjunct faculty who are not scheduled to continue their assignment for the following semester/session will be provided to the Maintenance & Operations Supervisor and Human Resources by Academic Affairs. The listed adjunct faculty must return all keys/key Card to M&O prior to receiving their last paycheck. Miscellaneous keys for equipment & furnishings are returned to the Division/ Department Office and Maintenance and Operations Office.

Lost Keys/Key Cards

The Facilities Services Director and Maintenance & Operations Supervisor must be notified immediately of any lost keys/key cards by telephone or by email and submit a Lost Key Reimbursement & Replacement form (which can be found at myAVC under forms /Facilities). HR/M&O will generate a reimbursement form for

restitution to the District consisting of charges for the lost keys/cards replacement and applicable building re-keying and re-programming.

Misuse or Willful Damage of Keys/Key Cards

1. The law will be enforced leading up to prosecution for misuse of any and all District keys/Cards. It is a misdemeanor for the unauthorized fabrication, duplication, or possession of a key/Card to a District building or facility. An Incident Report will be filed with the Los Angeles Sheriffs Department and reconciled by Human Resources / Maintenance & Operations.
2. DO NOT perforate, laminate, use near microwaves, bend, crack or leave in the sun as severe damage to the Proximity Access Key card will occur and render it inoperative. There may be a Lost Key charge to replace the key card.

AVC Campus Safety and Security Department

Emergency Phone: 4444 (on campus), or 911 for local Sheriff's office.

Non-Emergency: 722-6399

The Antelope Valley Community College District (AVCCD) contracts with the Los Angeles County Sheriff's Department (LASD) to provide law enforcement, police and security services for the college. The Board of Trustees at a special meeting on November 23, 2009 officially approved the contract.

Department Mission Statement

The mission of the LASD is to provide qualified, professional and courteous law enforcement and security service to the student body, faculty and staff of the Antelope Valley College. It is our goal to make every reasonable effort to protect persons and property on our campus, thereby affording our students the best educational environment possible.

The LASD sub-station operation is available to students & staff 24 hrs a day, 7 days per week. Services provided by the LASD are as follows:

- **Student & Staff escorts** – LASD personnel encourage this service as a very practical measure in crime prevention. This is particularly true during hours of darkness.
- **Location for Pick-Up and Drop-Off** – The LASD Sub-Station is located at the south end of our campus and there is a seating area inside the facility. There is also a *courtesy phone* for use by students at no charge. (business use only)
- **Crime or Incident Reporting** – In the event of a crime or incident that occurs on campus, respond to the front desk area to have proper documentation prepared by LASD personnel. The appropriate notifications and follow-up investigations will be conducted.
- **Vehicle Assistance** – The LASD personnel is prepared to assist students and staff with needs that may arise regarding the safe and courteous operation of vehicles on campus grounds. However, it is strongly advised that students and staff maintain their own roadside service contracts in the event of vehicle break-downs, etc.
- **Lost & Found** – Unclaimed items should be turned into the LASD sub-station building at the earliest possible convenience. Items will be retained for 30 days, then returned to the finder, or destroyed.

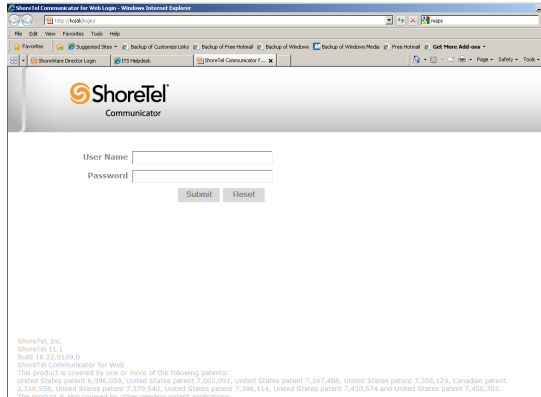
In compliance with the Clery Act, the LASD publishes crime statistics annually, which are available on the AVC web page: <http://www.avc.edu/administration/police/>

Web Based Services and ShoreTel Communicator

1. Logging in
2. Dialing from the computer
3. Checking voicemail from the computer
4. Using ShoreTel call handing modes
 - a. Recordings
 - b. Password
5. Programming Voicemail
 - a. Recording name
 - b. Changing password

Logging in:

For web based services enter: Kojak/Login in the address bar at the top of your browser.



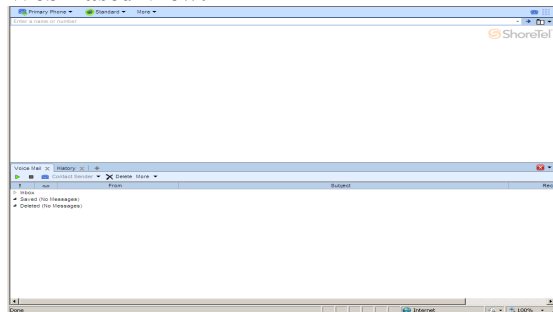
Enter your username and password:

Your password is the 6 to 26 character alpha-numeric password you used when you first setup ShoreTel.

If this is the first time logging in you can try the default password: **changeme**. If you need your password reset; please call the help desk at ext. 6535 or e-mail help@avc.edu.

After entering your username and password successfully you will see this window.

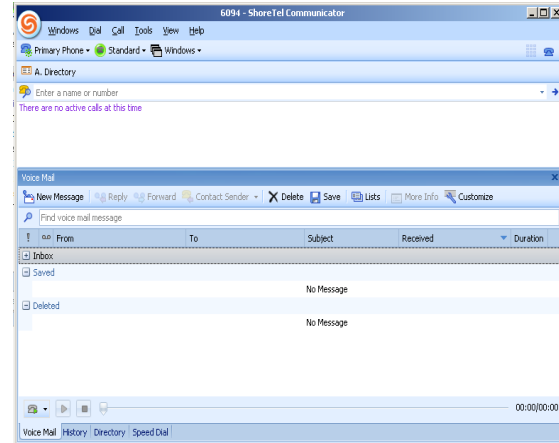
Web Based View:



For ShoreTel Communicator: Double click on ShoreTel icon from your desktop to engage the ShoreTel Communicator. You will not be required to enter a username and password if you have logged in previously.



Communicator View:

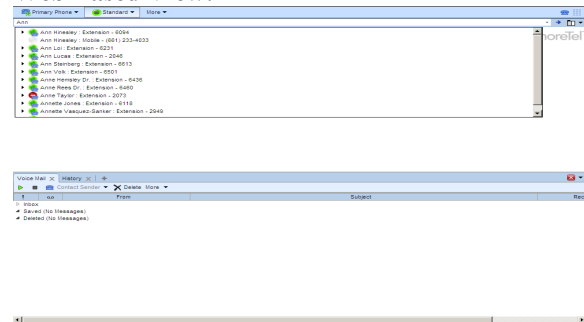


Dialing from the computer:

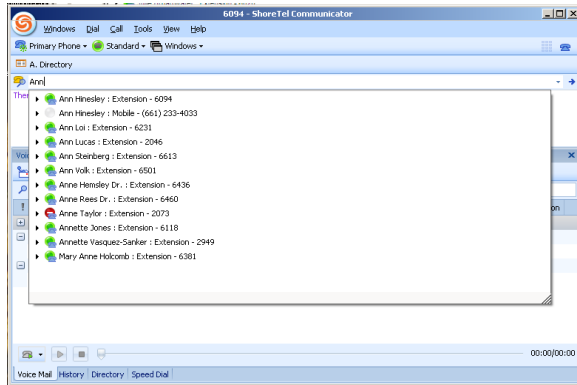
In the box that says “Enter a name or number”; enter any portion of a name or number of campus users.

For example: If you enter Ann in the box, you will get a list of the Ann’s; Annette’s; and Maryann’s on campus.

Web Based View:

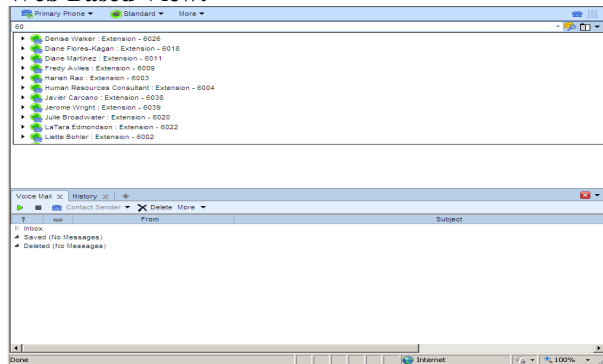


Communicator View:

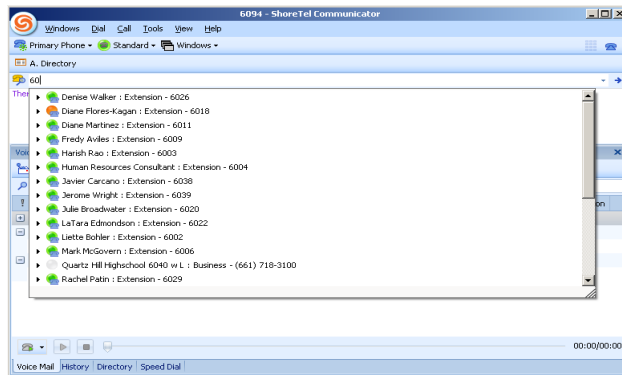


If you enter a number or portion of a number you will see a list of similar numbers.

Web Based View:



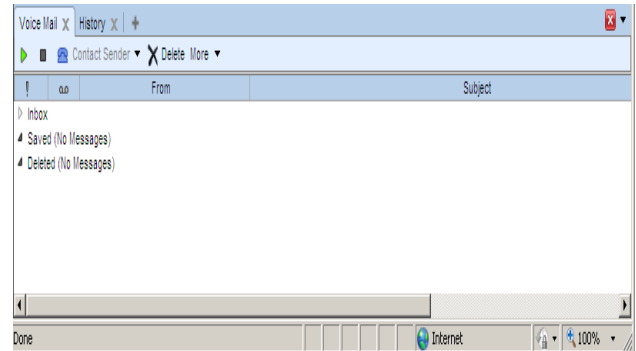
Communicator View:



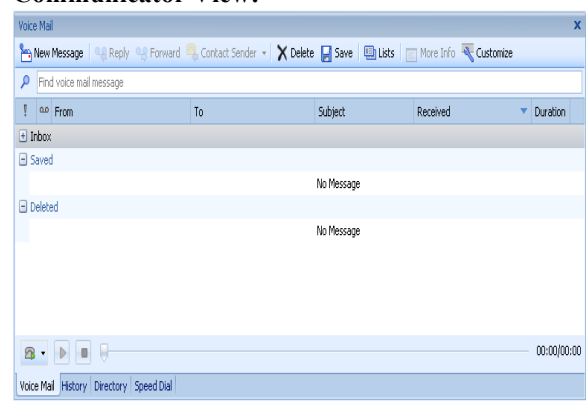
Then choose the person you want to call, press enter and ShoreTel will dial that person. This also works when dialing off campus, the number 9 is pre-programmed so it is not necessary to enter it here. If you are dialing an out of area number you will need to enter the area code

Checking voicemail from the computer:

Web Based View:

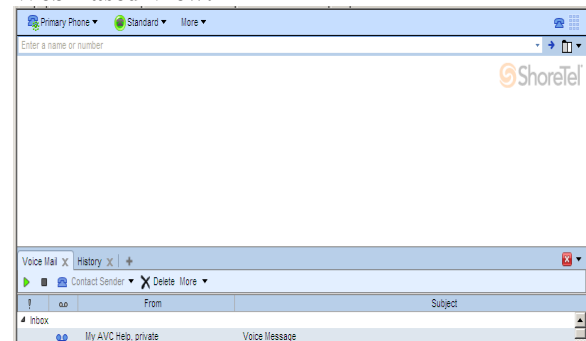


Communicator View:

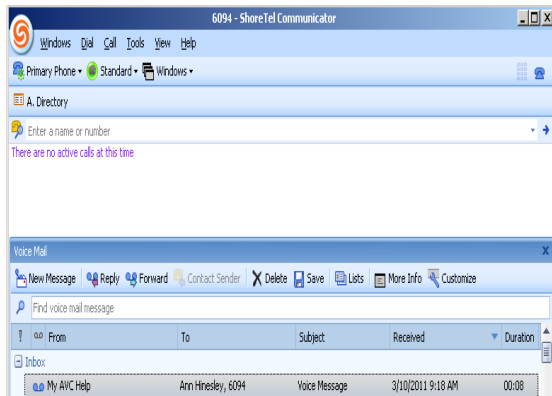


Choose a voicemail and double click on it without picking up handset, you will hear the message play from your phone. All phones have speakers; the 110 phones do not have amplifiers so you will not be able to talk to the caller without picking up the handset.

Web Based View:



Communicator View:



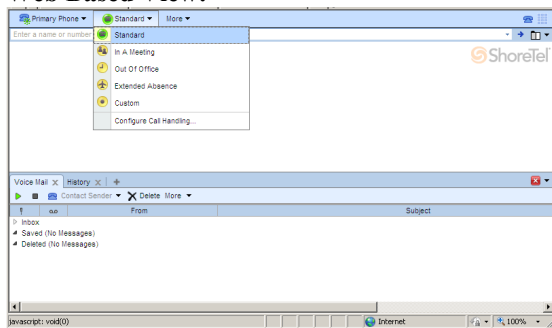
This will take you to the Options and Preferences window. You can configure your phone settings from this window. Not only can the recording be done from this window but all configurations can be altered here.

Recording: Call Handling Modes:

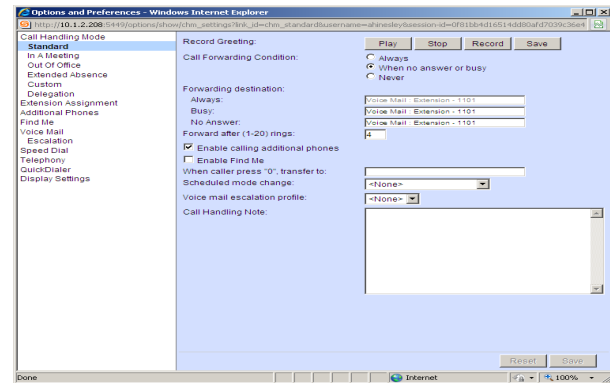
Standard
Extended Absence (for vacation).
In a Meeting and Out of the office does not need to recorded it is automated.
Name (under Voice Mail).

Using Call Handling Modes:

Web Based View:



Web Based View:



Press record; recording will begin after the beep.

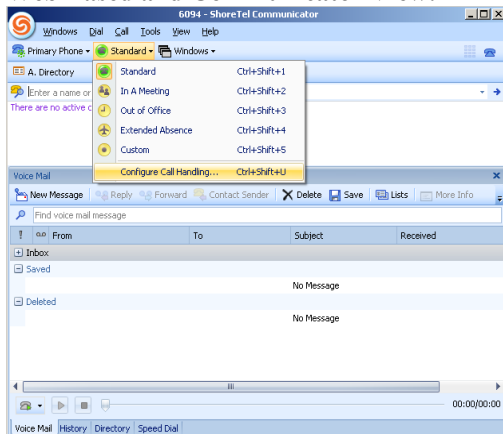
Communicator View:

From here you can choose, by clicking on the call handling mode, which call handling mode you would like to set.

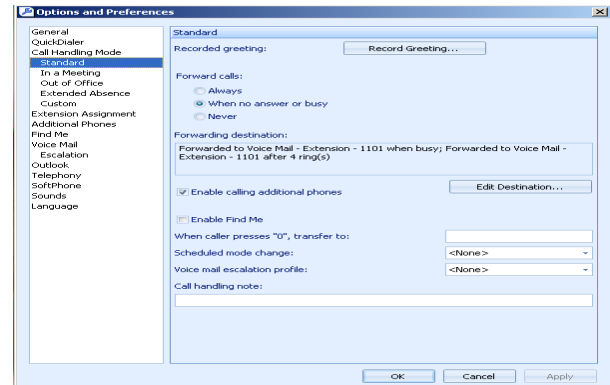
Call Handling Modes

Select configure Call Handling... from the drop down menu, "Standard"

Web Based and Communicator View:

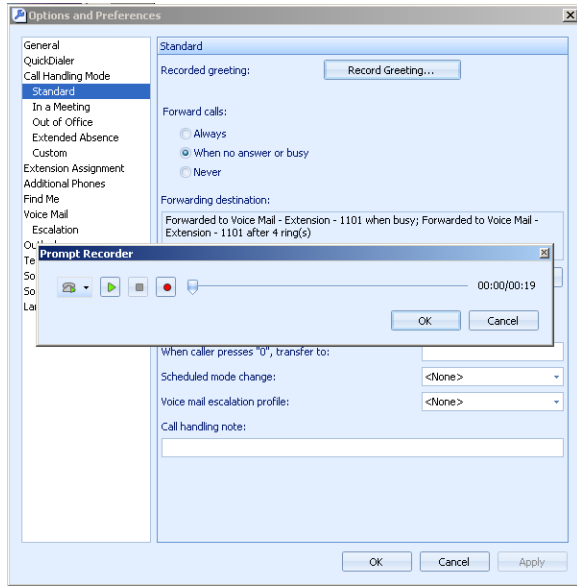


Communicator View:



Press Record Greeting

Communicator View:



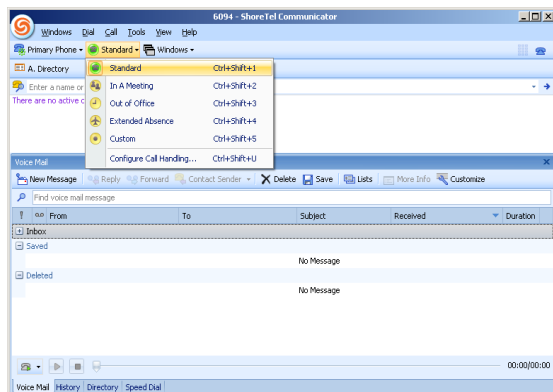
Press red dot to record greeting after the beep and press the green arrow to listen to the recording.

Standard Mode: Rings 4 times and transfers to voicemail.

In a Meeting: Does not ring on phone; goes straight to voicemail. The caller will hear the name recording, then “is in a meeting”. The caller will be given the option to leave a message.

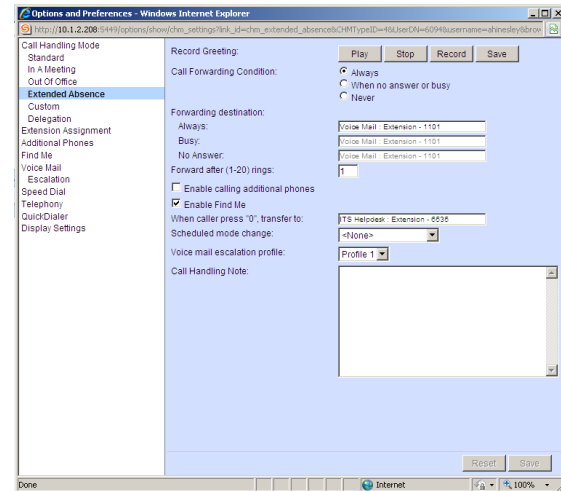
Out of the Office: Does not ring on phone; goes straight to voicemail. The caller will hear the name recording, then “is out of the office”. The caller will be given the option to leave a message.

Extended Absences: Is used when you are on leave or vacation. This will be recorded before you go on leave. You also have the option to use the when caller presses “0” this will allow you to have your calls transferred to another person when the caller presses “0”.

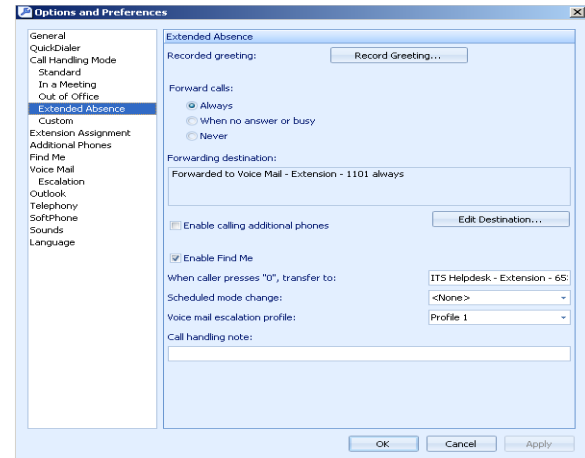


For Extended Absences; “when caller presses “0”, transfer to””: You may enter a system number that you want callers to be transferred to if they press “0”.

Web Based View:



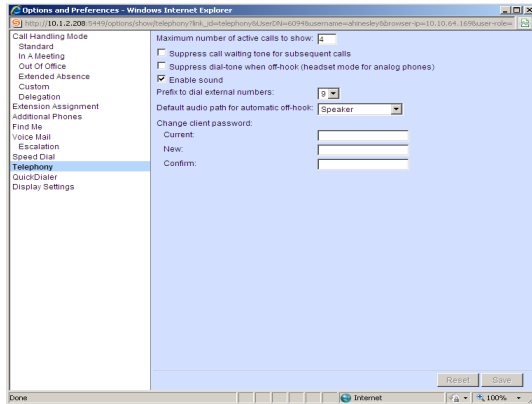
Communicator View:



How to change password:

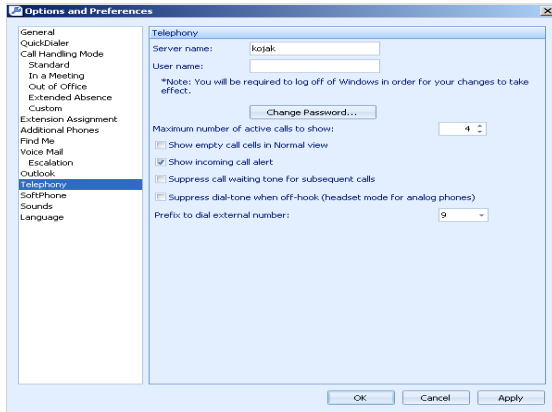
From the Options and Preferences window select Telephony, you will be required to know the current password.

Web Based View:



Enter current password and then new one and confirm

Communicator View:



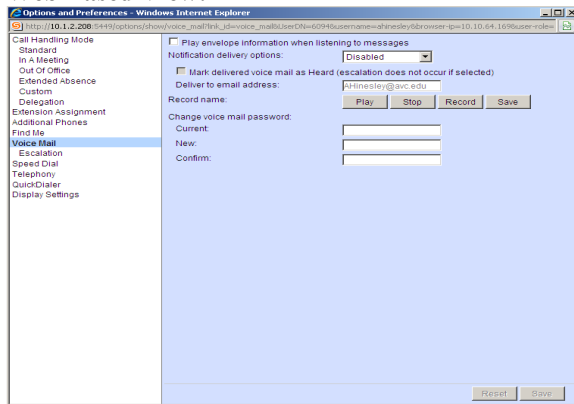
Enter current password and then new one and confirm.

Programming Voice Mail

Recording Name:

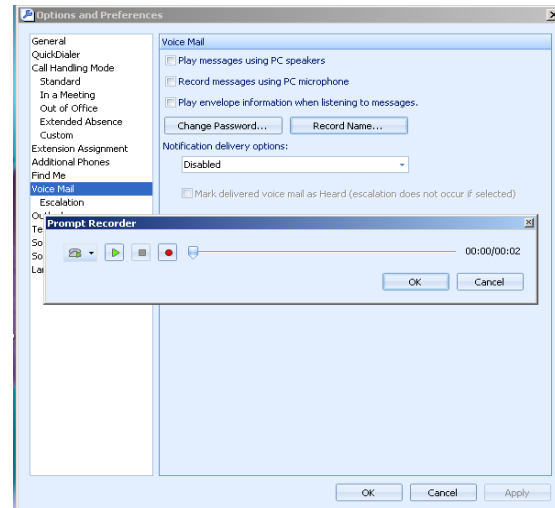
From the Options and Preferences window, select Voice Mail.

Web Based View:



Press record and record name only.

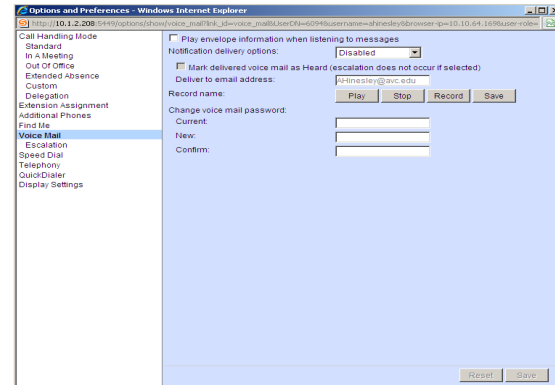
Communicator View:



Select record name, press red dot, and listen for beep, then record name only.

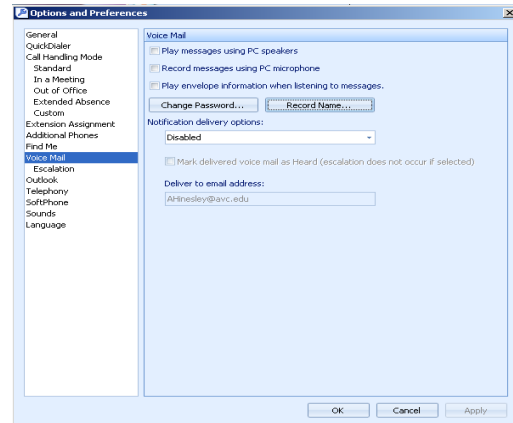
Changing passwords for voice mail:

Web Based View:



Enter old password, then new, and confirm

Communicator View:



Select change password, enter old password, then new, and confirm

Faculty Responsibilities

Faculty Office Hours

Part of the fulltime classroom faculty teacher's paid work is to make oneself available to students outside of class time. (Article X, Section 3.2). The required availability is based upon the formula of one office hour for each three LHE of the faculty member's load, or 5 hours per week. Faculty are required to notify the division dean of their scheduled office hours, and are required to notify students of those hours.

Committee Involvement

Committee work is essential to the functioning of the college, and is counted as part of every full time faculty member's workload, along with District/community service. (Article X, section 3.2). It is required of full time faculty. It is up to you, your division and your dean to determine which committee assignments you should take on. If you have an especially heavy committee load, it is possible to count part of your committee assignment for Individual Flex. It is understood that newly hired faculty will not be required to take on committee work until they are adequately acquainted with the life of the campus.

Faculty Professional Development

As part of the flexible calendar approved by the System's Office, Antelope Valley College provides a *Professional Development Program*. Eight (8) workdays of each fiscal calendar are designed as professional development days and must be accounted for in accordance with the guidelines set by the Chancellor's Office and the Faculty Professional Development Committee. Organized professional development activities are coordinated to offer a wide variety of programmed activities made available for faculty participation.

At the beginning of the academic year, full-time faculty must submit a proposal of *planned* professional development activities. Once *planned* professional development obligations have been fulfilled, faculty are required to report completion of activities to their dean via the online reporting system. The eight workdays for professional development are paid days, failure to meet this contractual obligation may result in the docking of pay for missing hours. Part of this obligation is to submit all required documentation by the posted due dates. Failure to do so constitutes a violation of the Certificated Contract (Section 8.0), and may result in disciplinary action by the district.

Hiring Full-Time and Part-Time Faculty Committees

As full-time faculty, we need to participate in the hiring of additional full-time and part-time faculty in discipline areas. Your involvement is vital to ensure that we have faculty strong in their subject areas and effective in teaching methodology. Please ask your dean, or your division Academic Senate representative how you can become involved in this process, especially in part-time hires.

Tenure and Evaluation Teams

Tenured faculty need to participate in the tenure and evaluation process of our probationary faculty. This is an opportunity to share in the mentoring of colleagues, as well as in the rejuvenation of your own instructional methods. It is a time to watch our new faculty grow and expand as they move through the tenure process. Your involvement is absolutely vital to having a strong faculty force.

Forms

During the course of the academic year, forms will become a necessity. Here is a list of the most common forms needed by faculty and where they may be obtained.

- *Academic Ranking*—forms can be found on pages 61 for Full-Time Faculty and page 62 for Part-Time (Adjunct) Faculty in this handbook.
- *Audit*—Students may request to audit a class in order to explore areas without being required to meet the demands of the class. Audit forms are available from Admissions and Records in the Student Services Building after the first week of each term.
- *Approval of units for Advancement on the Faculty Salary Schedule*—Many faculty participate in Off-Campus activities that could be counted towards salary advancement. If a faculty desires to obtain credit for attending a scholarly conference, workshop, etc. they must complete the Approval Request... and submit it to their respective Dean and Vice President for signatures. If approved, the form will be forwarded to Human Resources to be placed in personnel files. Salary Advancement credit cannot be claimed if the costs are paid by an alternate employer and/or is a required employment obligation or if costs are paid by AVC. Failure to request prior approval may result in denial of units. This form can be found online at: <http://www.avc.edu/administration/organizations/fpd/documents.html>)
- *Assigning Incomplete Grade*—At times, students have unforeseeable emergencies and justifiable reasons at the end of term to request that an incomplete grade be granted. Contract for Award of Incomplete Grade can be obtained only by faculty either from their division dean or Admissions and Records in the Student Services Building. The completed contract must be signed by both the faculty and student and turned in to Admissions and Records with final grades and attendance rosters.
- *Census* – This form must be completed upon receipt from Admission and Records.
- *Equivalency Review Form*—Discipline faculty review the “Minimum Qualifications for Faculty and Administrators in California Community Colleges” to determine if an equivalency should be established, where permitted. By expanding the minimum qualification, qualified candidates can be considered in the hiring process.

Discipline faculty every three years are required to review the minimum qualifications and submit the Equivalency Review Form to the Academic Senate Office, indicating whether or not an equivalency is submitted, revised, or not required. The Equivalency Committee reviews and submits to the Academic Senate for approval. This form can be found on page 101 of this handbook.
- *Faculty Professional Development Contract* – Plans and Contracts are submitted online. Make sure to submit forms prior to established deadline dates.
- *Notification of Intent to Use Faculty Academy Activities Towards Salary Advancement* – If faculty choose to earn credit towards salary advance and want to use programmed activities designated Standard #1 – Faculty Academy Training events a copy of the Notification of Intent... form must be completed and attached with submitted with Flex contract. Faculty can only claim a Standard #1 – Faculty Academy training event for either professional development credit or salary advancement credit **not** both. Submitted forms will be verified and forwarded to Human Resources to be placed in personnel files. This form can be found online at: <http://www.avc.edu/>
- *Professor Emeritus* – this form can be found on page 63 in this handbook.

Governance and Campus-Wide Committees

Committee participation by faculty is essential for effective participation for college governance. Listed below are a few of the committees on campus.

Basic Skills

In response to the Statewide California Community College System Office Strategic Plan for improving student access and success, the Basic Skills Committee will coordinate with other campus committees that focus on basic skills development, such as the Student Success and Equity Committee, Matriculation, and Enrollment Management Committee. College courses particularly in Math, English, and Reading will be studied. ESL Credit Program, as well as, other credit and non-credit programs, will be reviewed to ensure that best practices are utilized across campus to better serve students. A review of student success will be studied, along with student support such as peer-tutoring, learning and study skills, and counseling. The Basic Skills Committee will oversee and manage the basic skills state budget, inform SPC, make recommendations to the President, and write grants when available.

Calendar

The mission of the Calendar Committee is to evaluate and recommend to the Board of Trustees the yearly academic calendar. Within this context, this committee considers various schedule options and their effect on faculty, staff, and student activities.

Enrollment Management

The primary purpose of the Enrollment Management Steering Committee is to develop goals, set directions for the implementation, and evaluate strategies that are intended to improve recruitment, retention, and completion rates of students. Implementation of these enrollment strategies will facilitate students' opportunities to achieve a quality educational experience and attain their goals efficiently and effectively. The Enrollment Management Steering Committee will establish goals that are tied to Antelope Valley College's mission.

Equal Employment Opportunity (EEO) Advisory

The Equal Employment Opportunity (EEO) Advisory Committee of the Antelope Valley Community College District and College Board supports the concept of diversity in an academic environment that fosters cultural awareness, mutual understandings, respect, harmony and creativity.

Diversity within a college campus highlights the dynamic process of continuous learning and growth, particularly as new issues emerge. The committee recognizes that we live in a global community that includes people of all ethnic backgrounds, socioeconomic classes, ages, religious beliefs, learning styles, physical abilities and world views; in addition, diversity recognizes the complexity of gender roles and sexual orientation. By fulfilling our diversity mission, we recognize the value and importance of providing the best in education and the best in citizenry development for all students.

Information Technology

The Information Technology Committee (ITC) is a shared governance committee. The members of the committee serve in a representative capacity of their constituencies. Members should regularly communicate with their constituents on issues relating to campus wide information technology and provide feedback to the ITC. The purview of the committee shall be the establishment of policies regarding the use of information technology (IT) resources at AVC. Use policies and guidelines are to be established and published for all faculty, staff, students and non-affiliated individuals with regard to use of AVC's IT resources. Additionally the committee will help to establish priorities for replacement and installation of IT resources to optimally support the educational mission of AVC. The committee is further charged with alerting and briefing the chairperson of pending issues that may impede, strengthen or otherwise impact the information technology area.

Matriculation

Assessment – AVC utilizes the ACT COMPASS assessment to measure incoming students' skill levels in math, reading and English, thereby establishing assessment prerequisites. Based on research and input from discipline faculty, cut scores for math, reading, and writing have been established. These cut scores place students into appropriate courses, including courses designed to prepare for college-level work.

Counseling/Assessment – Students are encouraged to participate in the online orientation, schedule an appointment with a counselor to either plan courses for career-educational goals, or for a follow-up appointment. All students are encouraged to take advantage of the online counseling services for general counseling questions.

Prerequisites/Co-requisites/Advisories – Academic Policies and Procedures Committee members, which is a standing committee of the Academic Senate, are responsible for working with faculty on all areas related to curriculum development. Through this process, the committee establishes prerequisites, co-requisites, advisories, and limitations on enrollment through the content review process and course validation studies.

Safety

Antelope Valley College is committed to providing a safe and healthful workplace for all of its employees and to provide a safe and healthful facility for students and campus visitors. To fulfill its obligation, the Safety Committee is charged with the responsibility of providing avenues for communication for all employees with regard to maintaining a safe and healthful work environment.

Staff Development

The purpose of the Staff Development Committee is to recommend proposals to the Board of Trustees. Staff development is any activity designed to improve performance or provide training that is related to institutional development or current or future job assignments.

Faculty Recognitions

District Awards

Scholar in Residence

Nominees for this prestigious award are nominated by the faculty at-large. The criteria for nominations are:

- Is a full time member of the certificated staff (non-classroom and classroom faculty)
- Increases knowledge for a specific discipline
- Brings credit to the institution
- Is a compassionate and skillful educator who opens visionary insights for students
- Is acknowledged by the educational community as a learned individual
- Demonstrates persistent dedication to innovation and excellence in education.

Outstanding Adjunct (Part-time) Faculty

The Outstanding Adjunct Faculty Award is established by the Academic Senate to recognize the adjunct faculty who have demonstrated unusual commitment and achievement at the college and in the servicing community.

Primary Criteria: These criteria relate to outstanding service in areas directly related to the assignment of the adjunct faculty member:

- Shows outstanding commitment to students and institutional responsibilities.
- Maintains a strong, appropriate working relationship with other members of the division.
- Demonstrates commitment to continued professional and educational development.
- Has introduced innovative methods for teaching and/or academic support services.

Secondary Criteria: These criteria reflect activities and accomplishments beyond the usual expectations of an adjunct faculty member:

- Has contributed to the development of the program of the assigned area.
- Has an outstanding record of achievement in their discipline outside their service to Antelope Valley College.
- Has served on divisional and/or campus-wide committees or activities.
- Shows commitment to students outside the classroom or support service.
- Demonstrates a commitment to improving the community served by the college.

Professor Emeritus

The Academic Senate and the Board of Trustees approved a proposal to grant Professor Emeritus to retired AVC faculty who meet the following criteria:

- Must have been a full time faculty member at Antelope Valley College for ten years.
- Must have achieved the rank of full professor at Antelope Valley College.
- The Academic Senate approves the full professor status.

State Awards

Hayward Award

Each college academic senate may forward to the Academic Senate for California Community Colleges the name of one nominee for the Hayward Award for "Excellence in Education," sponsored by the Foundation for California Community Colleges. The following are guidelines to be used in making the final selection of one nominee from each of the four Academic Senate areas. At a minimum, the candidate shall excel in the first two areas of commitment. Sitting members on the State Executive Committee are not eligible for this award.

1. The candidate should be committed to serving students, either within the classroom as an instructor or outside the classroom as a librarian, counselor, or student services faculty member. The philosophy statement and supporting letter from the local Senate should reflect this commitment.
2. The candidate should be committed to the fundamental principles of the California Community College mission. There should be evidence of support for open access and for helping students succeed. The candidate's papers should reflect a commitment to the college at which the candidate works, perhaps through suggestions of ways the candidate has helped to improve the educational environment.
3. The candidate should be committed to serving the institution through participation in professional and/or student activities. There should be evidence of participation with the Academic Senate, department, or student groups.
4. The candidate should be committed to education. There should be evidence that the candidate maintains currency in the discipline and communicates to students and colleagues an enthusiasm for the discipline and for education in general.
5. The candidate should be committed to serving as a representative of the profession beyond the local institution through service in statewide and/or national activities. There should be evidence of activities that reveal a broader scope of interest, perhaps through publications, participation in community groups, or participation in state or national organizations.

Regina Stanbeck Stroud Diversity Award

Each college Academic Senate may forward one faculty nominee for the Academic Senate for California Community Colleges Diversity Award, sponsored by the Foundation for California Community Colleges. The following are guidelines to be used in making the final selection of one nominee from each of the four Academic Senate areas (see college directory for designation of areas).

1. The candidate must have contributed to the creation of a campus environment friendly to student of diverse back-grounds and interests.
2. The candidate must have demonstrated success in addressing diverse learning styles.
3. The candidate must demonstrate assistance to students from underrepresented groups to encourage their retention and success in classes as they move toward their goals, whether they be occupational, transfer, or other.

Academic Ranking

Full time faculty are ranked as *instructor, assistant professor, associate professor, or professor*. Adjunct faculty are ranked as adjunct instructor or adjunct associate professor. Faculty must submit the *Application for Academic Ranking* to the Academic Senate Office. Refer to the Senate by-laws for Academic Ranking criteria. Applications for Academic Ranking are available on the Senate website.

Employment Information

Tuberculosis Test and Live Scan (EC 87408.6)

All employees shall be required to undergo an examination for tuberculosis once every four years or more frequently upon the recommendation of the local health office.

In accordance with the California Education Code Section 88024, prospective full-time and adjunct faculty are required to undergo a review of law enforcement records via the Live Scan computerized fingerprinting system. The district does not provide this service on campus and there is a generally a fee associated with this service which is the responsibility of the employee. The California Education Code Section 88022 prohibits the employment of individuals convicted of certain drug and sex crimes.

Pay Periods

All full time faculty are paid on a monthly basis. Some faculty are hired on either a ten month, eleven month, or twelve month contract. All faculty are paid on the last working day of any given month. The following are the pay periods for each contract. Overload pay is at the beginning of every month.

10 and 11 Month Contract	<u>12 Month Contract</u>
	July 31, 2015
August 31, 2015	August 31, 2015
September 30, 2015	September 30, 2015
October 30, 2015	October 30, 2015
November 25, 2015	November 25, 2015
December 31, 2015	December 31, 2015
January 29, 2016	January 29, 2016
February 29, 2016	February 29, 2016
March 31, 2016	March 31, 2016
April 29, 2016	April 29, 2016
May 31, 2016	May 31, 2016
June 30, 2016	June 30, 2016

Adjunct Faculty Pay: is paid on the 5th of the month. If the 5th falls on a weekend pay will be distributed on the Friday prior to the 5th.

(Please review faculty pay scale for salary placement. Also note that full time/adjunct faculty substitute pay rate is \$50.113 per hour.)

Salary Schedule

The faculty salary schedules listed below can be found on the public webpage:

<http://www.avc.edu/administration/hr/salary.html>

Full-Time Faculty:

- Schedule A: 10 month / 11 month pay
- Schedule K: 195 days / 11 month
- Schedule Y: 12 month
- Schedule G: Faculty Temporary – one semester

Adjunct Faculty / Overload Schedules

- Schedule E: Lecture / Lecture-Lab
- Schedule L: Lab
- Schedule H: Adjunct / Overload “Non-Classroom”

LOS ANGELES COUNTY DISTRICT OF LOS ANGELES COUNTY
99999 DISTRICT NAME 4 30

EMPLOYEE NAME	EMPLOYEE ID	FEDERAL STATUS / ALLOWANCES	STATE STATUS / ALLOWANCES	ADDITIONAL STATE ALLOWANCES	PAY LOCATION	PAY CYCLE	ADVISE DATE	ADVISE NUMBER
XXXXXXXXXXXXXXXXXXXX	XX-XX-9999	999	E4W	12-26-2005	999	E4W	12-26-2005	9999999

EARNINGS - COMPENSATION	BASIS	DESCRIPTION	END DATE	RATE	UNITS	AMOUNT	DEDUCTIONS/TAXES/MISC		
							EMPLOYEE DEDUCTIONS	CURRENT AMOUNT	YTD TOTALS
PRE-TAX REDUCTIONS		XXXXXXXXXXXXXXXXXXXX	12-26-2005	99,999.99	999.99	99,999.99	XXXXXXXXXXXXXXXXXXXX	99,999.99	999,999.99
EMPLOYEE DEDUCTIONS		XXXXXXXXXXXXXXXXXXXX	12-26-2005	99,999.99	999.99	99,999.99	XXXXXXXXXXXXXXXXXXXX	99,999.99	999,999.99
EMPLOYER CONTRIBUTIONS		XXXXXXXXXXXXXXXXXXXX	12-26-2005	99,999.99	999.99	99,999.99	XXXXXXXXXXXXXXXXXXXX	99,999.99	999,999.99

***** LEAVE BALANCES *****		CURRENT TAXABLE BALANCES		YTD TAXABLE BALANCES		CURRENT PAY SUMMARY	
VACATION	9999.99-	FEDERAL STATE	999,999.99-	FEDERAL STATE	999,999.99-	GROSS PAY	999,999.99-
SICK LEAVE	9999.99-	MEDI GROSS	999,999.99-	MEDI GROSS	999,999.99-	REDUCTIONS	999,999.99-
COMP TIME	9999.99-	CA SDI GROSS	999,999.99-	CA SDI GROSS	999,999.99-	TAXES	999,999.99-
		GROSS EARN'S	999,999.99-	GROSS EARN'S	999,999.99-	DEDUCTIONS	999,999.99-
						NET PAY	\$\$, \$\$\$, \$\$\$9.99

DISTRICT NAME: DISTRICT NAME 4 30
DISTRICT ADDRESS: DISTRICT STREET ADDRSS
DISTRICT CITY ST AND Z

THIS IS THE DISTRICT NAME 4 30 NO. 99999999
Date Issued 12-26-2005

*THIS IS THE FIRST LINE OF AMOUNT IN WORDS FOR 51CR
THIS IS THE REMAINING AMOUNT IN WORDS FOR 50 CHAR

Amount \$\$, \$\$\$, \$\$\$9.99

NOT NEGOTIABLE

LOCATION 999
ACCRAUL DATE
12-26-2005
ESA

FORMATTED EMPLOYEE NAME 4 32 CHR NET PAY IN THE AMOUNT OF \$\$, \$\$\$, \$\$\$9.99
THIS IS THE EE STREET ADDRESSW HAS BEEN DEPOSITED TO YOUR ACCOUNT.
THIS IS THE EE CITY ST AND ZIP

Attachment No. 1
Inf. Bul. No. 49
SFS-A9-2008-2009

- A. This section contains district information and employee name, I.D. number, and tax withholding status.
- B. **Earnings and Compensation:** This section contains the code for employee type (certificated, non-certificated) and pay basis (monthly, hourly, etc.). This field also displays up to 44 lines of individual earnings detail with the last line used to summarize any overflow data. The field also contains the rate of pay, unit of pay and extended amount.
- C. **Employee Pre-Tax Reductions:** All pre-tax withholding for the current period and year-to-date totals for those items. If a reduction is not used for the current period, the year-to-date amount will not display. In the case of multiple entries for the same element, the year-to-date will display the final total in each line.
- D. **Employee Deductions:** All employee tax and other miscellaneous deductions are contained in this field. Displays current and year-to-date for each line. Year-to-date will not display if there is no current period entry.
- E. **Employer Contributions:** Contains the current and year-to date district-paid employer contributions to each tax and benefit category for the individual employee.
- F. **Bottom area contains several detail boxes:** Leave Balances is not currently in use. It will be researched at a later date as a possible future enhancement. Other boxes are the **Current & YTD Taxable Balances** (used to calculate the tax withholding for the period) and the **Current Pay Summary** (display of the summary totals used to arrive at the net payment.).

Identification Cards

All faculty, staff and students are required to obtain a free college identification card for various college services such as checking out material at the Library and IMC. Cards are available at the Student Development and College Activities Office (SSV-180). You must bring another picture ID to receive your card. It is recommended that employees carry the AVC ID card at all times.

Employees can also purchase an Associated Student Organization (ASO) sticker (\$10 for Fall and Spring and \$5 for Summer and Intercession) for additional services on campus such as free admission to all home athletic events (excluding preseason, playoffs, and tournaments), various discounts at local businesses, and much more.

Parking

All vehicles parked on campus while classes are in session must display a parking permit.

Students, visitors and community members using college facilities may purchase a daily permit for \$1.00 from the parking dispensers located at each roadway entrance and other various locations on campus. A semester pass may also be purchased for \$20 at the Cashier's Office located in the Student Services Building (SSV). A summer semester pass may be purchased for \$7.50. **Note:** Students and visitors with a disabled parking permit are required to purchase a daily or semester pass.

Selected sections of each parking lot have been designated as ***Employee Parking***. Employee parking is clearly painted with green curbs and/or green striping. Employees must have an Employee Parking Permit displayed in the lower corner of the windshield on the passenger's side. These permits are free of charge and may be obtained in the Human Resources Office.

During special events outside of normal working hours and on weekends, vehicles will not be cited for parking in the green zones. All other parking regulations will apply.

Visitors invited by District personnel may be issued a ***Guest Parking Permit*** upon request. These passes are available in the Administrative Offices, and may also be e-mailed to you prior to your arrival.

Parking on District premises is subject to the California Vehicle Code. Parking fines range from \$33 for failure to display a parking permit to \$338 for failure to display a disabled placard. Fines may also be imposed for expired registration, parking in a fire lane, blocking driveways or crosswalks, etc.

Personnel Records

See Collective Bargaining Contract at - <http://www.avc.edu/administration/hr/cba.html>

Absence Related to Illness

Faculty, who have made arrangements for a substitute with their dean, are to leave assignments and outlines of class work with the Dean of the Division or assigned substitute instructors.

In the event of illness, the faculty is to call their division Dean or the Office of Academic Affairs at least 30 minutes (or earlier) prior to first scheduled class for the day. This will provide time for the ill faculty's classes to be posted or other appropriate arrangements to be made for the classes.

If the illness is such that it is anticipated (dental appointment, operation, etc.) arrangements for the continuance of the classroom work of the faculty shall be made with the division Dean before the absence.

Leaves of Absence

See Collective Bargaining Contract at - <http://www.avc.edu/administration/hr/cba.html>

Substitute Instructors

The Executive Vice President of Academic Affairs, after consulting with the Dean of the Division, determines that the employment of a substitute is the most appropriate means for meeting student needs. The following criteria will be considered in making the decision.

- a. The availability of alternate means for the continuation of instruction in the classroom.
- b. The health, safety, and welfare of the students.
- c. The potential for damage of equipment or other instructional materials in the classroom.
- d. A sufficient number of students are expected to be present to justify holding the class.
- e. The period of the semester.

Approval of Units for Advancement on the Salary Schedule

See Collective Bargaining Contract at - <http://www.avc.edu/administration/hr/index.html>

AP 3435 Complaint Procedure for Discrimination or Harassment

Reference:

Education Code Section 66281.5; Government Code 12950.1

Title 5, Sections 59320, 59324, 59326, 59328, and 59300 et seq.; 34 C.F.R. Section 106.8(b)

ANTELOPE VALLEY COLLEGE COMPLAINT PROCEDURE FOR ALLEGATION OF DISCRIMINATION* OR SEXUAL HARASSMENT

***Based on Age, Disability, Race, Religion, Sex**

(Revised 7/1/99, Revised 11/24/03)

Statement

Filing a Timely Complaint: Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

An employee, student, or other individual who perceives, or has actually experienced conduct that may constitute discrimination or sexual harassment should, if possible, inform the individual engaging in such conduct that the behavior being demonstrated is offensive and must stop.

The complaint shall be filed by one who alleges that he/she has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in his/her official capacity.

The complaint shall be filed within one (1) year of the date of the alleged unlawful discrimination or within one (1) year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

Informal

When it is not possible or practical to confront the person directly or if the situation continues, the aggrieved must inform the District's Equal Employment Opportunity Coordinator or designee. The Equal Employment Opportunity Coordinator or designee will hear the complaint, make appropriate notes, and proceed to final resolution informally, and if not possible, proceed to the formal steps in the process by using the established formal complaint procedure. The informal process shall not exceed thirty (30) days from receipt of the complaint.

Defective Complaint

When a district receives a complaint which it finds does not meet the requirements pursuant to Title 5, the district shall immediately notify the complainant that the complaint does not meet the requirements and shall specify in what requirement the complaint is defective.

If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, he/she must file the complaint on a form prescribed by the State Chancellor's Office. These approved forms are available from the District's EEOC or the State Chancellor's Office website.

Formal

1. District Investigation

Upon receiving a properly filed complaint, the District will commence an impartial fact-finding

investigation of that complaint and notify the complainant and Chancellor that it is doing so. The results of the investigation shall be set forth in a written report which shall include at least all of the following:

- a. a description of the circumstances giving rise to the complaint;
- b. a summary of the testimony provided by each witness, including the complainant and any witnesses identified by the complainant in the complaint;
- c. an analysis of any relevant data or other evidence collected during the course of the investigation;
- d. a specific finding as to whether discrimination did or did not occur with respect to each allegation in the complaint;
- e. any other information deemed appropriate by the district.

Defective Complaint

When a district receives a complaint which it finds does not meet the requirements pursuant to Title 5, the district shall immediately notify the complainant that the complaint does not meet the requirements and shall specify in what requirement the complaint is defective.

Investigation of the Complaint: The District shall promptly investigate every complaint of harassment or discrimination. No claim of workplace or academic harassment or discrimination shall remain unexamined. This includes complaints involving activities that occur off campus and in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, on a District bus, or at a class or training program sponsored by the District at another location.

As set forth above, where the complainant opts for an informal resolution, the [*designated officer*] may limit the scope of the investigation, as appropriate. The District will keep the investigation confidential to the extent possible, but cannot guarantee absolute confidentiality because release of some information on a "need-to-know-basis" is essential to a thorough investigation. When determining whether to maintain confidentiality, the District may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant's age; whether there have been other harassment complaints about the same individual; and the accused individual's rights to receive information about the allegations if the information is maintained by the District as an "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code Federal Regulations Part 99.15. The District will inform the complainant if it cannot maintain confidentiality.

Investigation Steps: The District will fairly and objectively investigate harassment and discrimination complaints. Employees designated to serve as investigators under this policy shall have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how the District's grievance procedures operate. The investigator may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially.

Investigators will use the following steps: interviewing the complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the District's no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved parties; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and see that all recommended action is carried out in a timely fashion. When the District evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that discrimination or harassment has occurred.

2. Administrative Determination

Within ninety (90) days of receiving a complaint, the district shall complete its investigation and forward all of the following to the complainant, the accused, and the Chancellor's office:

- a. a copy or summary of the investigative report;
- b. a written notice setting forth:
 1. determination of the Affirmative Action Officer as to whether discrimination did or did not occur with respect to each allegation in the complaint;
 2. a description of actions taken, if any, to prevent similar problems from occurring in the future;
 3. the proposed resolution of the complaint;
 4. the complainant's right to appeal to the district governing board, and if the complaint does not involve employment discrimination the State Chancellor. If the complaint involves employment discrimination, the report shall include the right to file an administrative complaint with the Department of Fair Employment and Housing. If the complaint involves allegations of employment discrimination, the complainant will be notified of his or her right to file a complaint with the California Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission. The results of the investigation and the determination as to whether harassment or other discriminatory conduct occurred shall also be reported to the accused, and the appropriate academic or administrative official(s).

Discipline and Corrective Action

If harassment, discrimination and/or retaliation occurred in violation of the policy or procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense. Remedies for the complainant might include, but are not limited to:

- providing an escort to ensure that the complainant can move safely between classes and activities;
- ensuring that the complainant and alleged perpetrator do not attend the same classes or work in the same work area;
- preventing offending third parties from entering campus;
- providing counseling services;
- providing medical services;
- providing academic support services, such as tutoring;
- arranging for a student-complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record; and
- reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the complainant being disciplined.

If discipline is imposed, the nature of the discipline will not be communicated to the complainant. However, the District may disclose information about the sanction imposed on an individual who was found to have engaged in harassment when the sanction directly relates to the complainant; for example, the District may inform the complainant that the harasser must stay away from the complainant.

Disciplinary actions against faculty, staff, and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District shall also take reasonable steps to protect the complainant from further harassment, and/or discrimination, and to protect the complainant and witnesses from retaliation as a result of communicating the complaint and/or assisting in the investigation. The District will ensure that complainants and witnesses know how to report any subsequent problems, and should follow-up with complainants to determine whether any retaliation or new incidents of harassment have occurred. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.

If the District cannot take disciplinary action against the accused individual because the complainant refuses to participate in the investigation, it should pursue other steps to limit the effects of the alleged harassment and prevent its recurrence.

3. District Final Decision; Appeals

If the complainant is not satisfied with the results of the administrative determination, the complainant may, within fifteen (15) days, submit a written appeal to the district governing board. The governing board shall review the original complaint, the investigative report, the administrative determination, and the appeal and issue a final district decision in the matter within forty-five (45) days after receiving the appeal. A copy of the final district decision rendered by the governing board shall be forwarded to the complainant and to the Chancellor. The complainant shall also be notified of his/her right to appeal this decision. If the governing board does not act within forty-five (45) days, the administrative determination shall be deemed approved and shall become the final district decision in the matter.

In any case not involving employment discrimination, the complainant shall file written appeal with the Chancellor within thirty (30) days after the governing board issues the final district decision or permits the administrative determination to become final. Such appeals shall be processed pursuant to the provision of Title 5.

In any case involving an allegation of discrimination on the basis of race, color, national origin, sex, disability or age, in the provision of programs and services provided by the college, a complainant may also file a complaint with U.S. Department of Education. Such complaints are timely filed if they are filed within 180 days of the alleged discriminatory act or within 60 days of the final determination made in a discrimination complaint filed with the college under its internal procedures.

Complaints may also be filed with the Equal Employment Opportunity Commission or the Department of Fair Employment and Housing (addresses listed below)

Equal Employment Opportunity Commission
Roybal Federal Building
255 E. Temple Street, 4th Floor
Los Angeles, CA 90012
<http://www.eeoc.gov>
Office for Civil Rights (OCR)

United States Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105
<http://www.ed.gov/offices/OCR>

Department of Fair Employment and Housing (DFEH)
611 West Sixth Street, Suite 1500
Los Angeles, CA 90017
<http://www.dfeh.ca.gov/default.asp>

In addition, in such cases, the complainant may file a petition for review with the Chancellor within thirty (30) days after the governing board issues the final district decision or permits the administrative determination to become final. The Chancellor shall have discretion to accept or reject any such petition for review in employment discrimination cases. If the Chancellor agrees to accept the case, he/she may:

- a. attempt to informally resolve the matter;
- b. where applicable, treat the complaint as an allegation that the district has violated the provisions of Title 5 of the California Code of Regulations;
- c. take any other action deemed appropriate by the Chancellor.

Forward to Chancellor

Within 150 days of receiving a complaint, the district will forward the following to the Chancellor:

- a. the original complaint;
- b. the report describing the nature and extent of the investigation conducted by the district;
- c. a copy of the notice sent to the complainant (pursuant to Government Code 59336);
- d. a copy of the final district decision rendered by the governing board or a statement indicating the date on which the administrative decision became final
- e. a copy of the notice to the complainant (pursuant to Government Code 59338);
- f. such other information as the Chancellor may require.

4. Extensions; Failure to Comply

If a district, for reasons beyond its control, is unable to comply with the 150-day deadline specified for submission of materials to the Chancellor, the district may file a written request that the Chancellor grant an extension of the deadline. The request shall be submitted no later than ten (10) days prior to the expiration of the deadline established and shall set the reasons for the request and the date by which the district expects to be able to submit the required materials.

A copy of the request for an extension shall be sent to the complainant who may file written objections with the Chancellor within five (5) days of receipt.

The Chancellor may grant the request unless delay would be prejudicial to the complainant.

If a district fails to comply with the requirements by the required deadline, including any extension granted, the Chancellor may proceed to review the case based on the original complaint and any other relevant information then available.

Dissemination of Policy and Procedures

District Policy and Procedures related to harassment will include information that specifically addresses sexual

violence. District policy and procedures will be provided to all students, faculty members, members of the administrative staff and members of the support staff, and will be posted on campus and on the District's website.

When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee's personnel file. In addition, these policies and procedures are incorporated into the District's course catalogs and orientation materials for new students.

The training and education required by this procedure shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

Training of all staff will be conducted. This includes counselors, faculty, health personnel, law enforcement officers, coaches, and all staff who regularly interact with students. Training for academic staff should emphasize environmental harassment in the classroom. The District will also provide training to students who lead student organizations. The District should provide copies of the sexual harassment policies and training to all District law enforcement unit employees regarding the grievance procedures and any other procedures used for investigating reports of sexual violence.

In years in which a substantive policy or procedural change has occurred, all District employees will attend a training update and/or receive a copy of the revised policies and procedures.

Participants in training programs will be required to sign a statement that they have either understood the policies and procedures, their responsibilities, and their own and the District's potential liability, or that they did not understand the policy and desire further training.

Education and Prevention for Students

In order to take proactive measures to prevent sexual harassment and violence toward students, the District will provide preventive education programs and make victim resources, including comprehensive victim services, available. The District will include such programs in their orientation programs for new students, and in training for student athletes and coaches. These programs will include discussion of what constitutes sexual harassment and sexual violence, the District's policies and disciplinary procedures, and the consequences of violating these policies. A training program or informational services will be made available to all students at least once annually.

The education programs will also include information aimed at encouraging students to report incidents of sexual violence to the appropriate District and law enforcement authorities. Since victims or third parties may be deterred from reporting incidents if alcohol, drugs, or other violations of District or campus rules were involved, the District will inform students that the primary concern is for student safety and that use of alcohol or drugs never makes the victim at fault for sexual violence. If other rules are violated, the District will address such violations separately from an allegation of sexual violence.

4/14/08

Revised: 10/12/09

Revised: 3/10/14

2	
2013-14 Academic Calendar	55
A	
<u>Academic and Professional Matters</u>	8, 9
Academic Freedom Policy.....	36
Academic Policies & Procedures (AP&P).....	42
<i>Academic Ranking</i>	68
<u>Academic Senate</u>	8
Academic Senate Mission.....	7
Academic Senate Organization Chart	10
Advisory	46
AP&P	29
AP&P Guidelines for Creating an Effective Syllabus	43
<i>Approval of units for Advancement on the Faculty Salary Schedule</i>	68
<i>Assigning Incomplete Grade</i>	68
<i>Audit</i>	68
AVC Campus Safety and Security Department.....	61
AVC Organization Chart.....	38
C	
Campus Map - Lancaster	40
Campus Map - Palmdale	41
<i>Census</i>	68
Census Sheets.....	53
Changing passwords for voice mail	66
Checking voicemail from the computer	63
Classroom Supplies.....	59
Code of Ethics.....	35
College Coordinating Council	32
Committee Involvement.....	67
Communicating SLOs to Students.....	50
<u>Consult Collegially</u>	8
Copyrighted Materials	53
Corequisite	46
Course Outline of Record (COR)	43
Crime or Incident Reporting	61
D	
Dialing from the computer	62
Distance Education & Technology Committee	30
Dropping Students	53
E	
Eleven Areas of Responsibility	8
Enforcement of Prerequisites	52
Equivalency.....	30
<i>Equivalency Review Form</i>	68
F	
Faculty Office Hours.....	67

Faculty Professional Development	67
<i>Faculty Professional Development Plan/Contract</i>	68
Faculty Professional Development Program.....	30
Faculty Responsibilities.....	67
Faculty Rights and Professionalism	35
Field Trips.....	53
Financial Aid	52
Forms.....	68
G	
Grade Reporting.....	52
Guest Speakers	52
H	
Honors	30
I	
Information Technology Services	56
Institutional Code of Ethics	37
Institutional Learning Outcomes	7
Instruction	52
Instructional Multimedia Center (IMC)	57
K	
Key/Key Card Requests	60
Key/Key Card Return.....	60
Keys/Key Card Distribution.....	60
L	
Learning Center.....	58
Library.....	58
Limitation on enrollment	46
Lost & Found	61
Lost Keys/Key Cards.....	60
M	
Materials Used in Class.....	52
Misuse or Willful Damage of Keys/Key Cards.....	61
Mutual Agreement Council.....	32
N	
No Shows.....	53
<i>Notification of Intent to Use Faculty Academy Activities Towards Salary Advancement</i>	68
O	
Office for Students with Disabilities	56
P	
Pick-Up and Drop-Off	61
Prerequisite	46
Prerequisite Challenge Process.....	45
<i>Professor Emeritus</i>	68

Program Review	31
Programming Voice Mail	66
<i>R</i>	
Room Keys	59
<i>S</i>	
Senate Grant Program	31
Senate Programs.....	31
Senate Standing Committees and Programs	29
ShoreTel Communicator	62
SLO Assessments	49
Staff Development and Travel	56
Standing Committees.....	29
Strategic Planning and Budget Council.....	32

Student & Staff escorts	61
Student Discipline.....	54
Student Learning Outcome (SLO) Committee.....	31
Student Learning Outcomes.....	47
Student Transcripts.....	52
Supplies and Materials	59
<i>T</i>	
Tenure & Evaluation	31
Tenure and Evaluation Teams	67
The Role of SLOs	48
<i>V</i>	
Vehicle Assistance	61

Appendix A

Governance Glossary of Terms

An organization representing faculty, whose primary function is to consult collegially with the governing board of a district and/or the administration of a college as their representative. The role of the academic Senate constitutes a delegation of authority; by regulation local governing boards are required to consult collegially with the academic Senate on academic and professional matters. (Title 5 §53200-53201) (Ed Code §70901)

Ad-Hoc

A group of individuals working on a one-time task

College Coordinating Council (CCC)

The College Coordinating council is a governance group of campus constituent leaders, established to respond to changing conditions in the institution within a participatory governance framework.

College-Wide Participatory Governance Committee

A committee that functions under the operating guidelines of the College Coordinating Council.

Consensus

A decision-making process used to resolve conflict creatively and with general agreement. Complete unanimity is not the goal. Each individual should accept the group's decision on the basis of logic and feasibility.

Constituent

Individual members of any represented group.

Effective Participation of Faculty Outside of Academic and Professional Matters

Faculty shall be provided with opportunities to participate on matters affecting them. (Title 5 §51023)

Effective Participation of Staff

Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures. Governing boards should solicit input of staff on matters affecting them. Delegation of authority does not extend to staff. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration. (Title 5 §51023.5)

Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on staff until it has provided staff with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by staff are given every reasonable consideration. (Title 5 §51023.5)

Effective Participation of Students

Students shall be provided an opportunity to participate in the formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures. Delegation of authority does not extend to students.

Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing board procedures shall ensure that at the district and college levels, recommendations and

positions developed by students are given every reasonable consideration. (Title 5 §51023.7)

Exceptional Circumstances

The regulations do not define the terms “exceptional circumstances” and “compelling reasons,” and these terms are not intended to have a legal definition. These terms mean that Boards must usually accept Senate recommendations in relation to academic and professional matters. In instances where a recommendation is not accepted, the Board’s decision must be in writing, based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. (Title 5 §53203 - d.2).

Participatory Governance

Effective participatory governance includes collectively sharing ideas and formulating good recommendations to present to Boards of Trustees or their designee. It is the responsibility of the Board to focus on the needs and best interests of the district as a whole.

Participatory governance is not effective when the participating entities interpret their roles to include final approval of policies, procedures or budgets. (May 19, 1999 Report to the Consultation Council on the Effectiveness of Faculty, Staff and Student Participation in College and District Governance.)

Recommendations

Committee makes a “decision” of what to recommend to appropriate bodies (i.e., Academic Senate, College President, or Board of Trustees). (Title 5 §53203(d).)

Senate Standing Committee

A committee formed by the Academic Senate on academic and professional matters assigned to it.

Subgroup

A group of individuals assigned by a committee to formulate recommendations relating to a designated institutional function or interest.

Taskforce

A group carrying out a specific task.

Title 5

The California Code of Regulations specific to education. (California Code of Regulation 1/99 Update).

Appendix B

Other Faculty Resources

[Equivalency Procedure](http://www.avc.edu/administration/organizations/senate/documents.html)

<http://www.avc.edu/administration/organizations/senate/documents.html>

[Procedures and Practices for Hiring of Full-Time and Adjunct \(Part-Time\) Faculty](http://www.avc.edu/administration/organizations/senate/documents.html)

<http://www.avc.edu/administration/organizations/senate/documents.html>

[Systematic Program Review Procedures](http://www.avc.edu/administration/organizations/senate/programreview.html)

<http://www.avc.edu/administration/organizations/senate/programreview.html>

[BP 2510 and AP 2510 Participation in Local Decision Making](http://www.avc.edu/administration/board/policyprocedures.html)

<http://www.avc.edu/administration/board/policyprocedures.html>

[ARTICLE VIII - Evaluation and the Tenure Process](http://www.avc.edu/administration/hr/cba.html) (see Certificated Agreement)

<http://www.avc.edu/administration/hr/cba.html>