ANTELOPE VALLEY COLLEGE
Academic Affairs Office

TO:	Beverly Beyer	Scott Lee	Duane Rumsey
	Maria Clinton	Cynthia Littlefield	LaDonna Trimble
	De'Nean Coleman-Carew	Sharon Lowry	Darcy Wiewall
	Maggie Drake	Rick Motawakel	Les Uhazy
	Torraj Gordi	David Newby	TBD, ASO voting
	Lee Grishman	David Newman	TBD, ASO non-voting
	Linda Harmon		

FROM: Ms. Clinton/Mrs. Lowry

DATE: October 16, 2009

SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting
Thursday, October 22, 2009, SSV 151-Board Room, 3:00-5:30pm

2009-2010
Academic Policies & Procedures Committee Meeting No. 5
AGENDA

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

2. **OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR**
   a. CurricUNET Update

3. **APPROVAL OF MINUTES**
   a. October 8, 2009

4. **INFORMATIONAL ITEMS (5 minutes each)**

5. **REPORTS (10 minutes each)**
   a. Revising the Diversity Studies Requirement Statement – Maria Clinton

   b. 2009-2010 College Catalog Concerns – Attendance Statement

   c. Upper Division Units – Report on Division Findings (Instructional Recourses/Extended Services, Language Arts, Science (Dr. Newman), Physical Education and Athletics, Social and Behavioral Sciences, Technical Education, and Visual and Performing Arts)

6. **DISCUSSION ITEMS (10 minutes each)**
   a. Cooperative Work Experience Education
      i. Title 5 Regulations: Proposed Revisions
      ii. General Work Experience
      iii. Occupational Work Experience
      iv. Maximum Class Size

7. **ACTION ITEMS**
   a. Upper Division Units

8. **ACTION ITEMS** – Revised Courses/CORS – Second Reading
   a. GEOL 101 – *Physical Geology 3 units, 3 hours weekly (No Xeroxing required.)
   Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070
   Revised to:
   Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for MATH 102

   b. ABDY 112 – *Basic Auto Body Repair 5 units, 10 hours weekly

c. ABDY 113 – *Basic Auto Body Repair — 5 units, 10 hours weekly

d. ABDY 115 – *Basic Auto Body Repair — 10 units, 20 hours weekly

e. ABDY 122 – *Basic Automotive Refinishing — 5 units, 10 hours weekly

f. ABDY 123 – *Automotive Refinishing — 5 units, 10 hours weekly

g. ABDY 125 – *Basic Automotive Refinishing — 10 units, 20 hours weekly

h. ABDY 212 – *Advanced Automotive Collision Repair I — 5 units, 10 hours weekly

i. ABDY 213 – *Advanced Automotive Collision Repair II — 5 units, 10 hours weekly

j. ABDY 215 – *Advanced Automotive Collision Repair — 10 units, 20 hours weekly

k. ABDY 222 – *Advanced Automotive Refinishing I — 5 units, 10 hours weekly

l. ABDY 223 – *Advanced Automotive Refinishing II — 5 units, 10 hours weekly

m. ABDY 225 – *Advanced Automotive Refinishing — 10 units, 20 hours weekly

9. ACTION ITEMS – Revised Courses/CORS – First Reading

a. LIB 110 – *Introduction to Internet Research — 1 unit, 1 hour weekly (No Xeroxing required.)

b. CFE 105 – *Discovery-Based Education for Children — 3 units, 3 hours weekly

c. CIS 121 – *Computer Mathematics — 3 units, 3 hours weekly

d. CIS 145 – *Introduction to Visual Basic.NET Programming — 3 units, 4 hours weekly

e. CA 133 – *Oracle PL/SQL Programming — 3 units, 4 hours weekly

f. CA 141 – *Developing Powerpoint Presentations — 1.5 units, 32 hours total

g. CA 171 – *Introduction to Networking — 3 units, 4 hours weekly

10. ACTION ITEMS – Revised Distance Education Courses – Second Reading

a. GEOL 101 – *Physical Geology — 3 units, 3 hours weekly – Revised Hybrid Equivalent

11. ACTION ITEMS – Revised Distance Education Courses – First Reading

a. LIB 110 – *Introduction to Internet Research (No Xeroxing required.) — 1 unit, 1 hour weekly – Revised Online Equivalent

b. CA 171 – *Introduction to Networking — 3 units, 4 hours weekly – Revised Hybrid Equivalent

c. CIS 145 – *Introduction to Visual Basic.Net Programming — 3 units, 4 hours weekly – Revised Hybrid Equivalent

12. ACTION ITEMS – New Community Service Offering – First Reading

a. Seven Spiritual Laws of Yoga – Annette White

b. Photoshop from the Pros – Cynthia Kincaid

c. Certified Wedding Planner – How to Start a Wedding Planning Business – Lynne Stein

d. Reiki 1 – Lynn Palmer

13. ACTION ITEMS – Obsolete Course Request – First Reading

a. MUS 190 – Piano Accompaniment I

b. MUS 235 – Piano Accompaniment

c. MUS 241 – Choral Music Performance

d. ACRV 198A – Commercial Ice Machines

e. AJ 105 – Arson/Fire Investigation

f. PSY 217 – Psychology of Men

14. ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P

Business and Computer Studies

a. ACCT 111 – Bookkeeping
b. ACCT 113 – Bookkeeping II
c. ACCT 121 – Microcomputer Accounting
d. ACCT 201 – Financial Accounting
e. ACCT 205 – Managerial Accounting
f. BUS 101 – Introduction to Business
g. BUS 105 – Business Mathematics
h. BUS 113 – Business Communications
i. BUS 212 – Women in Organization
j. CA 121 – Microcomputer Spreadsheets
k. CA 131 – Microcomputer Database Management
l. CA 133 – Oracle PL/SQL Programming (In process)
m. CA 141 – Dev. PowerPoint Presentations (In process)
n. CA 171 – Introduction to Networking (In process)
o. CA 176 – Windows 2003 Networking (Technical Review 10/13/2009)
p. CA 182 – Network Security (Technical Review 10/13/2009)
q. CA 221 – Computer Concepts & Appl Business
r. CIS 101 – Intro Computer Info Science
s. CIS 111 – Intro Programming & Algorithms
t. CIS 113 – Data Structures
u. CIS 121 – Computer Mathematics (In process)
v. CIS 123 – Assem Lang & Computer Architec
w. CIS 141 – Intro Basic Programming
x. CIS 145 – Intro to Visual BASIC.NET Prog (In process)
y. CIS 174 – Intro to C#.NET Programming (In process; pending SLO)
z. CIS 175 – Java Programming
aa. MGT 121 – Human Resources Management
bb. MKTG 101 – Principles of Marketing
cc. OT 105 – Beginning Keyboarding Technique
dd. OT 113 – Adv MS Word (No SLO on File)
ee. OT 201 – Admin Office Procedures

Health Sciences

a. CFE 105 – Discovery-Based Ed for Children (In process)
b. CFE 109 – Supvn Admin Childhood Prog I
c. CFE 110 – Supvn Admin Childhood Prog II
d. CFE 115 – Guiding Children's Behavior
e. CFE 122 – Infant Toddler Strategies
f. CFE 169 – D Rate Pre-Service Training
g. HHA 102 – Home Health Aide
h. NA 102 – Pharmacology for CAN

Instructional Resources

a. LIB 107 – Information Competency
b. LIB 110 – Intro to Internet Research (In process)

Language Arts

a. COMM 215 – Public Relations Communication (Rcvd 10/13/2009)
b. ENGL 101 – Freshman Composition (First reading 5/14/2009: Revisions Rcvd 10/13/2009)
c. ENGL 225 – English Literature 800-1750
d. ENGL 226 – English Literature 1750-1900
e. ENGL 256 – Chicano Literature (Rcvd 10/13/2009)

f. ENGL 257 – Native-American Literature (Rcvd 10/13/2009)
g. ENGL 259 – Images of Women in Literature
h. ENGL 299 – Special Topics in Literature
i. ESL 018 – ESL Reading and Writing 1 (Technical Review 10/13/2009)
j. ESL 019 – ESL Skills Building 1 (Technical Review 10/13/2009)
k. ESL 020 – ESL Vocabulary and Pronunciation 2 (Technical Review 10/13/2009)
l. ESL 023 – ESL Grammar 2 (Technical Review 10/13/2009)
m. ESL 028 – ESL Reading and Writing 2 (Technical Review 10/13/2009)
n. ESL 029 – ESL Skills Building 2 (Technical Review 10/13/2009)
o. ESL 030 – ESL Vocabulary and Pronunciation 3 (Technical Review 10/13/2009)
p. ESL 033 – ESL Grammar 3 (Technical Review 10/13/2009)
q. ESL 038 – ESL Reading and Writing 3 (Technical Review 10/13/2009)
r. ESL 039 – ESL Skills Building 3 (Technical Review 10/13/2009)
s. ESL 040 – ESL Vocabulary and Pronunciation 4 (Technical Review 10/13/2009)
t. ESL 043 – ESL Grammar 4 (Technical Review 10/13/2009)
u. ESL 048 – ESL Reading and Writing 4 (Technical Review 10/13/2009)
v. ESL 049 – ESL Skills Building 4 (Technical Review 10/13/2009)
w. ESL 058 – ESL Reading and Writing 5 (Technical Review 10/13/2009)
x. ESL 059 – ESL Skills Building 5 (Technical Review 10/13/2009)
y. READ 150 – Speed Reading (Technical Review 5/2009: Revisions Rcvd 10/13/2009)
z. READ 175 – Literacy Tutor & Supervised Field Experience (Rcvd 10/13/2009)
aa. SPAN 101 – Elementary Spanish (Rcvd 10/13/2009)
bb. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009)
cc. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009)
dd. SPAN 202 – Intermediate Spanish (Rcvd 10/13/2009)
ee. SPAN 203 – Advance Spanish (Rcvd 10/13/2009)

Math/Science and Engineering

a. DRFT 130 – Architectural Drafting I
b. DRFT 240 – Electronic Drafting
c. ENGR 130 – Materials Science
d. ENGR 130L – Materials Science Lab
e. ENGR 210 – Statics
f. GEOL 101 – Physical Geology (In process)
g. MATH 070B – Elementary Algebra – 2nd Half
h. MATH 080 – Plane Geometry

Noncredit

a. BASL 910 – Cat. A & B Life and Workplace Skills
b. BASM 903 – Cat. A: Mathematics (No SLO on File)
c. BASM 904 – Cat. B: Mathematics
d. BASO 900 – Cat. A & B Pathways to Success (No SLO on File)
e. BASR 906 – Cat. A: Reading/Writing (No SLO on File)
f. BASR 907 – Cat. B: Reading/Writing
g. LAC 900 – Supervised Tutoring
h. LAC 901 – Supervised Learning Assistance
i. LAC 939 – Prep for Success in Corp Train (No SLO on File)
j. LAC 941 – Special Topics in WFDV (No SLO on File)
k. LAC 942 – Learning Skills Lab for WFDV (No SLO on File)
l. SEN 901 – Creative Retirement (No SLO on File)
m. SEN 910 – Healthy Nutrition for Seniors (No SLO on File)
n. SEN 920 – Gen through Photo and Journals (No SLO on File)
o. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; Pending revisions and SLO)
p. WDTO 905 – Basic Water Supply Science (No SLO on File)
q. WDTO 910 – Water Chemistry and Quality (No SLO on File)
r. WDTO 915 – Water Distribution I (No SLO on File)
s. WDTO 916 – Water Distribution II (No SLO on File)
t. WDTO 920 – Water Treatment I (Agenda Ready; Pending SLO)
u. WFDV 901 – Self Sufficiency Through Personal Development (No SLO on File)
v. WFDV 902 – Self Sufficiency Through Job Readiness (No SLO on File)
w. WFDV 903 – Self Sufficiency Through Job Retention (No SLO on File)
x. WFDV 904 – Self Sufficiency Through Career Awareness (No SLO on File)

Physical Education & Athletics

a. DA 103 – Beginning Modern Dance (First reading 9/10/2009: pending revisions)
b. DA 104 – Beginning Jazz Dance (First reading 9/10/2009: pending revisions)
c. DA 105 – Beginning Tap Dance (First reading 9/10/2009: pending revisions)
d. DA 111 – Choreography (First reading 9/10/2009: pending revisions)
e. DA 123 – Intermediate Modern Dance (First reading 9/10/2009: pending revisions)
f. DA 124 – Intermediate Jazz Dance (First reading 9/10/2009: pending revisions)
g. DA 125 – Intermediate Tap Dance (First reading 9/10/2009: pending revisions)
h. DA 203 – Advance Modern Dance (First reading 9/10/2009: pending revisions)
i. DA 204 – Advance Jazz Dance (First reading 9/10/2009: pending revisions)
j. DA 205 – Advance Tap Dance (First reading 9/10/2009: pending revisions)
k. PE 190 – Introduction to Physical Education
l. PE 197 – Lifeguard Training

Social & Behavioral Sciences / FACE

a. PSY 215 – Psychology of Prejudice
b. PSY 235 – Child Psychology
c. WE 199 – Work Experience

Technical Education

a. ABDY 112 – Basic Auto Body Repair (In process: Second Reading)
b. ABDY 113 – Basic Auto Body Repair (In process: Second Reading)
c. ABDY 115 – Basic Auto Body Repair (In process: Second Reading)
d. ABDY 122 – Basic Automotive Refinishing (In process: Second Reading)
e. ABDY 123 – Automotive Refinishing (In process: Second Reading)
f. ABDY 125 – Basic Automotive Refinishing (In process: Second Reading)
g. ABDY 212 – Advanced Collision Repair I (In process: Second Reading)
h. ABDY 213 – Advanced Collision Repair II (In process: Second Reading)
i. ABDY 215 – Advance Collision Repair (In process: Second Reading)
j. ABDY 222 – Advanced Automotive Refinishing I (In process: Second Reading)
k. ABDY 223 – Advanced Automotive Refinishing II (In process: Second Reading)
l. ABDY 225 – Advanced Automotive Refinishing (In process: Second Reading)
m. ACRV 198A – Commercial Ice Machine (Obsolete Memo; In process)
n. AUTO 276 – C.A. Clean Air Car Course
o. ELEC 110 – Fundamentals of Electricity
p. ELEC 115 – Electrical Codes and Ordinances
q. ELEC 120 – Residential Wiring
r. ELEC 140 – Commercial/Industrial Wiring and Cabling
s. ELEC 150 – Electrical Maintenance
t. ELEC 160 – Fundamentals of Motor Control
u. ELEC 220 – Advanced Motor Control – PLC
v. ELEC 250 – Electricians Journeyman Review
w. FTEC 102 – (I-200) Bas Incd Comm Sys
x. FTEC 120 – (S-212) Wildfire Powersaws
y. FTEC 122 – Wildland Firefighter
z. FTEC 125 – Haz Mat First Responder Operations
aa. FTEC 126 – Wildland Fire behavior
bb. FTEC 127 – Wildland Firefighter Safety and Survival
cc. FTEC 128 – Wildland Fire Operations
dd. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
ee. FTEC 130 – Wildland Fire Logistics, Finance and Planning
ff. FTEC 131 – (L-280) Followership to Leadership
gg. FTEC 132 – (S-131) Advanced Firefighter Training
hh. FTEC 137 – (S-211) Portable Pumps and Water Use
ii. FTEC 138 – Wildland Engine Firefighter
jj. FTEC 150 – (S-270) Basic Air Operations
kk. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

a. ART 105 – Women Artists in History (Pending obsolete memo per Dr. Newby 10/6/2009)
b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)

c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
d. THA 105 – Introduction to Lighting Design (No SLO on File)
e. THA 120D – Rehearsal and Performance: Children's Theatre (Technical Review 5/2009: pending revisions)

15. ADJOURNMENT

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Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: October 22, 2009
LOCATION: SSV 151 – Board Room
TIME: 3:00 p.m.

MEMBERS PRESENT		MEMBERS ABSENT	GUESTS PRESENT
Beverly Beyer, Faculty	Cynthia Littlefield, Faculty	Sheronda Myers, Voting ASO	Dennis Kallemeyn
Maria Clinton, Cochair	Scott Lee, Faculty	Mrs. Sharon Lowry, V. P. Academic Affairs	Ron Mummaw
Enrique Camacho (proxy)	Rick Motawakel, Faculty		Catherine Overdorf
De'Nean Coleman-Carew, Faculty	David Newby, Faculty		Lynn Palmer
Margaret Drake, Dean	David Newman, Faculty		Mike Rios
Tooraj Gordi, Faculty	Duane Rumsey, Faculty		Tim Sturm
Lee Grishman, Articulation	LaDonna Trimble, Dean		Annette White
Linda Harmon, Faculty	Les Uhazy, Dean		
	Darcy Wiewall, Faculty		

2009-2010
Academic Policies & Procedures Committee Meeting No. 5
MINUTES

1. CALL TO ORDER AND ROLL CALL
A motion was made and seconded to call the October 22, 2009 AP&P Committee Meeting to order at 3:06 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:06 p.m. Motion carried.

Ms. Clinton requested a motion to amend the agenda to remove agenda items 9g CA 171 and 11b CA 171 DE as requested by discipline faculty member, Mr. John Burns. A motion was made and seconded to remove agenda items 9g – CA 171 and 11b – CA 171 DE as requested by Mr. John Burns. Motion carried.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR
a. **CurricUNET Update**
The Steering Committee participated in a five hour webinar on October 16, 2009 to review the process of entering a COR proposal. The whole process was mapped out in CurricUNET and the committee is looking at scheduling another meeting date to review the inputting process for Distance Education and Noncredit forms. Ms. Clinton reported the February 8, 2010 beta testing date is still on schedule.

3. APPROVAL OF MINUTES
a. **October 8, 2009 AP&P Committee Meeting**
A motion was made and seconded to approve the October 8, 2009 AP&P Committee Meeting minutes. Motion carried.

4. INFORMATIONAL ITEMS (5 minutes each)
None

5. REPORTS (10 minutes each)
a. **Revising the Diversity Studies Requirement Statement – Maria Clinton**
Ms. Clinton reported emails were sent out to the Chancellor's Office (Stephanie Low) and other California Community College Curriculum Chairs to obtain clarification on current Diversity Studies Requirements instituted and the Chancellor's Office approval standards for Diversity Studies courses. Ms. Stephanie Low did not respond to our inquiry. The Curriculum Chairs from Napa Valley College and Mount Jacinto College responded. Ms. Clinton inquired how the committee wanted to proceed. Should the item be tabled until another email can be forwarded to the Chancellor's Office for clarification on this matter or does the committee wish to move forward on this item using Best Practices? A small discussion ensued regarding the inconsistencies in the approval process of Diversity Studies courses. The sub-committee concluded further clarification on this matter was needed to move forward. The committee was in consensus to table this matter until further clarification could be obtained from the

Chancellor's Office. In addition, Ms. Clinton stated she would request Mr. Christos Valiotis, Academic Senate President, to take this matter to the Statewide Senate Fall Plenary Session for clarification, as well as forward another email to Ms. Stephanie Low. All obtained information will be reported to the committee at a future date.

b. **2009-2010 College Catalog Concerns – Attendance Statement**
Ms. Clinton announced Dr. De'Nean Coleman-Carew and Margaret Drake performed an excellent job in clarifying Attendance Statement language. The proposed language revision provides clarity to AVC's Attendance Policy and includes language for courses meeting less than sixteen weeks, as well as, an instructor's right to include tardies or leaving class early in calculating attendance. A brief discussion ensued regarding the legality of enforcing the proposed attendance policy. Division representatives were requested to take this item back to respective divisions for input and provide feedback obtained at the December 10, 2009 AP&P Committee meeting for further discussion. Ms. Clinton stated she will distribute an email to all committee representatives which includes AVC's current Attendance Policy with a copy of the proposed draft on the same page for comparison purposes.

c. **Upper Division Units – Report on Division Findings (Instructional Recourses/Extended Services, Language Arts, Science (Dr. Newman), Physical Education and Athletics, Social and Behavioral Sciences, Technical Education, and Visual and Performing Arts)**
Ms. Clinton requested for the identified division representatives to report feedback results. The following division representatives reported their faculty were in agreement to allow upper division units by petition: Instructional Recourses and Extended Services, Language Arts, Science (Dr. Newman), Social and Behavioral Sciences, Technical Education, and Visual and Performing Arts. Ms. Cindy Littlefield, Physical Education and Athletics representative, reported she had not obtained division feedback but can do so at an upcoming division meeting and provide a divisional report at the next AP&P Committee Meeting. Dr. David Newby inquired if discipline faculty will be involved in the evaluation process of courses. Dr. Lee Grishman responded discipline faculty would not be directly involved in the petition process unless deemed necessary by the Articulation Officer. Ms. Clinton announced this report item will be tabled until the next committee meeting when all divisional feedback is obtained. The item will be placed on the next meeting agenda to allow the discipline faculty of Physical Education and Athletics to present their feedback and then the committee will determine what course of action will take place at that time.

6. DISCUSSION ITEMS (10 minutes each)

a. **Cooperative Work Experience Education**
   i. Title 5 Regulations: Proposed Revisions
   ii. General Work Experience
   iii. Occupational Work Experience
   iv. Maximum Class Size

Ms. Clinton stated Title 5 Proposed Revisions to Cooperative Work Experience Education information was included in meeting packets for review and discussion for potential implementation. The current movement supported by the Chancellor's Office and Statewide Senate is to separate Work Experience courses in two categories: General and Occupational. The courses for each area will result in distinct outcomes, General Work Experience Courses include "…learning objectives broader than one occupational discipline…By contrast, Occupational Work Experience is focused solely on the particular skills of one occupational area…" The proposed revision to Title 5 language is focused on specific language pertaining to credit and repetition of Work Experience Courses, allowing for a greater Work Experience Course unit maximum for students enrolled in Occupational Work Experience Courses. Committee members engaged in a lengthy discussion regarding the need to regulate AVC's Work Experience Program. The district is mandated to conform to Title 5 and these proposed revisions will provide students with a clear understanding of course outcomes as either soft skill and/or occupational skills. Designating Work Experience Courses as either General or Occupational will enable AP&P to establish standardized rubrics for each category, and set course maximums dependant on course designation to ensure sound instructor/student ratios. Ms. Clinton reported if the committee wanted to move towards creating a parallel Work Experience structure the numbering system would remain the same. Individual courses will be included underneath umbrella course of WE 199 – General Work Experience Course, and WE 197 – Occupational Work Experience Course. Ms. Clinton stated she will forward an email to AP&P representatives requesting specific divisional feedback regarding potential changes to Work Experience courses. In addition, Ms. Clinton will contact Mr. Ted Younglove, to obtain statistical data on Work Experience Courses. Committee representatives were requested to obtain divisional feedback based on the correspondence distributed by Ms. Clinton, and report division feedback at the December 10, 2009 AP&P Meeting.

7. ACTION ITEMS

a. **Upper Division Units**
A motion was made and seconded to approve Upper Division Units by petition. Ms. Clinton stated the committee may want to table this action item until the Physical Education and Athletics Division Faculty have an opportunity

to provide input. Committee members were in consensus to table this action item to the December 10, 2009 AP&P Committee Meeting. Motion failed.

8. ACTION ITEMS – Revised Courses/CORS – Second Reading

a. **GEOL 101 – *Physical Geology** **3 units, 3 hours weekly** (No Xeroxing required.)
Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070
Revised to:
Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for MATH 102
A motion was made and seconded to approve COR revisions made to GEOL 101 requested during the October 8, 2009 AP&P committee meeting. Motion carried.

A motion was made and seconded to approve GEOL 101 Course Content. Motion carried.

b. **ABDY 112 – *Basic Auto Body Repair** **5 units, 10 hours weekly**
c. **ABDY 113 – *Basic Auto Body Repair** **5 units, 10 hours weekly**
d. **ABDY 115 – *Basic Auto Body Repair** **10 units, 20 hours weekly**
A motion was made and seconded to approve COR revisions made to ABDY 112, 113, and 115. Tim Sturm presented COR revisions as requested by the committee. He reported each course has been updated to reflect current industry standards, which provides students who complete these courses with a good foundation of skills to obtain employment in the autobody industry. Committee members reviewed individual CORs and requested acronyms be spelled out and correct identified grammatical revisions. In addition, a statement noting the course content from ABDY 112 and 113 combined equals ABDY 115 should be included in the course description. Furthermore, all course CORs should include consistent advisory language as documented on full course, ABDY 115 COR, and Methods of Evaluation language should be consistent on full course, ABDY 115, with what is documented on partial courses. Mr. Strum was praised for bringing the COR content current with industry standards and was requested to revise CORs accordingly for approval at the next AP&P meeting. Motion failed.

e. **ABDY 122 – *Basic Automotive Refinishing** **5 units, 10 hours weekly**
f. **ABDY 123 – *Automotive Refinishing** **5 units, 10 hours weekly**
g. **ABDY 125 – *Basic Automotive Refinishing** **10 units, 20 hours weekly**
A motion was made and seconded to approve COR revisions made to ABDY 122, 123, and 125. Committee members reviewed individual CORs and requested the following revisions be made: spell out acronyms and correct identified grammatical revisions. In addition, a statement noting the course content from ABDY 122 and 123 combined equals ABDY 125 should be included in the course description. Furthermore, all course CORs should include consistent advisory language as documented on full course, ABDY 125 COR, and Methods of Evaluation language should be consistent on full course, ABDY 125, with what is documented on partial courses. Mr. Strum was praised for bringing the COR content current with industry standards and was requested to revise CORs accordingly for approval at the next meeting AP&P meeting. Motion failed.

h. **ABDY 212 – *Advanced Automotive Collision Repair I** **5 units, 10 hours weekly**
i. **ABDY 213 – *Advanced Automotive Collision Repair II** **5 units, 10 hours weekly**
j. **ABDY 215 – *Advanced Automotive Collision Repair** **10 units, 20 hours weekly**
A motion was made and seconded to approve COR revisions made to ABDY 212, 213, and 215. Committee members reviewed individual CORs and requested the following revisions be made: spell out acronyms and correct identified grammatical revisions. In addition, a statement noting the course content from ABDY 212 and 213 combined equals ABDY 215 should be included in the course description. Furthermore, all course CORs should include consistent advisory language as documented on full course, ABDY 215 COR, and Methods of Evaluation language should be consistent on full course, ABDY 215, with what is documented on partial courses. Mr. Strum was praised for bringing the COR content current with industry standards and was requested to revise CORs accordingly for approval at the next AP&P meeting. Motion failed.

k. **ABDY 222 – *Advanced Automotive Refinishing I** **5 units, 10 hours weekly**
l. **ABDY 223 – *Advanced Automotive Refinishing II** **5 units, 10 hours weekly**
m. **ABDY 225 – *Advanced Automotive Refinishing** **10 units, 20 hours weekly**
A motion was made and seconded to approve COR revisions made to ABDY 222, 223, and 225. Committee members reviewed individual CORs and requested the following revisions be made: spell out acronyms and correct identified grammatical revisions. In addition, a statement noting the course content from ABDY 222 and 223 combined equals ABDY 225 should be included in the course description. Furthermore, all course CORs should include consistent advisory language as documented on full course, ABDY 225 COR, and Methods of Evaluation language should be consistent on full course, ABDY 225, with what is documented on partial courses. Mr. Strum

was praised for bringing the COR content current with industry standards and was requested to revise CORs accordingly for approval at the next AP&P meeting. Motion failed.

9. ACTION ITEMS – Revised Courses/CORS – First Reading

a. **LIB 110 – *Introduction to Internet Research 1 unit, 1 hour weekly (No Xeroxing required.)**
A motion was made and seconded to approve COR revisions made to LIB 110. Mr. Scott Lee provided a brief review of course content and revisions. Committee members reviewed the COR and requested the following revisions be made: spell out acronym documented in the advisory and include course objectives in method of evaluation. Mr. Lee was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.

b. **CFE 105 – *Discovery-Based Education for Children 3 units, 3 hours weekly**
A motion was made and seconded to approve COR revisions made to CFE 105. Ms. Catherine Overdorf provided a brief overview of course revisions. Committee members reviewed the COR and requested homework item #1 be written in a more general manner, as well as some language revisions. Ms. Overdorf was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.

c. **CIS 121 – *Computer Mathematics 3 units, 3 hours weekly**
A motion was made and seconded to approve COR revisions made to CIS 121. Mr. Ron Mummaw stated he simply used the current COR form, but all course content remained the same. Mr. Tooraj Gordi expressed concern regarding the similarity of course content to the obsolete Discrete Math course. The advisory documented on the CIS 121 COR is Math 130 or Math 140, whereas on the obsolete Discrete Math course advisory was listed as Math 160 - Calculus and Analytic Geometry II. The documented advisory of Math 130 for this course does not accurately reflect course content, in addition, the textbook being used is the same that was used in the obsolete Discrete Math course. Another concern was raised in regards to how this course could be transferable to the CSU system without a prerequisite. Ms. Clinton stated the course information will be forwarded to Dr. Lee Grishman, Articulation Officer, for transferability clarification. In addition, the course will be sent for a Course Validation Study to determine student success rate, until all concerns can be addressed and clarified, course approval should be postponed to a future AP&P meeting. Motion failed.

d. **CIS 145 – *Introduction to Visual Basic.NET Programming 3 units, 4 hours weekly**
A motion was made and seconded to approve COR revisions made to CIS 145. Mr. Ron Mummaw provided a brief overview of course revisions. Committee members reviewed the COR and requested the following revisions be made: all acronyms be spelled out, and remove specific equipment identified under Methods of Instruction and replace it with the wording "multimedia equipment". Mr. Mummaw was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.

e. **CA 133 – *Oracle PL/SQL Programming 3 units, 4 hours weekly**
A motion was made and seconded to approve COR revisions made to CA 133. Mr. Dennis Kallemayn presented a brief overview of course revisions. Committee members reviewed the COR and requested that the Methods of Evaluation be more descriptive to possibly include classroom discussion and/or web quizzes. In addition, the course content should be presented in an outline format that is being made standard by AP&P. Mr. Kallemayn was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.

f. **CA 141 – *Developing PowerPoint Presentations 1.5 units, 32 hours total**
A motion was made and seconded to approve COR revisions made to CA 141. Mrs. Beverly Beyer presented a brief overview of course revisions. Committee members reviewed the COR and no changes were requested. Motion carried.

g. **CA 171 – *Introduction to Networking 3 units, 4 hours weekly**
This item was removed from the agenda as requested by the Mr. John Burns (See agenda amendment on page #1 after agenda Item #1 – Call To Order and Roll Call). He will present all COR revisions for review and discussion at a future meeting rather than individually at separate AP&P meetings.

10. ACTION ITEMS – Revised Distance Education Courses – Second Reading

a. **GEOL 101 – *Physical Geology 3 units, 3 hours weekly – Revised Hybrid Equivalent**
A motion was made and seconded to approve COR revisions made to GEOL 101 DE. Mr. Richard Balogh presented a brief overview of course revisions. Committee members reviewed the COR and requested minor grammatical revisions be made and forwarded to Melissa Jauregui no later than the close of business on October 23, 2009. Motion carried as amended.

11. ACTION ITEMS – Revised Distance Education Courses – First Reading

a. **LIB 110 – *Introduction to Internet Research 1 unit, 1 hour weekly – Revised Online Equivalent (No Xeroxing required.)**
A motion was made and seconded to approve COR revisions made to LIB 110 DE. Mr. Scott Lee presented a brief overview of course revisions. Committee members reviewed the COR and requested accessibility language be included. Mr. Lee was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.

b. **CA 171 – *Introduction to Networking 3 units, 4 hours weekly – Revised Hybrid Equivalent**
This item was removed from the agenda as requested by the Mr. John Burns (See agenda amendment on page #1 after agenda Item #1 – Call To Order and Roll Call). He will present all COR revisions for review and discussion at a future meeting rather than individually at separate AP&P meetings.

c. **CIS 145 – *Introduction to Visual Basic.Net Programming 3 units, 4 hours weekly – Revised Hybrid Equivalent**
A motion was made and seconded to approve COR revisions made to CIS 145. Mr. Ron Mummaw presented a brief overview of course revisions. Committee members reviewed the COR and requested all references to Blackboard be replaced with AVC Course Management System and spell out all acronyms. Mr. Mummaw was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.

12. ACTION ITEMS – New Community Service Offering – First Reading

a. **Seven Spiritual Laws of Yoga – Annette White**
A motion was made and seconded to approve Seven Spiritual Laws of Yoga as a Corporate and Community Education course offering. Ms. Annette White presented a brief overview of the proposed course offering and her qualifications as an Yoga instructor. Ms. White provided clarification on course fees, frequency of course and health evaluations forms used for course participation. Committee members reviewed the proposed course offering and indicated classroom space is limited campus wide. It was requested that the frequency of the course and a brief description of her qualifications be submitted in writing by the close of business on October 23, 2009. In addition, they requested all future Corporate and Community Education course proposals include the number of sessions offered, and a brief summary of instructor qualifications. Motion carried as amended.

b. **Photoshop from the Pros – Cynthia Kincaid**
This action item was postponed to the next AP&P meeting due to the absence of the instructor. No action was taken.

c. **Certified Wedding Planner – How to Start a Wedding Planning Business – Lynne Stein**
A motion was made and seconded to approve Certified Wedding Planner – How to Start a Wedding Planning Business as a Corporate and Community Education course offering. Ms. Lynne Stein was not present at the meeting, however, Ms. Beverly Beyer provided a brief overview of the course offering. She reported that this course is similar to a course offered at California State University, East Bay, and costs two times the proposed fees. In addition, the instructor is a certified wedding planner from the Wedding Planning Institute and will provide community members with an opportunity to obtain skills needed to become a certified wedding planner. Dr. David Newby expressed concerns regarding a portion of the course content - "Music – How to write a musical score." He indicated that this is an academic and professional skill and would question the instructor's qualifications to teach this portion of the course offering. Dr. Newby indicated he could not support the approval of this course offering until clarification was provided. The committee was in consensus to request clarification and that the course content item be changed or removed for approval at a future AP&P meeting. Ms. Beverly Beyer was requested to take the course offering back to Corporate and Community Education for clarification and/or revision. Motion failed.

d. **Reiki 1 – Lynn Palmer**
A motion was made and seconded to approve Reiki 1 as a Corporate and Community Education course offering. Ms. Lynn Palmer presented a brief overview of course offering and her qualifications as a Reiki instructor. She provided clarification on course offerings and materials/supplies fee. Motion carried.

13. ACTION ITEMS – Obsolete Course Request – First Reading

a. **MUS 190 – Piano Accompaniment I**
b. **MUS 235 – Piano Accompaniment II**
c. **MUS 241 – Choral Music Performance**
d. **ACRV 198A – Commercial Ice Machines**

e. **AJ 105 – Arson/Fire Investigation**
f. **PSY 217 – Psychology of Men**

A motion was made and seconded to approve designating action items 13a-f as obsolete courses. Dr. Lee Grishman was asked to investigate any issues in making these courses obsolete. It was requested that these items be brought back to AP&P on November 12, 2009 as a discussion item. Motion failed.

14. ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P

Business and Computer Studies

a. ACCT 111 – Bookkeeping
b. ACCT 113 – Bookkeeping II
c. ACCT 121 – Microcomputer Accounting
d. ACCT 201 – Financial Accounting
e. ACCT 205 – Managerial Accounting
f. BUS 101 – Introduction to Business
g. BUS 105 – Business Mathematics
h. BUS 113 – Business Communications
i. BUS 212 – Women in Organization
j. CA 121 – Microcomputer Spreadsheets
k. CA 131 – Microcomputer Database Management
l. CA 133 – Oracle PL/SQL Programming (In process)
m. CA 141 – Dev. PowerPoint Presentations (In process)
n. CA 171 – Introduction to Networking (In process)
o. CA 176 – Windows 2003 Networking (Technical Review 10/13/2009)
p. CA 182 – Network Security (Technical Review 10/13/2009)
q. CA 221 – Computer Concepts & Appl Business
r. CIS 101 – Intro Computer Info Science
s. CIS 111 – Intro Programming & Algorithms
t. CIS 113 – Data Structures
u. CIS 121 – Computer Mathematics (In process)
v. CIS 123 – Assem Lang & Computer Architec
w. CIS 141 – Intro Basic Programming
x. CIS 145 – Intro to Visual BASIC.NET Prog (In process)
y. CIS 174 – Intro to C#.NET Programming (In process; pending SLO)
z. CIS 175 – Java Programming
aa. MGT 121 – Human Resources Management
bb. MKTG 101 – Principles of Marketing
cc. OT 105 – Beginning Keyboarding Technique
dd. OT 113 – Adv MS Word (No SLO on File)
ee. OT 201 – Admin Office Procedures

Health Sciences

a. CFE 105 – Discovery-Based Ed for Children (In process)
b. CFE 109 – Supvn Admin Childhood Prog I
c. CFE 110 – Supvn Admin Childhood Prog II
d. CFE 115 – Guiding Children's Behavior
e. CFE 122 – Infant Toddler Strategies
f. CFE 169 – D Rate Pre-Service Training
g. HHA 102 – Home Health Aide
h. NA 102 – Pharmacology for CAN

Instructional Resources

a. LIB 107 – Information Competency
b. LIB 110 – Intro to Internet Research (In process)

Language Arts

a. COMM 215 – Public Relations Communication (Rcvd 10/13/2009)
b. ENGL 101 – Freshman Composition (First reading 5/14/2009: Revisions Rcvd 10/13/2009)
c. ENGL 225 – English Literature 800-1750
d. ENGL 226 – English Literature 1750-1900
e. ENGL 256 – Chicano Literature (Rcvd 10/13/2009)
f. ENGL 257 – Native-American Literature (Rcvd 10/13/2009)

g. ENGL 259 – Images of Women in Literature
h. ENGL 299 – Special Topics in Literature
i. ESL 018 – ESL Reading and Writing 1 (Technical Review 10/13/2009)
j. ESL 019 – ESL Skills Building 1 (Technical Review 10/13/2009)
k. ESL 020 – ESL Vocabulary and Pronunciation 2 (Technical Review 10/13/2009)
l. ESL 023 – ESL Grammar 2 (Technical Review 10/13/2009)
m. ESL 028 – ESL Reading and Writing 2 (Technical Review 10/13/2009)
n. ESL 029 – ESL Skills Building 2 (Technical Review 10/13/2009)
o. ESL 030 – ESL Vocabulary and Pronunciation 3 (Technical Review 10/13/2009)
p. ESL 033 – ESL Grammar 3 (Technical Review 10/13/2009)
q. ESL 038 – ESL Reading and Writing 3 (Technical Review 10/13/2009)
r. ESL 039 – ESL Skills Building 3 (Technical Review 10/13/2009)
s. ESL 040 – ESL Vocabulary and Pronunciation 4 (Technical Review 10/13/2009)
t. ESL 043 – ESL Grammar 4 (Technical Review 10/13/2009)
u. ESL 048 – ESL Reading and Writing 4 (Technical Review 10/13/2009)
v. ESL 049 – ESL Skills Building 4 (Technical Review 10/13/2009)
w. ESL 058 – ESL Reading and Writing 5 (Technical Review 10/13/2009)
x. ESL 059 – ESL Skills Building 5 (Technical Review 10/13/2009)
y. READ 150 – Speed Reading (Technical Review 5/2009: Revisions Rcvd 10/13/2009)
z. READ 175 – Literacy Tutor & Supervised Field Experience (Rcvd 10/13/2009)
aa. SPAN 101 – Elementary Spanish (Rcvd 10/13/2009)
bb. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009)
cc. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009)
dd. SPAN 202 – Intermediate Spanish (Rcvd 10/13/2009)
ee. SPAN 203 – Advance Spanish (Rcvd 10/13/2009)

Math/Science and Engineering

a. DRFT 130 – Architectural Drafting I
b. DRFT 240 – Electronic Drafting
c. ENGR 130 – Materials Science
d. ENGR 130L – Materials Science Lab
e. ENGR 210 – Statics
f. GEOL 101 – Physical Geology (In process)
g. MATH 070B – Elementary Algebra – 2nd Half
h. MATH 080 – Plane Geometry

Noncredit

a. BASL 910 – Cat. A & B Life and Workplace Skills
b. BASM 903 – Cat. A: Mathematics (No SLO on File)
c. BASM 904 – Cat. B: Mathematics
d. BASO 900 – Cat. A & B Pathways to Success (No SLO on File)
e. BASR 906 – Cat. A: Reading/Writing (No SLO on File)
f. BASR 907 – Cat. B: Reading/Writing
g. LAC 900 – Supervised Tutoring
h. LAC 901 – Supervised Learning Assistance
i. LAC 939 – Prep for Success in Corp Train (No SLO on File)
j. LAC 941 – Special Topics in WFDV (No SLO on File)
k. LAC 942 – Learning Skills Lab for WFDV (No SLO on File)
l. SEN 901 – Creative Retirement (No SLO on File)
m. SEN 910 – Healthy Nutrition for Seniors (No SLO on File)
n. SEN 920 – Gen through Photo and Journals (No SLO on File)
o. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; Pending revisions and SLO)
p. WDTO 905 – Basic Water Supply Science (No SLO on File)
q. WDTO 910 – Water Chemistry and Quality (No SLO on File)
r. WDTO 915 – Water Distribution I (No SLO on File)
s. WDTO 916 – Water Distribution II (No SLO on File)
t. WDTO 920 – Water Treatment I (Agenda Ready; Pending SLO)
u. WFDV 901 – Self Sufficiency Through Personal Development (No SLO on File)
v. WFDV 902 – Self Sufficiency Through Job Readiness (No SLO on File)
w. WFDV 903 – Self Sufficiency Through Job Retention (No SLO on File)
x. WFDV 904 – Self Sufficiency Through Career Awareness (No SLO on File)

Physical Education & Athletics

a. DA 103 – Beginning Modern Dance (First reading 9/10/2009: pending revisions)
b. DA 104 – Beginning Jazz Dance (First reading 9/10/2009: pending revisions)
c. DA 105 – Beginning Tap Dance (First reading 9/10/2009: pending revisions)
d. DA 111 – Choreography (First reading 9/10/2009: pending revisions)
e. DA 123 – Intermediate Modern Dance (First reading 9/10/2009: pending revisions)
f. DA 124 – Intermediate Jazz Dance (First reading 9/10/2009: pending revisions)
g. DA 125 – Intermediate Tap Dance (First reading 9/10/2009: pending revisions)
h. DA 203 – Advance Modern Dance (First reading 9/10/2009: pending revisions)
i. DA 204 – Advance Jazz Dance (First reading 9/10/2009: pending revisions)
j. DA 205 – Advance Tap Dance (First reading 9/10/2009: pending revisions)
k. PE 190 – Introduction to Physical Education
l. PE 197 – Lifeguard Training

Social & Behavioral Sciences / FACE

a. PSY 215 – Psychology of Prejudice
b. PSY 235 – Child Psychology
c. WE 199 – Work Experience

Technical Education

a. ABDY 112 – Basic Auto Body Repair (In process: Second Reading)
b. ABDY 113 – Basic Auto Body Repair (In process: Second Reading)
c. ABDY 115 – Basic Auto Body Repair (In process: Second Reading)
d. ABDY 122 – Basic Automotive Refinishing (In process: Second Reading)
e. ABDY 123 – Automotive Refinishing (In process: Second Reading)
f. ABDY 125 – Basic Automotive Refinishing (In process: Second Reading)
g. ABDY 212 – Advanced Collision Repair I (In process: Second Reading)
h. ABDY 213 – Advanced Collision Repair II (In process: Second Reading)
i. ABDY 215 – Advance Collision Repair (In process: Second Reading)
j. ABDY 222 – Advanced Automotive Refinishing I (In process: Second Reading)
k. ABDY 223 – Advanced Automotive Refinishing II (In process: Second Reading)
l. ABDY 225 – Advanced Automotive Refinishing (In process: Second Reading)
m. ACRV 198A – Commercial Ice Machine (Obsolete Memo; In process)
n. AUTO 276 – C.A. Clean Air Car Course
o. ELEC 110 – Fundamentals of Electricity
p. ELEC 115 – Electrical Codes and Ordinances
q. ELEC 120 – Residential Wiring
r. ELEC 140 – Commercial/Industrial Wiring and Cabling
s. ELEC 150 – Electrical Maintenance
t. ELEC 160 – Fundamentals of Motor Control
u. ELEC 220 – Advanced Motor Control – PLC
v. ELEC 250 – Electricians Journeyman Review
w. FTEC 102 – (I-200) Bas Incd Comm Sys
x. FTEC 120 – (S-212) Wildfire Powersaws
y. FTEC 122 – Wildland Firefighter
z. FTEC 125 – Haz Mat First Responder Operations
aa. FTEC 126 – Wildland Fire behavior
bb. FTEC 127 – Wildland Firefighter Safety and Survival
cc. FTEC 128 – Wildland Fire Operations
dd. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
ee. FTEC 130 – Wildland Fire Logistics, Finance and Planning
ff. FTEC 131 – (L-280) Followership to Leadership
gg. FTEC 132 – (S-131) Advanced Firefighter Training
hh. FTEC 137 – (S-211) Portable Pumps and Water Use
ii. FTEC 138 – Wildland Engine Firefighter
jj. FTEC 150 – (S-270) Basic Air Operations
kk. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

a. ART 105 – Women Artists in History (Pending obsolete memo per Dr. Newby 10/6/2009)
b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
d. THA 105 – Introduction to Lighting Design (No SLO on File)
e. THA 120D – Rehearsal and Performance: Children's Theatre (Technical Review 5/2009: pending revisions)

15. ADJOURNMENT

A motion was made and seconded to adjourn the October 22, 2009 AP&P Committee Meeting at 5:35 p.m. Motion carried.

mj

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: October 8, 2009
LOCATION: SSV 151 – Board Room
TIME: 3:00 p.m.

MEMBERS PRESENT		MEMBERS ABSENT
Beverly Beyer, Faculty	Mrs. Sharon Lowry, V. P. Academic Affairs	Scott Lee, Faculty
Maria Clinton, Cochair	Rick Motawakel, Faculty	
Lee Grishman proxy for De'Nean Coleman-Carew, Faculty	Sheronda Myers, Non-Voting ASO	
	David Newby, Faculty	
Margaret Drake, Dean	David Newman, Faculty	
Tooraj Gordi, Faculty	Duane Rumsey, Faculty	
Lee Grishman, Articulation	LaDonna Trimble, Dean	
Linda Harmon, Faculty	Les Uhazy, Dean	
Mike Rios proxy for Cynthia Littlefield, Faculty	Darcy Wiewall, Faculty	

2009-2010
Academic Policies & Procedures Committee Meeting No. 4
MINUTES

1. CALL TO ORDER AND ROLL CALL
Ms. Clinton called the meeting to order at 3:05 p.m. She requested a motion to amend the agenda to include 5a. Diversity Statement and to exclude 8e, 9a, and 10b. A motion was made and seconded to amend the agenda. Motion carried.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

3. APPROVAL OF MINUTES
a. September 24, 2009
Ms. Clinton requested that the committee review the prepared minutes for the 9/24/09 AP&P committee meeting. After a few brief moments, Ms. Clinton requested a motion to approve the minutes. A motion was made and seconded to approve the 9/24/09 AP&P committee meeting minutes. Motion carried.

4. INFORMATIONAL ITEMS
a. Drop Policy for Online Courses
Ms. Clinton announced that we are currently waiting for a email response from Mr. Richard Balogh regarding the drop policy for online courses. Mrs. Beverly Beyer stated that the Distance Education committee has a meeting on Tuesday and it is on their agenda for discussion.

b. Cooperative Work Experience Education
Ms. Clinton requested the committee members to review the packet provided on Cooperative Work Experience with their division needs in mind. She asked that they decide whether or not general or occupational work experience better suits their needs. Ms. Clinton stated that she is already receiving additional information regarding this topic from committee members, specifically from Mrs. Beverly Beyer. A request was made that the members be provided a copy of the materials sent to Ms. Clinton by Mrs. Beyer. Ms. Clinton requested that Melissa Jauregui send those materials via email to the committee members. Ms. Clinton also stated that this topic will return to the October 22, 2009 agenda as a discussion item.

5. REPORTS (10 minutes each)
a. Diversity Statement
Ms. Clinton requested that Duane Rumsey and Lee Grishman give their report on this topic. Mr. Rumsey requested that Dr. Grishman begin the report. Dr. Grishman stated that the vast majority of courses for the state requirement for Ethnic Studies requirement from CCC's are designated differently. Antelope Valley College currently uses the term Diversity Studies while other colleges use different terms, such as Multi-Cultural/Gender Studies used by Santa Barbara, Cross-Cultural Studies (ethnic, racial and gender) used by Solano college, etc. He continued to state that each college also interprets this requirement differently. For

example, Santa Barbara uses the designation Multi-Cultural/Gender Studies which implies a broadening of the term used by the state CCC Board of Trustees' Ethnic Studies. He further stated that Santa Barbara offer ASL (American Sign Language) titled ASL 125 "American Deaf Culture" and Introductory overview of American deaf culture and history. This course identifies deaf Americans as a linguistic and cultural minority group with a rich and diverse history, culture and language. Dr. Grishman stated that he wonders how Santa Barbara was able to get this particular course approved under the Ethnic Studies requirement. Further discussions on the matter took place between Mr. Rumsey and Dr. Grishman and Ms. Wiewall made a statement regarding the history of the term "ethnicity." Ms. Clinton requested that Mr. Rumsey contact his counter part at Santa Barbara to find out how they were able to allow the ASL course to qualify under the Ethnic Studies requirement. Ms. Clinton also stated that she would send an email to Stephanie Low at the Chancellor's Office and copy the other Community Colleges requesting feed back on the diversity statements used at other colleges and any concerns that have arisen. Ms. Clinton further stated that she will attach the material that we have gathered to the email so that the other colleges can comments on our findings. Ms. Clinton stated that this topic will return as a discussion item at a future meeting.

6. DISCUSSION ITEMS

a. Upper Division Units – Report on Division Findings from AP&P September 10, 2009 meeting
Ms. Clinton reminded that committee of this topics discussion from a previous committee meeting on September 10, 2009. She stated that she would like to hear from the AP&P representatives as to what they found when they took the topic to their divisional meetings. Several representatives stated that their divisions have not had a formal meeting yet. However, the following representatives reported that their areas agreed to allow upper division units by petition: Ms. Beverly Beyer (Business, Computers and Economic Development), Mr. Tooraj Gordi (Math, Science and Engineering), Ms. Linda Harmon (Health Sciences), and Dr. Lee Grishman proxy for De'Nean Coleman-Carew (Counseling). Ms. Clinton stated that this item will return to the agenda on October 22, 2009 so that the remaining representatives can report on their divisions behalf. Once all areas have reported the topic will be an action item. Mr. Rumsey stated that the required 12 units at Antelope Valley College to graduate may not apply to the Interpreting degree. Additional conversations took place on the matter.

7. ACTION ITEMS – Revised Courses/CORS – Second Reading (No Xeroxing required.)

a. ECON 110 – Economics of the Underclass 3 units, 3 hours weekly
Ms. Clinton requested a motion to approve ECON 110 with the requested changes having been made. A motion was made and seconded to approve ECON 110. Motion carried.

8. ACTION ITEMS – Revised Courses/CORS – First Reading

a. GEOL 101 – *Physical Geology 3 units, 3 hours weekly
Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070
Revised to:
Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for MATH 102
Ms. Clinton requested Mr. Balogh to act on Mr. Coffman's behalf in representing GEOL 101 and GEOL 101L. Dr. Grishman asked if MATH 102 was made a prerequisite. Dr. Newman stated that he thought the MATH 102 requirement needed to be added to GEOG 101. Dr. Grishman stepped out to check his notes in his office. In the mean time, Mr. Coffman arrived to discussion GEOL 101 and 101L. Dr. Grishman confirmed that this was not an issue for GEOL 101 or 101L. Ms. Clinton requested that the extra credit paper be moved to item 2 instead of item 4 on the homework page of the COR. Ms. Clinton also requested that the Methods of Evaluation list specific forms of evaluation instead of restating the objectives. She stated that the objective that would be covered by a specific method of evaluation will be listed in number format in parenthesis. Mr. Coffman restated the request for clarification and Ms. Clinton confirmed. This item will return to a future meeting once requested revisions are made and submitted to AP&P.

b. GEOL 101L – *Physical Geology Lab 3 units, 3 hours weekly
Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070
Revised to:
Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for MATH 102
Adding Corequisite: Concurrent Enrollment in GEOL 101
Ms. Clinton requested clarification on the changes made to GEOL 101L. Mr. Coffman stated that the advisories were added to match GEOL 101 and GEOL 101 was added as a completion of or concurrent enrollment in requirement. Mr. Coffman stated that this Methods of Evaluation is similarly written to GEOL 101. Ms. Clinton requested that the same changes be made to GEOL 101L methods of evaluation. Ms. Clinton requested a motion to approve GEOL 101L contingent upon the requested revision being made and sent to Melissa Jauregui

by October 9, 2009. A motion was made and seconded to approve GEOL 101. Motion carried. Ms. Clinton requested a motion to approve the content review. A motion was made and seconded to approve the content review of GEOL 101L. Motion carried.

~~c. LIB 110 – *Introduction to Internet Research 1 unit, 1 hour weekly~~

d. LAC 099 – Dosage Calculation 0.5 unit, 8 hours total
e. LAC 098 – Math for Nursing 1 unit, 16 hours total

Dr. Magdalena Caproiu was present to discuss course revisions. Dr. Caproiu described both LAC 099 and LAC 098 in detail and also stated the changes that were made to the COR. Ms. Clinton stated that the methods of evaluation were written slightly different then what is usually presented however the term "related to course objectives" is included for LAC 098 and the term "correlated to all objectives" is used for LAC 099. Mr. Rios asked if LAC 099 was taught similarly to MATH 099. Dr. Caproiu stated that this course was taught very differently to MATH 099. Ms. Clinton requested a motion to approve both LAC 099 and LAC 098 if there were no requested revisions. A motion was made and seconded to approve LAC 099 and LAC 098. Motion carried.

9. ACTION ITEMS – New Courses/CORS – First Reading

~~a. WDTO 120 – *Water Treatment I 3 units, 3 hours weekly~~
~~Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070~~

10. ACTION ITEMS ACTION ITEMS – Revised Distance Education Courses – First Reading

a. GEOL 101 – *Physical Geology 3 units, 3 hours weekly – Revised Hybrid Equivalent

Mr. Balogh was present to discuss the revisions to the Distance Education proposal for GEOL 101. Mr. Balogh mentioned that he noticed that the course was written for a specific type of instruction. He asked if this was a problem. Mrs. Beverly Beyer stated that the distance education proposals should be written in a more general way so that any professor who wishes to teach GEOL 101 online can do so. The areas that require revision include number 3, 4, and 5a needs to be expanded. Ms. Clinton requested that the changes be made and it will return to a future AP&P meeting for approval.

~~b. LIB 110 – *Introduction to Internet Research 1 unit, 1 hour weekly – Revised Online Equivalent~~

11. ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P

Ms. Clinton reminded the committee members that over due courses need to be submitted to AP&P for revisions, please remind your faculty of their course revisions.

Business and Computer Studies

a. ACCT 111 – Bookkeeping
b. ACCT 113 – Bookkeeping II
c. ACCT 121 – Microcomputer Accounting
d. ACCT 201 – Financial Accounting
e. ACCT 205 Managerial Accounting
f. BUS 101 Introduction to Business
g. BUS 105 – Business Mathematics
h. BUS 113 – Business Communications
i. BUS 212 – Women in Organization
j. CA 121 – Microcomputer Spreadsheets
k. CA 131 Microcomputer Database Management
l. CA 133 – Oracle PL/SQL Programming (Technical Review 9/28/2009:pending revisions)
m. CA 141 – Dev. PowerPoint Presentations (Technical Review 9/28/2009: pending revisions)
n. CA 171 – Introduction to Networking (Technical Review 9/16/2009: pending revisions)
o. CA 176 – Windows 2003 Networking
p. CA 182 – Network Security
q. CA 221 – Computer Concepts & Appl Business
r. CIS 101 – Intro Computer Info Science
s. CIS 111 – Intro Programming & Algorithms
t. CIS 113 – Data Structures
u. CIS 121 – Computer Mathematics (Technical Review 9/3/2009: pending revisions)
v. CIS 123 – Assem Lang & Computer Architec
w. CIS 141 – Intro Basic Programming
x. CIS 145 – Intro to Visual BASIC.NET Prog (Technical Review 9/3/2009: pending revisions)
y. CIS 174 – Intro to C#.NET Programming (Technical Review 9/3/2009: pending revisions)

z. CIS 175 – Java Programming
aa. MGT 121 – Human Resources Management
bb. MKTG 101 – Principles of Marketing
cc. OT 105 – Beginning Keyboarding Technique
dd. OT 113 – Adv MS Word
ee. OT 201 – Admin Office Procedures

Health Sciences

a. CFE 105 – Discovery-Based Ed for Children (Technical Review 9/21/2009: pending revisions)
b. CFE 109 – Supvn Admin Childhood Prog I
c. CFE 110 – Supvn Admin Childhood Prog II
d. CFE 115 – Guiding Children's Behavior
e. CFE 122 – Infant Toddler Strategies
f. CFE 169 – D Rate Pre-Service Training
g. HHA 102 – Home Health Aide
h. HS 102 – Pharmacology for CAN
i. NF 102 – Nutrition & Food Children (Pending final revisions: Approved 5/28/2009)
j. NF 104 – Concepts in Nutrition: New Dev (Pending final revisions: Approved 5/28/2009)
k. NF 150 – Food and Culture (Pending final revisions: Approved 5/28/2009)

Instructional Resources

a. LAC 098 – Math for Nursing (In process)
b. LAC 099 – Dosage Calculation (In process)
c. LIB 107 – Information Competency
d. LIB 110 – Intro to Internet Research (In process)

Language Arts

a. COMM 215 – Public Relations Communication
b. ENGL 101 – Freshman Composition (First reading 5/14/2009: pending revisions)
c. ENGL 225 – English Literature 800-1750
d. ENGL 226 – English Literature 1750-1900
e. ENGL 256 – Chicano Literature
f. ENGL 257 – Native-American Literature
g. ENGL 259 – Images of Women in Literature
h. ENGL 299 – Special Topics in Literature
i. ESL 018 – ESL Reading and Writing 1
j. ESL 019 – ESL Skills Building 1
k. ESL 020 – ESL Vocabulary and Pronunciation 2
l. ESL 023 – ESL Grammar 2
m. ESL 028 – ESL Reading and Writing 2
n. ESL 029 – ESL Skills Building 2
o. ESL 030 – ESL Vocabulary and Pronunciation 3
p. ESL 033 – ESL Grammar 3
q. ESL 038 – ESL Reading and Writing 3
r. ESL 039 – ESL Skills Building 3
s. ESL 040 – ESL Vocabulary and Pronunciation 4
t. ESL 043 – ESL Grammar 4
u. ESL 048 – ESL Reading and Writing 4
v. ESL 049 – ESL Skills Building 4
w. ESL 058 – ESL Reading and Writing 5
x. ESL 059 – ESL Skills Building 5
y. READ 150 – Speed Reading (Technical Review 5/2009: pending revisions)
z. READ 175 – Literacy Tutor & Supervised Field Experience
aa. SPAN 101 – Elementary Spanish
bb. SPAN 102 – Elementary Spanish
cc. SPAN 201 – Intermediate Spanish
dd. SPAN 202 – Intermediate Spanish
ee. SPAN 203 – Advance Spanish

Math/Science and Engineering

a. DRFT 130 – Architectural Drafting I
b. DRFT 240 – Electronic Drafting
c. ENGR 130 – Materials Science
d. ENGR 130L – Materials Science Lab
e. ENGR 210 – Statics
f. GEOL 101 – Physical Geology (In process)
g. MATH 070B – Elementary Algebra – 2nd Half
h. MATH 080 – Plane Geometry

Noncredit

a. BASL 910 – Cat. A & B Life and Workplace Skills
b. BASM 903 – Cat. A: Mathematics
c. BASM 904 – Cat. B: Mathematics
d. BASO 900 – Cat. A & B Pathways to Success
e. BASR 906 – Cat. A: Reading/Writing
f. BASR 907 – Cat. B: Reading/Writing
g. LAC 900 – Supervised Tutoring
h. LAC 901 – Supervised Learning Assistance
i. LAC 939 – Prep for Success in Corp Train
j. LAC 941 – Special Topics in WFDV
k. LAC 942 – Learning Skills Lab for WFDV
l. SEN 901 – Creative Retirement
m. SEN 910 – Healthy Nutrition for Seniors
n. SEN 920 – Gen through Photo and Journals
o. WDTO 901 – App Water Treat & Dist Math I & II (Rcvd 9/18/2009: pending faculty clarification)
p. WDTO 905 – Basic Water Supply Science
q. WDTO 910 – Water Chemistry and Quality
r. WDTO 915 – Water Distribution I
s. WDTO 916 – Water Distribution II
t. WDTO 920 – Water Treatment I (Rcvd 9/18/2009)
u. WFDV 901 – Self Sufficiency Through Personal Development
v. WFDV 902 – Self Sufficiency Through Job Readiness
w. WFDV 903 – Self Sufficiency Through Job Retention
x. WFDV 904 – Self Sufficiency Through Career Awareness

Physical Education & Athletics

a. DA 103 – Beginning Modern Dance (First reading 9/10/2009: pending revisions)
b. DA 104 – Beginning Jazz Dance (First reading 9/10/2009: pending revisions)
c. DA 105 – Beginning Tap Dance (First reading 9/10/2009: pending revisions)
d. DA 111 – Choreography (First reading 9/10/2009: pending revisions)
e. DA 123 – Intermediate Modern Dance (First reading 9/10/2009: pending revisions)
f. DA 124 – Intermediate Jazz Dance (First reading 9/10/2009: pending revisions)
g. DA 125 – Intermediate Tap Dance (First reading 9/10/2009: pending revisions)
h. DA 203 – Advance Modern Dance (First reading 9/10/2009: pending revisions)
i. DA 204 – Advance Jazz Dance (First reading 9/10/2009: pending revisions)
j. DA 205 – Advance Tap Dance (First reading 9/10/2009: pending revisions)
k. PE 190 – Introduction to Physical Education
l. PE 197 – Lifeguard Training

Social & Behavioral Sciences / FACE

a. ECON 110 – Economics of the Underclass (In process)
b. PSY 215 – Psychology of Prejudice
c. PSY 235 – Child Psychology
d. WE 199 – Work Experience

Technical Education

a. ABDY 112 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
b. ABDY 113 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
c. ABDY 115 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
d. ABDY 122 – Basic Automotive Refinishing (First reading 5/28/2009: pending revisions)

e. ABDY 123 – Automotive Refinishing (First reading 5/28/2009: pending revisions)
f. ABDY 125 – Basic Automotive Refinishing (First reading 5/28/2009: pending revisions)
g. ABDY 212 – Advanced Collision Repair I (First reading 5/28/2009: pending revisions)
h. ABDY 213 – Advanced Collision Repair II (First reading 5/28/2009: pending revisions)
i. ABDY 215 – Advance Collision Repair (First reading 5/28/2009: pending revisions)
j. ABDY 222 – Advanced Automotive Refinishing I (First reading 5/28/2009: pending revisions)
k. ABDY 223 – Advanced Automotive Refinishing II (First reading 5/28/2009: pending revisions)
l. ABDY 225 – Advanced Automotive Refinishing (First reading 5/28/2009: pending revisions)
m. ACRV 198A – Commercial Ice Machine
n. AUTO 276 – C.A. Clean Air Car Course
o. ELEC 110 – Fundamentals of Electricity
p. ELEC 115 – Electrical Codes and Ordinances
q. ELEC 120 – Residential Wiring
r. ELEC 140 – Commercial/Industrial Wiring and Cabling
s. ELEC 150 – Electrical Maintenance
t. ELEC 160 – Fundamentals of Motor Control
u. ELEC 220 – Advanced Motor Control – PLC
v. ELEC 250 – Electricians Journeyman Review
w. FTEC 102 – (I-200) Bas Incd Comm Sys
x. FTEC 120 – (S-212) Wildfire Powersaws
y. FTEC 122 – Wildland Firefighter
z. FTEC 125 – Haz Mat First Responder Operations
aa. FTEC 126 – Wildland Fire behavior
bb. FTEC 127 – Wildland Firefighter Safety and Survival
cc. FTEC 128 – Wildland Fire Operations
dd. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
ee. FTEC 130 – Wildland Fire Logistics, Finance and Planning
ff. FTEC 131 – (L-280) Followership to Leadership
gg. FTEC 132 – (S-131) Advanced Firefighter Training
hh. FTEC 137 – (S-211) Portable Pumps and Water Use
ii. FTEC 138 – Wildland Engine Firefighter
jj. FTEC 150 – (S-270) Basic Air Operations
kk. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

a. ART 105 – Women Artists in History
b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
d. THA 105 – Introduction to Lighting Design
e. THA 120D – Rehearsal and Performance: Children's Theatre (Technical Review 5/2009: pending revisions)

12. ADJOURNMENT

The meeting adjourned at 3:58 p.m.

mj

Attendance Policy

When the number of hours a student is absent in a specific course exceed the number of hours the course meets per week, the student may be dropped from the course. If the course is less than sixteen weeks, the faculty will determine at what point the student may be dropped for excessive absences (typically when $1/16^{th}$ of the course has been missed).

The attendance policy for each course is established by the instructor and should be stated in writing in the syllabus for the course. At the instructor's discretion, tardies or leaving class early may be equated to absences. While it is the responsibility of the instructors to communicate attendance policies and to apply them equally to all students, it is the responsibility of students to know the policy in each of their classes and to be aware of their current attendance status.

Subject: Re: Work Experience
From: Jean-Ann Lockhart <jeanannlb@yahoo.com>
Date: Wed, 14 Oct 2009 14:00:25 +0000
To: Maria Clinton <mclinton@avc.edu>

Here it is:

2. Below is the revised wording for the MCGS Course Review Form that was reviewed and approved by the Curriculum Committee. (It should be formatted similarly to the current form.)

The attached course is proposed to meet the Multicultural/Gender Studies Section E graduation requirement for the Associate of Arts and Associate of Science degrees at Napa Valley College.

The courses so designated to fulfill the requirement will be introductory/survey courses in their respective fields. They will not focus on a single population. The intent of this requirement is to introduce students to a multiple cultural and gendered analysis of contemporary social life. Depth of study will be tempered by breadth of study.

To meet the purpose of this requirement, this proposed course has been reviewed to determine that it meets the following established criteria:

1. The analysis of the contributions and perspectives of underrepresented cultures is explicit, not implicit, in the course of study.
(All criteria have yes/no check-offs and a "Reviewer Comments" section.)
2. The course of study includes at least three of the following groups: African American, Chicano/Latino, Asian American, Native American, those defined exclusively by sex, sexual/affectional groups, disabilities and those defined by age.
3. The course of study is applicable to contemporary American cultural life. Historical perspectives may be used to provide background and context and/or to reflect contemporary social conditions.
4. A significant portion of the course of study is devoted to gendered analysis, with special attention paid to the perspectives and contributions of women.

Dr. Steven J. Balassi
Napa Valley College

--- In CaCurricChairs@yahoogroups.com , Maria Clinton <mclinton@...> wrote:

> That would be great.
> Thank you,
> M
>
> steven b wrote:
>
> > Here is our new MCGS GE description at Napa:
> >
> > "Upon successful completion of a course meeting the MCGS requirement, students will be able to apply the gendered experiences, perspectives and contributions of at least three underrepresented cultures and/or groups in the United States, as the primary foci for investigating contemporary American cultural life."
> >
> > We also updated the COR form. I could add that if you like.
> >
> > Hope this helps, Steve Balassi
> >
> > --- In CaCurricChairs@yahoogroups.com

Subject: RE: [CaCurricChairs] Re: Work Experience
From: Brian Sanders <sandersb@yosemite.cc.ca.us>
Date: Wed, 14 Oct 2009 17:26:18 -0700
To: "CaCurricChairs@yahoogroups.com" <CaCurricChairs@yahoogroups.com>

Aha – you've hit on the fluffiest, least-defined requirement in all of Title 5! Here's the extent of the guidance:

Title 5 Section 55063(b)(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

Some colleges have designed their own description of what constitutes Ethnic Studies. Others have left it open to interpretation. Some have likely assumed that by completing the rest of the GE categories the student will have hit on some Ethnic Studies as a consequence. Some colleges require students to complete a course that has been officially approved to meet this requirement. Some colleges likely have a separate category to complete on top of the other general ed. And at least one colleges meets this requirement by having faculty put an asterisk next to content and objectives within any class that happen to be 'multicultural' in nature.

This would be a great topic for a Senate Best Practices paper, to be followed by even some alteration to Title 5. In my opinion, it would be better to have no requirement at all than one with no standards or criteria or guidance. (In case you hadn't guessed, this has been a frustration for me for about 13 years now...)

Brian K. Sanders

Datatel Curriculum Lead for MJC

(209) 575-6701

sandersb@mjc.edu

From: CaCurricChairs@yahoogroups.com [mailto:CaCurricChairs@yahoogroups.com] **On Behalf Of** Pucay, Dorothy
Sent: Wednesday, October 14, 2009 4:16 PM
To: 'CaCurricChairs@yahoogroups.com'
Subject: RE: [CaCurricChairs] Re: Work Experience

Is there a Title V definition for what this graduate requirement is and for what Ethnic Studies should refer to? We are also undergoing revision in the description of the Ethnic Studies graduate requirement and the stance of the Ethnic Studies faculty is that the courses focus on

"several disempowered ethnic groups in the USA in their relations to dominant society" (like African-Americans, Indigenous Peoples, Mexican-Americans, and Asian-Americans.)

Thank you very much for the help,

Dorothy Pucay

Curriculum Chair

San Jose City College

From: CaCurricChairs@yahoogroups.com [mailto:CaCurricChairs@yahoogroups.com] **On Behalf Of** Maria Clinton
Sent: Wednesday, October 14, 2009 6:52 AM
To: CaCurricChairs@yahoogroups.com
Subject: Re: [CaCurricChairs] Re: Work Experience

That would be great.
Thank you,
M

steven b wrote:

Here is our new MCGS GE description at Napa:

"Upon successful completion of a course meeting the MCGS requirement, students will be able to apply the gendered experiences, perspectives and contributions of at least three underrepresented cultures and/or groups in the United States, as the primary foci for investigating contemporary American cultural life."

We also updated the COR form. I could add that if you like.

Hope this helps, Steve Balassi

--- In CaCurricChairs@yahoogroups.com, Maria Clinton <mclinton@...> wrote:
>
> Hello all,
> We are currently looking at updating our "Ethnic Studies" statement, we
> call ours "Diversity Studies" and we are having difficulty defining what
> the state determines is "Ethnic".
>
> Our current statement/description - The primary focus of courses meeting

Board of Governors
California Community Colleges
September 14-15, 2009

TITLE 5 REGULATIONS: PROPOSED REVISIONS TO COOPERATIVE WORK EXPERIENCE EDUCATION

5.5

FIRST READING, PUBLIC HEARING

Presentation: *Jose Millan, Vice Chancellor, Economic and Workforce Development*
Ron Selge, Dean, Career Technical Education

Issue

This item proposes amendments and technical modifications to the Board of Governors' regulations on Cooperative Work Experience Education, General Work Experience. This shall affect repeatability and the maximum units allowed.

Background

"Internships" have a long and proven history of enhancing educational programs. Integrating work experience into higher education, the University of Cincinnati pioneered in 1906 cooperative education experience, which provides academic credit for structured job experiences, with learning objectives supervised by faculty. The California Community Colleges Board of Governors initially authorized Cooperative Work Experience Education in December 1969 through the adoption of title 5 regulations.

Almost 40 years after the original deliberations regarding California Community Colleges Cooperative Work Experience Education, the workplace and circumstances of work have changed markedly. In response to suggestions by business and industry, faculty and practitioners in the field, deliberations on updates to the title 5 cooperative work experience regulations commenced in Fall 2003. The California Community Colleges Statewide Advisory Committee on Work-Based Learning and Placement studied the existing regulations in the context of the changing needs of the program. Statewide testimony was solicited and proposals were discussed with the Statewide Academic Senate of the California Community Colleges, most notably in dialogue sessions at the Statewide Academic Senate's Vocational Education Leadership Conferences.

The culmination of deliberations on Cooperative Work Experience Education title 5 changes has been a series of Board of Governors actions. Actions updating these sections occurred at the

July 2007 meeting and the May 2008 meeting. A synopsis of those actions is included in this item as attachment 3. This proposed action should be the final element of program modernization, and is a relatively small modification which was inadvertently missed in the prior re-crafting of the pertinent title 5 sections.

The value of Cooperative Work Experience Education (aka "internships," work-based learning, or field experience) has been documented in the California Community Colleges. Funded by the Chancellor's Office, Hatchuel Tabernik & Associates published May 10, 2006, their assessment on the influence of work-based learning—internships, extended job shadowing, apprenticeships and cooperative work experience—on the education and earnings outcomes of graduates from California Community Colleges. The full study is available at http://www.wblconnections.com/Pdf/WBLReport2006.pdf.

However, significant findings included:

EDUCATION OUTCOMES

- Coop graduates differ from Occupational graduates largely in the type of degree they receive. Coop graduates tend to receive Associate degrees at a higher rate than Occupational graduates.

- Coop graduates differ from non-Coop/non-Occupational graduates in the number of credits received during their academic career. Although both tend to receive Associate degrees, Coop graduates also have more total credits than non-Coop/non-Occupational graduates.

EARNINGS OUTCOMES

- Coop participants exit community colleges with a strong 15-22 percent lead in workforce participation compared to other graduates. By the second year after graduation this gap decreases to a 5 percent lead, and by year three there remains a 3 percent difference in the employment rate of Coop graduates' compared to that of other community college graduates.

- Coop graduates are 22 percent more likely to maintain stable earnings over three years compared to non-Coop/non-Occupational graduates and 6 percent more likely to maintain stable earnings when compared to Occupational graduates.

- Coop graduates demonstrate consistently higher earnings compared to other graduates. Coop graduates earn 50-71 percent more annually than non-Coop/non-Occupational. Occupational graduates earn 43-58 percent more annually than non-Coop/non-Occupational graduates.

- Thus, Coop graduates earn 17-21 percent more than graduates who participate in occupational coursework alone.

Analysis

This proposal asks the Board to add the clause "during one enrollment period" to title 5, section 55253(a)(1) as reflected below. Technical revisions for clarity and parallel regulation structure in subdivision (2) are also included.

Section 55253. College Credit and Repetition.

(a) For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:

(1) General Work Experience Education.

A maximum of six semester credit hours or nine quarter credit hours may be earned during one enrollment period in general work experience education.

(2) Occupational Work Experience Education.

A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education ~~during one enrollment period up to a total of 16 semester or 24 quarter credit hours.~~

(b) If a college offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course, the district policy on course repetition adopted pursuant to section 55040 may permit a student to repeat that course any number of times so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a). Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

Without that additional clause, potential students faced a total enrollment cap instead of one that deals with one enrollment period. With the previous consolidation of "alternate" and "parallel" Cooperative Work Experience Education (see *Attachment* 1), this modification is needed. Total enrollment limits remain unchanged.

This modification is supported by the Statewide Academic Senate (see *Attachment* 3). It was also endorsed by the Statewide Advisory Committee on Work-Based Learning and Placement, and endorsed by both the Northern California and Southern California Cooperative Work Experience Education Coordinators groups.

General Work Experience has learning objectives broader than one occupational discipline. For example, it can be used to develop entrepreneurs who are learning "all aspects of an industry" or to incorporate developmental or social skill objectives into internships, which can be useful for integrating veterans into civilian occupations, or parolees into occupations. By contrast, Occupational Work Experience is focused solely on the particulars skills of one occupational area, and slightly more intense enrollments are permitted.

Conclusion

The proposed regulation is presented to the Board for a first reading at this public hearing. We ask that the Board consider any testimony that is offered. It is anticipated that the regulation will be presented to the Board for final action at its November meeting.

ATTACHMENT 1

Proposed Revisions to the Title 5 Regulations: Cooperative Work Experience Education

1. Section 55253 of article 4 of subchapter 3 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55253. College Credit and Repetition.

(a) For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:

(1) General Work Experience Education.

A maximum of six semester credit hours or nine quarter credit hours may be earned during one enrollment period in general work experience education.

(2) Occupational Work Experience Education.

A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education ~~during one enrollment period up to a total of 16 semester or 24 quarter credit hours~~.

(b) If a college offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course, the district policy on course repetition adopted pursuant to section 55040 may permit a student to repeat that course any number of times so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a). Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 70901 and 70902, Education Code.

ATTACHMENT 2

Synopsis of Recent Title 5 Changes Pertaining to Cooperative Work Experience Education

In addition to non-substantial technical cleanup, the following changes were made.

Board of Governor's July 2007 meeting

Section 55252, Types of Cooperative Work
The distinction between "Alternate" and "Parallel" cooperative work experience education was eliminated and these two types have been consolidated.

May 2008 Board of Governors meeting

Section 55253. College Credit and Repetition
Section 55253 limits the total number of units of credit students can take in cooperative work experience courses. However, if a college only offers one occupational work experience course in a given field it is possible that students will not be able to accumulate the full 16 semester or 24 quarter units of work experience in that area before repeating the course for the maximum of four semesters or six quarters authorized for activity courses under section 55041. The amendment to title 5 created an exception to the general rule for repetition of activity courses to allow students to take the full number of units of cooperative work experience, which would otherwise be allowed.

Section 55254. Student Qualifications
Section 55254 establishes eligibility requirements students must meet to be enrolled in cooperative work experience. It was amended to delete requirements related to enrollment in the parallel or alternate plans of cooperative work experience. The first phase of revisions to chapter 6 eliminated the distinction between the parallel and alternate plans but the reference to these plans in section 55254 was overlooked. The amendments resolve this problem.

Section 55255. District Services
Section 55255 describes services districts are to provide in support of cooperative work experience placements. One requirement is for the District to assign an Instructor / Coordinator (as defined in §53416, Minimum Qualifications for Work Experience Instructors or Coordinators) to conduct an in-person visit with the employer at least once each term. The amendment, which was suggested by practitioners in the field, will allow districts to authorize alternatives to the in-person visit under limited circumstances to be defined in guidelines adopted by the Chancellor.

ATTACHMENT 3

Statewide Academic Senate
2009 Spring Session Plenary Adopted Resolutions

13.02 S09 Cooperative Work Experience Education
Dan Crump, American River College, Occupational Education Committee

Whereas, Cooperative Work Experience Education (CWEE) is a program of education consisting of either supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness (General Work Experience), or supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goals (Occupational Work Experience);

Whereas, Cooperative Work Experience education helps students acquire desired work habits and skill competencies that aid student success in the classroom and the workplace;

Whereas, Current title 5 §55253 states that 1) six semester credit hours may be earned in General Work Experience and 2) a maximum of eight credit hours may be earned in Occupational Work Experience Education during one enrollment period up to a total of 16 semester credit hours; and

Whereas, There have been requests to raise the credit hours allowed for General Work Experience Education from the current limit of six hours to 16 hours (similar to Occupational Work Experience Education) to better facilitate student and employer needs, which is unanimously supported by the Chancellor's Advisory Committee for CWEE and the intersegmental faculty association, California Internship and Work Experience Association; *and, therefore be it*

Resolved, That the Academic Senate for California Community Colleges recommend changing the title 5 limitation for General Work Experience from six to 16 credit hours.

MSC Disposition: Chancellor's Office, System Advisory Committee on Curriculum
Local Senate Assigned: Representative to the System Advisory Committee on Curriculum.

CATALOG LANGUAGE

Definition
The Work Experience program provides systematic methods for students enrolled in a planned program of study to gain educational experience at a work site under realistic employment conditions.

Staff
To access faculty and staff, dial (661) 722-6300, then the 4-digit extension.
Program Advisement:
Dr. Tom O'Neil, Dean ext. 6482
Administrative Assistant:
(Position Vacant) ext. 6482

Program Description
General Work Experience:
A program stressing the acquisition of good work habits, attitudes and career awareness, through on-the-job training experience.

Occupational Work Experience:
An opportunity to extend occupational learning experiences through employment in a field directly related to the students occupational program.

Distinctive Features
~~Two plans exist:~~
~~**Parallel** – Work hours are coordinated with the student's class schedule.~~
~~**Alternate** – A semester of study is followed by a semester of work.~~

Certificate Program
Many of the certificate programs require or recommend the completion of work experience. Check the specific certificate program for details.

Associate Degree
No more than 4 units of work experience credit may be applied toward the 18 units required in a major for the associate degree. Additional units of work experience may be used as elective credit toward the associate degree. (See Graduation/Associate Degree Requirements.)

Transfer
California State University System
A maximum of 8 units will transfer.
Prerequisite Completion
If a course is listed as a prerequisite for another course, that prerequisite course must be completed with a satisfactory grade in order to enroll in the next course. According to Title 5, Section 55200(d), a satisfactory grade is a grade of "A," "B," "C" or "P". Classes in which the Pass/No Pass option is available are indicated with an asterisk **(*)** before the course title. See "Pass/No Pass Option" in the catalog for full explanation.

Work Experience Courses

WE 197 *OCCUPATIONAL WORK EXPERIENCE
1–4 units
hours vary
Cooperative Work Experience Education is designed to provide students a realistic learning experience through work. The ultimate goal is to teach students those skills and attitudes that will equip them to function and adapt as an employee in a variety of situations and jobs. *Occupational Work Experience Education* is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the students' educational major or occupational goal. (CSU, AVC) **(R3)**

WE 199 *GENERAL WORK EXPERIENCE
1–3 units
hours vary
~~***Prerequisite:** Students must be registered in at least 7 units (including the Work Experience units) and have approval of instructor supervising work experience subject area. Prior to enrolling, students must attend a scheduled orientation.~~
~~The Work Experience program provides supervised employment extending classroom-based learning to an on-the-job learning situation. Students meet with instructor by arrangement to discuss learning objectives, along with experiences and/or problems arising on the job.~~ The work experience need not be related to the students' educational goals. Cooperative Work Experience Education is designed to provide students a realistic learning experience through work. The ultimate goal is to teach students those skills and attitudes that will equip them to function and adapt as an employee in a variety of situations and jobs. *General Work Experience Education* is supervised employment that is not related to their field of study and is intended to assist students in acquiring desirable work habits, attitudes, and career awareness. (CSU, AVC) **(R3)**

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: WE 197

COURSE NAME: Occupational Work Experience

COURSE UNITS: 1-4 **COURSE HOURS:** Vary

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#))***

Occupational Work Experience Education is designed to provide students a realistic learning experience through work. The ultimate goal is to teach students those skills and attitudes that will equip them to function and adapt as an employee in a variety of situations and jobs. *Occupational Work Experience Education* is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the students' educational major or occupational goal. (CSU, AVC) **(R3)**

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***

Upon completion of course, the successful student will be able to:

1. Demonstrate employment skills under actual working conditions.
2. Demonstrate an increase in self-identity and confidence as a worker through individual attention given by instructor and employer.
3. Demonstrate an understanding of their own abilities in the work environment.
4. Demonstrate an understanding of the importance of human relations skills.
5. Demonstrate an understanding of how to approach the job market.
6. Apply work experience education on future job applications.
7. Develop new or expanded job objectives each semester of enrollment.

Course Subject & Number: WE 197
Course Name: Occupational Work Experience

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Job placement skills:
   A. Resume preparation
   B. Objective development
   C. Advice and counsel on interviewing
II. On the job training related to field of study:
   A. Desirable work habits
   B. Desirable work attitude
   C. Career awareness
III. Professional Evaluations related to field of study based on:
   A. New or expanded on-the-job learning experiences
   B. New or expanded, attainable, on-the-job measurable learning objectives
IV. Job placement assistance if necessary

Course Subject & Number: WE 197
Course Name: Occupational Work Experience

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.
1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Student will read the Cooperative Work Experience Education Student Handbook during the semester.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Develop and write 4 learning objectives that will be expanded upon in a 2 page essay.
Create a personal resume.
Develop four measurable workplace objectives that will involve problem solving and the application of academic theory, skills, and knowledge while undertaking new or expanded workplace responsibilities.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Students must track the number of hours worked each month in order to compute the total number of hours worked in the semester.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***

Complete all necessary Cooperative Work Experience Education Student Handbook forms.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 1 hr

Writing Assignments: 1 hr

Computational Assignments: 30 min

Other Assignments:

Course Subject & Number: WE 197
Course Name: Occupational Work Experience

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.***

Work experience is conducted as an independent study course. The instructor will set up the student conferences and present the manual of guidelines and responsibilities to the student. They will supervise the development of four measurable learning objectives that are specific to the student's individual job. They will ensure that the contract between the student, employer, and instructor is signed.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Provide appropriate advice and counsel to the student. (Objective 1, 3, 7, 8)
2. Assist the student and the supervisor/employer in developing the required new or expanded learning experience(s).
3. Assist the student in developing appropriate new or expanded, attainable, on-the-job measurable learning objectives. (Objective 2, 4)
4. Consult in person at least once each semester with the supervisor/employer at the student's work station to discuss student's educational growth on the job. (Objective 2-4, 5-9)
5. Consult in person at least once each semester with the student to discuss the student's educational growth on the job. (Objective 6-10)
6. Assign a letter grade reflecting the supervisor's/employer's evaluation and the student's progress in meeting the planned on-the-job learning objectives. (T5: 55255) (Objective 2, 4)
7. Student will attend a mandatory training where the instructor will collect and submit all required documents with appropriate signatures. (Objective 7, 10)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

The *Cooperative Work Experience Education Student Handbook* published by Antelope Valley College. Use the latest edition.

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: WE 199

COURSE NAME: General Work Experience

COURSE UNITS: 1-3 **COURSE HOURS:** Vary

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#))***

The work experience need not be related to the students' educational goals. Cooperative Work Experience Education is designed to provide students a realistic learning experience through work. The ultimate goal is to teach students those skills and attitudes that will equip them to function and adapt as an employee in a variety of situations and jobs. *General Work Experience Education* is supervised employment that is not related to their field of study and is intended to assist students in acquiring desirable work habits, attitudes, and career awareness. (CSU, AVC) **(R3)**

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***

Upon completion of course, the successful student will be able to:

1. Demonstrate employment skills under actual working conditions.
2. Demonstrate an increase in self-identity and confidence as a worker through individual attention given by instructor and employer.
3. Demonstrate an understanding of their own abilities in the work environment.
4. Demonstrate an understanding of the importance of human relations skills.
5. Demonstrate an understanding of how to approach the job market.
6. Apply work experience education on future job applications.
7. Develop new or expanded job objectives each semester of enrollment.

Course Subject & Number: WE 199
Course Name: General Work Experience

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Job placement skills:
   A. Resume preparation
   B. Objective development
   C. Advice and counsel on interviewing
II. On the job training:
   A. Desirable work habits
   B. Desirable work attitude
   C. Career awareness
III. Professional Evaluations based on:
   A. New or expanded on-the-job learning experiences
   B. New or expanded, attainable, on-the-job measurable learning objectives
IV. Job placement assistance if necessary

Course Subject & Number: WE 199
Course Name: General Work Experience

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.
1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Student will read the Cooperative Work Experience Education Student Handbook during the semester.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Develop and write 4 learning objectives that will be expanded upon in a 2 page essay.
Create a personal resume.
Develop four measurable workplace objectives that will involve problem solving and the application of academic theory, skills, and knowledge while undertaking new or expanded workplace responsibilities.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Students must track the number of hours worked each month in order to compute the total number of hours worked in the semester.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***

Complete all necessary Cooperative Work Experience Education Student Handbook forms.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 1 hr

Writing Assignments: 1 hr

Computational Assignments: 30 min

Other Assignments:

Course Subject & Number: WE 199
Course Name: General Work Experience

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.***

Work experience is conducted as an independent study course. The instructor will set up the student conferences and present the manual of guidelines and responsibilities to the student. They will supervise the development of four measurable learning objectives that are specific to the student's individual job. They will ensure that the contract between the student, employer, and instructor is signed.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Provide appropriate advice and counsel to the student. (Objective 1, 3, 7, 8)
2. Assist the student and the supervisor/employer in developing the required new or expanded learning experience(s).
3. Assist the student in developing appropriate new or expanded, attainable, on-the-job measurable learning objectives. (Objective 2, 4)
4. Consult in person at least once each semester with the supervisor/employer at the student's work station to discuss student's educational growth on the job. (Objective 2-4, 5-9)
5. Consult in person at least once each semester with the student to discuss the student's educational growth on the job. (Objective 6-10)
6. Assign a letter grade reflecting the supervisor's/employer's evaluation and the student's progress in meeting the planned on-the-job learning objectives. (T5: 55255) (Objective 2, 4)
7. Student will attend a mandatory training where the instructor will collect and submit all required documents with appropriate signatures. (Objective 7, 10)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

The *Cooperative Work Experience Education Student Handbook* published by Antelope Valley College. Use the latest edition.

RECEIVED
OCT - 7 2009
SKO-4-18-08.
BY: MArriaga

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I

	Date	Initial
AP&P Representative: (*indicates division review and approval*)	10/5/09	
Division Dean/Director:	10/5/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Tim Sturm Date 10/5/09

COURSE SUBJECT & NUMBER: ABDY 112

COURSE TITLE: *Basic Auto Body Repair

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 112
COURSE NAME: *Basic Auto Body Repair
COURSE UNITS: 5.0
COURSE HOURS: 10 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
ADVISORY: Eligibility for ENGL 099, READ 099, MATH 070

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

A course in the fundamentals of auto body repair technology designed for the student interested in pursuing a degree or certificate in automotive collision repair. The successful student will be able to safely use auto body hand tools, power and hydraulic equipment; oxyacetylene weld, cut and braze auto body sheet metal; shape, align and metal finish damaged body panels; properly use body solder and plastic body fillers; mix and apply automotive primers. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with auto body hand, power, and hydraulic tools and equipment.
   * Analyze the efects of poor attendance and accidents on production schedules.
2. Use oxyacetylene equipment to cut and join auto body sheet metals in a variety of joints common to auto body construction.
   * Read, interpret, and apply proper maintenance and set-up procedures through the use of technical manuals.
3. Categorize, analyze, and repair damaged automotive sheet metal to industry standards.
   * Demonstrate good time management through the timely completion of all written and laboratory assignments.
4. Use body solder (lead) and plastic body fillers to implement repairs to industry standards.
   * Read, understand, and calculate proper mix ratios/proportions for materials using technical sheets.
5. Prepare an automotive surface for application of primer. Choose, mix, and apply automotive primer using industry spray equipment.
   * Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.

* Designates possible SCANS and NATEF Applied Academics objectives.

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 112

COURSE NAME: *Basic Auto Body Repair

COURSE UNITS: 5 **COURSE HOURS:** 10 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
ADVISORY: Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Intended for students interested in the collision repair industry. Introductory to intermediate topics will be covered. Topics will include, safety, auto body equipment, basic auto body techniques, corrosion protection, and proper use of tools and equipment. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Recognize basic tasks of collision repair.
3. Inspect air system for proper operation.
4. Identify common collision repair tools.
5. Recognize proper tools for the job.
6. Identify different vehicle designs.
7. Demonstrate proper use of sheet metal tools.
8. Demonstrate proper surface preparation and application of fillers.

Course Subject & Number: ABDY 112
Course Name: *Basic Auto Body Repair

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
   A. Personal safety
   B. General shop safety

II. Introduction To Collision Repair
   A. What is collision repair
   B. The collision operation
   C. Metal work
   D. Structural repairs
   E. Career opportunities
   F. Related collision industry careers

III. Hand And Power Tools
   A. General purpose tools
   B. Miscellaneous general pupose tools
   C. Metal working tools
   D. Trim removal tools
   E. Air tool maintenance
   F. Metal cutting tools
   G. Dent pulling tools

IV Vehicle Construction
   A. Manufacturing and materials used
   B. Vehicle design
   C. Collision forces
   D. Dissipating collision energy
   E. Nonstructural and semi structural parts

V. Estimating collision damage
   A. Defining estimate types
   B. How estimates are made
   C. Industry terms
   D. Identifying a vehicle
   E. Identify and analyze damage
   F. Evaluating a vehicle's value

VI. Straightening Steel and Aluminum
   A. Types of steel
   B. Characterristics of automotive sheet metal
   C. Sheet metal repair tools and techniques
   D. Stretched metal and shrinking
   E. Paintless dent repair

VII. Body Repair Fillers
   A. Filler types and applications
   B. Surface preparation
   C. Selecting and mixing filler
   D. Problems with improper catalyzing

Course Subject & Number: ABDY 112
Course Name: *Basic Auto Body Repair

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
N/A

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments 1 hours

Other Assignments: N/A

Course Subject & Number: ABDY 112
Course Name: *Basic Auto Body Repair

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lecture, instructor led discussions, live "hands on" demonstration, audiovisual aids, and instructor led problem solving sessions.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Assignments are assigned daily to measure students' development of auto body repair skills. Evaluation is accomplished by comparing the quality of the students' work to industry standards. (Objectives 1-8)

2. Textbook studies and chapter questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-8)

3. Quizzes, tests, midterm, and final exams will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-8)

4. Classroom and laboratory participation will be evaluated by the level of student preparation for class/lab, participation in classroom discussions, taking notes, and the timely completion of assignments. (Objectives 1-8)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Collision Repair and Refinishing, a Foundation Course for Technicians, 1st[d] edition, by Alfred Thomas and Michael Jund, Delmar, 2010.

RECEIVED
OCT - 7 2009
SLC 4-18-08
BY: MMauriquy

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I

	Date	Initial
AP&P Representative: (*indicates division review and approval*)	10/5/09	
Division Dean/Director:	10/5/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Faculty Name: (print) Tim Sturm Date 10/5/09

COURSE SUBJECT & NUMBER: ABDY 113

COURSE TITLE: *Basic Auto Body Repair

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree
☐ Transfer
☐ Vocational Education (see page 4, section VIII)
☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One
☐ IGETC - Please state which area: Select One
☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 113
COURSE NAME: *Basic Auto Body Repair
COURSE UNITS: 5.0
COURSE HOURS: 10 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
PREREQUISITE: Completion of ABDY 112

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

A continuation of ABDY 112 with instruction and practice in resistance and MIG welding on automotive panels; panel replacement and alignment; servicing vehicle doors and door glass; modern auto body construction. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with auto body hand, power, and hydraulic tools and equipment.
   * Analyze the effects of poor attendance and accidents on production schedules.

2. Use metal inert gas (MIG) welding and resistance welding to join automotive sheet metal panels in a variety of joints common to auto body construction.
   *Read, interpret, and apply proper maintenance and set-up procedures through the use of technical manuals.

3. Identify the materials used in modern auto body construction. Distinguish conventional and unitized construction. Identify the major body assemblies, body parts and fasteners.
   * Demonstrate effective teamwork skills through the successful completion of the group assignment.

4. Remove, replace, and align such body parts as hoods and deck lids, front-end sheet metal parts, and bumper assemblies.
   * Calculate and make adjustments according to technical specifications.

5. Diagnose and service automotive doors and hinges, door hardware and glass.
   * Design and apply a system for removal and replacement of automotive parts.

* Designates possible SCANS and NATEF Applied Academic objectives.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs

Course Outline of Record

Academic Affairs Only

- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 113

COURSE NAME: *Basic Auto Body Repair

COURSE UNITS: 5 **COURSE HOURS:** 10 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
PREREQUISITE: Completion of ABDY 112

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
A continuation of ABDY 112 with instruction and practice in resistance and MIG welding on automotive panels; panel replacement and alignment; servicing vehicle doors and door glass; modern auto body construction. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Define estimate types.
3. *Define and understand terms used in automotive collision estimates.
4. *Evaluate a vehicles worth.
5. Identify the difference between direct and indirect damage.
6. Record the damage sustained while performing a visual inspection.
7. Demonstrate basic methods used for installing and adjusting techniques.
8. Discuss methods used by the collision industry to restore corrosion protection.
9. List parts of a G.M.A.W. welder.
10. Discuss welding safety

* Designates SCANS competencies.

Course Subject & Number: ABDY 113
Course Name: *Basic Auto Body Repair

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Saftey
   A. Personal safety and
   B. General shop safety

II. Collision Damage Analysis
   A. Vehicle identification number
   B. Direct and indirect damage
   C. Inspection sequence
   D. Bend vs. kink
   E. Inspecting the under carriage for damage

III. Bolted Exterior Panel Replacement
   A. Adjusting front assembly
   B. Installing sequence
   C. Front bumper and fascia
   D. Doors
   E. Deck lids and hatch

IV. Corrosion Protection
   A. What is corrosion
   B. Restoring corrosion protection
   C. Anti corrosion compounds
   D. Surface preparation for application

V. Welding Procedures and Equipment
   A. Welding safety
   B. Welder set up
   C. Plasma arc cutting
   D. Oxyacetylene equipment

Course Subject & Number: ABDY 113
Course Name: *Basic Auto Body Repair

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
N/A

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.*
Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments 1 hours

Other Assignments: N/A

Course Subject & Number: ABDY 113
Course Name: *Basic Auto Body Repair

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lecture, instructor led discussions, live "hands on" demonstration, audiovisual aids, and instructor led problem solving sessions.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Assignments are assigned daily to measure students' development of auto body repair skills. Evaluation is accomplished by comparing the quality of the students' work to industry standards. (Objectives 1-10)

2. Textbook studies and chapter questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-10)

3. Quizzes, tests, midterm, and final exams will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-10)

4. Classroom and laboratory participation will be evaluated by the level of student preparation for class/lab, participation in classroom discussions, taking notes, and the timely completion of assignments. (Objectives 1-10)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Collision Repair and Refinishing, a Foundation Course for Technicians, 1st[d] edition, by Alfred Thomas and Michael Jund, Delmar, 2010.

RECEIVED
OCT - 7 2009
SLO 4/18/03
BY: Mazzeoni

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 10/5/09 (*indicates division review and approval*)

Division Dean/Director: 10/6/09 MD

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Faculty Name: (print) Tim Sturm Date 10/5/09

COURSE SUBJECT & NUMBER: ABDY 115

COURSE TITLE: *Basic Auto Body Repair

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ No (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 115
COURSE NAME: *Basic Auto Body Repair
COURSE UNITS: 10.0
COURSE HOURS: 20 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
ADVISORY: Eligibility for ENGL 099, READ 099, MATH 070

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

A course in the fundamentals of auto body repair technology designed for the student interested in pursuing a degree or certificate in automotive collision repair. The successful student will be able to safely use auto body hand tools, power and hydraulic equipment; oxyacetylene weld, cut and braze auto body sheet metal; shape, align and metal finish damaged body panels; properly use body solder and plastic body fillers; remove, replace and align various body parts; mix and apply automotive primers. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with auto body hand, power, and hydraulic tools and equipment.
   * Analyze the effects of poor attendance and accidents on production schedules.
2. Use oxyacetylene equipment to cut and join auto body sheet metals in a variety of joints common to auto body construction.
   * Read, interpret, and apply proper maintenance and set-up procedures through the use of technical manuals.
3. Categorize, analyze, and repair damaged automotive sheet metal to industry standards.
   * Demonstrate good time management through the timely completion of all written and laboratory assignments.
4. Use body solder (lead) and plastic body fillers to implement repairs to industry standards.
   * Read, understand, and calculate proper mix ratios/proportions for materials using technical sheets.
5. Prepare an automotive surface for application of primer. Choose, mix, and apply automotive primer using industry spray equipment.
   * Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.
6. Identify the materials used in auto body construction. Distinguish conventional and unitized body construction. Identify the major body assemblies and body parts.
   * Demonstrate effective teamwork skills through the successful completion of the group assignment.
7. Remove, replace, and align such body parts as hoods and deck lids, front-end sheet metal components and bumper assemblies.
   *Calculate and make adjustments according to technical specifications.
8. Diagnose and service automotive doors and hinges, door hardware and glass.
   *Design and apply a system for removal and replacement of automotive parts.

* Designates possible SCANS and NATEF Applied Academics objectives.

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 115

COURSE NAME: *Basic Auto Body Repair

COURSE UNITS: 10 **COURSE HOURS:** 20 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
ADVISORY: Eligibility for ENGL 099, READ 099, MATH 070

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Intended for students interested in the collision repair industry. Introductory to intermediate topics will be covered. Topics will include: Safety, auto body equipment, basic auto body techniques, corrosion protection, proper use of tools and equipment. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Recognize basic tasks of collision repair.
3. Inspect air system for proper operation.
4. Identify common collision repair tools.
5. Recognize proper tools for the job.
6. Identify different vehicle designs.
7. List nonstructual and structual parts.
8. Define estimate types.
9. *Define and understand terms used in automotive collision estimates.
10. *Evaluate a vehicles worth.
11. Identify the difference between direct and indirect damage.
12. Record the damage sustained while performing a visual inspection.
13. Demonstrate proper use of sheet metal tools.
14. Demonstrate proper surface preparation and application of fillers.
15. Demonstrate basic methods used for installing and adjusting techniques.
16. Discuss methods used by the collision industry to restore corrosion protection.
17. List parts of a G.M.A.W. welder.
18. Discuss welding safety.

*Denotes SCANS Competencies

Subject & Number: ABDY 115
Course Name: *Basic Auto Body Repair

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
   A. Personal safety
   B. General shop safety

II. Introduction To Collision Repair
   A. What is collision repair
   B. The collision operation
   C. Metal work
   D. Structural repairs
   E. Career opportunities
   F. Related collision industry careers

III. Hand And Power Tools
   A. General purpose tools
   B. Miscellaneous general pupose tools
   C. Metal working tools
   D. Trim removal tools
   E. Air tool maintenance
   F. Metal cutting tools
   G. Dent pulling tools

IV Vehicle Construction
   A. Manufacturing and materials used
   B. Vehicle design
   C. Collision forces
   D. Dissipating collision energy
   E. Nonstructural and semi structural parts

V. Estimating collision damage
   A. Defining estimate types
   B. How estimates are made
   C. Industry terms
   D. Identifying a vehicle
   E. Identify and analyze damage
   F. Evaluating a vehicle's value

VI. Collision Damage Analysis
   A. Vehicle identification number
   B. Direct and indirect damage
   C. Inspection sequence
   D. Bend vs. kink
   E. Inspecting the under carriage for damage

VII. Straightening Steel and Aluminum
   A. Types of steel
   B. Characterristics of automotive sheet metal
   C. Sheet metal repair tools and techniques
   D. Stretched metal and shrinking
   E. Paintless dent repair

VIII. Body Repair Fillers
   A. Filler types and applications
   B. Surface preparation
   C. Selecting and mixing filler
   D. Problems with improper catalyzing

IX. Bolted Exterior Panel Replacement
   A. Adjusting front assembly
   B. Installing sequence
   C. Front bumper and fascia
   D. Doors
   E. Deck lids and hatch

X. Corrosion Protection
   A. What is corrosion
   B. Restoring corrosion protection
   C. Anti corrosion compounds
   D. Surface preparation for application

XI. Welding Procedures and Equipment
   A. Welding safety
   B. Welder set up
   C. Plasma arc cutting
   D. Oxyacetylene equipment

Course Subject & Number: ABDY 115
Course Name: *Basic Auto Body Repair

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Other types of assignments may include, but not limited to, Internet research and out of class contact with body shops.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 5 hours

Writing Assignments: 3 hours

Computational Assignments 1 hours

Other Assignments: 1 hours

Course Subject & Number: ABDY 115
Course Name: *Basic Auto Body Repair

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lecture, instructor led discussions, live "hands on" demonstration, audiovisual aids, and instructor led problem solving sessions.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Writing assignments will be graded upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions.(Objectives 1-18)

2. Textbook studies and chapter questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-18)

3. Quizzes, tests, midterm, and final exams will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-18)

4. Lab exercises are evaluated for dexterity, accuracy and proficiency. (Objectives 1-18)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Collision Repair and Refinishing, a Foundation Course for Technicians, 1st[d] edition, by Alfred Thomas and Michael Jund, Delmar, 2010.

RECEIVED
OCT - 7 2009
SLC 7/2008
BY: Madrigal

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I

	Date	Initial
AP&P Representative: (*indicates division review and approval*)	10/5/09	
Division Dean/Director:	10/5/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Tim Sturm Date 10/5/09

COURSE SUBJECT & NUMBER: ABDY 122

COURSE TITLE: *Basic Automotive Refinishing

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ No (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

Course Outline
Update 4/22/04

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 122
COURSE NAME: *Basic Automotive Refinishing
COURSE UNITS: 5.0
COURSE HOURS: 10 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
ADVISORY: Eligibility for ENGL 099, READ 099, MATH 070

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Introduction to the theories, principles and techniques of automotive refinishing designed for the student interested in pursuing a degree or certificate in automotive refinishing. Course of study to include: paint shop safety; minor dent repair; proper surface preparation; use of spray guns and related equipment; proper use of masking materials; choosing and using refinishing solvents and automotive undercoats; color application on automotive panels. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with the hand and power tools used by the automotive refinisher.
   * Analyze the effects of poor attendance and accidents on production schedules.
2. Properly identify and handle hazardous materials that are used in the paint and body shop.
   * Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.
3. Repair minor automotive body damage
   * Analyze the parts, materials, and labor costs for a repair project and prepare a written estimate for the repair job.
4. Properly prepare an automotive surface for refinishing.
   * Calculate surface area of vehicle body panel(s).
5. Assemble, adjust , and repair an automotive production-type spray gun.
   * Read, interpret, and apply proper maintenance and set-up procedures through the use of appropriate technical manuals.
6. Correctly choose, mix, and apply automotive undercoats using standard industry spray equipment.
   * Read, understand, and calculate proper mix ratios/proportions for materials using technical sheets.
7. Properly clean, prepare, and adjust to proper specifications an automotive paint spray booth as to temperature and air velocity.
   *Calculate and make adjustments according to technical specifications.
8. Properly prepare, clean, and spray an automobile panel(s) using a single-stage or multi-stage paint system to industry standards.
   * Demonstrate effective teamwork skills through the successful completion of the group assignment.

* Designates possible SCANS and NATEF Applied Academics objectives.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 122

COURSE NAME: *Basic Automotive Refinishing

COURSE UNITS: 5 **COURSE HOURS:** 10 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
ADVISORY: Eligibility for ENGL 099, READ 099 and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Intended for students interested in automotive refinishing techniques. Introductory to intermediate topics will be covered. Topics will include: safety, refinishing equipment, basic preparation and painting techniques, corrosion protection, and proper use of tools and equipment. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Demonstrate proper safety techniques when using hand and power tools.
3. Identify, operate and maintain air compressors.
4. Identify basic booth types and operations.
5. Recognize and demonstrate the proper use of various fillers.
6. Explain the different types of refinishing systems.
7. List the functions of a top coat.

Course Subject & Number: ABDY 122
Course Name: *Basic Automotive Refinishing

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
   A. Personal safety
   B. General shop safety

II. Refinishing Shop Equipment
   A. Compressors
   B. Air requirement
   C. Regulators
   D. Basic spray booth types & operations

III. Straightening Steel and Aluminum
   A. Characteristics of sheet metal
   B. Sheet metal damage analysis
   C. Sheet metal repair tool and techniques
   D. Stretched metal and shrinking

IV. Fillers
   A. History of fillers
   B. Filler types and applications
   C. Surface preparation
   D. Selecting and mixing fillers
   E. Plastic application
   F. Plastic filler sanding tools

V. Refinishing Basics
   A. Functions of Coatings
   B. Paint chemistry
   C. Paint care
   D. Refinishing
   E. Basic refinishing systems

Course Subject & Number: ABDY 122
Course Name: *Basic Automotive Refinishing

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to: The assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
N/A

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.*
Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments 1 hours

Other Assignments: N/A

Course Subject & Number: ABDY 122
Course Name: *Basic Automotive Refinishing

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
N/A

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments 1 hours

Other Assignments: N/A

RECEIVED
OCT - 7 2009
SLO 12.08
BY: Mauregui

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 10/5/09
(*indicates division review and approval*)

Division Dean/Director: 10/5/09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Tim Sturm Date 10/5/09

COURSE SUBJECT & NUMBER: ABDY 123

COURSE TITLE: *Automotive Refinishing

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. **Pass/No Pass (P/NP) Option?** (check only one)
☒ *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. **Course Justification** (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. **Maximum Class Size:** *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. **College Mission:** *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. **General Education:** *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 123
COURSE NAME: *Automotive Refinishing
COURSE UNITS: 5.0
COURSE HOURS: 10 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
PREREQUISITE: Completion of ABDY 122

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

A continuation of ABDY 122. Course of study to include instruction and application of: single-stage and base coat/clear coat paint systems; complete vehicle refinishing; refinishing plastic parts; final detailing of automotive paint finishes. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with the hand and power tools used by the automotive refinisher.
   * Analyze the effects of poor attendance and accidents on production schedules.

2. Properly identify and handle hazardous materials that are used in the paint and body shop.
   * Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.

3. Properly prepare, clean, and spray a complete automobile using a single-stage or base coat/clear coat paint system to industry standards.
   * Demonstrate effective teamwork skills through the successful completion of the group assignment.

4. Color sand and polish a paint finish to industry standards.
   * Demonstrate good time management through the timely completion of written and laboratory assignments.

5. Final detail a vehicle for customer delivery.
   * Analyze the importance of proper attitude towards customers, and the importance of satisfactorily dealing with customers.

* Designates possible SCANS and NATEF Applied Academics objectives.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 123

COURSE NAME: *Automotive Refinishing

COURSE UNITS: 5.0 **COURSE** 10 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
PREREQUISITE: Completion of ABDY 122

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Intended for students interested in automotive refinishing techniques. Introductory to intermediate topics will be covered. Topics will include: safety, refinishing equipment, basic preparation and painting techniques, corrosion protection, proper use of tools and equipment. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Describe corrosion and elements that cause corrsion.
3. Demonstrate how to feather edge, block, and sand for preparation of reinishing.
4. Demonstrate different types of masking.
5. Demonstrate the disassembly, cleaning and lubrication of a spray gun.
6. Explain the proper stroke, overlap and rate of movement for proper spraying.
7. Identify different spray techniques.
8. *Calculate the proper ratios of paint and other refinsihing products.

*Denotes SCANS Competency

Course Subject & Number: ABDY 123
Course Name: * Automotive Refinishing

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
   A. Personal safety
   B. General shop safety

II. Corrosion Protection
   A. Corrosion
   B. Protective coatings
   C. Corrosion hot spots
   D. Restoring corrosion protection

III. Surface Preparation
   A. Types of finish
   B. Types of substrate
   C. Paint film thickness
   D. Steel preparation
   E. Aluminum preparation
   F. Sanding

IV. Masking Materials and Procedure
   A. Mask or removal of parts
   B. Masking materials
   C. Masking techniques

V. Spray Gun Setup
   A. Spray gun
   B. Spray gun type
   C. Spray gun components
   D. Spray gun adjustmen
   E. Spray gun cleaning

VI. Spray Techiques
   A. Proper spray techniques
   B. Spray sequence
   C. Gun position
   D. Refinish techniques

Course Subject & Number: ABDY 123
Course Name: *Automotive Refinishing

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to: The assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
N/A

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments 1 hours

Other Assignments: N/A

Course Subject & Number: ABDY 123
Course Name: *Automotive Refinishing

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
N/A

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments 1 hours

Other Assignments: N/A

RECEIVED
OCT - 7 2009
SLO 7.21.08
BY: Matinez

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I

	Date	Initial
AP&P Representative: (*indicates division review and approval*)	10/5/09	
Division Dean/Director:	10/5/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Tim Sturm Date 10/5/09

COURSE SUBJECT & NUMBER: ABDY 125

COURSE TITLE: *Basic Automotive Refinishing

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ No (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

Course Outline
Update 4/22/04

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 125
COURSE NAME: *Basic Automotive Refinishing
COURSE UNITS: 10.0
COURSE HOURS: 20 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
ADVISORY: Eligibility for ENGL 099, READ 099, MATH 070

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Introduction to the theories, principles and techniques of automotive refinishing designed for the student interested in pursuing a degree or certificate in automotive refinishing. Course of study to include: paint shop safety; minor body damage repair; proper surface preparation; use of spray guns and related equipment; proper use of masking materials; choosing and using refinishing solvents and automotive undercoats; color application on automotive panels. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Safely work with the hand and power tools used by the automotive refinisher.
   * Analyze the effects of poor attendance and accidents on production schedules.
2. Properly identify and handle hazardous materials that are used in the paint and body shop.
   * Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.
3. Repair minor automotive body damage.
   * Analyze the parts, materials, and labor costs for a repair projectand prepare a written estimate for the repair job.
4. Properly prepare an automotive surface for refinishing.
   * Calculate surface area of vehicle body panel(s).
5. Assemble, adjust , and repair an automotive production-type spray gun.
   * Read, interpret, and apply proper maintenance and set-up procedures through the use of appropriate technical manuals.
6. Correctly choose, mix, and apply automotive undercoats using standard industry spray equipment.
   * Read, understand, and calculate proper mix ratios/proportions for materials using technical sheets.
7. Properly clean, prepare, and adjust to proper specifications an automotive paint spray booth as to temperature and air velocity.
   *Calculate and make adjustments according to technical specifications.
8. Properly prepare, clean, and spray automobile panel(s) using a single-stage or multi-stage paint system to industry standards.
   * Demonstrate effective teamwork skills through the successful completion of the group assignment.
9. Color sand and polish a paint finish to industry standards.
   * Demonstrate good time management through the timely completion of all written and laboratory assignments.

* Designates possible SCANS and NATEF Applied Academics objectives.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 125

COURSE NAME: *Basic Automotive Refinishing

COURSE UNITS: 10 **COURSE HOURS:** 20 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
ADVISORY: Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Intended for students interested in automotive refinishing techniques. Introductory to intermediate topics will be covered. Topics will include: safety, refinishing equipment, basic preparation and painting techniques, corrosion protection, proper use of tools and equipment. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Demonstrate proper safety techniques when using hand and power tools.
3. Identify, operate and maintain air compressors.
4. Identify basic booth types and operations.
5. Recognize and demonstrate the proper use of various fillers.
6. Explain the different types of refinishing systems.
7. List the functions of a top coat.
8. Describe corrosion and elements that cause corrsion.
9. Demonstrate how to feather edge, block, and sand for preparation of reinishing.
10. Demonstrate different types of masking.
11. Demonstrate the disassembly, cleaning and lubrication of a spray gun.
12. Explain the proper stroke, overlap and rate of movement for proper spraying.
13. Identify different spray techniques.
14. *Calculate the proper ratios of paint and other refinsihing products.

*Denotes SCANS Competency

Course Subject & Number: ABDY 125
Course Name: *Basic Automotive Refinishing

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
- A. Personal safety
- B. General shop safety

II. Refinishing Shop Equipment
- A. Compressors
- B. Air requirement
- C. Regulators
- D. Basic spray booth types & operations

III. Straightening Steel and Aluminum
- A. Characteristics of sheet metal
- B. Sheet metal damage analysis
- C. Sheet metal repair tool and techniques
- D. Stretched metal and shrinking

IV. Fillers
- A. History of fillers
- B. Filler types and applications
- C. Surface preparation
- D. Selecting and mixing fillers
- E. Plastic application
- F. Plastic filler sanding tools

V. Refinishing Basics
- A. Functions of Coatings
- B. Paint chemistry
- C. Paint care
- D. Refinishing
- E. Basic refinishing systems

VI. Corrosion Protection
- A. Corrosion
- B. Protective coatings
- C. Corrosion hot spots
- D. Restoring corrosion protection

VII. Surface Preparation
- A. Types of finish
- B. Types of substrate
- C. Paint film thickness
- D. Steel preparation
- E. Aluminum preparation
- F. Sanding

VIII. Masking Materials and Procedure
- A. Mask or removal of parts
- B. Masking materials
- C. Masking techniques

IX. Spray Gun Setup
- A. Spray gun
- B. Spray gun type
- C. Spray gun components
- D. Spray gun adjustmen
- E. Spray gun cleaning

X. Spray Techiques
- A. Proper spray techniques
- B. Spray sequence
- C. Gun position
- D. Refinish techniques

Course Subject & Number: ABDY 125
Course Name: *Basic Automotive Refinishing

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require answers to be written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Other types of assignments may include, but not limited to, Internet research and out of class contact with body shops.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 5 hours

Writing Assignments: 3 hours

Computational Assignments 1 hour

Other Assignments: 1 hour

Course Subject & Number: ABDY 125
Course Name: *Basic Automotive Refinishing

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lecture, instructor led discussions, live "hands-on" demonstrations, audio visual aids, and instructor led problem solving sessions.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Writing assignments will be graded upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions.(Objectives 1-14)

2. Textbook studies and chapter questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-14)

3. Quizzes, tests, midterm, and final exams will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-14)

4. Lab exercises are evaluated for dexterity, accuracy and proficiency. (Objectives 1-14)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Collision Repair and Refinishing, a Foundation Course for Technicians, 1st[d] edition, by Alfred Thomas and Michael Jund, Delmar, 2010.

RECEIVED
OCT - 7 2009
SLO 4-18-CE
BY: Maureen

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I

	Date	Initial
AP&P Representative: (*indicates division review and approval*)	10/5/09	
Division Dean/Director:	10/5/09	CT

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Tim Sturm Date 10/5/09

COURSE SUBJECT & NUMBER: ABDY 212

COURSE TITLE: *Advanced Automotive Collision Repair I

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 212
COURSE NAME: *Advanced Automotive Collision Repair I
COURSE UNITS: 5.0
COURSE HOURS: 10 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
PREREQUISITE: Completion of ABDY 113 or ABDY 115

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

An advanced course in the theory and techniques of automotive collision repair. Course of study includes: resistance and MIG welding of automotive sheet metals and structural members; plastic composite repair procedures; servicing of active and passive restraint systems; introduction to the repair of major collision damage. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with auto body hand, power, and hydraulic tools and equipment.
   * Analyze the effects of poor attendance and accidents on production schedules.

2. Prepare, read and follow directions given on an estimate and work order.
   * Communicate repair procedures to other individuals.

3. Use metal inert gas (MIG) welding join auto body sheet metals in a variety of joints common to auto body construction.
   * Read, interpret, and apply proper maintenance and set-up procedures through the use of appropriate technical manuals.

4. Analyze and repair damaged automotive plastic composite materials.
   * Read, interpret and apply proper repair procedures through the use of appropriate service manuals.

5. Service automotive active and passive restraint systems.
   * Appraise the importance of personal integrity and how it affects the safety of repaired vehicles.

6. Catagorize, analyze, and repair damaged automobile frames and structural components.
   * Demonstrate effective teamwork skills through the successful completion of the group assignment.

*Designates possible SCANS and NATEF Applied Academic objectives.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 212

COURSE NAME: *Advanced Automotive Collision Repair I

COURSE UNITS: 5 **COURSE HOURS:** 10 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
PREREQUISITE: Completion of ABDY 113 or ABDY 115

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
An advanced course in the theory and techniques of automotive collision repair. Course of study includes: resistance and MIG welding of automotive sheet metals and structural members and an introduction to the repair of major collision damage. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves and respiratory and hearing protection.
2. Discuss the various structural designs used in the manufacture of the automobile.
3. Identify and isolate common and discrete damage sustained by the three sections of the automobile.
4. Identify different frame designs utilized on modern day vehicles.
5. Identify the difference between a space frame and a true unibody vehicle.
6. Demonstrate proper steps to set up mig welder.
7. Practice four welding positions.
8. List at least five welding defects.

Course Subject & Number: ABDY 212
Course Name: *Advanced Automotive Collision Repair I

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
   A. Personal safety
   B. General shop safety

II. Vehicle Construction
   A. Glass and windows
   B. Restraint systems
   C. Changing vehicle design

III. Welding Procedures And Equipment
   A. Gas metal arc welding (GMAW)
   B. Gas metal arc welding operations
   C. Welding techniques
   D. Welder set up
   E. Weld defects
   F. Squeeze resistant spot welding

IV. Collision Damage Analysis
   A. Vehicle design factors
   B. Engine cooling system
   C. Rear section inspection

V. Structural Parts Replacement
   A. Locate and drilling spot welds
   B. Door assembly replacement and repair

Course Subject & Number: ABDY 212
Course Name: *Advanced Automotive Collision Repair I

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
N/A

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments 1 hours

Other Assignments: N/A

Course Subject & Number: ABDY 212
Course Name: *Advanced Automotive Collision Repair I

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do <u>not</u> list specific instructional equipment.)***

Lecture, instructor led discussions, live "hands on" demonstration, audiovisual aids, and instructor led problem solving sessions.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. <u>Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives.</u> Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Assignments are assigned daily to measure students' development of auto body repair skills. Evaluation is accomplished by comparing the quality of the students' work to industry standards. (Objectives 1-8)

2. Textbook studies and chapter questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-8)

3. Quizzes, tests, midterm, and final exams will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-8)

4. Classroom and laboratory participation will be evaluated by the level of student preparation for class/lab, participation in classroom discussions, taking notes, and the timely completion of assignments. (Objectives 1-8)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
<u>Collision Repair and Refinishing, a Foundation Course for Technicians</u>, 1st[d] edition, by Alfred Thomas and Michael Jund, Delmar, 2010.

RECEIVED
OCT - 7 2009
BY:

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 10/5/09
(*indicates division review and approval*)

Division Dean/Director: 10/5/09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Tim Sturm Date 10/5/09

COURSE SUBJECT & NUMBER: ABDY 213

COURSE TITLE: *Advanced Automotive Collision Repair II

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 213
COURSE NAME: *Advanced Automotive Collision Repair II
COURSE UNITS: 5.0
COURSE HOURS: 10 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
PREREQUISITE: Completion of ABDY 212

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

An advanced course in the theory and techniques of automotive collision repair. Course of study includes: conventional and unitized frame repair and repair systems; replacement of automotive glass, trim, and moldings; repair of major collision damage. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with auto body hand, power, and hydraulic tools and equipment.
   * Analyze the effects of poor attendance and accidents on production schedules.

2. Catagorize, analyze, and repair damaged automotive frames and structural components.
   * Demonstrate effective teamwork skills through the successful completion of the group assignments.

3. Remove and replace automotive interior and exterior trim and moldings.
   * Design and apply a system for removal and replacement of automotive parts.

4. Remove, replace, and service automotive windshields and back lites.
   * Demonstrate good time management through the timely completion of all written and laboratory assignments.

5. Repair a vehicle involved in a mojor front, rear, side, or roll-over collision.
   * Analyze the importance of proper attitude towards customers, and the importance of satisfactorily dealing with customers.

*Designates possible SCANS and NATEF Applied Academic objectives.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 213

COURSE NAME: *Advanced Automotive Collision Repair II

COURSE UNITS: 5 **COURSE HOURS:** 10 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
PREREQUISITE: Completion of ABDY 212.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
An advanced course in the theory and techniques of automotive collision repair. Course of study includes: conventional and unitized frame repair and repair systems; replacement of automotive glass, trim, and moldings, and repair of major collision damage. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves and respiratory and hearing protection.
2. Identify and describe the use of manual measuring equipment.
3. Identify and discuss the three- demensional measuring system.
4. Describe types of damage sustained in a collision.
5. Recognize the type of equipment used to repair damage.
6. Operate structural straightening equipment.
7. *Calculate suspension misalignment.
8. Discuss most common applications for each frame design.
9. Identify the variables for repairing and replacing frames.
10. Locate and utilize recommended vehicle specific repair procedures.

*Designates SCANS Competencies.

Course Subject & Number: ABDY 213
Course Name: *Advanced Automotive Collision Repair II

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
   A. Personal safety
   B. General shop safety

II. Collision Damage Analysis
   A. Analyzing side impact damage
   B. Brakes, steering, and suspension system
   C. Rear section inspection

III. Measuring Stuctural Damage
   A. Securing the vehicle
   B. Common collision damage areas
   C. Underbody damage conditions
   D. Measuring techniques
   E. Three dimensional measuring

IV. Straightening And Repairing Structural Damage
   A. Straightening equipment
   B. Pulling accessories
   C. Stress relieving
   D. Repairing undercarriage damage

V. Steering/Suspension Alignment
   A. Affected parameters
   B. Degrees vs. linear dimensions
   C. What is camber
   D. What is caster
   E. Toe- in/ toe- out
   F. Steering axis inclination (SAI)

VI. Full Frame Sectioning and Replacement
   A. Frame designs
   B. Repair considerations and implications
   C. Full frame replacement
   D. Frame sectioning criteria

VII. Structural Parts Replacement
   A. Sectional replacement
   B. Front rail replacement

Course Subject & Number: ABDY 213
Course Name: *Advanced Automotive Collision Repair II

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
N/A

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments 1 hours

Other Assignments: N/A

Course Subject & Number: ABDY 213
Course Name: *Advanced Automotive Collision Repair II

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do <u>not</u> list specific instructional equipment.)***

Lecture, instructor led discussions, live "hands on" demonstration, audiovisual aids, and instructor led problem solving sessions.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. <u>Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives.</u> Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Assignments are assigned daily to measure students' development of auto body repair skills. Evaluation is accomplished by comparing the quality of the students' work to industry standards. (Objectives 1-10)

2. Textbook studies and chapter questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-10)

3. Quizzes, tests, midterm, and final exams will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-10)

4. Classroom and laboratory participation will be evaluated by the level of student preparation for class/lab, participation in classroom discussions, taking notes, and the timely completion of assignments. (Objectives 1-10)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
<u>Collision Repair and Refinishing, a Foundation Course for Technicians</u>, 1st[d] edition, by Alfred Thomas and Michael Jund, Delmar, 2010.

RECEIVED
OCT - 7 2009
BY:

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 10/5/09
(indicates division review and approval)

Division Dean/Director: 10/5/09

Faculty Name: (print) Tim Sturm Date 10/5/09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: ABDY 215

COURSE TITLE: *Advanced Automotive Collision Repair

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ No (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 215
COURSE NAME: *Advanced Automotive Collision Repair
COURSE UNITS: 10.0
COURSE HOURS: 20 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
PREREQUISITE: Completion of ABDY 115

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

An advanced course in the theory and techniques of automotive collision repair. Course of study includes: resistance and MIG welding of automotive sheet metals and structural members; plastic composite repair procedures; servicing of active and passive restraint systems; conventional and unitized frame repair and repair systems; replacement of automotive glass, trim, and moldings; repair of major collision damage. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with auto body hand, power, and hydraulic tools and equipment.
   * Analyze the effects of poor attendance and accidents on production schedules.
2. Prepare, read and follow directions given on an estimate and work order.
   * Communicate repair procedures to other individuals.
3. Use metal inert gas (MIG) welding join auto body sheet metals in a variety of joints common to auto body construction.
   * Read, interpret, and apply proper maintenance and set-up procedures through the use of appropriate technical manuals.
4. Analyze and repair damaged automotive plastic composite materials.
   * Read, interpret and apply proper repair procedures through the use of appropriate service manuals.
5. Catagorize, analyze, and repair damaged automotive frames and structural components.
   * Demonstrate effective teamwork skills through the successful completion of the group assignments.
6. Service automotive active and passive restraint systems.
   * Appraise the importance of personal integrity and how it affects the safety of repaired automobiles.
7. Remove and replace automotive interior and exterior trim and moldings.
   * Design and apply a system for removal and replacement of automotive parts.
8. Remove, replace, and service automotive windshields and back lites.
   * Demonstrate good time management through the timely completion of all written and laboratory assignments.
9. Repair a vehicle involved in a major front, rear, side, or roll-over collision.
   * Analyze the importance of proper attitude towards customers, and the importance of satisfactorily dealing with customers.

*Designates possible SCANS and NATEF Applied Academic objectives.

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 215

COURSE NAME: *Advanced Automotive Collision Repair

COURSE UNITS: 10 **COURSE HOURS:** 20 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
PREREQUISITE: Completion of ABDY 115
ADVISORY: Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
A continuation of ABDY 115. Intermediate to advanced automotive collision repair techniques will be covered. Topics will include: shop safety, vehicle designs, frame designs, measuring structural damage, and suspension alignment. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Discuss the various structural designs used in the manufacture of the automobile.
3. Identify and isolate common and discrete damage sustained by the three sections of the automobile.
4. Identify different frame designs utilized on modern day vehicles.
5. Identify the difference between a space frame and a true unibody vehicle.
6. Identify and describe the use of manual measuring equipment.
7. Identify and discuss the three- demensional measuring system.
8. Describe types of damage sustained in a collision.
9. Recognize the type of equipment used to repair damage.
10. Operate structural straightening equipment.
11. Locate damaged suspension.
12. *Calculate suspension misalignment.
13. Demstrate proper steps to set up mig welder.
14. Practice four welding positions.
15. List at least five welding defects.
16. Discuss most common applications for each frame design.
17. Identify the variables for repairing and replacing frames.
18. Locate and utilize recommended vehicle specific repair procedures.
19. Recognize the welding sequences and techniques used for permanent panel installation.

*Denotes SCANS Competencies.

Course Subject & Number: ABDY 215
Course Name: *Advanced Automotive Collision Repair

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
- A. Personal safety
- B. General shop safety

II. Collision Damage Analysis
- A. Vehicle design factors
- B. Engine cooling system
- C. Analyzing side impact damage
- D. Brakes, steering, and suspension system
- E. Rear section inspection

III. Vehicle Construction
- A. Glass and windows
- B. Restraint systems
- C. Changing vehicle design

IV Measuring Stuctural Damage
- A. Securing the vehicle
- B. Common collision damage areas
- C. Underbody damage conditions
- D. Measuring techniques
- E. Three dimensional measuring

V. Straightening And Repairing Structural Damage
- A. Straightening equipment
- B. Pulling accessories
- C. Stress relieving
- D. Repairing undercarriage damage

VI. Steering/Suspension Alignment
- A. Affected parameters
- B. Degrees vs. linear dimensions
- C. What is camber
- D. What is caster
- E. Toe- in/ toe- out
- F. Steering axis inclination (SAI)

VII. Welding Procedures And Equipment
- A. Gas metal arc welding (GMAW)
- B. Gas metal arc welding operations
- C. Welding techniques
- D. Welder set up
- E. Weld defects
- F. Squeeze resistant spot welding

VIII. Full Frame Sectioning and Replacement
- A. Frame designs
- B. Repair considerations and implications
- C. Full frame replacement
- D. Frame sectioning criteria

IX. Structural Parts Replacement
- A. Locate and drilling spot welds
- B. Door assembly replacement and repair
- C. Sectional replacement
- D. Welding requirements
- E. Front rail replacement

Course Subject & Number: ABDY 215
Course Name: *Advanced Automotive Collision Repair

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Other types of assignments may include, but not limited to, Internet research, out of class contact with body shops.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 5 hours

Writing Assignments: 3 hours

Computational Assignments 1 hours

Other Assignments: 1 hours

Course Subject & Number: ABDY 215
Course Name: *Advanced Automotive Collision Repair

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lecture, instructor led discussions, live "hands on" demonstration, and audiovisual aids and instructor led problem solving sessions.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Writing assignments will be graded upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions. (Objectives 1-19)

2. Textbook studies and chapter questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-19)

3. Quizzes, tests, midterm, and final exams will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-19)

4. Lab exercises are evaluated for dexterity, accuracy and proficiency. (Objectives 1-19)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Collision Repair and Refinishing, a Foundation Course for Technicians, 1st[d] edition, by Alfred Thomas and Michael Jund, Delmar, 2010.

RECEIVED
OCT - 7 2009
SLO 7-21-08.
BY: Maureen

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 10/5/09
(indicates division review and approval)

Division Dean/Director: 10/5/09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Tim Sturm Date 10/5/09

COURSE SUBJECT & NUMBER: ABDY 222

COURSE TITLE: *Advanced Automotive Refinishing I

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 222
COURSE NAME: *Advanced Automotive Refinishing I
COURSE UNITS: 5.0
COURSE HOURS: 10 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
PREREQUISITE: Completion of ABDY 123 or ABDY 125

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

An advanced course in the theories and techniques of automotive refinishing. Course of study to include: spot, panel, and sectional refinishing of automotive surfaces; color tinting, color matching and blending of automotive paints; color sanding and polishing automotive surfaces. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with the hand and power tools used by the automotive refinisher.
   * Analyze the effects of poor attendance and accidents on production schedules.

2. Properly identify and handle hazardous materials that are used in the paint and body shop.
   * Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.

3. Properly prepare an automotive surface for spot, panel and sectional refinishing.
   * Analyze the parts, materials, and labor costs for a repair projectand prepare a written estimate for the repair job.

4. Properly mix, tint, and blend an automotive panel to an acceptable color match.
   *Calculate surface area of vehicle body panels to determine required paint materials.

5. Color sand and polish a paint finish to industry standards.
   * Demonstrate good time management through the timely completion of all written and laboratory assignments.

* Designates possible SCANS and NATEF Applied Academics objectives.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 222

COURSE NAME: *Advanced Automotive Refinishing I

COURSE UNITS: 5 **COURSE HOURS:** 10 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
PREREQUISITE: Completion of ABDY 123 or ABDY 125

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
An advanced course in the theories and techniques of automotive refinishing. Course of study to include: shop equipment, estimating collision damage, spot panel, and sectional refinishing of automotive surfaces; color tinting, color matching and blending of automotive paints. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*** **Upon completion of course, the successful student will be able to:**

1. Practice personal safety concerning proper dress,eye wear, gloves and respiratory and hearing protection.
2. Operate and maintain spray booths.
3. Inspect air system for proper operation.
4. *Complete an estimate and damage report.
5. *Evaluate the market value of a vehicles.
6. Recognize the difference between original equipment manufacture (OEM) and custom paint.
7. Apply different types of coatings.
8. Identify and properly remove trim.
9. Demonstrate proper removal and replacement of vinyl pinstripe.
10. Examine the types of anti corrosion materials used to prevent or inhibit corrosion.
11. *Demonstrate how to calculate and mix paint ratios.
12. *Calculate amount of coating needed for specific applications.
13. Demonstrate proper blending techniques.
14. Explain color theory.
15. Demonstrate steps needed to color plot and tint a color.

*Denotes SCANS Competencies.

Course Subject & Number: ABDY 222
Course Name: *Advanced Automotive Refinishing I

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
   A. Personal safety
   B. General shop safety

II. Refinishing Shop Equipment
   A. Spray booth operations
   B. Paint curing equipment
   C. Booth cleaning
   D. Compressor maintenance

III. Estimating Collision Damage
   A. Manual estimates
   B. Computer generated estimates
   C. Industry terms
   D. Identifying a vehicle
   E. Evaluating a vehicles value

IV. Understanding Refinishing
   A. Functions of coatings
   B. Paint chemistry
   C. Custom refinishing
   D. Refinishing systems

V. Trim And Hardware
   A. Trim tools
   B. Labeling and storing
   C. Removal of trim and emblems
   D. Remove and replace vinyl stripe and decals

VI. Corrosion Protection
   A. Surface preparation
   B. Chip resistant coating
   C. Surface prep for seam sealers
   D. Anti-corrosion compounds
   E. Protective coatings
   F. Corrosion hot spots
   G. Restoring corrosion protection

VII. Advanced Refinishing Procedures
   A. Calculating amount of coating
   B. Transfer efficiency
   C. Blending procedures

VIII. Color Evaluation and Adjustment
   A. Color theory
   B. Effects of light on color
   C. Color plotting
   D. Test panels

Course Subject & Number: ABDY 222
Course Name: *Advanced Automotive Refinishing I

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
N/A

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments 1 hours

Other Assignments: N/A

Course Subject & Number: ABDY 222
Course Name: *Advanced Automotive Refinishing I

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lecture, instructor led discussions, live "hands on" demonstration, audiovisual aids, and instructor led problem solving sessions.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Assignments are assigned daily to measure students' development of auto body repair skills. Evaluation is accomplished by comparing the quality of the students' work to industry standards. (Objectives 1-15)

2. Textbook studies and chapter questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-15)

3. Quizzes, tests, midterm, and final exams will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-15)

4. Classroom and laboratory participation will be evaluated by the level of student preparation for class/lab, participation in classroom discussions, taking notes, and the timely completion of assignments. (Objectives 1-15)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Collision Repair and Refinishing, a Foundation Course for Technicians, 1st[d] edition, by Alfred Thomas and Michael Jund, Delmar, 2010.

RECEIVED
OCT - 7 2009
BY:

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 10/5/09
(indicates division review and approval)

Division Dean/Director: 10/5/09 TD

Faculty Name: (print) Tim Sturm Date 10/5/09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

COURSE SUBJECT & NUMBER: ABDY 223

COURSE TITLE: *Advanced Automotive Refinishing II

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 223
COURSE NAME: *Advanced Automotive Refinishing II
COURSE UNITS: 5.0
COURSE HOURS: 10 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
PREREQUISITE: Completion of ABDY 222

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

An advanced course in the theories and techniques of automotive refinishing. Course of study to include: complete vehicle refinishing; prevention and cure of paint problems; final detailing of vehicle paint finishes. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with the hand and power tools used by the automotive refinisher.
   * Analyze the effects of poor attendance and accidents on production schedules.

2. Properly identify and handle hazardous materials that are used in the paint and body shop.
   * Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.

3. Properly prepare, clean, and spray a complete automobile using a single-stage or multi-stage paint system to industry standards.
   * Demonstrate effective teamwork skills through the successful completion of the group assignment.

4. Final detail a vehicle for customer delivery.
   * Analyze the importance of proper attitude towards customers, and the importance of satisfactorily dealing with customers.

* Designates possible SCANS and NATEF Applied Academics objectives.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 223

COURSE NAME: *Advanced Automotive Refinishing II

COURSE UNITS: 5 **COURSE HOURS:** 10 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
PREREQUISITE: Completion of ABDY 222

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Intended for students who are continuing their studies in automotive refinishing techniques. Intermediate to advanced topics will be covered. Topics will include: spot, panel, and complete refinishing of automotive surfaces; color tinting and color matching of automotive paints; prevention and cure of paint problems; final detailing of vehicle paint finishes. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Identify different plastics.
3. Demonstrate how to prepare plastic substrate.
4. Discuss the variables that affect coating performance.
5. Distinguish the different defects.
6. Examine a paint finish for defects.
7. Explain color theory.
8. Demonstrate steps needed to color plot and tint a color.

Course Subject & Number: ABDY 223
Course Name: *Advanced Automotive Refinishing II

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
   A. Personal safety
   B. General shop safety

II. Plastic Refinishing
   A. Plastic surface preparation
   B. Primed new plastic surface preparation
   C. Repaired plastic surface preparation
   D. Identify different plastic

III. Refinishing Solvents
   A. Components
   B. Paint science
   C. Effects on coating performance
   D. Reduction and mixing ratios

IV. Advanced Refinishing Procedures
   A. Multi-stage blending
   B. Waterborne paints
   C. Waterborne application

V. Color Evaluation and Adjustment
   A. Color theory
   B. Color plotting

VI. Paint Problems And Prevention
   A. Defects caused by poor preparation
   B. Defects caused by poor spray technique
   C. Defects caused by poor drying

VII. Detailing
   A. Tools and equipment
   B. Detailing materials
   C. Buffing and polishing technique
   D. Detailing a new finish
   E. Detailing a fully cured finish

Course Subject & Number: ABDY 223
Course Name: *Advanced Automotive Refinishing II

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
N/A

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments 1 hours

Other Assignments: N/A

Course Subject & Number: ABDY 223
Course Name: *Advanced Automotive Refinishing II

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lecture, instructor led discussions, live "hands on" demonstration, audiovisual aids, and instructor led problem solving sessions.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Assignments are assigned daily to measure students' development of auto body repair skills. Evaluation is accomplished by comparing the quality of the students' work to industry standards. (Objectives 1-8)

2. Textbook studies and chapter questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-8)

3. Quizzes, tests, midterm, and final exams will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-8)

4. Classroom and laboratory participation will be evaluated by the level of student preparation for class/lab, participation in classroom discussions, taking notes, and the timely completion of assignments. (Objectives 1-8)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Collision Repair and Refinishing, a Foundation Course for Technicians, 1st[d] edition, by Alfred Thomas and Michael Jund, Delmar, 2010.

RECEIVED
OCT - 7 2009
SLO 7-21-08
BY: Maureen

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I

	Date	Initial
AP&P Representative: (*indicates division review and approval*)	10/5/09	✓
Division Dean/Director:	10/5/2009	TM

Faculty Name: (print) Tim Sturm Date 10/5/09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: ABDY 225

COURSE TITLE: *Advanced Automotive Refinishing

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with additon of SCANS, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ABDY 225
COURSE NAME: *Advanced Automotive Refinishing
COURSE UNITS: 10.0
COURSE HOURS: 20 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
PREREQUISITE: Completion of ABDY 125

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

An advanced course in the theories and techniques of automotive refinishing. Course of study to include: spot, panel, and complete refinishing of automotive surfaces; color tinting and color matching of automotive paints; prevention and cure of paint problems; final detailing of vehicle paint finishes. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Safely work with the hand and power tools used by the automotive refinisher.
   * Analyze the effects of poor attendance and accidents on production schedules.

2. Properly identify and handle hazardous materials that are used in the paint and body shop.
   * Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.

3. Properly prepare an automotive surface for spot and panel refinishing.
   * Analyze the parts, materials, and labor costs for a repair projectand prepare a written estimate for the repair job.

4. Properly mix, tint, and blend an automotive panel to an acceptable color match.
   *Calculate surface area of vehicle body panels to determine required paint materials.

5. Properly prepare, clean, and spray a complete automobile using a single-stage or multi-stage paint system to industry standards.
   * Demonstrate effective teamwork skills through the successful completion of the group assignment.

6. Final detail a vehicle for customer delivery.
   * Analyze the importance of proper attitude towards customers, and the importance of satisfactorily dealing with customers.

* Designates possible SCANS and NATEF Applied Academics objectives.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ABDY 225

COURSE NAME: *Advanced Automotive Refinishing

COURSE UNITS: 10 **COURSE HOURS:** 20 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
PREREQUISITE: Completion of ABDY 125
ADVISORY: Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Intended for students who are continuing their studies in automotive refinishing techniques. Intermediate to advanced topics will be covered. Topics will include: spot, panel, and complete refinishing of automotive surfaces; color tinting and color matching of automotive paints; prevention and cure of paint problems; final detailing of vehicle paint finishes. (AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to:

1. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Operate and maintain spray booths.
3. Inspect air system for proper operation.
4. *Complete an estimate and damage report.
5. *Evaluate the market value of a vehicles.
6. Recognize the difference between original equipment manufacture (OEM) and custom paint.
7. Apply different types of coatings
8. Identify and properly remove trim.
9. Demonstrate proper removal and replacement of vinyl pinstripe.
10. Examine the types of anti corrosion materials used to prevent or inhibit corrosion.
11. Identify different plastics.
12. Demonstrate how to prepare plastic substrate.
13. Discuss the variables that affect coating performance.
14. *Demonstrate how to calculate and mix paint ratios.
15. *Calculate amount of coating needed for specific applications.
16. Demonstrate proper blending techniques.
17. Explain color theory.
18. Demonstrate steps needed to color plot and tint a color.
19. Distinguish the different defects.
20. Examine a paint finish for defects.

*Denotes SCANS Competencies.

Course Subject & Number: ABDY 225
Course Name: *Advanced Automotive Refinishing

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Safety
- A. Personal safety
- B. General shop safety

II. Refinishing Shop Equipment
- A. Spray booth operations
- B. Paint curing equipment
- C. Booth cleaning
- D. Compressor maintenance

III. Estimating Collision Damage
- A. Manual estimates
- B. Computer generated estimates
- C. Industry terms
- D. Identifying a vehicle
- E. Evaluating a vehicles value

IV. Understanding Refinishing
- A. Functions of coatings
- B. Paint chemistry
- C. Custom refinishing
- D. Refinishing systems

V. Trim And Hardware
- A. Trim tools
- B. Labeling and storing
- C. Removal of trim and emblems
- D. Remove and replace vinyl stripe and decals

VI. Corrosion Protection
- A. Surface preparation
- B. Chip resistant coating
- C. Surface prep for seam sealers
- D. Anti-corrosion compounds
- E. Protective coatings
- F. Corrosion hot spots
- G. Restoring corrosion protection

VII. Plastic Refinishing
- A. Plastic surface preparation
- B. Primed new plastic surface preparation
- C. Repaired plastic surface preparation
- D. Identify different plastic

VIII. Refinishing Solvents
- A. Components
- B. Paint science
- C. Effects on coating performance
- D. Reduction and mixing ratios

IX. Advanced Refinishing Procedures
- A. Calculating amount of coating
- B. Transfer efficiency
- C. Blending procedures
- D. Multi-stage blending
- E. Waterborne paints
- F. Waterborne application

X. Color Evaluation and Adjustment
- A. Color theory
- B. Effects of light on color
- C. Color plotting
- D. Test panels

XI. Paint Problems And Prevention
- A. Defects caused by poor preparation
- B. Defects caused by poor spray technique
- C. Defects caused by poor drying

XII. Detailing
- A. Tools and equipment
- B. Detailing materials
- C. Buffing and polishing technique
- D. Detailing a new finish
- E. Detailing a fully cured finish

Course Subject & Number: ABDY 225
Course Name: *Advanced Automotive Refinishing

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading includes, but is not limited to, the assigned textbook and handouts. Reading assignments will average 55 pages per week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Textbook chapter questions are assigned weekly and require that answers are written in essay form.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Some weekly textbook assignments may include mathematic computations for solving ratio, measurement, and proportion problems involving measuring scales and gauges.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Other types of assignments may include, but not limited to, Internet research, out of class contact with body shops.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 5 hours

Writing Assignments: 3 hours

Computational Assignments 1 hours

Other Assignments: 1 hours

Course Subject & Number: ABDY 225
Course Name: *Advanced Automotive Refinishing

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lecture, instructor led discussions, live "hands on" demonstration, audiovisual aids, and instructor led problem solving sessions.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

1. Writing assignments will be graded upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions.(Objectives 1-20)

2. Textbook studies and chapter questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-20)

3. Quizzes, tests, midterm, and final exams will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-20)

4. Lab exercises are evaluated for dexterity, accuracy and proficiency. (Objectives 1-19)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Collision Repair and Refinishing, a Foundation Course for Technicians, 1st[d] edition, by Alfred Thomas and Michael Jund, Delmar, 2010.

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BY: 520-3110/08

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I	Date	Initial
AP&P Representative: (*indicates division review and approval*)	6/3/09	
Division Dean/Director:	6/3/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Catherine Overdorf Date 6/2/09

COURSE SUBJECT & NUMBER: CFE 105

COURSE TITLE: *Discovery-Based Education for Children

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
Included the word "intentional" before educational practices in Objective 1.
Added "identify and select components" to Objective 2.
Added "research based" in Objective 6.
Added "compare" to Objective 5

Content:
Added "Developmentally Appropriate Practices"
Added "Compare and Contrast Early Childhood Curriculum Approaches"

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____

Course Revised
11/02

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 105
COURSE NAME: *Discovery-Based Education for Children (formerly Preschool Programs)
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Prerequisite: Completion of CFE 102.
Advisory: Eligibility for College Level Reading and English 101 or satisfactory completion of English 101.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Designed for students planning to work in early childhood and school-age settings, this course will explore discovery-based, developmentally appropriate education experiences for young children in four integrated curriculum areas: language arts, science, mathematics and social studies. Students will analyze and evaluate methods of investigative and inquiry-based instruction, explore the value of a discovery approach to curriculum, and learn to apply theories of child growth and development in the evaluation of children's learning experiences. This course may be used with CFE 106 to satisfy the 6 unit specialization requirement for the Master Teacher level of the Child Development Permit. A current TB clearance may be required.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Define discovery-based education and identify educational practices that support learning through inquiry, investigation, and experimentation.

2. Create an environment that encourages creativity, experimentation, exploration, questioning, and mastery in four integrated curriculum areas: science, mathematics, language arts, and social studies.

3. Identify and describe equipment and materials that promote discovery-based learning in educational settings.

4. Plan, demonstrate, and evaluate discovery-based learning experiences appropriate to children with diverse cultural, physical, social, emotional, and cognitive needs.

5. Apply recognized theories of child growth and development to the observation and assessment of children's learning in four integrated curriculum areas: science, mathematics, language arts, and social studies.

6. Analyze and discuss the teacher's role in the application of developmental theories, principles of play, and developmentally appropriate practices to meaningful child and teacher -initiated learning experiences.

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: CFE 105

COURSE NAME: *Discovery-Based Education for Children

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Prerequisite: Completion of CFE 102
Advisory: Eligibility for College Level Reading and English 101.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Designed for students planning to work in early childhood and school-age settings, this course will explore discovery-based, developmentally appropriate education experiences for young children in four integrated curriculum areas: language arts, science, mathematics and social studies. Students will analyze and evaluate methods of investigative and inquiry-based instruction, explore the value of a discovery approach to curriculum, and learn to apply theories of child growth and development in the evaluation of children's learning experiences. This course may be used with CFE 106 to satisfy the 6 unit specialization requirement for the Master Teacher level of the Child Development Permit. A current TB clearance may be required.

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***

Upon completion of course, the successful student will be able to

1. Define discovery-based education and identify intentional educational practices that support learning through inquiry, investigation, and experimentation.

2. Identify and select components to create an environment that encourages creativity, experimentation, exploration, questioning, and mastery in four integrated curriculum areas: science, mathematics, language arts, and social studies.

3. Identify and describe equipment and materials that promote discovery-based learning in educational settings.

4. Plan, demonstrate, and evaluate discovery-based learning experiences appropriate to children with diverse needs.

5. Compare, evaluate and apply theories of child growth and development to the observation and assessment of children's learning in four integrated curriculum areas: science, mathematics, language arts and social studies.

6. Analyze and discuss the teacher's role in the application of developmental theories, principles of play, and research based developmentally appropriate practices to meaningful child and teacher initiated learning experiences.

Course Name: *Discovery-Based Education for Children

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Introduction
   a. Define discovery-based curriculum
   b. Compare and contrast early childhood curriculum approaches
   c. Investigations
   d. Project Approach
   e. Predictions, theories and analysis

II. Developmentally appropriate learning environments

III. Developmentally appropriate practices

IV. Materials and equipment

V. Theories of child growth and development

VI. Management of learning experiences
   a. Classroom management
   b. Guidance techniques
   c. Questioning techniques
   d. Child and teacher initiated experiences

VII. Theories and value of play
   a. Characteristics of play
   b. Indoor and outdoor activities
   c. Key learning experiences

VIII. Curriculum Development
   a. Integrated curriculum
   b. Learning objectives
   c. Webbing
   d. Evaluation of curriculum materials
   e. Planning and pre-assessment
   f. Routines

IX. Creative and Sensory Expression
   a. Independence vs. dependence
   b. Role of the teacher
   c. Integration of curriculum activities

X. Language Arts
   a. Listening'
   b. Speaking
   c. Emergent literacy
   d. Drama
   e. Integrating literature across the curriculum
   f. Selection criteria

XI. Science
   a. Physical
   b. Biological
   c. Investigations/predictions
   d. Scientific method

XII. Social Studies
   a. Diversity education
   b. Social behavior
   c. Democracy
   d. Moral understanding
   e. Conflict resolution

XIII. Mathematics
   a. Reasoning
   b. Problem solving
   c. Discovery
   d. Classification
   e. Quantitative context

XIV. Observation, Documentation and Assessment of Learning

Course Subject & Number: CFE 105
Course Name: *Discovery-Based Education for Children

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Students will read at least two articles from current professional journals related to course content.

Students will read 25 to 30 pages each week from course textbooks.

Additional reading will include research, evaluation of assessment instruments, current events and hand-outs provided by the instructor.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***

Students will observe, document and assess children's learning in each of the four curriculum areas.

Students will plan, create and write at least two discovery-based learning plans. (Required)

Additional assignments may include written reviews of journal articles, written response to classroom topics of discussion, written reflections of field observations, written critiques of curriculum practices, and oral presentations of discovery-based curriculum activities

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
N/A

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Students will complete at least two directed observations of children engaged in discovery-based learning within an early childhood and/or school-age setting. (Required)

Students may be required to work cooperatively to create, plan and facilitate discovery-based learning experiences in the college classroom

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2-3 hours

Writing Assignments: 2-3 hours

Computational Assignments:

Other Assignments: 2-3 hours

Course Subject & Number: CFE 105
Course Name: *Discovery-Based Education for Children

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lecture and Demonstration
Discussion
Instructor-Facilitated Cooperative Learning
Audio-visual
Instructor-Directed Field Observation

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

Students' ability to define and implement discovery-based education strategies in four curriculum areas and prepare learning plans to support and enhance children's investigational and discovery learning will be evaluated through the development and implementation of discovery based, integrated learning plans. (Objectives 1, 4, 5, 6)

Students' ability to identify intentional educational practices, including the role of the teacher, that support learning through inquiry, investigation and experimentation will be evaluated through quizzes and exams containing both objective and essay questions. (Objectives 1,6)

Students' ability to apply theories of child development to the observation and assessment of children's learning in integrated curriculum areas will be evaluated by written observation assignments. (Objectives 2, 5, 6)

Students' ability to create environments and select equipment and materials which encourage inquiry methods in integrated curriculum areas will be evaluated through written observation assignments, quizzes, and exams containing both objective and essay questions. (Objectives 3, 4).

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Taylor, B. *A Child Goes Forth, 10th Ed.* (2004)

Helm, J. & Katz, L. *Young Investigators,* Teachers College Press (2001) This is the classic book for the project based curriculum approach.

Catron, C. & Allen, J. *Early Childhood Curriculum,* Pearson (2008)

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BY:

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 10-08-09 (indicates division review and approval)

Division Dean/Director: 10.8.09

Faculty Name: (print) Ronald Mummaw Date 10.8.09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: CIS 121

COURSE TITLE: *Computer Mathematics

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Updated to new form.
Updated textbook
* Homework page

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree
☐ Transfer
☐ Vocational Education (see page 4, section VIII)
☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One
☐ IGETC - Please state which area: Select One
☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CIS 121
COURSE NAME: *Computer Mathematics
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*
ADVISORY: Completion of MATH 130 or MATH 140, Eligibility for College Level Reading and ENGL 099 or satisfactory completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
This is an introductory course in the areas of mathematics applicable to computer science. Topics include logic and circuits, sets, mathematical induction, graphs, trees, algorithm development and refinement, and computational models like finite state automata and Turing machines. Emphasis is placed on problem solving and application of mathematical theory to data structures and data base construction and operation. (Engineering and Science majors consult counselors.)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable, expected student outcomes. Use Bloom's taxonomy to help you formulate clear and concise objectives. These objectives are common to all students and should be clearly related to course content and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Construct truth tables for logic expressions, evaluate and simplify logic expressions, construct logically consistent proofs, including proof by contradiction and proof by mathematical induction.
2. Perform set operations including union, intersection, difference, and compliment, illustrating concepts using Venn diagrams; distinguish proper and improper subsets, set inclusion, and set equality. Define and analyze relations and identify reflexive, symmetric, and transitive properties. Identify and manipulate functional relations. Perform relational manipulation of data, including select, project, and join. Perform arithmetic operations with vectors and matrices; determine equality of vectors and matrices; calculate inner products and determinants.
3. Describe algorithms using formal notation; design algorithms that solve problems; trace algorithms given specific inputs to demonstrate how they work, determine the time complexity of a given algorithm.
4. Use counting principles to solve problems involving trees, graphs, factorials, permutations, and combinations. Use probability fundamentals to solve problems involving counting principles, Bernoulli trials, and the binomial distribution.
5. Design recursive solutions to applicable problems using divide and conquer or inclusion-exclusion methods.
6. Identify graph characteristics, Euler and Hamiltonian cycles; use matrix representations of graphs, graph isomorphism and homomorphism, and graph-oriented algorithms to solve problems.
7. Identify tree characteristics. Construct and use binary and game trees; use isomorphism, homomorphism, and tree traversal algorithms to solve problems.
8. Define and construct Boolean algebras, set partitions, Cartesian products, and relations using sets, set notation and set operations. Design, construct, analyze, and simplify computer logic circuits using AND, OR, NOT, NOR, and NAND gates and truth tables.
9. Construct and analyze deterministic and non-deterministic finite automata, including using and creating state transition diagrams and characterizing acceptance sets. Identify grammar and language characteristics. Use algorithms to transform non-deterministic finite automata into equivalent deterministic finite automata.

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: CIS 121

COURSE NAME: *Computer Mathematics

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Completion of MATH 130 or MATH 140, Eligibility for College Level Reading and ENGL 099.
Advisory?

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
This is an introductory course in the area of mathematics applicable to computer science. Topics include logic and circuits, sets, mathematical induction, graphs, trees, algorithm development and refinement, and computational models like finite state automata and Turing machines. Emphasis is placed on problem solving and application of mathematical theory to data structures and database construction and operation. (Engineering and Science majors consult counselors.) CSU, UC, AVC

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***

Upon completion of course, the successful student will be able to

1. Construct truth tables for logic expressions, evaluate and simplify logic expressions, construct logically consistent proofs, including proof by contradiction and proof by mathematical induction.
2. Perform set operations including union, intersection, difference, and compliment, illustrating concepts using Venn diagrams; distinguish proper and improper subsets, set inclusion, and set equality. Define and analyze relations and identify reflexive, symmetric, and transitive properties. Identify and manipulate functional relations. Perform relational manipulation of data, including select, project, and join. Perform arithmetic operations with vectors and matrices; determine equality of vectors and matrices; calculate inner products and determinates.
3. Describe algorithms using formal notation; design algorithms that solve problems; race algorithms given specific inputs to demonstrate how they work, determine the time complexity of a given algorithm.
4. Use counting principles to solve problems involving trees, graphs, factorial, permutations, and combinations. Use probability fundamentals to solve problems involving counting principles, Bernoulli trials, and the binomial distribution.
5. Design recursive solutions to applicable problems using divide and conquer or inclusion-exclusion methods.
6. Identify graph characteristics, Euler and Hamiltonian cycles; use matrix representations of graphs, graph isomorphism and homomorphism, and graph-oriented algorithms to solve problems.
7. Identify tree characteristics. Construct and use binary and game trees; use isomorphism, homomorphism, and tree traversal algorithms to solve problems.
8. Define and construct Boolean algebras, set partitions, Cartesian products, and relations using sets, set notation and set operations. Design, construct, analyze, and simplify computer logic circuits using AND, OR, NOT, NOR, and NAND gates and truth tables.
9. Construct and analyze deterministic finite automata, including using and creating state transition diagrams and characterizing acceptance sets. Identify grammar and language characteristic. Use algorithms to transform non-deterministic finite automata into equivalent deterministic finite automata.

Course Subject & Number: CIS 121
Course Name: *Computer Mathematics

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Logic and Circuits
   A. Propositions
   B. Boolean Operators, Truth Tables
   C. Universal and Existential Quantifiers
   D. Logical Foundations of Proofs
   E. Boolean Functions, Circuits, and Their Representations
II. Sets, Sequences, and Mathematical Induction
   A. Sets and Set Operations
   B. Functions and Properties of Functions
   C. Growth of Functions
   D. Integers and Division
   E. Number Theory and Applications to Computer and Information Science
   F. Sequences and Summations
   G. Mathematical Induction
   H. Recursion and Structural Induction
III. Graphs
   A. Graph Terminology
   B. Representations of Graphs
   C. Euler and Hamiltonian
   D. Graph Isomorphism
   E. Graph Applications
IV. Trees
   A. Tree Terminology
   B. Tree Traversal
   C. Tree Applications
V. Algorithms
   A. Development of Algorithms and Pseudo-code
   B. Time Complexity and Algorithm Analysis
VI. Counting Principles
   A. Basic Principles
   B. The Pigeonhole Principle
   C. Permutations and Combinations
   D. Applications of the Binomial Theorem
   E. Probability, Expected Value, and Variance
   F. The Inclusion-Exclusion Principle and Applications
VII. Recurrence Relations
   A. Recurrence
   B. Solving Recurrence Relations
VIII. Relations
   A. Relations and their Properties
   B. N-art Relations, Operations, and Applications
   C. Representations of Relations
   D. Equivalence Relations
IX. Computation
   A. Languages, Grammars, and Language Recognition
   B. Finite State Machines
   C. Turing Machines Computability

Course Subject & Number: CIS 121
Course Name: *Computer Mathematics

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Students are required to read 3 to 5 chapter sections of the text per week, about 70 pages on average.
Students are required to read a 3-10 page computer industry journal article during the course.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students are required to write a summary, critique, and opinion of a computer industry journal article during the course.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students are required to write solutions to 10 to 40 homework problems per week.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Students have the option to present a 3-5 minute oral report that summarizes the computer industry journal article report they wrote. Therefore, students will prepare for this assignment as the homework portion.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 3 hours per week

Writing Assignments: 1 hour per week

Computational Assignments: 3 hours per week

Other Assignments: 0.5 hours per week

Course Subject & Number: CIS 121
Course Name: *Computer Mathematics

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do <u>not</u> list specific instructional equipment.)***

Lecture
Problem solving: Instructor facilitated, students will solve problems on the white board.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. <u>Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives.</u> Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

Quizzes:

Students are required to demonstrate specific skills by carrying out computations or solving problems related to lecture material just presented. (Objectives 2, 4 & 8)

Tests:

Students are required to solve problems on tests. Problems are similar to those assigned in homework or worked on in class. (Objectives 1-9)

Journal Article Report:

Students are required to read a computer industry journal (e.g. Communications of the ACM or IEEE Computer) article (3 to 10 pages), summarize the main points, criticize the article, and express their opinion on its value in a written report and an optional 3 to 5 minute oral presentation. (Objectives 1-9 depending on the article chosen)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Discrete Math and Its Applications, Rosen, McGraw-Hill Science Engineering, 2006,6th Edition
Discrete Math and Its Applications-Student Solutions Guide, Rosen & Grossman, McGraw-Hill Science Engineering, 2006,6th Edition
How to Solve It: A New Aspect of Mathematical Method, Polya, Princeton University Press, 2004,

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 10-08-09 (indicates division review and approval)

Division Dean/Director: 10.8.09

Faculty Name: (print) Ronald Mummaw Date 10.8.09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: CIS 145

COURSE TITLE: *Introduction to Visual Basic.NET Programming

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Updated to new form.
Updated textbook.
Updated distance education proposal.
Eliminated CIS 175 as an advisory option as it is no longer offered.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ No (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☐ AA/AS Degree ☐ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: ____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CIS 145
COURSE NAME: * Introduction to Visual BASIC.NET Programming
COURSE UNITS: 3
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
PREPREQUISITE: None
ADVISORY: Completion of CIS 141 and either CIS 111, CIS 173, or CIS 175 and eligibility for ENGL 099, READ 099 and Math 102.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

The students will learn the fundamentals of Microsoft Windows programming using the Visual BASIC.NET programming language. The course will include designing, implementing and testing Visual BASIC.NET programs, which will provide useful Windows applications to solve representative problems for business, science, mathematics, and engineering. This course is intended for students majoring in Business or CIS or those desiring to increase their programming skills.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Explain the syntax and semantics of the Visual BASIC.NET programming language.
2. Describe the Visual BASIC.NET programming environment and the Microsoft Windows environment.
3. Create effective user interfaces using Visual BASIC.NET.
4. Design, implement, test and execute Visual BASIC.NET programs in the Microsoft windows environment.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: CIS 145

COURSE NAME: *Introduction to Visual Basic.NET Programming

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Completion of CIS 141; completion of either CIS 111 or CIS 173. Eligibility for ENGL 099, READ 099 and MATH 102

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
The students will learn the fundamentals of Microsoft Windows programming using the Visual Basic.NET programming language. The course will include designing, implementing and testing Visual Basic.NET programs, which will provide useful Windows applications to solve representative problems for business, science, mathematics, and engineering. This course is intended for students majoring in Business or CIS or those desiring to increase their programming skills. (CSU, AVC)

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***

Upon completion of course, the successful student will be able to

1. Explain the syntax and semantics of the Visual Basic.NET programming language.
2. Operate the Visual Basic.NET programming environment and the Microsoft Windows environment.
3. Create effective user interfaces using Visual Basic.NET.
4. Design, implement, test and execute Visual Basic.NET programs in the Microsoft Windows environment.

Course Subject & Number: CIS 145
Course Name: *Introduction to Visual Basic.NET Programming

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Visual Basic .NET
   A. Introduction
      a. Writing Windows applications
      b. The Visual Studio environment
   B. Controls
      a. Coding multiple controls
      b. Designing applications for user convenience
   C. Variables, constants, and expressions
      a. Variables and exceptions
      b. Expressions and accumulations
   D. Decisions and conditions
      a. Decision statements
      b. Conditional statements

II. Coding style
   A. Menus and procedures
      a. Menus
      b. Sub and function procedures
   B. Object Oriented Programming
      a. Classes, constructors and destructors
      b. New objects and inheritance
   C. Lists, loops, and printing
      a. List and combo boxes
      b. Do and for loops
   D. Arrays
      a. Single dimension arrays and structures
      b. Table lookup with multidimension arrays

III. Files and other topics
   A. Web forms
      a. Laying out web forms
      b. Validator controls
   B. Database files
      a. ADO.NET
      b. Data building
   C. Data files
      a. Saving data files with common dialog boxes
      b. Serialization
   D. Graphics and animation
      a. The graphics environment
      b. Simple animation
   E. Functions for dates, financial calculations
   F. Mathematics and string operations
   G. Tips and shortcuts for mastering the Visual Studio environment

Course Subject & Number: CIS 145
Course Name: *Introduction to Visual Basic.NET Programming

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Each week students will be required to read 40-50 pages from the textbook and will be guided to apply what they have learned from their reading so they might succeed in the course.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Each student will write descriptive documentation with each program assignment.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will use basic algebraic logic to develop algorithms and will use basic algebraic operations and concepts in solving problems. Students will also use Boolean logic in problem solutions.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Students will be required to test programs in a non-standard environment (without a mouse) to determine that their code can be used in all situations by all types of users. Students must distinguish proper elements of the Visual Basic.NET language and revise the functions of various statements into their own words. Students will analyze word problems and apply their knowledge of the language to compose solutions in Visual Basic.NET. They will then evaluate their efforts and determine if alterations are required.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 4

Writing Assignments: 1

Computational Assignments: 1

Other Assignments: 2

Course Subject & Number: CIS 145
Course Name: *Introduction to Visual Basic.NET Programming

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

- Lecture and discussion
- Demonstration by instructor
- Hands-on Experience
- Instructor can use overhead projector, computerized projection system, whiteboard, and video.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

Students' grades will be determined by their ability to demonstrate understanding and retention of the basic elements of Visual Basic.NET, as evidenced by their completion of:

1. Graded programming assignments containing logically and syntactically correct code, and adequate documentation. (Objectives 1, 2, 3 & 4)
2. Class participation to include, but not limited to calling on students for answers, in class computer problems and short pop quizzes. (Objectives 1, 2, 3 & 4)
3. Quizzes. (objectives 1, 2, 3 & 4)
4. Midterm and Final exams. (Objectives 1, 2, 3 & 4)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Programming in Visual Basic.NET, Visual Basic .NET 2008 Edition, by Bradley & Millspaugh, McGraw-Hill, 2008.

RECEIVED
SEP - 9 2009
SLO-4-10-08
BY: Maureen

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 09-08-09 BD
(*indicates division review and approval*)

Division Dean/Director: 9-08-09

Faculty Name: (print) Dennis Kalleman Date 09-08-09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: CA 133

COURSE TITLE: Oracle PL/SQL Programming

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Minor changes to Course Description (updated Oracle Exam number), Course Content, Typical Assignments, Methods of Evaluation, and Suggested Texts.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☒ AA/AS Degree ☒ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
- ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: CA 133

COURSE NAME: Oracle PL/SQL Programming

COURSE UNITS: 3.0 **COURSE HOURS:** 4

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Prerequisite: Completion of CA 132

ADVISORY: Eligibility for ENGL 099, READ 099, and MATH 102

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Students will develop their Oracle Relational Database Structured Query Language (SQL) skills into writing Oracle Stored Procedures using PL/SQL in a client/server environment. In both lecture and lab, students will learn PL/SQL Database Programming by using the Oracle SQL*Plus tool and a simple text editor. Proper structured programming design will be taught. Students will refresh their knowledge of SQL Data Manipulation Language (DML) and Data Definition Language (DDL). Students will also learn how database security issues apply to the execution of PL/SQL code. This course helps prepare students for the PL/SQL portion of Oracle's Exam # SQL Exam (1Z0-007). **BEFORE ENROLLING** students should have used SQL to extract database records, create a table, enter, edit and delete records, sort, and group records. Students should understand how to save and retrieve files from local and network drives.

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to
2. Describe the nature of a Computer Program and 7. explain general programming fundamentals.
3. Model good programming practices while applying PL/SQL concepts.
5. Use PL/SQL in a Client-Server Architecture with the SQL*Plus tool.
8. Demonstrate applications of PL/SQL programming fundamentals and 1. apply Structured Programming Concepts
9. Use SQL Data Manipulation Language (DML) inside PL/SQL programs.
10. Demonstrate the use of a Save-Point inside PL/SQL programs.
11. Design Conditional Program Control using: IF Statements, ELSIF Statements, and Nested IF Statements.
12. Apply Exception Handling and respond to Errors and Built-In-Exceptions.
14. Apply Structured Programming Iterative Control using: Simple Loops, WHILE Loops, Numeric FOR Loops, and Nested Loops.
15. Introduce Database Cursors, as a Special Type of Array, into their PL/SQL Programs.
16. Manipulate Cursors in a PL/SQL Program using Cursor FOR Loops and Nested Cursors and 17. use PARAMETERS with Cursors.
18. Apply Programmatic Exceptions as error handlers and 19. use Exception Scope, USER-DEFINED Exceptions, and Exception Propagation in PL/SQL programs.
20. Apply RAISE_APPLICATION_ERROR, EXCEPTION_INITPRAGMA, SQLCODE and SQLERRM.
21. Create PL/SQL Procedures that pass Parameters IN and OUT of the Procedure.
22. Create and use PL/SQL Functions in the PL/SQL programs.
23. Appraise the Benefits of Utilizing PL/SQL Packages.

24. Use PL/SQL to write database Triggers.
25. Explain Triggers use, types of Triggers, and how Triggers are used with Mutating Table issues.
26. Demonstrate the use of PL/SQL Tables.

Course Subject & Number: CA 133
Course Name: Oracle PL/SQL Programming

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Programming Concepts
- A. The Nature of a Computer Program.
- B. Good Programming Practices.

II. PL/SQL Concepts and Language Fundamentals
- A. PL/SQL in Client-Server Architecture. PL/SQL in SQL*Plus.
- B. PL/SQL Programming Fundamentals
- C. Making use of SQL - DML in PL/SQL
- D. Making use of Save-Point

III. PL/SQL Programmatic Conditional Control
- A. IF Statements. ELSIF Statements. Nested IF Statements
- B. Interactive Control
  1. Simple Loops
  2. WHILE Loops
  3. Numeric FOR Loops
  4. Nested Loops

IV. Introduction to Cursors
- A. Cursor Manipulation
- B. Using Cursor FOR Loops and Nesting Cursors
- C. Using PARAMETERS with Cursors

V. Exceptions
- A. Handling Errors with Exception Handling and Built-in Exceptions
- B. Exception Scope. USER_DEFINED Exceptions.
- C. Exception Propagation

VI. Exceptions: Advanced Concepts
- A. RAISE_APPLICATION_ERROR
- B. EXCEPTION INIT PRAGMA
- C. SLCODE and SQLERRM

VII. PL/SQL Procedures & Functions
- A. Creating Procedures
- B. Passing Parameters IN and OUT of Procedures
- C. Creating and Using Functions

VIII. PL/SQL Packages
- A. The Benefits of Utilizing Packages
- B. Writing PL/SQL Packages

IX. Stored Code
- A. Advanced Features of Stored Code
- B. Using Stored Code in PL/SQL

X. Triggers
- A. Triggers Defined
- B. Types of Triggers
- C. Mutating Table Issues

XI. PL/SQL Tables
- A. Making Use of PL/SQL Tables
- B. Making use of PL/SQL Cursors

Course Subject & Number: CA 133
Course Name: Oracle PL/SQL Programming

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Each week students will be required to read 15 to 25 pages from the assigned textbook.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Answer assigned textbook problems and exercises at the end of each section in the reading assignments.
Respond to short-answer exam questions.
Write syntactically correct PL/SQL database programs.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will use mathematical functions to make calculations inside PL/SQL programs.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Analyze requests for information and turn these into syntactically correct PL/SQL database code.
Apply the rules for PL/SQL program design to the problems of data manipulation and data definition.
Design and code Oracle database stored procedures, functions and packages.
Evaluate Oracle PL/SQL code for data manipulation and control.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 3

Writing Assignments: 2

Computational Assignments:

Other Assignments: 3 (writing programs)

Course Subject & Number: CA 133
Course Name: Oracle PL/SQL Programming

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lectures, demonstrations by the instructor, and student lab participation using the text (Oracle PUSQL Interactive Workbook) along with other instructional materials supplied by the instructor in class and online.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

Instructor will evaluate the following: Student's completion of assigned chapter questions and website assignments.
. Results of quizzes and examinations that are based upon the textbook, online & lecture materials. (Objectives 2, 7)
. Student's completion of computer and lab assignments. . (All Objectives except 2 & 7)
. Student's completion of short writing assignments. (Objectives 2, 7)
. Classroom participation in discussion of textbook and lecture material. (Objectives 2, 7)
- Evaluation of in-class assignments in relation to any of the course objectives
- Evaluation of reading assignments (Objectives 2, 7)
- Evaluation of students adherence to programming practices (Objectives 1, 2, 3, 12, 13 & 14)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Primary Course Text: Oracle PL/SQL Interactive Workbook, 2nd Edition (with provided interactive training web site) by Benjamin Rosenzwieg and Elena Siverstrova, published by Prentice Hall in 2003, ISBN: 10: 0-13-047320-0

(Dennis—need updated information on textbooks. Anything older than 5 years must include an explanation.)

The 2nd edition of book is still being sold and the course web-site is still active. This is the best text for a lab class because of the comprehensive scope of the programming assignments.

The original edition of this book is also still available, but the second edition works better with the version of Oracle used in this class.

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: CA 133

COURSE NAME: Oracle PL/SQL Programming

COURSE UNITS: 3.0 **COURSE HOURS:** 4

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Prerequisite: Completion of CA 132

Advisory: Eligibility for ENGL 099, READ 099, and MATH 102

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Students will develop their Oracle Relational Database Structured Query Language (SQL) skills into writing Oracle Stored Procedures using PL/SQL in a client/server environment. In both lecture and lab, students will learn PL/SQL Database Programming by using the Oracle SQL*Plus tool and a simple text editor. Proper structured programming design and formatting will be taught using flow diagrams and sample code. Students will refresh their knowledge of SQL Data Manipulation Language (DML) and Data Definition Language (DDL). Students will also learn how database security issues, such as database users, roles and grants, apply to the execution of PL/SQL code. This course helps prepare students for the PL/SQL portion of Oracle's Exam # SQL Exam (1Z0-007). **BEFORE ENROLLING** students should have used SQL to extract database records, create a table, enter, edit and delete records, sort, and group records. Students should understand how to save and retrieve files from local and network drives.

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***
Upon completion of course, the successful student will be able to

1. Apply Structured Programming Concepts.
2. Describe the nature of a Computer Program.
3. Model Good Programming Practices.
4. Apply Basic PL/SQL Concepts.
5. Use PL/SQL in a Client-Server Architecture.
6. Use PL/SQL in the SQL*Plus tool.
7. Explain General Programming Language Fundamentals.
8. Practice PL/SQL programming Fundamentals.
9. Use Data Manipulation Language (DML) in PL/SQL.
10. Demonstrate the use of a Save-point in PL/SQL.
11. Design Conditional Program Control using: IF Statements, ELSIF Statements, and Nested IF Statements.
12. Apply Exception Handling using Built-In-Exceptions.
13. Respond to Errors and Built-In-Exceptions.
14. Apply Structured Programming Iterative Control using: Simple Loops, WHILE Loops, Numeric FOR Loops, and Nested Loops.
15. Introduce Database Cursors, as a Special Type of Array, into their PL/SQL Programs.
16. Manipulate Cursors in a PL/SQL Program using Cursor FOR Loops and Nested Cursors.
17. Use PARAMETERS with Cursors.
18. Apply Programmatic Exceptions as error handlers.

19. Use Exception Scope, USER-DEFINED Exceptions, and Exception Propagation in PL/SQL programs.
20. Apply RAISE_APPLICATION_ERROR, EXCEPTION_INITPRAGMA, SQLCODE and SQLERRM.
21. Create PL/SQL Procedures that pass Parameters IN and OUT of the Procedure.
22. Create and use PL/SQL Functions in the PL/SQL programs.
23. Appraise the Benefits of Utilizing PL/SQL Packages.
24. Use PL/SQL to write database Triggers.
25. Explain what Triggers are, the types of Triggers and how Triggers are used with Mutation Table issues.
26. Demonstrate the use of PL/SQL Tables.

Course Subject & Number: CA 133
Course Name: Oracle PL/SQL Programming

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Programming Concepts
1. The Nature of a Computer Program.
2. Good Programming Practices.

II. PL/SQL Concepts and Language Fundamentals
1. PL/SQL in Client-Server Architecture. PL/SQL in SQL*Plus.
2. PL/SQL Programming Fundamentals
3. Making use of SQL - DML in PL/SQL
4. Making use of Save-point

III. PL/SQL Programmatic Conditional Control
1. IF Statements. ELSIF Statements. Nested IF Statements
2. Interactive Control
   a. Simple Loops
   b. WHILE Loops
   c. Numeric FOR Loops
   d. Nested Loops

IV. Introduction to Cursors
1. Cursor Manipulation
2. Using Cursor FOR Loops and Nesting Cursors
3.Using PARAMETERS with Cursors

V. Exceptions
1. Handling Errors with Exception Handling and Built-in Exceptions
2. Exception Scope. USER_DEFINED Exceptions.
3. Exception Propagation

VI. Exceptions: Advanced Concepts
1. RAISE_APPLICATION_ERROR
2. EXCEPTION INIT PRAGMA
3. SLCODE and SQLERRM

VII. PL/SQL Procedures & Functions
1. Creating Procedures
2. Passing Parameters IN and OUT of Procedures
3. Creating and Using Functions

VIII. PL/SQL Packages
1. The Benefits of Utilizing Packages
2. Writing PL/SQL Packages

IX. Stored Code
1. Advanced Features of Stored Code
2. Using Stored Code in PL/SQL

X. Triggers
1. Triggers Defined
2. Types of Triggers
3. Mutating Table Issues

XI. PL/SQL Tables
1. Making Use of PL/SQL Tables
2. Making use of PL/SQL Cursors

Course Subject & Number: CA 133
Course Name: Oracle PL/SQL Programming

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Each week students will be required to read 15 to 25 pages from the assigned textbook.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Answer assigned weekly textbook problems and exercises by answering questions and by writing syntactically correct PL/SQL database programs. Each lesson culminates in one or more programming assignments.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will use mathematical functions to make calculations on data returned by database queries to generate derived data from table entries.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Analyze requests for information and turn these into syntactically correct PL/SQL database code.
Apply the rules for PUSQL program design to the problems of data manipulation and data definition.
Design and code Oracle database stored procedures, functions and packages.
Evaluate Oracle PL/SQL code for data manipulation and control.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.*
Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 3
Writing Assignments: 2
Computational Assignments: 1
Other Assignments: 3 (writing PL/SQL programs)

Course Subject & Number: CA 133
Course Name: Oracle PL/SQL Programming

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lectures, demonstrations by the instructor, and student lab participation using the text (Oracle PUSQL Interactive Workbook) along with other instructional materials supplied by the instructor in class and online.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

Instructor will evaluate the following:

. Student's completion of assigned chapter questions and website assignments.
. Results of quizzes and examinations that are based upon the textbook, online and lecture materials. (Objectives 2, 7)
. Student's completion of computer and lab assignments. (Objectives 1, 3-6, and 8-26)
. Student's completion of short writing assignments. (Objectives 2, 7)
. Classroom participation in discussion of textbook and lecture material. (Objectives 2, 7)
. Evaluation of reading assignments (Objectives 2, 7) *so with class discussions + wrt groups*
. Evaluation of student's adherence to programming practices (Objectives 1, 2, 3, 12, 13 & 14)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Primary Course Text: *Oracle PL/SQL Interactive Workbook*, 2nd Edition (with provided interactive training web site) by Benjamin Rosenzwieg and Elena Siverstrova, published by Prentice Hall in 2003, ISBN: 10: 0-13-047320-0.

The 2nd edition of book is still being sold and the course Web site is still active. This is the best text for a lab class because of the comprehensive scope of the programming assignments.

Current COR
Summer 2004

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CA 133
COURSE NAME: *Oracle PL/SQL Programming
COURSE UNITS: 3
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

PREREQUISITE: Completion of CA 132
ADVISORY: Eligibility for ENGL 099, READ 099 and MATH 102

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Students will develop their Oracle Relational Database Structured Query Language (SQL) skills into writing Oracle Stored Procedures using PL/SQL in a client/server environment. In both lecture and lab, students will learn PL/SQL Database Programming by using the Oracle SQL*Plus tool and a simple text editor. Proper structured programming design and formatting will be taught using flow diagrams and sample code. Students will refresh their knowledge of SQL Data Manipulation Language (DML) and Data Definition Language (DDL). Students will also learn how database security issues, such as database users, roles and grants, apply to the execution of PL/SQL code. This course helps prepare students for the PL/SQL portion of Oracle's Exam #1A0-001. BEFORE ENROLLING students should have used SQL to extract database records, create a table, enter, edit and delete records, sort, and group records. Students should understand how to save and retrieve files from local and network drives.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Apply Structured Programming Concepts.
2. Describe the nature of a Computer Program.
3. Model Good Programming Practices.
4. Apply Basic PL/SQL Concepts.
5. Use PL/SQL in a Client-Server Architecture.
6. Use PL/SQL in the SQL*Plus tool.
7. Explain General Programming Language Fundamentals.
8. Practice PL/SQL programming Fundamentals.
9. Use Data Manipulation Language (DML) in PL/SQL.
10. Demonstrate the use of a Save-point in PL/SQL.
11. Design Conditional Program Control using: IF Statements, ELSIF Statements, and Nested IF Statements.
12. Apply Exception Handling using Built-In-Exceptions.
13. Respond to Errors and Built-In-Exceptions.
14. Apply Structured Programming Iterative Control using: Simple Loops, WHILE Loops, Numeric FOR Loops, and Nested Loops.
15. Introduce Database Cursors, as a Special Type of Array, into their PL/SQL Programs.
16. Manipulate Cursors in a PL/SQL Program using Cursor FOR Loops and Nested Cursors.
17. Use PARAMETERS with Cursors.
18. Apply Programmatic Exceptions as error handlers.
19. Use Exception Scope, USER-DEFINED Exceptions, and Exception Propagation in PL/SQL programs.
20. Apply RAISE_APPLICATION_ERROR, EXCEPTION_INIT PRAGMA, SQLCODE and SQLERRM.
21. Create PL/SQL Procedures that pass Parameters IN and OUT of the Procedure.

22. Create and use PL/SQL Functions in the PL/SQL programs.
23. Appraise the Benefits of Utilizing PL/SQL Packages.
24. Use PL/SQL to write database Triggers.
25. Explain what Triggers are, the types of Triggers and how Triggers are used with Mutation Table issues.
26. Demonstrate the use of PL/SQL Tables.

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
SEP 11 2009
SLO-9.28.09
BY: Mkeeney

SECTION I Date Initial

AP&P Representative: 09-09-09 _____
(*indicates division review and approval*)

Division Dean/Director: 9-9-09 _____

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Jim Hensel Date 09-09-09

COURSE SUBJECT & NUMBER: CA 141

COURSE TITLE: * Developing PowerPoint Presentations

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
Minor changes to Course Objectives, Typical Assignments, Methods of Evaluation, and Suggested Texts.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☒ AA/AS Degree ☒ Vocational Education (see page 4, section VIII)
☐ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CA 141
COURSE NAME: *Developing PowerPoint Presentations
COURSE UNITS: 1.5
COURSE HOURS: 4 (32 total hours)

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***

Advisory: Completion of CA 103 or CA 221

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience–transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).***

Students will acquire intermediate knowledge of presentation graphics software by using Microsoft PowerPoint. Students will create various types of presentations and will learn to insert and edit objects to produce the desired graphics. This will include entering and using text, text effects, bulleted lists, tables, organizational charts, graphs, clip art, multimedia video clips, sound clips, auto layouts, and presentation templates. Students will learn how to insert linked and embedded Word and Excel objects into PowerPoint. Output methods will be computer and projector screen, printed slides and handouts, and Web pages. BEFORE ENROLLING students should be able to perform basic operations of a personal computer including working with a keyboard and mouse, and inserting and removing media from disk drives. There should also be a basic understanding of the windows operating system to include starting and exiting an application, minimizing/maximizing windows, and using Windows Explorer to manage files.

COURSE OBJECTIVES: ***(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)***
Upon completion of course, the successful student will be able to:

* 1. Create, add, and edit slides.
* 2. Create tables.
* 4. Create various forms of charts and graphs.
* 5. Create a presentation as a Web page.
* 6. Add clip art and Word art.
* 7. Use various toolbars.
* 8. Prepare presenter documents, notes, and audience handouts.
* 9. Integrate Word and Excel with PowerPoint.
*10. Use, modify, and save a master template.
*11. Use hyperlinks.
*12. Apply animation effects to objects inserted into presentations.
*13. Add video, sound, and other effects to a presentation.

*Denotes SCANS competencies.

AP&P: Sept. 99; Sept. 00; Mar 01; Aug. 02; June. 04

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: CA 141

COURSE NAME: *Developing PowerPoint Presentations

COURSE UNITS: 1.5 **COURSE HOURS:** 32 hours

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***

Advisory: Completion of CA 103 or CA 221

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***

Students will acquire intermediate knowledge of presentation graphics software by using Microsoft PowerPoint. Students will create various types of presentations and will learn to insert and edit objects to produce the desired graphics. This will include bulleted lists, clip art, sounds, graphs, and tables. BEFORE ENROLLING students should be able to perform basic operations of a personal computer including working with a keyboard and mouse. There should also be a basic understanding of the Windows Operating System.

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***

Upon completion of course, the successful student will be able to:

1. Create presentation documents, notes handouts, and audience handouts.
2. Demonstrate use of sound, graphics, transistion, and animation affects.
3. Identify the various features of a PowerPoint presentation.
4. Describe the functions used in creating a presentation.
5. Use a variety of PowerPoint features to create different output results.

Course Subject & Number: CA 141
Course Name: *Developing PowerPoint Presentations

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Create, add and edit slides
  A. Choose a design template
  B. Add various slide layouts
  C. Add text to slides

II. Create tables
  A. Insert table using appropriate slide layout
  B. Add data to tables
  C. Format tables

III. Create various forms of charts and graphs
  A. Add, edit and customize organizational chart
  B. Add various forms of graphs and customize

IV. Create a presentation as a Web page
  A. Use design template
  B. Add graphics and animation

V. Add clip art and Word art
  A. Use Clip Organizer
  B. Download clip art from Microsoft
  C. Add and customize Word Art

VI. Use various toolbars
  A. Outlining toolbar
  B. Picture toolbar
  C. Drawing toolbar

VII. Prepare presenter documents, notes and audience handouts
  A. Print individual slides
  B. Produce Notes and Handout slides
  C. Print outlines

VIII. Integrate Word and Excel with PowerPoint
  A. Link and embed a Word document
  B. Link and embed an Excel document

IX. Use, modify and save a master template
  A. Use a master temple
  B. Modify a master template
  C. Save a customized master template

X. User hyperlinks
  A. Link to other slides
  B. Link to other sources

XI. Apply animation effects to objects inserted into presentations.
  A. Timed effects
  B. Sequential effects

XII. Add video, sound and other effects to a presentation
  A. AVI, MPEG and others for video
  B. MIDI, WAVE and MP3 for sound

Course Subject & Number: CA 141
Course Name: *Developing PowerPoint Presentations

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***

Students will be required to read 40 to 50 pages weekly from the textbook.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***

These are weekly writing assignments:

- Assigned textbook projects weekly (Required).
- Complete class assignments during class hours.
- Work on class presentation.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***

N/A

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***

Students will develop a PowerPoint presentation. They will plan a presentation, design the format, create the slides, and apply desired special effects to prepare the required PowerPoint presentation (Required).

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 1-2 ***Writing Assignments***: 1-2

Computational Assignments: 0 ***Other Assignments***: 1

Course Subject & Number: CA 141
Course Name: *Developing PowerPoint Presentations

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

- Lecture and discussion
- Demonstration by instructor
- Instructor facilitated individual assignments in class

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

A student's understanding of the common elements of developing PowerPoint presentations will be verified by the student's completion of textbook assignments in class and through homework (Objectives: 1 through 5).

The student's knowledge and retention of the fundamental aspects of using PowerPoint will be validated through quizzes and exams (Objectives: 1 through 5).

A 10-to-15 minute classroom presentation will be used to confirm the student's overall knowledge and abilities to apply the general aspects of PowerPoint presentations (Objectives: 1 through 5) .

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

New Perspectives on Microsoft PowerPoint 2007 - Comprehensive, by Zimmerman/Zimmerman, Publisher: Course Technology, 2008, New Perspectives.

RECEIVED
JUN 0 8 2009
SLO 4/11/08
BY:

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 06-04-09
(*indicates division review and approval*)

Division Dean/Director: 6/4/09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Faculty Name: (print) John Burns Date 10-5-09

COURSE SUBJECT & NUMBER: CA 171

COURSE TITLE: *Introduction to Networking

☐ **NEW COURSE** ☒ ***REVISED COR** (description, objectives, content, etc.) ☐ ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
The course book and course content have been updated. Distance education proposal updated to the new form and to address accessibility requirements.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
☒ ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
☐ **No** (course offered for letter grade only) **Explain:**

☐ **Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
☒ AA/AS Degree ☒ Vocational Education (see page 4, section VIII)
☒ Transfer ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

☐ AVC/GE - Please state which area: Select One

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____

Course Revised
9/2004

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CA 171
COURSE NAME: *Introduction to Networking
COURSE UNITS: 3
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of CA 103 or CA 221 and Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This is a beginning course for the individual who would like to have a career in computer networking or for an individual who is majoring in management and needs to be able to make decisions where networks are concerned. The course will cover such topics as LANS, WANs, OSI model, protocols, physical topologies, logical topologies, network operating systems, network hardware, network troubleshooting, network maintenance, network security. This aids in the preparation for the Network+ exam. **Before enrolling**, students should be able to manage files and folders using Windows Explorer. Students should be able to start programs within the Windows operating system and be able to browse the Internet.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:

1. Identify and describe the functions of seven layers of the OSI model.
2. Identify the characteristics of TCP/IP, IPX/SPX, NETBIOS, and AppleTalk.
*3. Install protocols on a Windows client.
4. Explain data transmission concepts including full duplexing, attenuation, and noise.
5. Describe the physical characteristics of coaxial cable, STO, UTP, and fiber optic media
6. Describe the methods of transmitting data though the atmosphere.
7. Describe the basic and hybrid LAN physical topologies, their uses, advantages, and disadvantages.
8. Compare the different types of switching used in data transmission.
9. Compare the transmission methods, or logical topologies, underlying Ethernet, Token Ring, Local Talk, and
*10. Install and configure a network adaptor.
11. Describe the actors involved in choosing a network adaptor, hub, switch, or outer.
12. Compare the functions and purpose of repeaters, hubs, bridges, switches, and gateways.
13. Describe a variety of WAN transmission and connection methods.
*14. Identify criteria for selecting an appropriate WAN topology, transmission method, and operating system.
*15. Describe how a Windows, Novell, and UNIX server fits into an enterprise wide network.
*16. Perform a simple Windows, Novell, and UNIX server installation.
17. Explain TCP/IP addressing and sub protocols.
*18. Employ multiple TCP/IP utilities for network troubleshooting.
*19. Follow a systematic troubleshooting process to solve networking problems.
*20. Perform a baseline analysis to determine the state of the network.
21. Describe the procedures to ensure the integrity and availability of the network.
*22. Identify security risks in LANs and WANs.

* Denotes SCANS competencies.

AP&P: Sept. 99; Rev. Sept. 00; Rev. Mar 01; Rev. Aug. 02

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: CA 171

COURSE NAME: *Introduction to Networking

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Completion of CA 103 or CA 221, and Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
This is a beginning course for the individual who would like to have a career in computer networking or for an individual who is majoring in management and needs to be able to make decisions where networks are concerned. The course will cover such topics as LANs, WANs, OSI model, protocols, physical topologies, logical topologies, network operating systems, network hardware, network troubleshooting, network maintenance, network security. This aids in the preparation for the Network+ exam. **BEFORE ENROLLING**, students should be able to manage files and folders using Windows Explorer. Students should be able to start programs within the Windows operating system and be able to browse the Internet.

COURSE OBJECTIVES: ***(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)***

Upon completion of course, the successful student will be able to

1. Identify and describe the functions of seven layers of the OSI model.
* 2. Configure TCP/IP addressing on system connected to a network.
* 3. Install protocols on a Windows Linux, and NetWare server.
4. Compare the physical and bandwidth characteristics of coaxial cable, STO, UTP, and fiber optic media.
5. Compare the basic and hybrid LAN physical topologies, their uses, advantages, and disadvantages.
6. Compare the different types of switching used in data transmission.
7. Compare the transmission methods, or logical topologies, underlying Ethernet and Token Ring.
* 8. Install and configure a network adaptor.
* 9. Describe the factors involved in choosing a network adaptor, hub, switch, or router.
10. Compare the functions and purpose of repeaters, hubs, bridges, switches, and gateways.
11. Compare a variety of WAN transmission and connection methods.
* 12. Perform a simple Windows, Novell, and Linux server installation.
* 13. Employ multiple TCP/IP utilities for network troubleshooting.
* 14 . Follow a systematic troubleshooting process to solve networking problems.

* Denotes SCANS competencies.

Course Subject & Number: CA 171
Course Name: *Introduction to Networking

COURSE CONTENT: ***(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)***

I. Networking Standards and the OSI Model
- A. IEEE Standards
- B. OSI Model
- C. Standards Organizations

II. Transmission Basics and Networking Media
- A. Analog and Digital Signaling
- B. Data Modulation
- C. Media Characteristics
- D. Cable Design and Management

III. Topologies and Ethernet Standards
- A. Physical Topologies
- B. Network Backbones
- C. Logical Topologies

IV. Network Hardware
- A. Network Interface Cards
- B. Repeaters, Hubs, Switches, Routers, and Gateways

V. WANs, Remote Connectivity, and Wireless Networking
- A. WAN Topologies
- B. Broadband Access Methods
- C. Wireless WANS and Internet Access

VI. Network Operating Systems
- A. Windows Server
- B. Linux Server
- C. Novell NetWare

VII. Voice, Video, and Data Convergence
- A. Voice over IP
- B. Analog Phones
- C. Digital Phones
- D. Signaling Protocols

VIII. Network Security and Ensuring Integrity and Availability
- A. Physical Security
- B. Hardware Based Security
- C. Software Security
- D. Authentication Protocols

IX. Troubleshooting Network Problems
- A. Characteristics of a network that keep data safe from loss or damage
- B. Viruses Protection
- C. Fault-tolerance Techniques, Network Backup and Recovery Strategies

X. In-Depth TCP/IP Networking
- A. Subnetting, CIDR, and Address Translation
- B. Public and private TCP/IP networks
- C. SMTP, POP3, and IMAP4
- D. TCP/IP Network Discovery and Troubleshooting

Course Subject & Number: CA 171
Course Name: * Introduction to Networking

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Students will be required to read approximately 20 pages per week from the textbook plus appropriate handouts, as well as relevant current articles and publications as determined by the instructor.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be assigned short discussion questions from textbook chapters. Students will answer assigned textbook problems and exercises every week.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required calculate subnets when given the number of networks and the network ID.

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Students will be required to complete practice tests online.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. *Title 5 (section 55002)* requires that *each unit must be shown to require three hours of work per week by the student either in or out of class.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 ***Writing Assignments***: 1

Computational Assignments: 1/2 ***Other Assignments***: 2

Course Subject & Number: CA 171
Course Name: * Introduction to Networking

METHODS OF INSTRUCTION: ***(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)***

Lectures, classroom discussions, and demonstrations by the instructor.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)***

Grades will be determined by completion of lab assignments, classroom participation, quizzes, case studies, and exams. Assignments will be evaluated based on the student's comprehension and ability to complete the task. Lab assignments will include crimping cables, setting up computers to connect on a LAN, installing network operating systems, and using TCP/IP trouble shooting utilities. (Objectives: 1 through 14)

1. The instructor will evaluate the student's ability to crimp a cable and use it to connect a computer to a network switch. The student will then configure TCP/IP and verify connectivity with other computers on the network. (Objectives: 2, 3, 8, 13, 14)

2. Students will be individually assessed on their ability to install and configure a NetWare, Linux, and Windows Server. (Objectives: 3,8,12)

3. Students will be evaluated on their ability to identify the OSI layers and determine which protocols and devices operate at particular. (Objectives: 1, 10)

4. Students will be evaluated on their ability to design a network when given the connectivity needs of a fictitious company. The project will include cabling, LAN equipment, WAN equipment, server operating systems, and backup. (Objectives: 4, 5, 6, 7, 9, 11)

5. Students will be evaluated on their ability to determine the appropriate device and connectivity for a given network scenario. (Objectives: 4, 5, 6, 7, 9)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Network+ Guide to Networks, 5th Edition
Tamara Dean, ISBN-10: 1423902459 | ISBN-13: 9781423902454 | 1024 Pages | © 2010 | Published

RECEIVED
JUN 08 2009
BY: SCO 4/10/08

Academic Affairs Only
☐ New DE Course
☐ Revised

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: CA 171 **COURSE TITLE:** Introduction to Networking

Instructor (print): John Burns

Division: Business, Computer Studies, and Economic Development

Required Signatures:

AP&P Representative: _____ **Date:** 06-04-09
(division approval required)

Division Dean: _____ **Date:** 6/4/09

Notes for Reporting Purposes:
Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? **Yes** **XNo**

Is **51%** or more of instruction for this course provided on line? **X Yes** **No**

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Antelope Valley College
DISTANCE EDUCATION FORM

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. ***Attach existing COR.***

COURSE SUBJ. & NO: CA 171 **COURSE TITLE:** Introduction to Networking

What method of technological delivery will be used to offer this course (see glossary)?
☐ *ITV* ☐ *Online* ☒ *Hybrid*

1. Why is this course particularly suited to be offered through this delivery system?
Many of the topics discussed in a networking class are supported by "real-life" examples linked throughout the Internet. Most of the up-to-date information about computer networking is provided by resources available on the Internet. Web links provided on the website and required student use of Internet search engines will expand on the concepts and technologies being discussed. This course, Introduction to Networking, introduces students to many new terms and acronyms that are learned primarily by reading and repeatedly taking online practice tests.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course? Although most students electing the online delivery of this course may be accessing the class from a home computer, the college currently provides computer labs. Some online resources are also available through the college website. The AVC's course management system provided by the college includes messaging, announcements, e-mail, chat, quizzes, and links to online resources available on the Internet. A few examples are the networking links http://howstuffworks.com, and InetDaemon.Com

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)
The course will be presented using AVC's course management system. The students are given a CD that contains all of the PowerPoint slides and a set of PowerPoint slides with voice-over lectures.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.) Each student is given a CD with the software that is needed to perform labs and software they use to do network design. The students are enrolled in Microsoft's MSDN and Vmware's software programs so that they have the ability to install operating systems at home.

4. Explain how students' time in this course is <u>equivalent</u> to what students experience in the traditional classroom setting. The online students use the same course Web site for practice tests and quizzes. The online students receive a CD with all the lectures used in the traditional course. The online students are required to submit the same labs as the traditional students and complete the final network design project. The online students also have full access to the instructor who reads and responds to student e-mail messages at least once a day, which may also include weekends.

5. METHODS OF INSTRUCTION:

a) *Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)*

The students can see their progress on practice tests and quizzes 24/7 by viewing the results on the course's Web site. Every student receives a response to every assignment submitted through AVC's course management system. Student progress is posted once a week using a grading program that allows grades to be posted on a Web page that only the individual student can access with his or her user name and password.

b) *If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)* The students meet with the instructor for the first class meeting. Access to AVC's course management system is explained. The students are given a CD with all the lecture materials and software needed to complete lab assignments. This meeting time enables the instructor to ensure that the students are able to access the Microsoft MSDN site to obtain software and are able to download Vmware workstation for operating system installs. The instructor will also display examples of network design projects.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: For each chapter, students are required to research topics on the Internet and post summaries in the chapter discussion area. Students post questions and responses to other student postings. If the instructor chooses, online multiple-choice quizzes provide students with feedback on their progress. Students have continuous access to their progress through a progress report worksheet that is updated every week. Grades will be posted on the course Web site using grading software. Additionally, AVC's course management system has a grade book component that allows students to see their completed assignment scores, participation scores, and any test or quiz scores.

Off-line: Operating systems can be installed using Vmware.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

☐ New DE Course

☒ Revised

COURSE SUBJ. & NO: CIS 145 **COURSE TITLE:** Introduction to VB.NET Programming

Instructor (print): Ronald Mummaw

Division: Business, Computer Studies, and Economic Development

Required Signatures:

AP&P Representative: _____ **Date:** 06-04-09
(division approval required)

Division Dean: _____ **Date:** 6/9-09

Notes for Reporting Purposes:
Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? **Yes** **XNo**

Is **51%** or more of instruction for this course provided on line? **X Yes** **No**

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Antelope Valley College
DISTANCE EDUCATION FORM

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. ***Attach existing COR.***

COURSE SUBJ. & NO: CIS 145 **COURSE TITLE:** Introduction to VB .NET Programming

What method of technological delivery will be used to offer this course (see glossary)?
☐ ***ITV*** ☐ ***Online*** ☒ ***Hybrid***

1. Why is this course particularly suited to be offered through this delivery system? In a collaborative learning environment, students will learn how to design, code, and use both Windows programs and web forms – the same technology used throughout the online learning medium.

Many of the topics discussed in a programming class are supported by "real life" examples linked throughout the Internet. Most of the up-to-date information about computer programming is provided by resources available on the Internet (specifically, all the help files for Visual Studio .NET are available from the Microsoft website). Web links provided on the website and required student use of the Internet search engines will expand on the concepts and technologies being discussed.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course? The college has secured Blackboard as its online delivery system. Although most students electing the online delivery of this course may be accessing the class from a home computer, the college currently provides computer labs, library research, and Internet access for research. Additionally, students may check out or download other related software through the MSDN program established on campus.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary) Lectures have been designed to be completed by the student at the same time they read the chapter material from the textbook. In this way, notes, additions, and corrections to the chapter material are presented as the student is learning the information. The lectures also include active links to Internet resources that support the topic under discussion. Links to discussion areas are found in the lecture pages so that students may post questions or respond to other postings with other students. Email, discussion groups, and virtual classroom (chat rooms) will be used for asynchronous communication, discussion, and instant messaging. A textbook will be used to support information being covered, discussed, and evaluated. This is the same textbook that is used in the on-campus class. Blackboard measures and evaluates accessibility levels using two sets of standards: Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C).

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.) N/A

4. Explain how students' time in this course is <u>equivalent</u> to what students experience in the traditional classroom setting. Students will have to read chapter materials from the assigned textbook, view and write lecture notes posted in Blackboard, download and view/print handouts in Adobe Acrobat PDF format, create programs to be submitted for grading, take quizzes and exams, be able to ask questions and answer other

5. METHODS OF INSTRUCTION:

a) ***Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)*** Students have frequent contact with the instructor through email, asynchronous discussion groups, message boards, and an announcement section. The students may also telephone the instructor, make appointments for office visits, or connect online with instant messaging to hold a discussion.

Reviews and discussions would be ongoing due to the general nature of an online class. Discussions will remain posted throughout the class to provide a continuous record that the student may reference for test preparation. A pre-test discussion area may be established to address questions and concerns specifically regarding and approaching exam.

b) ***If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)*** A total of two on-campus sessions will be required:

1. An initial face-to-face meeting will be scheduled to provide students with an introduction and orientation to the technology used in delivering the course and navigating online.

2. Students will meet at the end of the semester to take the final exam. This will demonstrate their proficiency at programming.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):
Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Students' grades will be determined by their ability to demonstrate understanding and retention of the elements of VB .NET, as evidenced by their completion of:

1. Graded programming assignments evaluating their program (code) and written documentation
2. Class participation from discussions and answering other students' questions
3. Quizzes, Midterm and Final exams

Online: To accomplish this, students will review posted lecture notes for each chapter and will be required to submit completed chapter assignments for grading. Each posted chapter includes a quiz with True/False and Multiple Choice questions. Students post questions and respond to other students' questions and comments in discussion board and virtual classroom. The midterm will be taken online. Students have continuous access to their progress through Blackboard and can see their completed assignment, participation, and exam scores.

Off-line: Students will be required to read the chapter material from the book and design, code, and test program assignments from each chapter every week. Students will take the Final exam at the end of the semester on-campus.

First Reading 10.8.09

RECEIVED
JUN 0 3 2009
BY: SCO 4/10/09

Academic Affairs Only
☐ New DE Course
x☐ Revised

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: GEOL 101 **COURSE TITLE:** *Physical Geology

Instructor (print): Richard Balogh

Division: Math/Science/Engineering

Required Signatures:

AP&P Representative: Dave Newman **Date:** 6-2-09
(division approval required)

Division Dean: Lubin S Ulloyy **Date:** 06-01-09

Notes for Reporting Purposes:
Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? **Yes** **XNo**

Is **51%** or more of instruction for this course provided on line? X **Yes** **No**

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Antelope Valley College
DISTANCE EDUCATION FORM

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. ***Attach existing COR.***

COURSE SUBJ. & NO: GEOL 101 **COURSE TITLE:** *Physical Geology

What method of technological delivery will be used to offer this course (see glossary)?
☐ ***ITV*** ***Online*** ***x Hybrid***

1. Why is this course particularly suited to be offered through this delivery system? Geology 101 may be adapted to online delivery by
1. Uploading recorded lectures to the College Server for online students to watch. PowerPoint has been successfully used in this regard or
2. Providing online resources for students to watch such including material provided by the publisher of the textbook

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course? Course management system and avconline server are currently used for online classes. Podcasting is also in place allowing audiovisual information to be delivered through that medium. Students are expected to have their own computer for online classes, but if their computer breaks down, the college does have computers available for students to use at several locations on campus.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)
1. With respect to PowerPoint lectures, they are first recorded (slides and audio) and then encoded for distribution on the Web. Every lecture slide has both visual text and complete audio. In addition, all sketches, photos and videos have HTML tags so that screen readers, such as JAWS, will inform the student that the slide has more than text. Videos with sound are closed captioned or have a separate written description of what they show. In this way lectures are accessible to both visual and audio impaired students since everything the student needs to learn is presented both visually as text on the screen as well as verbally.
2. If other online resources are used by students, the instructor should evaluate them in terms of accessibility. At present, Mr. Ken Sawicki (Alternative Media Specialist) has the resources to evaluate websites for accessibility.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)
Demonstrations can be videotaped and uploaded to the web for students to watch or students can be directed to links where videos of demonstrations are already available.

4. Explain how students' time in this course is <u>equivalent</u> to what students experience in the traditional classroom setting. Time to read the textbook, study for quizzes and tests and to watch lectures is about the same for on-campus and online students taking this class.

5. METHODS OF INSTRUCTION:
a) ***Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)*** c
Communication between instructor and student can take place via e-mail, chat room or virtual classroom. The virtual classroom is particularly effective in that it provides a screen that both the instructor and the student can see at the same time enabling graphics, course management information and any web material to be displayed and discussed. Students also contribute to the discussion board and take quizzes weekly, providing the instructor evidence of student participation in class. A portion of the instructors regularly scheduled office hours can include online presence for chatting or using the virtual classroom.

b) ***If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)*** Three on-campus meetings required to take three examinations.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):
Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: Weekly: quizzes over textbook, watching lectures or other online material and answering questions on that material in addition to contributions to discussion boards. Quiz questions and lecture questions include a variety of question types, including multiple choice, fill in the blank, matching and ranking which are graded by the course management system. Discussion board contributions are graded by the instructor.

Off-line: Three examinations on campus covering textbook and lecture content with a variety of question types including multiple choice, fill in the blank, matching, ranking, essay, problem solving and mathematical computations.

RECEIVED
SEP - 8 2009
BY: [signature]

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBA

TITLE: Seven Spiritual Laws of Yoga

INSTRUCTOR: Annette White

HOURS: 8.75 hrs.

ENROLLMENT FEE: $ 125.00 MATERIALS/SUPPLIES FEE: $20 (Optional Yoga mat)

ENROLLMENT EXPECTED: 10-30

DESCRIPTION OF OFFERING: Annette White will teach you The Seven Spiritual Laws of Yoga, a style of yoga based on the wisdom described in *The Seven Spiritual Laws of Success*, a book by Deepak Chopra. Yoga, an ancient philosophy, means union of body, mind, and spirit. The highest goal of yoga is to learn to feel this union with everyone and everything around us. One principal will be discussed each week, incorporating breathing, movement, and relaxation. This class is for everyone – whether this is your first yoga class, or if you have been practicing for years.

SPECIAL NEEDS:

Facilities: Large open space with a wood floor.

Audio/Video: Audio system

Other:

Required Approval by Division Dean and AP&P Representative

Signature: [signature] Date: 9-3-09

Signature: [signature] Date: 10/5/09

AP&P Approval:

Date: ______

Yoga is an ancient philosophy. The word Yoga, when translated into English means union of body, mind and spirit. The highest goal of yoga is to learn to feel this union with everyone and everything around us. The ***Seven Spiritual Laws of Yoga*** is a style of yoga that incorporates this ancient wisdom from the *Seven Spiritual Law of Success,* a book written by Dr. Deepak Chopra, a world-renowned author and physician.

These seven principles are:

The Law of Pure Potentiality; the Law of Giving and Receiving; the Law of Karma, or cause and effect; the Law of Least Effort; the Law of Intention and Desire; the Law of Detachment; and the Law of Dharma, which means purpose in life.

One Principle will be discussed each week, and incorporated with breathing, movement, and relaxation. The class is for everyone, whether it is their first yoga class or they have been practicing yoga for years.

I am currently completing my 200-hour Yoga Alliance certification through the Chopra Center, and will be available to facilitate the class for the Spring 2010 semester, and continuing each semester. The class will be a series of seven consecutive evenings. I will need a large, open space, preferably with a wood floor. Yoga mats will be available for purchase by the students in class, as well as the book mentioned above. If they already have a mat, they are welcome to bring their own, as well as towels from home. No other text or materials will be required. I will provide my own music system and microphone if necessary.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER:	TBA		
TITLE:	Photoshop from the Pros		
INSTRUCTOR:	Cynthia Kincaid		
HOURS:	3 hrs.		
ENROLLMENT FEE:	$20	MATERIALS/SUPPLIES FEE:	$2.00
ENROLLMENT EXPECTED:	10-100		

DESCRIPTION OF OFFERING: Watch industry professionals demonstrate how they work in Photoshop as they use the world's leading digital imaging software to create a variety of visual creative works. You will see artists retouch and refine portraits and other images, and see how the "tricks of the trade" are applied to a variety of commercial projects that are typical of the visual arts industry. This course is a great opportunity to receive an overview of Photoshop from professionals who use it everyday. Question and answer period follows demonstrations.

SPECIAL NEEDS:

Facilities: Class room with open space with a white board

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: _____ Date: 9-24-09

Signature: _____ Date: 9/24/09

AP&P Approval

Date: _____

Proposed CS Class

Photoshop From the Pros

Facilitated by Professor Cynthia Kincaid

Course Description:

Watch industry professionals demonstrate how they work in Photoshop as they use the world's leading digital imaging software to create a variety of visual creative works. You will see artists retouch and refine portraits and other images, and see how the "tricks of the trade" are applied to a variety of commercial projects that are typical of the visual arts industry. This course is a great opportunity to receive an overview of Photoshop from professionals who use it everyday. Q&A period follows demonstrations.

Course Outline:

1. The Basics
2. Portrait Retouching
3. Special Effects
4. Combining Images and Text

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER:

TITLE: Certified Wedding Planner – How to Start A Wedding Planning Business

INSTRUCTOR: Lynne Stein

HOURS: 40 hrs. Total (10 - 4 hr. modules)

ENROLLMENT FEE: $975 ($97.50 per module) MATERIALS/SUPPLIES FEE: None

ENROLLMENT EXPECTED: 10-25

DESCRIPTION OF OFFERING: The Wedding Planner Certification course is perfect for the individual looking to get started as a professional wedding planner right away. The Wedding Planning Institute is offering this 40 hour, hands-on comprehensive program which covers everything an aspiring wedding planner needs to know to get started in the business. You will be provided all the tools necessary to work as a professional wedding planner or start your own wedding planning business. Fee includes textbook, 6 months of access to online library and the course itself (re-created on audio, video, and text), post-certification support (Job Placement assistance), paid and non-paid apprenticeships, membership in the American Society of Wedding Planners, and national certification from the Wedding Planning Institute.

SPECIAL NEEDS:

Facilities:

Audio/Video: Projector/Screen, TV/VCR, DVD Player

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: _____ Date: 10-6-09

Signature: _____ Date: 10-06-09

AP&P Approval:

Date: _____

Course Proposal

The Wedding Planning Institute
Lynne Stein
College Partnership Programs Account Manager
www.weddingplanninginstitute.com
lynne@lovegevity.com
915 Highland Pointe Dr, 2nd FL, Ste 250
Roseville, CA 95678
888-221-9988 x905

Course Title: Certified Wedding Planner (CWP) – How to Start A Wedding Planning Business

Instructor: WPI Instructor TBD (see general instructor bio below)

Total Number of Course Sessions: 16-17 sessions; typically runs 8-10 weeks; for a total of approximately 40 hours. However, the class can be customized to best meet the needs of the prospective students (e.g. 2-day seminar)

Length of Classroom Session: 2 nights/week; 2.5 hours/night (This is negotiable but is typical of what our other partners do)

Semester/Session Options: The course can be held in the Fall, Winter/Spring, Summer or all/some of them.

Day of Week: Course is typically held on a Monday/Wednesday or Tuesday/Thursday, but depending on the instructor, it can be held on Saturday.

Online Access: Student has access to the online course for six months starting from the class start date.

Minimum Students is 10; Maximum Students is 25

Course Pre-requisites: None

Target Market: Entrepreneurial Woman/Men 18 – 35 (the program also appeals to the mature worker changing careers)

Course Overview

The Wedding Planning Certification Program is perfect for the individual looking to get started as a professional wedding planner right away. This comprehensive program covers everything an aspiring wedding planner needs to know to get started in the business, from contracts to etiquette, flowers, music, day of services, marketing, business practices, trade secrets and industry specific applications. Whether you plan on working part-time, planning only a few weddings a year, or a full-time career, this program will provide all the tools necessary to work as a professional wedding planner or start your wedding planning business.

The assignments are geared towards starting a business in the industry.
Therefore, most assignments are tools that will be utilize in your business such as contracts, business packages, profiling templates for new clients and tools for designing a signature wedding such as fabric boards, design displays and presentation tools. Textbooks include templates and many examples for you to utilize in order to develop your own, such as contracts and service packages. There are also over 50 documents in the on-line library you can download as templates for your bridal clients.

The Certification Course covers many areas, such as Budgeting, Project Management, Vendors & Contracts, Wedding Etiquette, Wedding Customs and Traditions from over 15 different cultures worldwide, Wedding Gown Styles & Veils including the seasons top designers and videos of the most recent Truck (Fashion) Shows, Wedding Event Planning, Writing your Business Plan, Signature Wedding Design, Invitations, Public Relations, Wedding Music Selections, Sales & Marketing, Pre and Post Wedding Parties, How to expand your business, Relationship Education as well as Production and Operations Management.

To address the demands of the industry this program is created for real-world application including experiential learning. This includes role-playing, vignettes and other ways to practice for actual business objectives or work settings in the day-to-day of wedding planning.

Students meet each week in class as well as take class trips, site tours and even participate in assisting at real weddings during this 8-10 week class. In addition to the hands-on experience students can email instructors in between classes during the course and schedule phone meetings to discuss assignments if needed. When students are online they also have access to other students in the program through the course online message boards. Here, students find additional resources, support and networking with others in their area and throughout the WORLD. Many students utilize this network even after graduation.

Brief Course Description

The Wedding Planning Certification Course is perfect for the individual looking to get started as a professional wedding planner right away. In partnership with The Wedding Planning Institute, (Your College Name) Continuing Education is offering this 40-hour hands-on comprehensive program which covers everything an aspiring wedding planner needs to know to get started in the business. It will provide all the tools necessary to work as a professional wedding planner or start your wedding planning business. Fee includes textbook, online library and a national certification from the Wedding Planning Institute.

Career Overview

A certified wedding planner is trained in all aspects of the wedding and social event industry. From conception, contracts and ceremony details to industry formulas for wedding design and delivery, a Certified Professional Wedding Planner can make any wedding budget seem endless.

Because the wedding planner plays such an integral role in the planning of a couple's most important day, there is much to learn in the way of planning, budgets, working with vendors, contracts, revenue channels, not to mention keeping up with the latest trends in bridal fashion, color choices and wedding design.

Some typical tasks for a Certified Wedding Planner (CWP) include:

1. Receiving, making and documenting telephone calls to clients and vendors.
2. Scheduling appointments with vendors for clients.
3. Helping a client to unveil her personal style or wedding day vision
4. Designing inspiration boards for new client meetings.
5. Assist a client with her wedding gown/attire selection
6. Budget Tracking and project planning.
7. Site visits with clients for venue selection.
8. Troubleshooting and solution solving.
9. Managing and delegating task as well as tracking progress.
10. Collecting payments and performing collection activities.

Wedding planners are in demand as more and more sophisticated brides discover they can not be the bride and the wedding planner on the day of their wedding. With popular shows like Whose Wedding is it Anyway?, Race to the Alter, Married Away, Big Day and Bridezilla, the profession is growing at an increased rate year after year. Many professional planners run their own company while many others work for wedding businesses offering wedding planning services.

Course Objectives

Upon successful completion of the Certified Wedding Planner program, students will:

- Understand the role of a professional wedding planner
- Gain a basic understanding of the wedding industry.
- Create business contracts, pricing, packages and presentation tools.
- Identify the formula/method to structure and set-up a wedding planning business and operations.
- Be proficient in skills such as budget planning, vendor selection and wedding design
- Be familiar with industry specific terminology, communication, telephone techniques, organization and project management.
- Have knowledge of vendor contracts and what to look for.
- Be familiar with wedding design elements, fabrics and styles
- Understand how to market as an expert in the industry to gain PR attention
- Understand online marketing and how it applies to a wedding planners business.
- Have knowledge of different wedding traditions and cultures and how to implement a couple's ethnic background into the celebration
- Have knowledge of traditional and non-traditional etiquette
- Understand the Event Planning Process necessary to design and deliver a successful wedding/social event.
- Understand the Six Stages of Event Experience and ways to implement them.
- Be fully prepared to take on his/her first bridal client.

Course Outline

Certification Syllabus:- This comprehensive course has been streamlined into online and classroom videos to enhance the learning experience and help our students to move through the course more quickly.

Introduction - Video Library
Wedding Industry Overview
Wedding history
Engagement purpose
Current statistics
Engagement Process as it leads to the wedding day

Your role as a wedding planner
Setting expectations for all involved
Budget Management
Wedding Etiquette
Planning, Coordinating and Directing

Business Structure
Fee for services, Pricing, Packages, Proposals, Project Plan Budgeting
Market place evaluation
Small business start-up cost
Business Location set-up
Home Office
SOHO Solutions
Office Set-up

Documentation
Training materials
Design boards
Fabric boards
Manuals
Design Project

Templates - over 40 editable documents for your business
-Pricing Packages, Contracts,
-Client hand-outs
-Ceremony Structure, Customs, Traditions
-many, many more

Vendor Selection
Vendor Interviews
Vendor contracts
Vendor partnerships and negotiation
Vendor marketing
Vendor booking

Contracts
Contract Law
Createing Your Contracts
Contract Templates
Bridal Client Contracts
Vendor partnership

Traditional Wedding Planner packages

How to work with a prospective bride
Profiling
Training
Role playing
Making the sale
Educating the bridal client
-bridal registry
-setting expectations
-wedding day vision vs. reality
Traditional vs. non-traditional wedding ceremonies
wedding party delegation

Over 15 different Ethnic Wedding Customs & Traditions Worldwide

The Wedding Gown
-Gown styles
-Veil styles
-Body Types do's & don'ts
Top 50 wedding dress designers

Destination Weddings

Music – How to write a musical score
Popular Wedding Ceremony Music Selections
-Processional
-Recessional

Signature Weddings – How to create a signature wedding each and every time
-Rehearsal Procedures
-D4 Analysis - Wedding Design
-A6 Production - Event Experience
-Event Project Management

Business marketing practices, industry associations, networking

Bridal Shows –
-Research
-Checklist
-Booking the bride
-How to work a booth
-Post show activities

Online Marketing strategies
-Designing Your Website
-Marketing Your Website

Industry terms
-Traditional
-Trendy

Public Relations
-Becoming an expert in your field in your local market
-Writing a Press Release
-Writing Your Bio

-Negotiating promotions

Organization
-CRM (Client Relations Management)
-Industry Software
-Expanding your business offerings and adding additional revenue streams

Certification – what does it mean and how it sets you apart.
How relationship education can be incorporated into your business – it is part of the couple's planning process.
Philanthropy
Final Exam

Instructor Bio

The classroom option is taught by one of our instructors. They are certified by the Wedding Planning Institute and are trained instructors with at least five years experience planning weddings in your area and actively operate a wedding planning business local to your school.

The Wedding Planning Institute was founded with the sole purpose of providing aspiring wedding planners with the best possible education. For over 10 years, the Institute has been dedicated to the highest standards, offering wedding planning certification, business fundamentals, continuing education classes and seminars.

WPI's career counselors work closely with students to understand their needs and to design educational career paths that provide the experience, engagement and competency needed to achieve the student's objectives. Our core online instructors hold a Masters Degree in Education and have combined experience of over 150 years in the wedding industry from various specialties and backgrounds.

The Wedding Planning Institute is available to students who are interested in receiving the industry's premier education in the business of planning weddings and social events. WPI's program has been accepted by hundreds of Colleges and Universities around the United States as the appropriate curriculum and business training for wedding professionals.

Graduates of The Wedding Planning Institute are the top performers in the industry and we wouldn't have it any other way.

Method of Presentation

Lectures, class trips, site tours, industry professional guest speakers, experiential learning including role-playing and vignettes.

Media Requirements

TV, Projector, DVD player

Special Room Requirements

None

Textbook/Materials

Our course is accompanied by a textbook, online videos and curriculum, and dozens of downloadable templates and documents. The textbook is over 550 pages and is a valuable resource for students once the class is complete. The WPI textbook is included in the cost. There are no additional fees for materials. However, some chapter assignments will require some self purchased materials (e.g. wedding design board).

Student Tuition and College Fee

The student tuition for the classroom course is set by the school. The school remits $695/student to WPI.

Marketing Information

The Wedding Planning Institute utilizes various marketing methods, including but not limited to brochures, online content, and multimedia advertising, in our college partner's markets to create awareness and fill class sessions.

References

University of Texas at Arlington Contact: Cassandra Smith cassm@uta.edu 817-272-3713

Elgin Community College Contact: Donna Newberg dnewberg@elgin.edu 847-214-7569

Foothill-De Anza Contact: Michael Hegglund hegglundmichael@fhda.edu 408-864-8275

A complete list of colleges offering our classroom course can be found at www.weddingplanninginstitute.com under "College Classroom Schedules".

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED
SEP - 8 2009
BY:

NUMBER:	TBA		
TITLE:	Reiki 1		
INSTRUCTOR:	Lynn Palmer		
HOURS:	8 hours (2 meetings)		
ENROLLMENT FEE:	$111.00	MATERIALS/SUPPLIES FEE:	$12.00
ENROLLMENT EXPECTED:	10		

DESCRIPTION OF OFFERING: Reiki Master Lynn Palmer presents an ancient Japanese form of soothing, relaxing energy. Re-discovered by Dr. Mikao Usui in the late 1800's, Reiki energy allows the person to relax and let go of the day's tensions. There are three levels to learning the Reiki discipline. This class teaches the first level, Reiki 1, which addresses the physical level through self-energy treatment. You will learn what Reiki is and how it is used, along with the symbols used and attunement. (Note: Reiki 2 is the mental/emotional level; the third level is the Reiki Master - at this level, a Reiki Master may also teach and pass on the Reiki discipline).

SPECIAL NEEDS:

Facilities: Class room with open space with a white board

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: Date: 8-24-09

Signature: Date: 9-2-09

AP&P Approval:

Date:

What Reiki Is

Reiki is an ancient Japanese form of a soothing, relaxing energy. It was rediscovered by Dr. Mikao Usui in the late 1800's. Reiki energy allows the person to relax and let go of the day's tensions.

There are three levels to learning the Reiki discipline. The first level, Reiki 1, addresses the physical level. Reiki 2 is the mental/emotional level. The third level is the Reiki Master. At this level one a Reiki Master my also teach and pass on the Reiki discipline.

REIKI ONE

COURSE OUTLINE

Introduction – first class

Who I am; how I got into Reiki.

What is Reiki?

Reiki history – Dr. Usui

BREAK

Explain what Reiki One is; the symbols; the Reiki attunement; and how Reiki can be used.

Assignment: Contact a person who you would like to send Reiki energy to, if possible. Give the approximate time you will be sending the Reiki energy to them (Sunday morning). If the person can choose that time to relax for about 30 minutes, that would be ideal, but it works even if they are unable to set aside the time.

Opening discussion – any questions – second class

Attunement to Reiki 1 – check so that each person knows the symbol, can feel the warmth or tingling in their hands.

Send Reiki energy to the selected person.

BREAK

Demonstrate self-energy treatment.

Each person will give one complete session of Reiki, and also receive Reiki.

Cover grounding and cleansing.

REIKI TREATMENT for Reiki 1

Wash hands. If using a message table make the person comfortable. Place a pillow under their knees if they have any back stress.

Rub your hands together, place one hand on the diaphragm and the other on the abdomen.

At this point initiate the Reiki 1 symbol. Next, either out loud or to your self, "I ask that this Reiki energy flow through myself and (name) at the highest level that is beneficial to us both."

(Name), it is your responsibility to allow this Reiki energy to go down to your cellular level, to heal, harmonize and balance you down to your original DNA.

Now begin the hand positions. However, as you continue to open to your intuition, the Reiki will guide your hand positions at intervals during a treatment.

CLOSING

"I ask that this Reiki energy continue to heal, harmonize and balance your top with your bottom, your front with your back, your inside with your outside, and your left with your right. I also ask that this Reiki energy continue to heal, harmonize and balance your body, mind, emotions and spirit that is for your highest good." Thank you.

DISCONNECT

Visualize a figure eight with the person's image in one half and your image in the other half. Visualize the figure eight in the air, and trace the outline three times. Now visualize a pair of golden scissors cutting the figure eight in the center. You may also design your own disconnect process. Just remember to do it! Give the person some time to wake-up, offer water. Advise the person to continue to drink water. Reiki has a detoxifying effect.

October 6, 2009

TO: Academic Policies and Procedures Committee

FROM: David Newby, Professor of Music
Newton Chelette, Dean of Visual and Performing Arts

SUBJECT: MUS 190 and MUS 235

The Music faculty asks that the following courses be rendered obsolete, as they have not been taught for several years.

MUS 190, Piano Accompaniment I
MUS 235, Piano Accompaniment
MUS 241, Choral Music Performance

ANTELOPE VALLEY COLLEGE
Technical Education Division

DATE: October 9, 2009

TO: Academic Policies and Procedures Committee

FROM: Margaret M. Drake, Dean
Technical Education Division

SUBJECT: Obsolete Air Conditioning & Refrigeration and Admin. of Justice Courses

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We are requesting that ACRV 198A, Commercial Ice Machines, become obsolete. This course is an Air Conditioning & Refrigeration Seminar and has not been offered for two academic years and has not been brought forward to AP&P for renewal. It should, therefore, be removed from the active course file.

We are requesting that AJ 105, Arson/Fire Investigation, become an obsolete course. The topics covered in this course are not appropriate to the freshman or sophomore level. This course will not affect the Administration of Justice degree, as it was a supporting course, and should, therefore, be removed from the active course file.

Thank you.

MMD:mr

cc: L. Snow

ANTELOPE VALLEY COLLEGE

Social and Behavioral Sciences, Business, Computer Studies and Economic Development Division

DATE: October 5, 2009

TO: Maria Clinton
AP&P Co-Chair

FROM: Tom O'Neil, Dean

SUBJECT: Obsolete course request

Following discussions with the Psychology faculty I am writing to remove the PSY 217 Psychology of Men from our offerings and be made an obsolete class.

cc: Sharon Lowry, VP Academic Affairs
Dr. Irit Gat
Dr. Fredy Avilas