

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

TO:

Beverly Beyer	Lisa Karlstein	LaDonna Trimble
Nancy Cholvin	Scott Lee	Les Uhazy
Maria Clinton	Cynthia Littlefield	Darcy Wiewall
De'Nean Coleman-Carew	Sharon Lowry	Sara Rothenberg, ASO voting
Maggie Drake	Rick Motawakel	TBD, ASO non-voting
Lee Grishman	David Newman	
Linda Harmon	Duane Rumsey	

Technical Review Committee – Linda Harmon, and Scott Lee

FROM: Ms. Maria Clinton / Mrs. Sharon Lowry

DATE: April 11, 2011

SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting
Thursday, April 14, 2011, BE 323 (Computer Lab), 3:00-5:30pm

2010-2011
Academic Policies & Procedures Committee Meeting No. 11
AGENDA

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR**
- 3. APPROVAL OF MINUTES**
 - a. March 24, 2011
- 4. INFORMATIONAL ITEMS**
 - a. Technical Review Committee Member
 - b. AP&P Replacement for Science - Dr. David Newman
- 5. REPORT ITEMS**
 - a. Attendance Policy for Distance Education Courses
- 6. DISCUSSION ITEMS**
 - a. Mission Statement
 - b. Reading, Mathematics, and Writing Proficiency levels of Students upon Graduation
- 7. ACTION ITEMS – Transfer Modal Curriculum**
 - a. TMC – AS-T for Mathematics
- 8. ACTION ITEMS – Consent Items – Corporate and Community Services**
 - a. Become a Physical Therapy Aide – online (ed2go)
 - b. Certificate in Spirituality, Health, and Healing – online (ed2go)
 - c. Become an Optical Assistance – online (ed2go)
 - d. Creating a Classroom Website – online (ed2go)
 - e. Working Successfully with Learning Disabled Students – online (ed2go)
 - f. Understanding Adolescents – online (ed2go)
 - g. Certificate in Perinatal Issues – online (ed2go)
 - h. Certificate in End of Life Care – online (ed2go)
 - i. Certificate in Gerontology – online (ed2go)
 - j. Guiding Kids on the Internet – online (ed2go)
 - k. Luscious, Low-Fat, Lightning-Quick Meals – online (ed2go)
 - l. Genealogy Basics – online (ed2go)
 - m. Lose Weight to Keep it Off – online (ed2go)

n. Assisting Aging Parents – online (ed2go)

9. ACTION ITEMS – Consent Items – Non-Substantial Course Revisions

a. POLS 201 Contemporary International Relations	3 units, 3 hours weekly
b. MUS 151 Beginning Music Theory	3 units, 3 hours weekly
c. MUS 162 Beginning Clarinet Choir	1 units, 2 hours weekly
d. MUS 168 Intermediate Clarinet Choir	1 units, 2 hours weekly
e. MUS 170 Beginning Flute Choir	1 units, 2 hours weekly
f. MUS 171 Intermediate Flute Choir	1 units, 2 hours weekly
g. MUS 251A Intermediate Music Theory	3 units, 3 hours weekly
h. MUS 251B Advanced Music Theory	3 units, 3 hours weekly
i. MUS 255B Advanced Keyboard Harmony	2 units, 3 hours weekly
j. MUS 262 Advanced Clarinet Choir	1 units, 2 hours weekly
k. MUS 270 Advanced Flute Choir	1 units, 2 hours weekly
l. MATH 060 Prealgebra	4 units, 4 hours weekly
m. MATH 130 College Algebra	4 units, 4 hours weekly
n. GEOG 105 – Cultural Geography	3 units, 3 hours weekly
o. GEOG 201 – Map Interpretation and GPS	4 units, 3 lec hrs weekly/18 lab hrs total
p. BUS 201 – Business Law	3 units, 3 hours weekly

10. ACTION ITEMS – Second Reading – Course Revisions

a. CCA – BIOL 104 Environmental Biology	3 units, 3 hours weekly
b. Hybrid – BIOL 204, 204L General Microbiology - COR approved 3/24/11	5 units, 3 lec/6 lab hours weekly

11. ACTION ITEMS – First Reading – Course Revisions

a. CCA – GER 201 Intermediate German 1	3 units, 3 hours weekly
b. CFE 114 Music and Movement Education for the Young Child	3 units, 3 hours weekly
c. CFE 168 Foster Parenting the Medically Fragile Child-F Rate Pre-Service Training	
d. CFE 113 Inclusive Early Childhood Education - Title change	3 units, 3 hours weekly
e. CFE 212 School Age Programs	3 units, 3 hours weekly
f. Online – PHOT 107 History of Photography - COR approved 3/24/11	3 units, 3 hours weekly
g. CCA - CHEM 102, 102L Introductory Chemistry (Organic & Biochemistry) - Title change	4 units, 3 lec/3 lab hours weekly
h. CHEM 120 General Chemistry	5 units, 3 lec/6 lab hours weekly
i. NS 111, 111CL Fundamentals of Nursing Science	7 units, 3 lec/12 clinic hours weekly
j. NS 121, 121CL Obstetrical, Neonatal and Women's Health Nursing	4 units, 32 lec/96 clinic hours total
k. NS 122, 122CL Medical/Surgical Nursing I	5 units, 48 lec /96 lab hrs total
l. NS 231, 231CL Pediatric/Community Health Nursing	4.5 units, 40 lec /96 lab hrs total
m. NS 232, 232CL Psychiatric/Geriatric/Community Health Nursing	4 units 36 lec/96 clinic hours total
n. NS 241, 241CL Medical/Surgical Nursing II	12.5 units, 4.5 lec weekly/24 lab hours total
o. AJ 800 Peace Officer Intensive Basic Training	16 units, 452 lec/265 lab hours total
p. GEOG 101L Physical Geography Lab: Earth's Surface Landscapes - Added Advisory	1 units, 3 hours weekly
q. Hybrid – MATH 130 College Algebra	4 units, 4 hours weekly
r. HIST 114 History of California	3 units, 3 hours weekly
s. HIST 118 American West History, 1806-Present	3 units, 3 hours weekly
t. RCP 101, 101CL Fundamentals of Respiratory Care	6 units, 5 lec/3 lab hours weekly
u. RCP 102 Clinical Preparation for Respiratory Care	.5 units, 36 lec hours total
v. RCP 103, 103CL Concepts in Respiratory Care	6 units, 5 lec/6 lab hours weekly
w. RCP 104 Respiratory Care Pharmacology	3 units, 3 hours weekly
x. RCP 105, 105CL Fundamental of Clinical Respiratory Care	5 units, 2 lec/9 lab hours weekly
y. RCP 201 Neonatal and Pediatric Respiratory Care	3 units, 3 hours weekly
z. RCP 202, 202CL Fundamentals of Intensive Respiratory Care	4 units, 2 lec/6 lab hours weekly
aa. RCP 203, 203CL Seminar and Practicum in Respiratory Care I	6 units, 2 lec/12 lab hours weekly
bb. RCP 204, 204CL Seminar and Practicum in Respiratory Care II	9 units, 2 lec/21 lab hours weekly
cc. BIOL 100, 100L Elementary Human Anatomy and Physiology	3 units, 2 lec/3 lab hours weekly
dd. ED 141 Introduction to Special Education	3 units, 3 hours weekly
ee. ED 145 Understanding and Educating the Learning Disabled	3 units, 3 hours weekly
ff. PE 118 Beginning Bowling	1 units, 3 hours weekly

gg. PE 119 Intermediate Bowling
- Number change

1 units, 3 hours weekly

12. DISCUSSION ITEMS – Degree / Certificate Change Requests

- a. Request to add MUS 291 to the Credit by Examination list
- b. Degree/Certificate Change Request for Deaf Studies – Interpreter Training
- c. Degree/Certificate Change Request for Child and Family Education

13. ACTION ITEMS – Attached Obsolete Memos

- a. ACRV 100 Refrigeration Basics
- b. ACRV 198 Heating and Air Conditioning Seminar
- c. BIOL 205 Introduction to Biotechnology
- d. CA 133 Oracle PL/SQL Programming
- e. WR 902 – Job Search Preparation
- f. WR 904 – Surviving the Job Probation Period
- g. WR 906 – Developing as a Professional: Promotability
- h. CT 115 – Speed Tailoring
- i. CT 120 – Introduction to Sergers
- j. CT 225 – Clothing Construction Techniques for Wearable Art
- k. PSY 101 – Distance Education ITV format to be made obsolete
- l. NCR 910 – US Constitution Exam

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

Business and Computer Studies

BUS 201 Business Law – Submitted

CA 151 Microcomputer Operating System

CIS 175 Java Programming – Submitted

Health Sciences / FACE

CFE 113 Inc Classrooms Nutr Excep Child – Submitted

CFE 114 Music Movement Ed Young Child – Submitted

CFE 116 Justice, Equity & Inclu in CFE – Submitted

CFE 168 Foster Parent Med Fagile Child – Submitted

CFE 211 Health Safety for Young Child – Submitted

CFE 212 School Age Programs – Submitted

EMT 101 Emergency Medical Tech I – Submitted

MOA 110 Beg Medical Office Assisting – Submitted

MOA 111 Adv Medical Office Assisting – Submitted

NS 111 Fundamentals of Nursing Science – Submitted

NS 121 Obstet, Neonatal & Women's Health Nsg – Submitted

NS 122 Medical/Surgical Nursing I – Submitted

NS 230 Professional Nursing III – Submitted

NS 231 Pediatric/Community Health Nursing – Submitted

NS 232 Psychiatric/Geriatric/Community Health Nsg – Submitted

NS 241 Medical/Surgical Nursing II – Submitted

RCP 102 Clinical Preparation for Respiratory Care – Submitted

RCP 103 Concepts in Respiratory Care – Submitted

RCP 104 Respiratory Care Pharmacology – Submitted

RCP 105 Fundamentals of Clinical Respiratory Care – Submitted

RCP 201 Neonatal and Pediatric Respiratory Care – Submitted

RCP 202 Fundamentals of Intensive Respiratory Care – Submitted

RCP 203 Seminar & Practicum in Respiratory Care I – Submitted

RCP 204 Seminar & Practicum in Respiratory Care II – Submitted

Instructional Resources

LAC 100 Intro to Tutoring – Submitted

LAC 200 Advanced Tutoring – Submitted

Language Arts

COMM 105 Intro to Mass Communication – Submitted

COMM 114 Art of Storytelling

COMM 116 Forensics – Submitted

COMM 214 Studies in Storytelling – Submitted
GER 201 Intermediate German 1 – Submitted
JOUR 121 Beginning Journalism – Submitted
JOUR 123 Newspaper Production – Submitted

Math and Engineering

MATH 060 Prealgebra – Submitted
MATH 115 Statistics – Submitted
MATH 125 Math for Business & Economics – Submitted
MATH 130 College Algebra – Submitted
MATH 140 Precalculus – Submitted
MATH 230 Intro Ordinary Diff Equations – Submitted
MATH 250 Calculus & Analytic Geometry – Submitted
ENGR 185 Digital Logic & Design

Science

BIOL 100 Elem Human Anatomy & Physiology – Submitted
BIOL 101 General Biology – Submitted
BIOL 110 General Molecular Cell Biology – Submitted
BIOL 205 Intro to Biotechnology – Obsolete Memo Rcvd
CHEM 101 Introductory Chemistry – Submitted
CHEM 102 Introductory Chem (Organic) – Submitted
CHEM 120 General Chemistry – Submitted
GEOG 101L Phys Geog Lab: Earth's Surface Landscape – Submitted
GEOG 105 Cultural Geography – Submitted
GEOG 201 Map Interpretation and GPS – Submitted

Physical Education & Athletics

ATH 100 Intro to Athletic Training – Submitted
ATH 102L Practical Appl of Athletic Training I Lab – Submitted
ATH 102 Practical Appl of Athletic Training I – Submitted
ATH 103L Practical Appl of Athletic Training II Lab – Submitted
ATH 103 Practical Appl of Athletic Training II – Submitted
HE 101 Health Education – Submitted
PE 109 Hatha Yoga – Submitted
PE 118 Beginning Bowling – Submitted
PE 118 Intermediate Bowling – Submitted new number PE 119
PE 128 Beginning Golf
PE 128 Advanced Golf
PE 135 Physical Conditioning – Submitted
PE 160 Beginning Tennis
PE 160 Intermediate Tennis
PE 160 Advanced Tennis
PE 193 Officiating Fall Sports – Submitted
PE 194 Officiating Spring Sports – Submitted
PE 195 Sports Appreciation – Submitted
PE 210 Intercollegiate Women's Basketball – Submitted
PE 237 Intercollegiate Men's Golf

Social & Behavioral Sciences

ED 140 Introduction to Education
ED 141 Intro to Special Education – Submitted
ED 145 Understand & Ed Learn Disabled – Submitted
HIST 101 Western Civ, Human Begin Until 1750 – Submitted
HIST 102 Western Civ, from 1750-Present – Submitted
HIST 109 Survey U.S. History – Submitted
HIST 112 Contemp U.S. History: Vietnam – Submitted
HIST 114 History of California – Submitted
PHIL 101 Fundamental Reasoning Skills – Submitted
PHIL 105 Ethics: Moral Issues in Soc – Submitted
PHIL 106 Intro to Philosophy – Submitted
PHIL 108 Philosophy of Religion – Submitted

PHIL 110 Introduction to Logic – Submitted
PHIL 201 Critical Thinking – Submitted
POLS 101 Amer Political Institutions – Submitted
POLS 201 Contemp Intntl Relations – Submitted
POLS 203 The Judicial Process – Submitted
SOC 112 American Social Issues – Submitted

Technical Education

ACRV 100 Refrigeration Basics – Obsolete Memo Rcvd
AJ 800 Peace Officer Intensive Basic Training – Submitted
CT 115 Speed Tailoring – Obsolete Memo Rcvd

Visual & Performing Arts

ART 101 History of Art: Prehistoric to Gothic – Submitted
ART 102 History of Art: Renaissance to Modern – Submitted

ART 110 Drawing

ART 140 Watercolor

ART 210 Advanced Drawing

ART 222 L Computerized Life Drawing Lab

ART 222 Computerized Life Drawing

MUS 151 Beginning Music Theory – Submitted
MUS 162 Beginning Clarinet Choir – Submitted
MUS 168 Intermediate Clarinet Choir – Submitted
MUS 170 Beginning Flute Choir – Submitted
MUS 171 Intermediate Flute Choir – Submitted
MUS 251A Intermediate Music Theory – Submitted
MUS 251B Advanced Music Theory – Submitted
MUS 255B Advanced Keyboard Harmony – Submitted
MUS 262 Advanced Clarinet Choir – Submitted
MUS 270 Advanced Flute Choir – Submitted
MUS 291 Applied Music – Submitted
MUS 292 Applied Music Performance – Submitted

15. ADDITIONAL INFORMATION – SLOs by Division that need to be submitted to the SLO Committee

Business and Computer Studies

WR 902 Job Search Preparation – Obsolete Memo Rcvd
WR 904 Surviving the Job Probation Period – Obsolete Memo Rcvd
WR 906 Developing as a Professional: Promotability – Obsolete Memo Rcvd

Counseling

HD 198 Human Development Seminars

Instructional Resource

GED 906 Bas Use of Dict & Thes for GED

Math/Science and Engineering

BIOL 205 Intro to Biotechnology – Obsolete Memo Rcvd 2/24/11
ENGR 185 Digital Logic & Design
MATH 099 Individualized Self-Study Math

Physical Education & Athletics

PE 237 Intercollegiate Men's Golf

Social & Behavioral Sciences

NCR 910 U.S. Constitution Exam – Obsolete Memo Rcvd

Technical Education

ACRV 100 Refrigeration Basics – Obsolete Memo Rcvd 2/22/10
ACRV 198 Heating and Air Conditioning Seminars – Obsolete Memo Rcvd 2/22/10
AUTO 198 Automotive Seminars

Visual & Performing Arts

DM 103L Graphic Design I Lab
DM 105L Interactive Media Lab
DM 113L Photoshop I Lab
DM 115L Graphic Communications I Lab
DM 128L Web Des & Prod II Lab
DM 133L Digital Printing I Lab
DM 203L Graphic Design II Lab
DM 205L Digital Illustration Lab
DM 213L Photoshop II Lab
DM 215L Graphic Communications II Lab
DM 233L Digital Printing II Lab
DM 246L Portfolio and Job Search Lab
FTV 155 Film Festival Analysis
FTV 215 Directing for Film & Video
FTV 251 Contemporary American Independent Film
PHOT 213L Life Photography Lab
PHTC 215L Photography Studio Practices Lab
THA 205 Advanced Acting Workshop

16. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. 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.

number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment.

Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

We offer:

Associate Degree Programs

Associate degree programs comprised of general education courses, proficiency requirements, designated courses in a specific major or area of emphasis. Associate degrees provide students with “the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.”

Career Technical Programs

Certificate and degree programs comprised of “essential career technical instruction” in a variety of business, technical, and occupational courses designed to enhance students’ knowledge and skills leading to employment, career advancement, certification, and state or federal licensure. We award both Chancellor’s Office approved Certificates of Achievement and locally approved Certificates of Proficiency.

Transfer/General Education Courses

Transfer/general education courses in communication and critical thinking, the physical and biological sciences, arts and humanities, social and behavioral sciences, and technical education. Completion of these courses allows students to fulfill degree requirements or enroll in upper division courses and programs at accredited four-year institutions through our articulation agreements.

Basic Skills Courses

Basic skills courses in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level, degree-applicable courses

Student Support and Instructional Support

A variety of services in academic, career, and personal counseling; in library instruction and course support; in learning assistance. These services support the needs of students in pursuing and achieving their educational goals.

Workforce Preparation and Economic Development

Workforce programs, job preparation courses (non-degree applicable), and a variety of services that contribute to the educational and economic well being of the community.

Personal Enrichment and Professional Development

Community service offerings, non credit, not-for-credit classes and services that develop the knowledge, skills, and attitudes necessary for students to be effective members of the community. These classes enhance the community’s social, cultural, and economic well being. Non-credit course offerings may lead to a Certificate of Completion and/or Certificate of Competency.

Mission

The mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our

Associate Degree for Transfer in Mathematics

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives

The goal of the Mathematics program is to provide students with foundational knowledge of mathematics, to enhance their computational and problem solving skills, sharpen their critical thinking, and to prepare them for transfer to a university as Mathematics major. Additionally, the degree can prepare students in areas of science and engineering.

Objectives include the following:

- a. Become competent in computations and develop number sense.
- b. Become well-aware of the role of mathematics in daily life. Students will be able to apply their knowledge of the subject to other disciplines and make the interdisciplinary connection.
- c. Demonstrate maturity in carrying out computations, analyzing problems, and organizing information.
- d. Examine the validity of a mathematical statement. Students will be exposed to numerous theorems and statements and will be shown methods used in arriving at conclusions.
- e. Display critical thinking in the ability to utilize deductive or inductive reasoning in solving problems or writing mathematical arguments.

2. Catalogue Description

The Mathematics Associate degree for Transfer offers students a fundamental knowledge of Mathematics and its relation to science, technology, and engineering. Students will enhance their problem solving and critical thinking skills by applying mathematical models to real world problems or utilizing mathematical objects and theorems to evaluate the validity of a statement or to prove mathematical statements.

The Mathematics degree for transfer meets the requirements of SB 1440 for Associate Degrees for Transfer. These degrees are intended to make it easier for students to transfer to a California State University campus. Specifically, if a student completes an “associate degree for transfer”:

1. The CSU shall guarantee admission with junior status.
2. Admission to the CSU does not guarantee admission for specific majors or campuses.
3. The CSU shall grant a student priority admission to his or her local CSU campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the CSU campus to which the student is admitted.

While the degree is specifically designed for ease of transfer to a CSU, it should be noted that it does not exclude admittance to other colleges and universities.

3. Program Requirements

To earn an associate degree for transfer in Mathematics a student must complete 60 semester units that are eligible for transfer to the CSU system including:

1. IGETC or CSU GE Breadth
2. At least 18 units as defined in the chart below.
3. A minimum grade point average (GPA) of 2.0 is required.

Required Core Courses (minimum of 12-15 units, all courses are universally required)

Reference

Title	Min Units	AVC Course	IGETC	CSU-Breadth	C-ID	CAN	TCSU
Calculus I	4-5	MATH 150 (5)	Area 2	B-4	Math 210 or 211,	Math 18	Math 210
Calculus II	4-5	MATH 160 (5)	Area 2	B-4	Math 220 or 221,	Math 20	Math 220
Calculus III	4-5	MATH 250 (5)	Area 2	B-4	Math 230	Math 22	Math 230

OR

Single Variable Calculus Sequence (2 sem/3 quarters)	≥8				Math 900 or 210 and 220 or 211 and 221	Math Sequence B	
Calculus III	4-5				Math 230	Math 22	Math 23

OR

Single Variable and Multivariable Calculus Sequence (3 sem/4 quarters)	≥12					Math Sequence C	
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Choose a minimum of 6 units from below with at least 3 units from Group A.

Group A Provides Depth of understanding in subject major

Differential Equations	3-4	MATH 230 (4)	Area 2		Math 240	Math 24	Math 240
Linear Algebra	3-4	MATH 220 (4)	Area 2	B-4	Math 250	Math 26	Math 250

OR

Introduction to Differential Equations and Linear Algebra	5				See sample		
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Group B Expands application of discipline

Discrete Math	3	MATH 210 (4)	Area 2			CSCI 26	
Physics (Any course articulated as preparation for the physics major at a CSU)	4	PHYS 110 (5)	Area 5A	B-1	Physics 205		
Mathematical Computing Systems	2						
Computer Programming (Any programming course that is articulated preparation for the math major at a CSU.)	3						
Proof	3						
Statistics	3	MATH 115 (4)	Area 2	B-4	Math 2		Stat 110

NOTE: All units are based on the semester and indicated minimum units. While 3 units are required from Group A, no units are required from Group B. The major must be a minimum of 18 semester units.

4. Background and Rationale

In response to SB 1440, Antelope Valley College (AVC) is submitting this application for Mathematics Associate degree for transfer. This degree complies with the core for Mathematics TMC that was developed by

the inter-segmental faculty (CCC and CSU, primarily). This degree is meant to both prepare a student for transfer and stands on its own as an AA degree.

Mathematical skills are the most highly valued skills sought by employers in all professional fields. The faculty at AVC regularly serves students who are interested in Mathematics as a major. We have reviewed our course offerings and compared to many other community colleges for course contents and prerequisites. Math faculty has reviewed and updated all of our Course Outlines of Records and found out that core courses and courses listed in A or B are in alignment with the new C-ID System.

The program exposes students to a variety of aspects of mathematics. The core required courses in the program are designed for several objectives: They introduce technical writing and reading. Students will learn how to read and write mathematical statements. They will also be tested on their required knowledge of mathematics. Students will soon realize the significance of their previous mathematics courses and how their computational skills are utilized. The core courses will extend students' view of mathematics to new horizons. Wide variety of problems in science, business, engineering, and mathematical fields can be tackled and answered by techniques learned in these courses. The remaining options offer students the choice of either continuing a broad spectrum of study or focusing on a specific interest. Either path will prepare students for a bachelor's degree, and give them valuable skills in their academic, professional, and personal lives. For example, if a student is interested in the applications of mathematics, differential equations and linear algebra offer techniques and tools used in solving real life scientific and engineering problems. Students will have the option to study "applied mathematics". At the same time these courses are able to generate enough interest where mathematics itself becomes the center of study. Students, then have the choice to pursue "pure mathematics" option.

Criteria B. Need

5. Place of Program in Curriculum Programs

Mathematics is often considered a part of natural science studies. But it also interacts with other disciplines such as business and economics as well as engineering and computer science. Many areas of humanity and social sciences utilize statistics, probability, and mathematical models regularly.

Mathematics program shares many courses in common with general education requirements and the Engineering and Science degrees.

The program makes productive use of existing resources, courses, faculty, and facilities. More students identifying themselves as mathematics majors. Several in-class surveys have indicated interest in California State University Bakersfield proposal to offer BA degree in "Applied Mathematics" at Antelope Valley campus.

Criteria C. Curriculum Standards

Mathematics – Transfer Model Curriculum
Antelope Valley College, Division of Math Science Engineering
Department of Mathematics – Proposed Associate degree for Transfer

Title (units)	Course #	C-ID Descriptor	CSU-GE	IGETC
REQUIRED (15)				
Calculus and Analytic Geometry I (5)	MATH 150	MATH 210 or 211	B4	Area 2
Calculus and Analytic Geometry II(5)	MATH 160	MATH 220 or 221	B4	Area 2
Calculus and Analytic Geometry III (5)	MATH 250	MATH 230	B4	Area 2
Options (8) At least 4 units from A				
A:				
Differential Equations (4)	MATH 230	MATH 240	B4	Area 2
Linear Algebra (4)	MATH 220	MATH 250	B4	Area 2
B:				
Discrete Math (4)	MATH 210			
Physics (5)	PHYS 110	PHYS 205	B1	Area 5A
Statistics (4)	MATH 115	MATH 2	B4	Area 2

6. Library and/or Learning Resources Plan

Because there will be no new courses required to implement this program, and the library and learning resources assets support our current course offerings, no new library or learning resources will be required at this time.

7. Facilities and Equipment Plan

Since there will be no new courses developed to implement this program, no new facilities or equipment will be required at this time.

8. Financial Support Plan

For the most part, personnel, equipment, supplies, and facilities for this program already exist within the college at a basic level. The Department of Mathematics anticipates an increase in course offerings for the core courses and to fulfill the requirement for the core classes. This shift in resources and personnel will require future consideration to staffing shortfalls in the Mathematics Department.

9. Faculty Qualifications and Availability

Our minimum requirements for Communication Studies faculty are defined in the following description (as established and approved by the Statewide Academic Senate:

Master's in MATHEMATICS or APPLIED MATHEMATICS or Bachelor's in any of the above and Master's in Statistics, Physics, or Mathematics Education. OR the equivalent.

“Equivalency” is defined as:

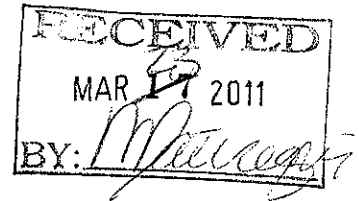
A Master's degree in Engineering, Physics, or Computer Science with 24 semester units of closely related coursework to Mathematics of which 18 units maybe at the upper division level (as approved by AVC's Academic Senate).

A good number of faculty who meet or exceed the minimum qualifications are currently employed by Antelope Valley College. However, with the anticipated increase in prerequisite, core, and major courses, there will be a need for at least six full-time faculty members, when the budget permits.

Degree / Certificate Change Request Memo

To: AP&P Committee

From: Dean- Charlette Forte Parnell *CFP* 3/23/11
 Faculty- Duane Rumsey *DR*
 AP&P Rep- Duane Rumsey *DR* 3/22/11



Date: March 22, 2011

Subject: Non-Substantive Change to DFST-INT Certificate and Degree

The following change to the DFST-INT certificate and degree requirements were suggested by our Advisory Committee. Since DFST 101 is now becoming more common in the high school setting, more students are coming to AVC with this skill-set. Some are taking the challenge exam for this course. In an effort to enhance the skills of the DFST-INT graduates, Removing DFST 101 and replacing it with INT 206 (Voicing) was recommended. Voicing is a component skill that needs specialized attention for potential interpreters. Moving COMM 103 to the electives will also give the student more options in the Program Electives area of DFST-INT.

Current: (As stated in current catalog)	Proposed: (list everything, even if no change)
<p>Definition Deaf Studies offers associate degree and certificate programs in both American Sign Language and Interpreter Training. American Sign Language is suited for those interested in learning to communicate with people in the Deaf community, as well as enhancing cultural awareness. Interpreter Training focuses on developing and utilizing American Sign Language skills to provide communication access for persons who are Deaf or Hard-Of-Hearing. The successful student has many career opportunities to choose from upon completion.</p> <p>Staff To access faculty and staff, dial (661) 722-6300, then the 4-digit extension.</p> <p>Program Advisement: Dr. Charlotte Forte-Parnel, Dean ext. 6463 Administrative Assistant: Donna Casey ext. 6463 Faculty: Daniel Humphrey dhumphrey@avc.edu Duane Rumsey ext. 6104 Adjunct Faculty: To access adjunct faculty voice mail, dial (661) 722-6300, then the 4-digit number.</p> <p>V.M. Michael Botte mbotte@avc.edu Matt Brandfield mbrandfield@avc.edu Julie Droustas 2182 Karla Reynolds 2048 Dave Sladek 2620</p>	

Elizabeth Weier 2623
Darlene Wynkoop 2220

Distinctive Features

The American Sign Language courses teach the language used by the Deaf, hard of hearing, and include discussion about Deaf Culture and problems experienced by Deaf people.

Career Options

Deaf Education Teacher
Human Services
Instructional Aide
Interpreter (Signer)

Special Education Teacher

(Some of these careers may require education beyond the two-year college level.)

Certificate Program

There are two certificate programs available: 1) American Sign Language (ASL), and 2) Interpreter Training (INT).

Students must receive a minimum grade of "C" or better in all required core courses and the specific courses listed as program electives in order to qualify for the degree or certificate.

American Sign Language

This certificate requires a minimum of 38 units. Students must take all courses listed in the "Required Courses" and complete the remaining units from program electives.

Required Courses:	units
DFST 101, Amer. Sign Language I	4
DFST 102, Amer. Sign Language II	4
DFST 105, Intro. to Amer. Deaf Culture	3
DFST 201, Amer. Sign Language III	4
DFST 202, Amer. Sign Language IV	4
DFST 204, Structure of Amer. Sign Language	3
COMM 103, Process of Communication	3
INT 101, Principles of Sign Language Interpreting	3
INT 201, Sign/English Translation	3

Students must complete at least 7 units from the following program electives.

Program Electives:	units
DFST 101L, ASL I Skill Building Lab	1
DFST 102L, ASL II Skill Building Lab	1
DFST 106, Intro. to Deaf Education	3
DFST 108, Visual, Gestural, and Non-Manual Aspects of ASL	3
DFST 201L, ASL III/IV Skill Building Lab	1
DFST 205, Numbers, Fingerspelling and Classifiers	3
DFST 206, Creative Signing	2
DFST 199, Occupational Work Experience	1-8

Interpreter Training

(Revised certificate pending approval from the Chancellor's Office.)

This certificate requires a minimum of 38 units. Students must take all courses listed in the "Required Courses" and complete the remaining units from program electives.

Required Courses:	units
DFST 101, Amer. Sign Language I	4
DFST 102, Amer. Sign Language II	4
DFST 201, Amer. Sign Language III	4
DFST 202, Amer. Sign Language IV	4
COMM 103, Process of Communication	3
INT 101, Principles of Sign Language Interpreting	3
INT 201, Sign/English Translation	3
INT 202, Sign Language Interpreting I	3
INT 203, Sign Language Interpreting II	3
INT 204, Sign/English Transliteration	3

Students must also complete at least 4 units from the following program electives.

Program Electives:	units
DFST 105, Intro. to American Deaf Culture	3
DFST 204, Structure of Amer. Sign Language	3
DFST 205, Numbers, Fingerspelling and Classifiers	3
INT 205, Interpreting in Specialized Settings	3
INT 206, Introduction to Sign to English Interpreting (Voicing)	4
INT 199, Occupational Work Experience	1-8

Associate Degree

American Sign Language

The requirements for an Associate degree in American Sign Language may be satisfied by completing 31 units of required courses, selecting an additional 7 units from the program electives, 21 units of general education requirements, and sufficient elective credits to total 60 units. (See Graduation/Associate Degree Requirements.)

Students who complete the associate degree have enhanced employability working with the Deaf community in settings such as social work and education. They are well prepared for full-time, permanent positions rather than temporary, on-call positions. The associate degree will provide students with a broad range of knowledge with which to evaluate and appreciate American Sign Language, Deaf culture, and the society in which they live and with the ability to think and communicate clearly and effectively.

Interpreter Training

The requirements for an Associate degree in American Sign Language may be satisfied by completing 34 units of required courses, selecting an additional 4 units from the program electives, 21 units of general education requirements, and sufficient elective credits to total 60 units. (See Graduation/Associate Degree Requirements.)

Interpreter Training

(Revised certificate pending approval from the Chancellor's Office.)

This certificate requires a minimum of 38 units. Students must take all courses listed in the "Required Courses" and complete the remaining units from program electives.

Required Courses:	units
DFST 102, Amer. Sign Language II	4
DFST 201, Amer. Sign Language III	4
DFST 202, Amer. Sign Language IV	4
INT 101, Principles of Sign Language Interpreting	3
INT 201, Sign/English Translation	3
INT 202, Sign Language Interpreting I	3
INT 203, Sign Language Interpreting II	3
INT 204, Sign/English Transliteration	3
INT 206, Introduction to Sign to English Interpreting (Voicing)	4

Students must also complete at least 7 units from the following program electives.

Program Electives:	units
COMM 103, Process of Communication	3
DFST 105, Intro. to American Deaf Culture	3
DFST 204, Structure of Amer. Sign Language	3
DFST 205, Numbers, Fingerspelling and Classifiers	3
INT 205, Interpreting in Specialized Settings	3
INT 199, Occupational Work Experience	1-8

Students who complete the associate degree have enhanced employability working with the Deaf community in settings such as social work, education and interpreting. They are well prepared for full-time, permanent positions rather than temporary, on-call positions. The associate degree will provide students with a broad range of knowledge with which to evaluate and appreciate American Sign Language, Deaf culture, and the society in which they live and with the ability to think and communicate clearly and effectively.

Transfer

Students planning to continue studies at a four-year college or university after AVC should visit the Transfer Resource Center and consult with a counselor as soon as possible. Additional information on official transfer articulation agreements from AVC to many CSU/UC campuses can be found at the following Web site: www.assist.org

NOTE: See Catalog for exact format and language.

**Deaf Studies – Interpreter Training (DFST-INT)
Recommended Plan of Study**

Semester 1

DFST 102 – American Sign Language II	4
DFST 105 – Introduction to American Deaf Culture (Area C)	3
DFST 205 – Numbers Fingerspelling and Classifiers (program elective)	3
COMM 103 – Process of Communication (Area D2)	3
Math 102	4
	17

Semester 2

DFST 201 – American Sign Language III	4
INT 101 – Principles of Sign Language Interpreting	3
INT 201 – Sign/English Translation	3
DFST 204 – Structure of American Sign Language (program elective)	3
Area A	3
	16

Semester 3

DFST 202 – American Sign Language IV	4
INT 202 – Sign Language Interpreting I	3
INT 206 – Introduction to Sign to Voice Interpreting (Voicing)	4
English 101 (Area D1)	3
Area E	3
	17

Semester 4

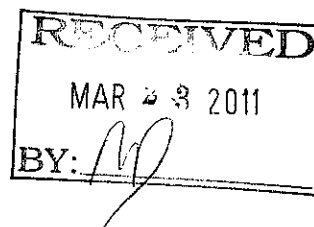
INT 203 – Sign Language Interpreting II	3
INT 204 – Sign/English Transliteration	3
INT 199 – Work Experience (program elective)	1-4
Area B	3
Area F	3
	13-16

Degree Total 63-66

Degree / Certificate Change Request Memo

To: AP&P Committee

From: Ande Sanders *AS*
 Dr. Karen Cowell *KC*
 Linda Harmon *LH*



Date: March 16, 2011

Subject: Degree/Cert Change Request for Child and Family Education

Below are the recommended revisions to the cert/degree.

The California Center on Social and Emotional Foundations for Early Learning (CSEFEL) and the Department of Education Child Development Division (CDD) research has recently shown that the number one reason for teachers leaving the field of Early Childhood Education is due to children's challenging behavior. Content and information has been revised in CFE 211 to include child nutrition, therefore, NF 102 is not necessary as a required course for the CFE certificate. In exchange for NF 102, CFE 115 will be used as a replacement. The CFE 115 class, as a required course for our CFE Certificate, will give teachers strategies and skills to take into the workforce.

The proposed changes have been discussed with and approved by the faculty of the discipline on March 16, 2011.

Current: (As stated in current catalog)	Proposed: (list everything, even if no change)
<p>Definition Child and Family Education is the study of three major areas addressing the needs of the child and family. They are: the physical, social, emotional and in-tellectual development of the child; the child in a social and educational setting outside the home; and studies concerned with parenting in modern society.</p> <p>Staff To access faculty and staff, dial (661) 722-6300, then the 4-digit extension.</p> <p>Program Advisement: Dr. Karen Cowell, Dean ext. 6402</p> <p>Program Coordinator: Karen Smith ext. 6402</p> <p>Child Development Center: Dr. Katarina Orlic-Babic, Director ext. 6250</p> <p>Secretary: Linda Sanchez ext. 6251</p> <p>Faculty: Catherine Overdorf ext. 6766 Melanie Parker ext. 6252 Andrea Sanders ext. 6502</p> <p>Adjunct Faculty: To access adjunct faculty voice mail, dial (661) 722-6300, then the 4-digit number.</p> <p style="text-align: right;">V.M.</p> <p>Matt Case 2022 Julie Ferebee 2270</p>	

Stephanie Lester	2047
Suzy M. Love	2389
Harriett Miles	2324
Dr. Katarina Orlic-Babic	ext. 6250
Linda Secretan	2197
Diane Stein	2926

Program Description

The Child and Family Education curriculum is designed to meet the needs of students who wish to qualify for work with groups of young children under private or public auspices. The following courses will meet this requirement: CFE 101, 102, 103, and one of the following: CFE 104, 105, 106 or 114. The certificate program is designed to enable students to gain employment at the entry level in selected occupational areas. Completion of certificate qualifies students for the California Child Development Permit.

Students must receive a minimum grade of "C" or better in all required core courses and the specific courses listed as program electives in order to qualify for the degree or certificate.

Distinctive Features

The quality of instruction and the varying educational and professional backgrounds of the faculty provide a program that meets the diverse demands of the many career options. Students receive "hands-on" learning experiences which include observations at different locations and participation with young children. Current texts are used along with films, videos, and other media to implement and support the instruction. Lecture sessions include discussion of material and question and answer periods concerning the material and locations observed during field trips.

Career Options

Assistant Teacher
 Child Development Specialist
 Child Mental Health Specialist
 Children's Center Supervisor
 Children's Center Teacher
 Early Childhood Education Aide
 Early Childhood Education Director
 Early Childhood Education Teacher
 Elementary School Teacher
 Family and Child Counselor
 Family Day Care Provider
 Infant/Toddler Teacher
 Parent Education/Adult Education
 Pediatric Worker
 Psychologist
 Social Worker

(Some of these careers may require education beyond the two-year college level.)

Certificate Programs

The Child and Family Education and the School-Aged Child Care Certificates can be pursued concurrently.

Child and Family Education

The Child and Family Education curriculum is designed to meet the needs of students who wish to qualify for work with groups of young children under private or public auspices.

The following courses (33 units) are required for the certificate:

Required Courses (30 units):	units
CFE 101, Introduction to Early Childhood Education	3
CFE 102, The Developing Child	3
CFE 103, The Child in Family/Community Relationships	3
CFE 104, Literature for Children	3
CFE 105, Discovery-Based Education for Children	3
CFE 106, Creative Experiences for Children	3
CFE 201, Child Development Practicum-Observation and Assessment	3
CFE 202, Child Development Practicum-Emergent Leadership	3
CFE 211, Health and Safety for the Young Child	3
NF 102, Nutrition and Food for Children	3
Total	30

Supporting Courses (3 units):

Select 3 units from the following:	units
ART 160, Painting and Drawing Techniques	1.5
CFE 107, Literacy for Young Children	3
CFE 109, Supervision and Admin. of Childhood Programs I	3
CFE 110, Supervision and Admin. of Childhood Programs II	3
CFE 111, Supervising Adults in Child Care Settings	2
CFE 113, Inclusive Classrooms for Nurturing Exceptional Children	3
CFE 114, Music and Movement Education for the Young Child	3
CFE 115, Guiding Children's Behavior	3
CFE 116, Teaching Justice, Equity and Inclusion in Early Childhood Education	3
CFE 120, Infant/Toddler Development	3
CFE 122, Infant/Toddler Strategies	3
CFE 150, Parenting: Infancy	1
CFE 151, Parenting: The Preschool Child	1
CFE 152, Parenting: The Elementary and Preadolescent Child	1
CFE 155, Single Parenting	1
CFE 157, Parenting the Exceptional Child	1
CFE 199, Occupational Work Experience	1-8
NF 100, Nutrition	3
DA 103, Beginning Modern Dance	1

School-Aged Child Care

This program will meet the needs of students planning to qualify to work with school-aged children in child care centers under public or private auspices.

The following courses (33 units) are required for the certificate:

Required Courses:	units
CFE 102, The Developing Child	3
CFE 103, The Child in Family/Community Relationships	3
CFE 104, Literature for Children	3
CFE 105, Discovery-Based Education for Children	3
CFE 106, Creative Experiences for Children	3
CFE 201, Child Development Practicum-Observation and	

The following courses (33 units) are required for the certificate:

Required Courses (30 units):	units
CFE 101, Introduction to Early Childhood Education	3
CFE 102, The Developing Child	3
CFE 103, The Child in Family/Community Relationships	3
CFE 104, Literature for Children	3
CFE 105, Discovery-Based Education for Children	3
CFE 106, Creative Experiences for Children	3
CFE 115, Guiding Children's Behavior	3
CFE 201, Child Development Practicum-Observation and Assessment	3
CFE 202, Child Development Practicum-Emergent Leadership	3
CFE 211, Health and Safety for the Young Child	3
Total	30

Supporting Courses (3 units):

Select 3 units from the following:	units
ART 160, Painting and Drawing Techniques	1.5
CFE 107, Literacy for Young Children	3
CFE 109, Supervision and Admin. of Childhood Programs I	3
CFE 110, Supervision and Admin. of Childhood Programs II	3
CFE 111, Supervising Adults in Child Care Settings	2
CFE 113, Inclusive Classrooms for Nurturing Exceptional Children	3
CFE 114, Music and Movement Education for the Young Child	3
CFE 116, Teaching Justice, Equity and Inclusion in Early Childhood Education	3
CFE 120, Infant/Toddler Development	3
CFE 122, Infant/Toddler Strategies	3
CFE 150, Parenting: Infancy	1
CFE 151, Parenting: The Preschool Child	1
CFE 152, Parenting: The Elementary and Preadolescent Child	1
CFE 155, Single Parenting	1
CFE 157, Parenting the Exceptional Child	1
CFE 199, Occupational Work Experience	1-8
NF 100, Nutrition	3
NF 102, Nutrition and Food for Children	3
DA 103, Beginning Modern Dance	1

Assessment	3
CFE 202, Child Development Practicum-Emergent Leadership	3
CFE 211, Health and Safety for the Young Child	3
CFE 212, School Age Programs	3
CFE 213, Curriculum Strategies for School-Aged Programs	3
Total	30

Supporting Courses (3 units): **units**

Select 3 units from the following:

CFE 107, Literacy for Young Children	3
CFE 109, Supervision and Admin. of Childhood Programs I	3
CFE 110, Supervision and Admin. of Childhood Programs II	3
CFE 111, Supervising Adults in Child Care Settings	2
CFE 113, Inclusive Classrooms for Nurturing Exceptional Children	3
CFE 114, Music and Movement Education for the Young Child	3
CFE 115, Guiding Children's Behavior	3
CFE 116, Teaching Justice, Equity and Inclusion in Early Childhood Education	3
CFE 150, 151 and 152, Parenting	3
CFE 157, Parenting the Exceptional Child	1
CFE 199, Occupational Work Experience	1-8
NF 102, Nutrition and Food for Children	3

Associate Degrees

The requirements for an associate degree in Child and Family Education and School- Aged Child Care may be satisfied by completing the respective certificate program in addition to the associate degree requirements. (See Graduation/Associate Degree Requirements.)

Students who complete the associate degree have enhanced employability in the field of Early Childhood and School-Aged Child Care. Students are well prepared with an indepth understanding, hands-on experience and principals of Early Childhood and School Age child development.

The associate degree will also provide students with a broad range of knowledge with which to evaluate the learning environment and analyze the dynamics of teaching in child care settings.

Child and Family Education courses can be included in the requirements for the associate degree in Family and Consumer Education. (Please see Family and Consumer Education Program.)

Transfer

Students planning to continue studies at a four-year college or university after AVC should visit the Transfer Resource Center and consult with a counselor as soon as possible. Additional information on official transfer articulation agreements from AVC to many CSU/UC campuses can be found at the following Web site: www.assist.org

NOTE: See Catalog for exact format and language.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. OLMD.1011-002
Course Title: Become a Physical Therapy Aide- online

Instructor (print): _____ Holly Trimble _____

RECEIVED
SEP - 1 2010
BY: _____

Division Faculty Review

Christine A. Sundberg *HS*
Faculty Review Signature Discipline

8/30/10
Date

Approved Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Amel Naima 8/24/10
AP&P Representative Signature Date

Approved Denied _____ Reason _____

Karen W. Cavell 8/23/10
Division Dean Signature Date

Approved Denied _____ Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLMD.1011-002
 TITLE: Become a Physical Therapy Aide
 INSTRUCTOR: Holly Trimble
 HOURS: 24 hrs. ENROLLMENT FEE: \$95
 MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 – 25

DESCRIPTION OF OFFERING: Prepare for a rewarding career as a valued member of the physical therapy team while learning about the human body, specific disorders, and the way physical therapists treat these disorders. The course will begin by exploring the history of physical therapy and the relationships between physical therapists, physical therapist assistants, and physical therapy aides. Students will be trained on how to communicate effectively with other health care professionals and patients. Participants will gain an understanding of the medical documentation that physical therapists use, and principles of ethics and law that affect the PT aide, as well as learning much of the language of PT. Topics include studying the body's 11 organ systems, infection control, proper body mechanics and how to safely move patients, the normal gait cycle and how to help patients walk with assistive devices like walkers, crutches, and canes. Physical agents like heat, cold, ultrasound, and electricity to treat many of their patients will be explored; learning when PTs use them and important precautions. Students will participate in a discussion of exercise and the principles of strengthening, aerobic, and range-of-motion exercises. The course will close with a study of balance and coordination disorders where the student will learn about the vestibular system—an important balance mechanism. The course will also cover treating children with developmental coordination disorder and developmental delays. Once completed, students will have gained valuable knowledge and be well on their way to becoming an important member of a physical therapy team!

INSTRUCTOR BIOGRAPHY: This course includes a knowledgeable and caring instructor, Holly Trimble who will guide students through lessons, facilitate discussions, and answer questions. Holly Trimble has a bachelor's degree in physical therapy from the University of Colorado and a master's degree in pediatric physical therapy from Boston University. She completed an additional 15 credit hours in education at the doctoral level, has taught math and science to sixth-graders for several years at a private school, and also worked as a private tutor for children with learning disabilities. Holly has lectured on health-related topics to all age groups, from school-age children to adults, and has been a guest speaker at colleges and universities including Wellesley College, Boston College, MIT, and Boston University. She is also an adjunct professor, teaching college-level anatomy and physiology courses online and in the classroom, and recently received the Adjunct Faculty Excellence Award at the college where she teaches.

SPECIAL NEEDS: N/A
 Facilities:
 Audio/Video:
 Other:
 Need software installed:

ITS notified: _____
 Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
Online instructor X _____
Asynchronous Only X _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12 _____
Hybrid N/A _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month _____ Open N

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Become a Physical Therapy Aide

~~PT HS 004~~

Prepare for a rewarding career as a valued member of the physical therapy team while learning all about the human body, specific disorders, and the way physical therapists treat these disorders.



We'll begin by exploring the history of physical therapy and the relationships between physical therapists, physical therapist assistants, and physical therapy aides. You'll get training on how to communicate effectively with other health care professionals and patients. You'll also come to understand the medical documentation that physical therapists use and principles of ethics and law that affect the PT aide.

Physical therapists often use words and terms that may be unfamiliar to you, so we'll devote some time to learning much of the language of PT. We'll then spend two lessons studying the body's 11 organ systems. You'll learn the names of the organs in each system, their main functions, and some common disorders.

Health care professionals must take extra care to avoid the spread of infection, so we'll go over that important subject. Along with infection control, you'll learn proper body mechanics and how to safely move patients. We'll also cover the normal gait cycle, and you'll learn how to help patients walk with assistive devices like walkers, crutches, and canes.

Physical therapists use physical agents like heat, cold, ultrasound, and electricity to treat many of their patients, so we'll explore these agents. You'll learn when PTs use them and important precautions. We'll move on to a discussion of exercise, and we'll spend a lesson studying the principles of strengthening, aerobic, and range-of-motion exercises.

We'll close with a study of balance and coordination disorders. You'll learn about the vestibular system—an important mechanism that helps you keep your balance. We'll also talk about treating children with developmental coordination disorder and developmental delays.

By the time you finish this six-week course, you'll have gained valuable knowledge and be well on your way to becoming an important member of the physical therapy team!

Search for Courses:



[Why ed2go?](#)
(brief movie)

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Holly Trimble.



Holly Trimble has a bachelor's degree in physical therapy from the University of Colorado and a master's degree in pediatric physical therapy from Boston University. She completed an additional 15 credit hours in education at the doctoral level. She taught math and science to sixth-graders for several years at a private school, and also worked as a private tutor for children with learning disabilities. She has lectured on health-related topics to all age groups, from school-age children to adults, and has been a guest speaker at colleges and universities including Wellesley College, Boston College, MIT, and Boston University. She is also an adjunct professor, teaching college-level anatomy and physiology courses online and in the classroom.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

[Enroll Now](#)

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser.

Syllabus:

A new section of each course starts monthly. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when lessons are released. You will have access to all lessons until the course ends. However, the interactive discussion area that accompanies each lesson will automatically close two weeks after the lesson is released. As such, we strongly recommend that you complete each lesson within two weeks of its release.

The final exam will be released on the same day as the last lesson. Once the final exam has been released, you will have two weeks to complete all of your course work, including the final exam.

Week One**Wednesday - Lesson 01**

In our first lesson, I'll introduce you to the profession of physical therapy (PT). You'll learn about the history of PT and how two wars and an epidemic created a need for this profession. To help you understand what makes PTs different from other health care professionals, we'll discuss the types of patients who need PT and the types of treatment PTs use. You'll understand the important difference between PTs, PT assistants, and PT aides as you come to understand the special role of PT aides.

Friday - Lesson 02

As a PT aide, you'll communicate with many different people, so in today's lesson, we'll focus on the communication skills you'll need to help you communicate with your supervising PT, patients, and their families. You'll learn about some of the challenges you'll face when communicating with sick or injured people, and how to demonstrate the traits of empathy, respect, and patience. We'll also spend some time on SOAP notes—the method many medical personnel use to document their evaluations and patient treatments.

Week Two**Wednesday - Lesson 03**

This very important lesson will help you stay out of trouble because today, we'll discuss law and ethics for the PT aide. You'll learn the differences between law and ethics and why you must be concerned about both. We'll go over the American Physical Therapy Association's Code of Ethics, relating its principles to PT aides. We'll also talk about the American Hospital Association's *A Patient's Bill of Rights* so you'll know how you should treat patients in different situations. You'll want to understand both negligence and malpractice, so we'll cover those topics, too. Finally, we'll spend some time on the very important topic of patient confidentiality. You can face stiff penalties if you violate patient confidentiality, so I want to make sure you thoroughly understand this topic.

Friday - Lesson 04

Have you ever noticed that every profession has its own unique language? The health care profession is no different. As a PT aide, it's vitally important that you understand the language that PTs use, so we'll focus on that in this lesson. We'll cover planes of the body and directional terms. You'll also learn the terms that define the body's major regions and body cavities. The movements of joints have special names, so I'll define them and share lots of graphics that demonstrate these movements. We'll finish with some other terms related to function and movement in the last chapter.

Week Three**Wednesday - Lesson 05**

In this lesson, we'll begin our discussion of the body's organ systems. We'll go over how your body is organized, from atoms to an entire individual. We'll discuss the muscular, skeletal, nervous, endocrine, circulatory, and lymphatic systems. You'll learn about the organs in each of these systems, the jobs they perform, and disorders affecting these systems that are commonly treated by PTs.

Friday - Lesson 06

We'll continue our discussion of the organ systems in this lesson. To start out, we'll go over how our organ systems are interrelated and how a problem with one system will affect the others. We'll then move on to a discussion of the integumentary (skin), digestive, urinary, respiratory, and reproductive systems. Just like in Lesson 5, you'll learn about each system's organs, function, and some common disorders. We'll finish the lesson with a discussion of the most important concept in human physiology—homeostasis. Homeostasis means the drive of your body to keep many different variables, like blood pressure and temperature, within a certain range. I'll tell you why this is so crucial and how you might be asked to monitor homeostasis while caring for patients.

Week Four**Wednesday - Lesson 07**

We'll start discussing specific safety issues in this lesson, focusing on infection control. Anyone working in healthcare must understand the meaning of infection, its causes, and how it spreads. To help you understand this, we'll discuss the chain of infection and what you can do to break that chain so infection doesn't spread from one person to another. We'll spend some time on an infection called MRSA because it's so common and dangerous. Since proper hand hygiene is the most effective way to stop infection from spreading, we'll go over the Centers for Disease Control and Prevention's guidelines. We'll also talk about patient-care equipment, environmental control, and the role of vaccinations.

Friday - Lesson 08

We'll discuss important safety issues again in this lesson, but this time, instead of infection, we'll focus on proper body mechanics and safe patient transfers. Body mechanics means the posture of your body and how you move it. You must understand proper body mechanics to protect yourself from injury. We'll start out with a discussion of the anatomy of the spine since the spine gets hurt most often when we ignore proper body mechanics. We'll talk about proper posture and the importance of paying attention to your center of gravity. We'll also go over a list of principles for using proper body mechanics and guidelines for moving patients in a variety of different situations. We'll end with a discussion of lifting machines, which PTs now commonly use to transfer patients.

Week Five**Wednesday - Lesson 09**

Most of us take walking for granted, but many patients must learn to walk again after an illness or injury. PTs often ask their aides to help with this, so you must understand what types of conditions make it hard for people to walk. You should also understand the normal gait cycle, so I'll spend some time on that topic and tell you about common deviations from normal gait. We'll spend quite a bit of time discussing different ambulatory devices including parallel bars, walkers, crutches, and canes and how they're used in PT.

Friday - Lesson 10

PTs use physical agents, rather than medications or surgery, to treat patients. These agents include heat, cold, ultrasound, traction, and electricity. To explain these agents, we'll start with a discussion about the relationship between a disease or injury and one's ability to perform activities of daily living. We'll then follow a fictitious Mrs. Smith as she struggles to recover from a car accident. You'll learn about the physical agents her PT chooses and how they affect her body. We'll end with a discussion of contraindications (when an agent should never be used) and precautions

(when an agent must be used with extra care).

Week Six

Wednesday - Lesson 11

Along with physical agents, PTs use exercise to treat patients. In this lesson, I'll introduce you to three types of exercise—strength training, aerobic exercise, and range-of-motion exercise. You'll learn how muscles are put together and why resistance is necessary to build strength. I'll teach you about three important principles you should know when supervising a strength training program. We'll also go over aerobic exercise, and you'll learn how it increases a person's ability to use oxygen. Finally, you'll learn about range-of-motion exercises. You'll find out how PTs measure how far a patient can move a joint and why joints sometimes become limited in their motion. We'll talk about different types of range-of-motion exercises and important principles to follow.

Friday - Lesson 12

In our final lesson, we'll explore balance, coordination, and developmental delays. We'll focus on children in this lesson, although the information will be helpful if you're treating adults, too. You'll learn about a special sensory system called the vestibular system and how important it is for maintaining balance. I'll give you examples of activities PTs use to treat children with balance problems, and you'll learn about the adaptive response—something PTs continually look for when treating children. We'll move on to a discussion of developmental coordination disorder, and you'll learn how important it is for professionals to properly diagnose this condition. We'll end this course with the subject of developmental delays. You'll learn about developmental milestones and how PTs treat children who fail to meet those milestones. We'll also discuss how PTs use developmental activities with adults who have sustained traumatic brain injuries.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

[Enroll Now](#)

Student Reviews:

- "The instructor was very professional and the class material was very useful. She also had wonderful web sites with lots of information besides the class material which was very helpful and great for future use."
- "I loved taking this course and found it very interesting. Along with us putting in our personal input, Ms. Holly also put in hers, which doesn't happen often. Hopefully I will be able to find other classes that are online that you teach."
- "I really did enjoy this course and I would recommend this to others. This is just the beginning for me. I want to become a Physical Therapist. Thanks for making this possible to do online."
- "The instructor was very professional and the class material was very useful. She also had wonderful web sites with lots of information besides the class material which was very helpful and great for future use."
- "I felt this course was very informative and written in an understandable manner. I also enjoyed the illustrations, they were well done and provided great visuals for the lessons. Overall, I feel I have learned a great deal and will hopefully be able to take what I've learned and become a contributing PT Aide in a PT office or environment. I would recommend this course to others."

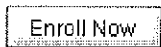
Recommended Courses:

Students who enrolled in Become a Physical Therapy Aide also enjoyed the following courses:

- [Medical Coding](#)
- [Skills for Making Great Decisions](#)
- [Human Anatomy and Physiology](#)
- [Medical Terminology: A Word Association Approach](#)
- [Speed Spanish](#)

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

**Other Subject Areas:**

[Computers](#) | [Writing/Language](#) | [Business/Careers](#) | [Grants/Nonprofits](#) | [Personal](#) | [Professional](#)

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date:
AP&P Denial:
Date:
Reason:

Course No. OLMD.1011-008
Course Title: Certificate in Spirituality, Health, and Healing - online

Instructor (print): Cyndie Koopsen and Caroline Young

Division Faculty Review

Melanie Parker
Faculty Review Signature
CFE
Discipline
2/10/11
Date

Approved [checked] Denied Reason

Faculty Review Signature Discipline Date

Approved Denied Reason

Faculty Review Signature Discipline Date

Approved Denied Reason

Faculty Review Signature Discipline Date

Approved Denied Reason

Linda Harmon
AP&P Representative Signature
2-6-11
Date

Approved [checked] Denied Reason

Karen W. Cowell
Division Dean Signature
Date
2/7/11

Approved [checked] Denied Reason



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLMD.1011-008

TITLE: Certificate in Spirituality, Health, Healing

INSTRUCTOR: Cyndie Koopsen and Caroline Young

HOURS: 36 hrs. Total NUMBER OF MEETINGS: N/A

ENROLLMENT FEE: \$ 210 MATERIALS/SUPPLIES FEE: N/A
Text / CDs / DVDs / Handouts

ENROLLMENT EXPECTED: 10-25 Materials provided for review: Y N

DESCRIPTION OF OFFERING: Target audience: general public
Recommended advisories/pre-requisites/instructor approval: N/A

Course description: Spirituality, religion, and culture play an important role in health and healing. Health care systems and health care professionals must recognize and understand a variety of spiritual and religious values, beliefs, and practices and their impact on health and healing. To meet the needs of a spiritually and culturally diverse client population, today's health care system is evolving in its approach. Knowledgeable providers who can deliver compassionate, effective care and meet their clients' and patients' spiritual needs are in dramatically increasing demand. To gain a broad understanding of spirituality, health, and healing and to stay current with emerging trends, health professionals who work with diverse religious and spiritual populations will need continuing professional education.

INSTRUCTOR BIOGRAPHY: This course includes knowledgeable and caring instructors who will guide students through lessons, facilitate discussions, and answer questions. The instructors for this course will be Cyndie Koopsen and Caroline Young. Cyndie Koopsen, RN, MBA, HN-BC, is a nurse who has cared for patients in acute care settings, community clinics, and the home. Her professional nursing career has involved nursing executive leadership and administration, staff development and education, community education and wellness, and holistic care. She has designed, developed, and presented numerous educational programs for audiences covering integrative health, promotion and wellness, and chronic disease management and prevention. She is the co-author of Spirituality, Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals. Caroline Young, MPH, has an extensive public health background and includes experience in research, workshop presentations in various areas of health care, and online and onsite teaching. She has expertise in holistic community health and wellness program design, development, marketing, implementation, and evaluation. She has also designed, developed, and presented integrative health programs for culturally diverse populations, senior populations, and faith communities. She is the co-author of Spirituality, Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals. *These authors/presenters are the Co-CEOs of ALLEGRA*

Learning Solutions, LLC. They have no affiliation or financial involvement that conflicts with the material or information presented in this activity. No commercial support has been received for this activity. All applicable local, regional, state, and/or national laws and regulations have been followed in the development and delivery of this activity.

SPECIAL NEEDS:

Facilities: N/A

Audio/Video:

Other:

Need software installed:

ITS notified: _____
Date Signature

ONLINE CLASS:

Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
Online instructor X
Asynchronous Only X
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12
Hybrid N/A
Number of required sessions online vs. face-to-face _____
Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month Open N

ADITS-003

personal

OLMD.1011-008

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Certificate in Spirituality, Health, and Healing

36 contact hours

Spirituality, religion, and culture play an important role in health and healing. Health care systems and health care professionals must recognize and understand a variety of spiritual and religious values, beliefs, and practices and their impact on health and healing.



Search for Courses:

[Why ed2go?](#)
(brief movie)

To meet the needs of a spiritually and culturally diverse client population, today's health care system is evolving in its approach. Knowledgeable providers who can deliver compassionate, effective care and meet their clients' and patients' spiritual needs are in dramatically increasing demand. To gain a broad understanding of spirituality, health, and healing and to stay current with emerging trends, health professionals who work with diverse religious and spiritual populations will need continuing professional education.

Program Benefits:

The Spirituality, Health, and Healing certificate program offers a multidisciplinary educational experience. Your certificate in Spirituality, Health, and Healing will distinguish you as a knowledgeable, skilled, and committed professional. This program will:

- enhance your professional marketability;
- build your skills and competencies;
- fulfill continuing education requirements for many professionals; and
- introduce you to a spiritual and multicultural perspective on health care..

Career Opportunities:

The Spirituality, Health, and Healing certificate program provides health care professionals in a wide range of careers with the knowledge and skills to effectively meet the needs of a spiritually, religiously, and culturally diverse patient and client population. Today, opportunities exist in the fields of nursing, parish nursing, teaching, hospice care, service, administration, and research. Opportunities also exist within government programs and agencies; public and private institutions that provide health, education, and social services; research centers; special interest groups; colleges and universities; and corporate human resources divisions.

Participants:

This certificate is relevant for registered nurses, nurse practitioners, licensed vocational nurses, practical nurses, nursing assistants, social workers, occupational therapists, recreation therapists, physical therapists, respiratory therapists, administrators, psychologists, marriage and family therapists, dietitians, educators, personal care assistants, volunteers, physicians, physician's assistants, chiropractors, clergy, physical fitness professionals, and adult children of aging parents.

Curriculum:

The Spirituality, Health, and Healing certificate program consists of a total of 12 courses:

1. Characteristics of Spirituality
2. Spirituality, the Health Care Professional, and the Spiritual Care Provider
3. Spiritual Rituals
4. Spirituality, Religion, and Health
5. Spirituality, Culture, and Health
6. Spiritual Assessment and Spiritual Care
7. Therapeutic Interventions for Healing
8. Spiritually Healing Environments
9. Spiritual Care of the Dying
10. Spirituality and the Grieving Process
11. Spirituality, Religion, and Children
12. Spiritual Dimensions of Aging

Accreditation:

ALLEGRA Learning Solutions, LLC is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Accreditation refers to recognition of continuing nursing education only and does not imply Commission on Accreditation approval or endorsement of any commercial product.

ALLEGRA Learning Solutions courses are acceptable for CE contact hours in all states.

Provider approved by the California Board of Registered Nursing, Provider #CEP 14693, for the stated number of contact hours.

California Board of Behavioral Sciences Provider Number PCE 1564. This course meets the qualifications for the stated hours of continuing education credit for MFCCs and/or LCSWs as required by the California Board of Behavioral Sciences.

ALLEGRA Learning Solutions courses are approved for continuing education credit for diabetes educators. All ANCC accredited courses are accepted for continuing education credit by the National Certification Board for Diabetes Educators (NCBDE).

This course includes knowledgeable and caring instructors who will guide you through your lessons, facilitate discussions, and answer your questions. The instructors for this course will be Cyndie Koopsen and Caroline Young.



Cyndie Koopsen, RN, MBA, HN-BC, is a nurse who has cared for patients in acute care settings, community clinics, and the home. Her professional nursing career has involved nursing executive leadership and administration, staff development and education, community education and wellness, and holistic care. She has designed, developed, and presented numerous educational programs for audiences covering integrative health, promotion and wellness, and chronic disease management and prevention. She is the co-author of *Spirituality, Health, and Healing* and *Integrative Health: A Holistic Approach for Health Professionals*.

Caroline Young, MPH, has an extensive public health background and includes experience in research, workshop presentations in various areas of health care, and online and onsite teaching. She has expertise in holistic community health and wellness program design, development, marketing, implementation, and evaluation. She has also designed, developed, and presented integrative health programs for culturally diverse populations, senior populations, and faith communities. She is the co-author of *Spirituality, Health, and Healing* and *Integrative Health: A Holistic Approach for Health Professionals*.

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Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Requirements:

Internet access, e-mail, and the Microsoft Internet Explorer or Mozilla Firefox Web browser.
Certificate program must be completed within six weeks of the start date.

Other Subject Areas:

[Computers](#) | [Writing/Language](#) | [Business/Careers](#) | [Grants/Nonprofits](#) | [Personal](#) | [Professional](#)

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. OLMD.1011-003
Course Title: Become an optical Assistant - online

Instructor (print): _____ Beverly Smith _____

RECEIVED
SEP - 1 2010
BY: _____

Division Faculty Review

Christine A. Sandberg *HS*
Faculty Review Signature Discipline

8/30/10
Date

Approved Denied _____ Reason _____

Faculty Review Signature _____ Discipline _____ Date _____

Approved _____ Denied _____ Reason _____

Faculty Review Signature _____ Discipline _____ Date _____

Approved _____ Denied _____ Reason _____

Faculty Review Signature _____ Discipline _____ Date _____

Approved _____ Denied _____ Reason _____

Sandra Harmon *8/24/10*
AP&P Representative Signature Date

Approved Denied _____ Reason _____

Karen W. Cowell *8/23/10*
Division Dean Signature Date

Approved Denied _____ Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER:	OLMD.1011-003		
TITLE:	Become an Optical Assistant		
INSTRUCTOR:	Beverly Smith		
HOURS:	24 hrs.	ENROLLMENT FEE:	\$95
MATERIALS/SUPPLIES FEE:	None	ENROLLMENT EXPECTED:	10 – 25

DESCRIPTION OF OFFERING: If you'd like to become an optical assistant and learn about the variety of places optical assistants can work, this is the course for you! The course includes a comprehensive look into the diverse world of optical assisting—a world that's becoming more exciting all the time. The course will cover optical assisting in private practice, healthcare clinics, the military, teaching facilities, and retail sales. Participants will discover the personal and professional skills needed to work in a front and back office, and in an optical dispensary and lab. Discover how fun it is to help others select the right eyeglass frames by becoming familiar with what optical assistants must know about frames, styles, lenses, contact lenses, and working with people. Students will also learn how the eyes work and come to understand some common eye conditions. Additionally, students will learn the specialty areas that optical assistants can work in, such as refractive surgery centers, low vision clinics, and vision training practices. Finally the course will cover how to become certified and licensed, which will open up even more opportunities which identify you as an expert. Students will see why optometry is such an interesting field and how rewarding it can be to help people solve their vision problems. This course is an ideal springboard for starting a career in this growing and ever-in-demand field!

INSTRUCTOR BIOGRAPHY: This course includes a knowledgeable and caring instructor, Dr. Beverly Smith, who will guide students through lessons, facilitate discussions, and answer questions. Dr. Smith is a Doctor of Optometry and has been in private practice for over 24 years. She is the founder of a consulting firm that helps new practitioners start and manage their own eye care practices. Beverly holds an M.B.A. in Healthcare Management, and has published articles in the professional journals, *New O.D.* and *Women in Optometry*. She has taught dozens of optical staff over the past 24 years, many of whom went on to become licensed opticians, certified paraoptometric, and Doctors of Optometry.

SPECIAL NEEDS: N/A

Facilities:

Audio/Video:

Other:

Need software installed:

ITS notified: _____
Date Signature

ONLINE CLASS: Education To Go will host the course on Education to Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
Online instructor X
Asynchronous Only X
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12
Hybrid N/A
Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month
Open Y N



OLMD.1011-003

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Become an Optical Assistant

~~AFHS-005~~

If you think you'd like to become an optical assistant, this is the course for you! We'll take a comprehensive look into the diverse world of optical assisting—a world that's becoming more exciting all the time. You'll see why optometry is such an interesting field and how rewarding it can be to help people solve their vision problems.



Search for Courses:



[Why ed2go?](#)
(brief movie)

You'll be amazed to learn all the different places optical assistants can work. We'll cover optical assisting in private practice, healthcare clinics, the military, teaching facilities, and in retail sales. You'll discover the personal and professional skills needed to work in a front and back office and in an optical dispensary and lab.

You'll find out how fun it is to help others select the right eyeglass frames—getting familiar with all the things optical assistants must know about frames, styles, lenses, contact lenses, and working with people. You'll also discover how our amazing eyes work and come to understand some common eye conditions. In addition, we'll delve into specialty areas that optical assistants can work in such as refractive surgery centers, low vision clinics, and vision training practices. And finally, we'll cover how to become certified and licensed, which will open up even more opportunities for you and identify you as an expert.

This course is an ideal springboard for starting a career in this growing and ever-in-demand field!

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Beverly Smith.



Dr. Beverly Smith is a Doctor of Optometry and has been in private practice for over 24 years. She is the founder of a consulting firm that helps new practitioners start and manage their own eye care practices. Beverly holds an M.B.A. in Healthcare Management, and she has published articles in the professional journals, *New O.D.* and *Women in Optometry*. She has taught dozens of optical staff over the past 24 years, many of whom went on to become licensed opticians, certified paraoptometric, and Doctors of Optometry.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

A new section of each course starts monthly. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when lessons are released. You will have access to all lessons until the course ends. However, the interactive discussion area that accompanies each lesson will automatically close two weeks after the lesson is released. As such, we strongly recommend that you complete each lesson within two weeks of its release.

The final exam will be released on the same day as the last lesson. Once the final exam has been released, you will have two weeks to complete all of your course work, including the final exam.

Week One**Wednesday - Lesson 01**

In this first lesson, you'll get an overview of the world of optical assisting. You'll find out how you can land a great job even if you don't have experience. You'll discover the wide range of opportunities this field offers—from retail sales to assisting in a health care setting. We'll talk about how a career as an optical assistant can lead you to own your own business, get a high-paying job as a manager, or teach at a college or university. By the end of the lesson, you'll have a sense of whether this fun and in-demand career is right for you!

Friday - Lesson 02

Optical assisting is all about vision, and today we'll begin our in-depth exploration of the profession at the logical starting point: the eye. How does this remarkable little biological machine help create a vivid, constantly-moving picture of the world around you? We'll take a tour of the parts of the eye, and you'll find out how they work together to create the miracle of vision. The basic eye anatomy you'll master in this lesson will give you a big head start on the path to becoming an optical assistant.

Week Two**Wednesday - Lesson 03**

The eyes are amazing, but they don't always work perfectly—and that's why optical professionals are always in demand. In this lesson, you'll learn about the focusing problems that cause millions of people to need glasses, contact lenses, vision therapy, or low vision aids. In addition, we'll talk about common eye disorders (everything from cataracts to sties), and you'll discover how medical conditions like diabetes and allergies can affect the eyes. I'll also share several of the important tips we give patients for protecting their eyes—tips that can protect *your* eyesight as well!

Friday - Lesson 04

Did you ever wonder how a person who's color-blind sees the world? Today you'll find out—and learn why there's more than one type of color-blindness. In addition, you'll discover what "lazy eye" is, and how it's treated. We'll also explore what it means to be legally blind (and why many people who think they're legally blind really aren't!).

Week Three**Wednesday - Lesson 05**

In this lesson, we look at front office optical assisting—a wonderful career opportunity if you're a "people" person and a multi-tasker. We'll start by talking about the front office assistant's key role as a goodwill ambassador for a medical practice or business. Next, we'll discuss triage, a skill that's crucial to good patient care. Finally, we'll explore the ins and outs of scheduling patients efficiently in order to keep an office running smoothly and happily. With this new knowledge, you'll be ready to make a good impression if you step into a front office job.

Friday - Lesson 06

If you love helping people and you're good at mastering new technology, back office assisting can be a great job for you. Today you'll get the scoop on

a very important back office skill: taking a patient's medical history. We'll also talk about pre-testing, and you'll learn about some of the tests used to gather preliminary vision data about patients. In addition, we'll take a peek at two specialty areas in back office assisting: contact lens fitting and surgical assisting. You'll find this lesson particularly interesting if you're seeking a medical career that involves lots of action and hands-on patient care.

Week Four

Wednesday - Lesson 07

In this lesson, you'll gain the power to understand a new language: the language of optical prescriptions! You'll learn how those numbers and symbols on an eye doctor's prescription translate into just the right lenses for a patient who's farsighted, nearsighted, or astigmatic. In addition, you'll find out the differences between soft and rigid contact lens prescriptions, and learn how to read each one. We'll also explore the job of a bench optician—the all-important person who turns a doctor's prescription into the perfect eyewear to suit a patient's needs.

Friday - Lesson 08

Did your last pair of sunglasses make you look like a movie star or like a bug? Do your family members' glasses flatter their faces or emphasize their facial flaws? Picking frame styles that make people look attractive and feel confident takes skill, and it's one of the favorite jobs of most optical assistants. Today you'll learn the insider secrets of eyeglass styling—and as a result, you'll know how to pick great glasses for a customer or patient . . . or for yourself!

Week Five

Wednesday - Lesson 09

These days, contact lenses don't just correct vision problems but often make a fashion statement as well. They allow you to do things like change your eye color from green to brown or even create "tiger eyes" for a costume party! In this lesson, we'll discuss how contact lenses help correct vision, and we'll cover the fun subject of contact lens fads and fashions. In addition, you'll find out how optical assistants fit contact lenses so they're just right for each person's eyes and how they educate patients about using their lenses correctly.

Friday - Lesson 10

Great customer service keeps people coming back to a business time after time. Today we'll look at the best ways to make people feel welcome, respected, and well treated at every step of their visit to a doctor's office or retail optical store. You'll also get great tips for smoothing the waters if problems arise—something that can happen even in the best of businesses. In addition, you'll learn how to tailor your customer service to people's individual needs so every visitor feels like a VIP. What we cover won't just help you be a better optical assistant—it will help you shine in any situation where "people skills" are key.

Week Six

Wednesday - Lesson 11

Optical assisting offers you many different settings and specialties to choose from, and in this lesson, we'll look at three of the most interesting specialties. First, you'll learn about low vision clinics, where optical assistants help people with limited eyesight regain the ability to enjoy many of their favorite activities including cooking and reading (and often even driving!). Next, we'll talk about vision therapy, a great choice if you love working with children. And finally, we'll talk about the booming field of refractive surgery, in which optical assistants play a key role.

Friday - Lesson 12

If you're entering optical assisting with your eye on career advancement (no pun intended!), then you should consider becoming certified. Certification puts you in line for promotions and management positions. In addition, certification can be the first step to teaching at a college or university, or even running your own business. Today we'll look at the different types of certification you can achieve in the optical assisting field. We'll cover how to prepare for a certification test and the kinds of questions you can expect if you take one. With that information in hand, you'll be prepared to decide if

certification is the right route for you.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Student Reviews:

Recommended Courses:

Students who enrolled in Become an Optical Assistant also enjoyed the following courses:

- [Become a Physical Therapy Aide](#)
 - [Become a Veterinary Assistant](#)
 - [HIPAA Compliance](#)
 - [Medical Coding](#)
 - [Medical Terminology: A Word Association Approach](#)
-

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Other Subject Areas:

[Computers](#) | [Writing/Language](#) | [Business/Careers](#) | [Grants/Nonprofits](#) | [Personal](#) | [Professional](#)

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. OLBS.1011-006
Course Title: Creating a Classroom Web Site - online

Instructor (print): _____ Robin Sellers _____

Division Faculty Review

RECEIVED
MAY 11 2010
BY: *M. Kurecky*
10 MAY 10
Date

[Signature]
Faculty Review Signature

Computer Applications
Discipline

Approved Denied _____

Reason _____

[Signature]
Faculty Review Signature

OT
Discipline

5-10-10
Date

Approved Denied _____

Reason _____

[Signature]
Faculty Review Signature

CA/ACCT/BUS
Discipline

5/10/2010
Date

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Reason _____

[Signature]
Faculty Review Signature

BUS/OT
Discipline

05-10-10
Date

Approved Denied _____

Reason _____

[Signature]
AP&P Representative Signature

05-11-10
Date

Approved Denied _____

Reason _____

[Signature]
Division Dean Signature

5.11.10
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLBS.1011-006
TITLE: Creating a Classroom Web Site
INSTRUCTOR: Robin Sellers
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: Teachers, learn how to create a classroom Web site in this fun, easy-to-understand course. In no time, you'll build a site with text, images, animations, tables, links, and more. Then you'll create a WebQuest and a blog to add to your site. Participants will also learn how students can use site builders to create their own Web sites in minutes. As the course progresses you'll be amazed by how simple creating a classroom Web site can be, and all the ways in which having one can make you a more effective and dynamic teacher. By the end of this course, you'll have your own published classroom Web site, and feel energized by a great new teaching tool!

INSTRUCTOR BIOGRAPHY: Robin Sellers is a certified teacher with a Master of Arts degree with a concentration in Technical and Professional Communication. She has over eleven years experience in the traditional classroom and has been an online instructor since 2000 where she has trained thousands of students. She has the ability to take difficult or technical concepts and make them easy to understand for her students. Her students claim that she has a gift for communicating online in a clear, concise, and personal way and that she is a 'born' teacher who makes her courses interesting and enjoyable.

SPECIAL NEEDS: N/A

Facilities:
Audio/Video:
Other:
Need software installed:

ITS notified: Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study
Online instructor X
Synchronous Only X
Synchronous and Asynchronous
Number of required sessions 12

Hybrid N/A

Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm

Enrollment: Start dates Once a Month Open N

Additional information: Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).



24 hrs.
\$60 / \$95

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Courses > Web Page Design > Creating a Classroom Web Site

~~OLBS-006~~

Learn how to create a classroom Web site in this fun, easy-to-understand course for teachers. In no time, you'll build a site with text, images, animations, tables, links, and more. Then you'll create a WebQuest and a blog to add to your site.



You'll also learn how students can use site builders to create their own Web sites in minutes. As we move along, you'll be amazed by how simple creating a classroom Web site can be and all the ways in which having one can make you a more effective and dynamic teacher.

By the end of this course, you'll have your own published classroom Web site, and you'll feel energized by your great new teaching tool!

Search for Co

Enroll

Instructor

Require

Syllabus

Student

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Robin Sellers.

Recommend



Robin Sellers is a certified teacher with a Master of Arts degree with a concentration in Technical and Professional Communication. She has over eleven years experience in the traditional classroom and has been an online instructor since 2000 where she has trained thousands of students. She has the ability to take difficult or technical concepts and make them easy to understand for her students. Her students claim that she has a gift for communicating online in a clear, concise, and personal way and that she is a 'born' teacher who makes her courses interesting and enjoyable.



To purchase this course, click the Enroll Now button below:

Enroll Now

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when the lesson is released, but you must complete each lesson within two weeks of its release.

A new section of each course starts on the second or third Wednesday of each month. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

Week One

Wednesday - Lesson 01

Teachers, don't let technology intimidate you! It's easier—and more fun—to create a classroom Web site than you might think. In this first lesson, we'll explore the ways that a Web site can help you organize information, instruct your students, and interact with others. Then you'll create a plan for your very own classroom Web site and learn how to keep your students safe when they surf the Internet.

Friday - Lesson 02

Today, you'll put your plan into action and enter the exciting world of classroom Web sites as an author! You'll learn about text editors and HTML as you begin creating a Web site. By the end of Lesson 2, you'll have a title, description, heading, and text for your site.

Week Two

Wednesday - Lesson 03

In this lesson, you'll bring your site to life with formatting. You'll give your Web site visual appeal as you add color to the text and the background. You'll also learn to format and arrange text, giving your site a unique, professional look.

Friday - Lesson 04

Would you like to add a picture of your school to your Web site? Do you want to showcase student work? Today, you'll learn how and why you should add graphics to your site and discover just how easy it is.

Week Three

Wednesday - Lesson 05

We'll take your Web site to the next level in this lesson. You'll find out how to select and format a background image and animated graphics for your home page. Then you'll top it all off with a custom-designed banner. These additions will liven up your Web pages and impress your students!

Friday - Lesson 06

Today is all about links! You'll learn about the different kinds of links and how to create them. You'll see how to place them to make it easy for visitors to navigate your site.

Week Four

Wednesday - Lesson 07

It's time for table fun. Tables are a great way to organize information, such as student assignments. By the end of this lesson, you'll know how to create a table, format it, add color and graphics to it, and incorporate it as an important part of your classroom Web site.

Friday - Lesson 08

Today, we'll focus on WebQuests: unique Internet learning adventures. You'll discover how to design a fun, successful WebQuest that will enrich and educate your students. After planning your WebQuest, you'll use your HTML knowledge to begin creating it.

Week Five**Wednesday - Lesson 09**

It won't be long until your work is on the Web! Then you'll be part of that elite crowd with the skills to create and post WebQuests online to share with other teachers. In this lesson, you'll complete your WebQuest and link it to your Web site. We'll also explore the best ways to use this learning experience in the classroom.

Friday - Lesson 10

Are you ready to implement a great communication tool in your classroom? Today, you'll develop your own blog that will enhance your teaching and create a learning environment that transcends your classroom's walls. By the end of this lesson, you'll have the knowledge you need to create a blog, teach your students about blogging, and use blogs effectively.

Week Six**Wednesday - Lesson 11**

It's time to go public and post your site online! In this lesson, you'll find a host and a domain name for your site. We'll explore options to suit all budgets—including no budget. You'll also learn about File Transfer Protocol so that you can move your Web site files from one computer to another with ease.

Friday - Lesson 12

Now that you're a Web expert, you can share your skills with your students! In this final lesson, you'll discover great ways to help your students create their own Web sites and post their projects online. You'll learn how to modify HTML to build a site in mere minutes, and you'll find out how Web authoring software programs and your Web host's site-building tools can make creating a site a snap.

To purchase this course, click the Enroll Now button below:

Enroll Now

Student Reviews:

Reviews coming soon! Please check back next month.

To purchase this course, click the Enroll Now button below:

Enroll Now

Recommended Courses:

Students who enrolled in Creating a Classroom Web Site were also interested in the

following courses:

[Using the Internet in the Classroom](#)

[The Classroom Computer](#)

[Creating Web Pages](#)

[Introduction to Dreamweaver CS3](#)

[Introduction to CSS and XHTML](#)

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. OLPF.1011-001
Course Title: Working Successfully with Learning Disabled Students - online

Instructor (print): Sara Hardin _____

BY: *[Signature]*
OCT 18 2010
RECEIVED

Division Faculty Review

[Signature]
Faculty Review Signature

Comm. Studies
Discipline

9/2
Date

Approved Denied _____

Reason _____

[Signature]
Faculty Review Signature

ENGLISH
Discipline

9/2/10
Date

Approved Denied _____

Reason _____

[Signature]
Faculty Review Signature

CFE
Discipline

10/11/10
Date

Approved Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

[Signature]
AP&P Representative Signature

9/21/10
Date

Approved Denied _____

Reason _____

[Signature]
Division Dean Signature
Raeen W. Council

Sept. 9/10
1/5/11
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLPF.1011-001
TITLE: Working Successfully With Learning Disabled Students
INSTRUCTOR: Sara Hardin
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10-25

DESCRIPTION OF OFFERING: Learn how to successfully meet the diverse needs of disabled students in a classroom setting from an experienced special educator. Participants will dissect the whole special education process, from working with individualized education programs (IEPs) to helping students struggling with reading comprehension, math skills, and writing.

INSTRUCTOR BIOGRAPHY: This course includes a knowledgeable and caring instructor who will guide students through their lessons, facilitate discussions, and answer questions. The instructor for this course will be Sara Hardin. Working with special needs students became a passion for Sara Hardin in seventh grade, when she volunteered at a summer camp for physically disabled children.

SPECIAL NEEDS: N/A
Facilities:
Audio/Video:
Other:
Need software installed:

ITS notified: Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval.

How offered? Independent study
Online instructor X
Asynchronous Only X
Synchronous Only
Synchronous and Asynchronous
Number of required sessions 12
Hybrid N/A
Number of required sessions online vs. face-to-face

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month

Open N



professional

OLPF.1011-001

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PFPC-001

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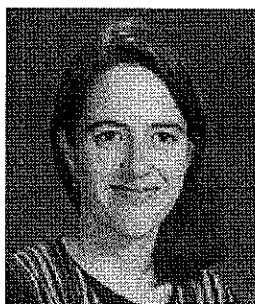


Learn how to successfully meet the diverse needs of the disabled students in your classroom from an experienced special educator. We'll dissect the whole special education process, from working with individualized education programs (IEPs) to helping students struggling with reading comprehension, math skills, and writing.



We'll also talk about fun games you can incorporate, tips for modifying your classroom, and lots of tested methods for bringing out the best behavior in your students. Whether you're already in the classroom, studying for the Praxis Special Education exam, or getting ready to work with students in a variety of settings, this course will prepare you to understand and empower your learning disabled kids. In this course, you'll discover easy, practical, and creative strategies that will help your struggling students find their light bulb moments!

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Sara Hardin.



Working with special needs students became a passion for Sara Hardin in seventh grade, when she volunteered at a summer camp for physically disabled children. Their willingness to keep trying new things, despite serious obstacles, impressed her and inspired her to become a special educator. She holds a master's degree in special education and has taught special education classes, mostly at the elementary level, for nine years.

To purchase this course, click the Enroll Now button below:

Enroll Now

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

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A new section of each course starts on the second or third Wednesday of each month. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

Week One

Wednesday - Lesson 01

One in seven Americans has a learning disability. That means that in your class of 28 students, four could have significant trouble keeping up with the basics. In our first lesson, we'll investigate what learning disabilities (LDs) are and define some common types of LDs that you'll see again and again in the classroom. After that, we'll take a few minutes to switch roles with our learners and see what it's like to try to work past an LD.

Friday - Lesson 02

Is Tamara having trouble with reading because it's not her favorite subject, or is something else going on? The process of identifying LD students is a long and sometimes tedious one. But with the proper expectations and the right dose of compassion, teachers can have success in the investigatory prereferral process. We'll discuss it in today's lesson.

Week Two

Wednesday - Lesson 03

In this lesson, we'll discuss IEPs, which are road maps that guide the learning curve of every LD child. Written specifically to address individual needs, these legal documents are both confusing and complicated. But once you know how to decode the language and the sections, it's easy to start using IEPs as the helpful tools they're meant to be.

Friday - Lesson 04

LD students receive IEP-mandated services in a number of ways. Whether they mostly stay in their classroom or spend some time in the special education room, they're going to learn a bit differently than other students. Today, we'll take a look at the common service locations that help LD students meet educational goals.

Week Three

Wednesday - Lesson 05

We all remember that one teacher who really made a difference in our lives. The right teaching strategies spell out the difference between a creative, engaging classroom and one that stagnates without reaching most of its students. In this lesson, we'll talk about the teaching strategies that make learning memorable for LD students.

Friday - Lesson 06

Word identification problems can make "cat" look like "can" or "pan." Imagine how hard it would be to read all the wrong words in all the right places. In this lesson, you'll discover smart strategies to help student find their words.

Week Four

Wednesday - Lesson 07

For students who have trouble reading, it's hard enough to just get the words right. But to pair those words with their meaning is a seemingly insurmountable task. In today's lesson, we'll go over how to chunk information so students can understand what they're reading and fall in love with texts.

Friday - Lesson 08

Are materials included in fee?

What is the age group for those who can take the class?

Is there a set schedule for those who are enrolled?

How many hrs per session?

Writing poses quite a few challenges for LD students. Some of them have trouble holding their pencils, and others find it difficult to communicate what it is they're trying to say. Today, we'll take a tour of strategies that bring writing to life for students who often don't even realize all the neat things they have to say.

Week Five

Wednesday - Lesson 09

A lot of LD students dread math because it requires a lot of skills to come together seamlessly and at the same time: Reasoning, logic, number sense, writing, and computation are all key. But math doesn't have to be so scary. In this lesson, we'll discuss how to make all those numbers a little easier for LD students to manipulate.

Friday - Lesson 10

Even though the IEP gives you a general idea of how to help your LD students, you'll still need to explore new, innovative ideas to modify your classroom, assignments, and tests, and that's what we'll discuss in today's lesson. These modifications often spell success for the LD students who need just a little push in the right direction.

Week Six

Wednesday - Lesson 11

We've all had days when going to school was a drag. LD students are no different. Because school forces them to tackle big challenges head on, it's often their least favorite thing to do. This can lead to big behavior problems that you'll have to defuse creatively. We'll take a look at some great strategies in this lesson.

Friday - Lesson 12

The connection between home and school is a powerful predictor of the LD student's classroom success. So in our final lesson, we'll discuss the best ways to conduct meaningful parent-teacher conferences that help everyone unite behind an LD child in need.

To purchase this course, click the Enroll Now button below:

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Student Reviews:

- "As a certified teacher who has been out of the classroom for many years and is now back in the field, it was just what I needed for considering a certification in special education. Thank you so much."
- "EXCELLENT COURSE! I would highly recommend this course to any teacher that deals with any type of student. The teaching tips can be used for a seasoned or new instructor."
- "Good information with lots of practical suggestions to try right away. Very useful."
- "I highly recommend this course even to those veterans in the teaching profession. More students are being diagnosed with LD and we all need to be prepared to work with them."

- "I loved Sara's positive and practical knowledge of the classroom. The additional resources she recommended were great. I would love to take some more classes under her."
- "I will be co-teaching next year. This was a wonderful prep course and review of some valued strategies I hope to incorporate and revisit. Thank you so very much."
- "Thank you for the fresh ideas to help LD children. I especially enjoyed the language arts and writing ideas."
- "The instructor was very organized and thorough. I like the fact that she started with the basics and didn't assume what we already knew (or didn't know for that matter!). Sara has a great writing style and it made the lessons fun and easy to read. Thanks for a wonderful online class!"
- "This class was very useful, especially for new teachers. I feel a teacher in any subject /grade would benefit and develop a better understanding of students with a learning disability."
- "This was the very BEST internet class I have ever taken! Our instructor was wonderful, very interactive, and all lessons were relevant and useful!! I would look forward to taking any other course that this instructor teaches!!"
- "I am not an educator. I [recently] retired from AACO Detention Center, I have a strong desire, no, a love to teach LD STUDENTS. The instructor kept my interest and left me wanting more! She did a super job and I will be looking for other classes to take with her."
- "Wonderful course - loved the practical suggestions!"
- "This class was very useful, especially for new teachers. I feel a teacher in any subject/grade would benefit and develop a better understanding of students with a learning disability."
- "Good information with lots of practical suggestions to try right away. Very useful."
- "I will be co-teaching next year. This was a wonderful prep course and review of some valued strategies I hope to incorporate and revisit. Thank you so very much."
- "The course and instructor were excellent. The list of supplementary materials was very thorough and helpful when seeking further information on specific topics. The instructor was also very helpful when seeking information on keyboarding sites for LD students. This class is a must!"
- "This is one of the best on-line classes that I have ever had. The instructor made learning interesting and fun. It is apparent that she knows her subject very well. If I had a child with a learning disability I would want her to be his teacher!"
- "When I signed up for this course, I was looking for some help with LD students . I found this course to be very helpful and the instructor was awesome."
- "Thank you, Sara, for providing such a valuable and informative class online. I appreciate being able to work towards both professional, as well as personal growth/development, with online classes. This class has impacted me both with my students in my Special Day class, as well as at home with my son, who has Discalculia. The format was clear, well-organized, and easy to navigate. I've checked out a couple of the resources you recommended from the library. It has been an absolute pleasure taking your class. Thanks again!"

To purchase this course, click the Enroll Now button below:

[Enroll Now](#)

Recommended Courses:

Students who enrolled in Working Successfully With Learning Disabled Students were also interested in the following courses:

[Differentiated Instruction in the Classroom](#)

[Solving Classroom Discipline Problems](#)

[Working Successfully With Learning Disabled Students](#)

[Enhancing Language Development in Childhood](#)

[Ready, Set, Read!](#)

[Understanding Adolescents](#)

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____
AP&P Denial:
Date: _____
Reason: _____

Course No. OLPD.1011-006
Course Title: Understanding Adolescents - online

Instructor (print): Sonya Jodoin

Division Faculty Review

Melanie Parker
Faculty Review Signature

Child and Family Ed /
Discipline
Foster and Kinship Care Ed

9/1/10
Date

Approved Denied

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

[Signature]
AP&P Representative Signature

9/2/10
Date

Approved Denied

Reason _____

[Signature]
Division Dean Signature

9.3.2010
Date

Approved Denied

1/5/11
Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLPD.1011-006
TITLE: Understanding Adolescents
INSTRUCTOR: Sonya Jodoin
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: Uncover the secrets of the adolescent mind and gain valuable information on how they think, how they feel, and how their identities develop. Parents, family members, child and youth workers, counselors and the like will benefit from the information shared in this course. An experienced social worker will help you gain a deep understanding and appreciation of your adolescent's development and behavior. Learn about the many physical, emotional, and cognitive changes that affect teens, and understand the significance of these changes both for you and the adolescent. Participants will look into relationships both in and outside of the home and the development of a teen's identity. You will explore personality, moral development and the role of faith, and finally gain an understanding as to how teens are affected by stress, including common defense mechanisms, coping techniques, and common mental health issues.

INSTRUCTOR BIOGRAPHY: The instructor for this course will be Sonya Jodoin, a knowledgeable and caring professional who will guide students through their lessons, facilitate discussions, and answer questions. Sonya Jodoin holds a diploma in Social Service Work, has continual education in psychology, and has been involved in social and youth work for over eighteen years. She brings to the course both professional and personal experience in the field of adolescence, along with training in a multitude of treatment modalities, approaches, and therapies. She has worked on the front line in mental health settings with individuals and their families, primarily with teenagers. Ms. Jodoin has developed and implemented a specialized joint educational/mental health treatment program for children whose behavior has resulted in school expulsion.

SPECIAL NEEDS: N/A
Facilities:
Audio/Video:
Other:
Need software installed:

ITS notified: Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study
Online instructor X
Asynchronous Only X
Synchronous Only
Synchronous and Asynchronous

Number of required sessions 12

Hybrid N/A

Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm

Enrollment: Start dates Once a Month

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OLPD.1011-006

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~~PDR~~
~~CCAP-003~~

Courses > Child Care & Parenting > Understanding Adolescents

Search for C

Yesterday, she was a sweet young girl. Today, you swear aliens have abducted her and put an evil twin in her place.



To know your kids is to love them. In this course, an experienced social worker will help you gain a deep understanding and appreciation of your adolescent's development and behavior. You'll uncover the secrets of the adolescent mind and gain valuable information on how they think, how they feel, and how their identities develop.

Instructor

Require

Syll:

Student

Recommen



Parents, family members, child and youth workers, counselors and the like will all benefit from the information shared in this course.

You'll learn about the many physical, emotional, and cognitive changes that affect the teens in your life, and you'll understand the significance of these changes both for you and the adolescent. You'll look into relationships both in and outside of the home and the development of a teen's identity. You'll explore personality, moral development and the role of faith.

Finally, you'll gain an understanding as to how teens are affected by stress, including common defense mechanisms, coping techniques, and common mental health issues.

By the time you finish this course, you should be very well-prepared to understand, appreciate, and meet the needs of the teens in your life.

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Sonya Jodoin.



Sonya Jodoin has been involved in social work and youth work for over eighteen years. She holds a diploma in Social Service Work and has had continual education in psychology. She brings to the course both professional and personal experience in the field of adolescence, along with training in a multitude of treatment modalities, approaches, and therapies. She has worked on the front line in mental health settings with individuals and their families, primarily with teenagers. Ms. Jodoin has developed and implemented a specialized joint educational/mental health treatment program for children whose behavior has resulted in school expulsion.

To purchase this course, click the Enroll Now button below:

Requirements:

Internet access, e-mail, and the Microsoft Internet Explorer or Mozilla Firefox Web browser.

Syllabus:

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when the lesson is released, but you must complete each lesson within two weeks of its release.

A new section of each course starts on the second or third Wednesday of each month. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

Week One**Wednesday - Lesson 01**

In our first lesson, I'll explain the term *adolescent development* and familiarize you with some terminology. I'll also provide you with an overview of the three main stages of adolescence to help you become familiar with the tasks and milestones inherent in each stage.

Friday - Lesson 02

Adolescence is a time of change. These changes occur on the outside as well as on the inside. For this lesson, we're going to focus on some external changes, and one of the things we'll look at is puberty, the impact it can have on the adolescent, as well as how these changes can affect how you treat an adolescent.

Week Two**Wednesday - Lesson 03**

In this lesson, we'll start looking at some of the internal changes kids experience during adolescence. As children's bodies take huge leaps forward, so do their brains as they learn and discover new ways of thinking and reasoning. This is cognitive development, which means how someone thinks, and that'll be our focus for this lesson.

Friday - Lesson 04

The dreaded peer group. During today's lesson, we'll take a close look at socialization, peers and peer groups, friends, intimacy, and social changes in your adolescent's behavior.

Week Three**Wednesday - Lesson 05**

One of the things that changes most during adolescence is a child's family relationships and how family members interact with each other. In this lesson, we'll take a look at some of those changes and the impact this may have on both the adolescent and the family.

Friday - Lesson 06

Emotional development is one of the internal changes that evolves during adolescence. During today's lesson we'll take a look at some aspects of emotions and their development, and the significance this may have for adolescent development.

Week Four**Wednesday - Lesson 07**

This is the "Who Am I?" lesson. Today, we'll explore how we think about ourselves, how our identity develops, what might influence our identity, and our self-concept.

Friday - Lesson 08

Today's lesson is all about moral development and faith separate from religion. We'll look at how the changes to the adolescent play a role in their moral development. You'll become familiar with the overall thoughts, ideas and processes that seem common to adolescent moral development.

Week Five**Wednesday - Lesson 09**

In this lesson, we're going to take a close look at stress, anxiety, frustration, and defense mechanisms. We'll explore how these things affect all of us and how some of this is demonstrated during adolescence.

Friday - Lesson 10

For this lesson, we'll adopt a slightly different format. Today, we'll look at four separate things: nature versus nurture, temperament, personality, and resiliency. The main thread carried throughout this lesson is how a better understanding of ourselves can help us to better understand others.

Week Six**Wednesday - Lesson 11**

Similar to the last lesson, today we'll look at a few more distinct topics. First we'll review some of the adolescent needs that we've discussed prior to this lesson, then we'll discuss chronic illness, gay and lesbian youth and the issues these individuals may be faced with, and finally a chapter highlighting parenting the adolescent.

Friday - Lesson 12

For our last lesson, we're going to stray from the normal to the abnormal part of adolescent development. The focus of this lesson will be a brief overview of disorders or conditions that are consistently viewed within the adolescent population.

To purchase this course, click the **Enroll Now** button below:

Enroll Now

Student Reviews:

- "I am really glad I took this course. After studying secondary education in college, I was amazed that a course like this was not required of all future teachers of adolescents. The psychological changes that these young adults go through really do impact their interaction and everyday emotions while in high school. It would help every teacher of young adults to know just what is going on inside their minds and bodies."
- "I enjoyed all of the thought provoking information. It was very applicable to anyone who deals with children."
- "I enjoyed the course. I found very informative and useful information and suggestions

that will assist me in my teaching profession. Sonya has an effective and often humorous way of presenting her research. I highly recommend her as an instructor."

- "I enjoyed this course very much. I think it should be a prerequisite for all parents with children about to enter adolescence. Thank you!"
- "I got some great information and plan to use all of it as I work with students, teachers, and parents this fall as a middle school counselor. This was my first on-line course and I would definitely take another one because it was a very good experience."
- "I have a young teenager at home. This course has been a tremendous help to me in learning to deal with her actions and reactions."
- "This class is so packed full of useful information. Anyone that works with adolescents really needs to take this class!"
- "This course had lots of excellent information for parents and professionals who want a better understanding of pre-teens and teenagers. A lot of food for thought and very challenging!"
- "This course helped to freshen up my knowledge on the subject of adolescent psychology. I found much of the information to be quite useful in dealing with my students at the junior high level as well as my 14-year-old daughter. Thanks."
- "This course was an excellent choice. The information was so interesting and useful, both professionally and personally. Thank you!"

To purchase this course, click the Enroll Now button below:

Enroll Now

Recommended Courses:

Students who enrolled in Understanding Adolescents were also interested in the following courses:

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. OLMD.1011-008
Course Title: Certificate in Perinatal Issues- online

Instructor (print): _____ Cyndie Koopsen and Caroline Young _____

RECEIVED
SEP - 1 2010
BY: _____

Division Faculty Review

Elizabeth Sundberg _____ HS _____
Faculty Review Signature Discipline Date

Approved Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Shirley Norman _____ 8/24/10 _____
AP&P Representative Signature Date

Approved Denied _____ Reason _____

Karen W. Cavell _____ 8/23/10 _____
Division Dean Signature Date

Approved Denied _____ Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office COMMUNITY SERVICE OFFERING

NUMBER: OLMD.1011-007
 TITLE: Certificate in Perinatal Issues
 INSTRUCTOR: Cyndie Koopsen and Caroline Young
 HOURS: 24 hrs. ENROLLMENT FEE: \$95
 MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: 14 hrs.

The Certificate in Perinatal Issues course is a multidisciplinary educational experience relevant for RN, LVN or practical nurses, nurse practitioners, advance practice nurses, nursing assistants, and social workers. It is designed to enhance the knowledge and skills of individuals who provide care and support for childbearing women, newborns, and families. The program enhances professional marketability, builds skills and competencies, and fulfills continuing education requirements for many professionals. Topics include Pregnancy Induced Hypertension, Diabetes in Pregnancy, Prevention of Neonatal Group B Streptococcal Infection, and Postpartum Depression. The demand for knowledgeable providers to meet the needs of this population is dramatically increasing; new jobs are being developed and new services created. If you are a health professional who works with this population (or would like to do so), this program will help you stay current with emerging trends in this specialized area of health care.

INSTRUCTOR BIOGRAPHY:

This course includes knowledgeable and caring instructors, Cyndie Koopsen and Caroline Young, who will guide students through lessons, facilitate discussions, and answer questions. Cyndie Koopsen, RN, MBA, HN-BC, is a nurse who has cared for patients in acute care settings, community clinics, and the home. Her professional nursing career has involved nursing executive leadership and administration, staff development and education, community education and wellness, and holistic care. She has designed, developed, and presented numerous educational programs for audiences covering integrative health, promotion and wellness, and chronic disease management and prevention. She is the co-author of *Spirituality, Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals*.

Caroline Young, MPH, has an extensive public health background and includes experience in research, workshop presentations in various areas of health care, and online and onsite teaching. She has expertise in holistic community health and wellness program design, development, marketing, implementation, and evaluation. She has also designed, developed, and presented integrative health programs for culturally diverse populations, senior populations, and faith communities. She is the co-author of *Spirituality, Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals*. *These authors/presenters are the Co-CEOs of ALLEGRA Learning Solutions, LLC. They have no affiliation or financial involvement that conflicts with the material or information presented in this activity. No commercial support has been received for this activity. All applicable local, regional, state, and/or national laws and regulations have been followed in the development and delivery of this activity.*

SPECIAL NEEDS:

N/A

Facilities:

Audio/Video:

Other:

Need software installed:

ITS notified: _____
Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
Online instructor X _____
Asynchronous Only X _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12 _____
Hybrid N/A _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month _____ Open Y N

Professional

OLMD.1011-007

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Certificate in Perinatal Issues

PFHS-003

14 contact hours

This certificate program is a multidisciplinary educational experience designed to enhance the knowledge and skills of individuals who provide care and support for childbearing women, newborns, and families.



The demand for knowledgeable providers to meet the needs of this population is dramatically increasing; new jobs are being developed and new services created. If you are a health professional who works with this population (or would like to do so), this program will help you stay current with emerging trends in this specialized area of health care.

Program Benefits

Your *Certificate in Perinatal Issues* will distinguish you as a knowledgeable, skilled, and committed professional in this specialized field of care. The program:

- enhances professional marketability,
- builds skills and competencies, and
- fulfills continuing education requirements for many professionals.

This certificate program provides you with current knowledge in specific perinatal topics so you can effectively meet the needs of childbearing women, newborns, and families through a wide range of professional career paths.

Participants

This certificate program is relevant for registered nurses, nurse practitioners, advanced practice nurses, licensed vocational or practical nurses, nursing assistants, and social workers.

Curriculum

The Certificate in Perinatal Issues program provides 14 contact hours and includes the following four courses:

1. Pregnancy Induced Hypertension (3 contact hours)
2. Diabetes in Pregnancy (5 contact hours)
3. Prevention of Neonatal Group B Streptococcal Infection (3 contact hours)
4. Postpartum Depression (3 contact hours)

Accreditation

ALLEGRA Learning Solutions, LLC is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Accreditation refers to recognition of continuing nursing education only and does not imply Commission on Accreditation approval or endorsement of any commercial product.

ALLEGRA Learning Solutions courses are acceptable for CE contact hours in all states.

Provider approved by the California Board of Registered Nursing, Provider #CEP 14693, for the stated number of contact hours.

California Board of Behavioral Sciences Provider Number PCE 1564. This course meets the qualifications for the stated hours of continuing education credit for MFCCs and/or LCSWs as required by the California Board of Behavioral Sciences.

ALLEGRA Learning Solutions courses are approved for continuing education credit for diabetes educators. All ANCC accredited courses are accepted for continuing education credit by the National

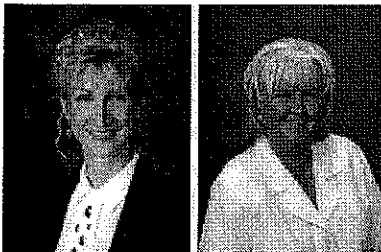
Search for Courses:

go

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(brief movie)

Certification Board for Diabetes Educators (NCBDE).

This course includes knowledgeable and caring instructors who will guide you through your lessons, facilitate discussions, and answer your questions. The instructors for this course will be Cyndie Koopsen and Caroline Young.



Cyndie Koopsen, RN, MBA, HN-BC, is a nurse who has cared for patients in acute care settings, community clinics, and the home. Her professional nursing career has involved nursing executive leadership and administration, staff development and education, community education and wellness, and holistic care. She has designed, developed, and presented numerous educational programs for audiences covering integrative health, promotion and wellness, and chronic disease management and prevention. She is the co-author of *Spirituality, Health, and Healing* and *Integrative Health: A Holistic Approach for Health Professionals*.

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Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

[Enroll Now](#)

Requirements:

Internet access, e-mail, and the Microsoft Internet Explorer or Mozilla Firefox Web browser.
Certificate program must be completed within six weeks of the start date.

Other Subject Areas:

[Computers](#) | [Writing/Language](#) | [Business/Careers](#) | [Grants/Nonprofits](#) | [Personal](#) | [Professional](#)

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval: Date: _____
AP&P Denial: Date: _____ Reason: _____

Course No. OLMD.1011-005
Course Title: Certificate in End of Life Care- online

Instructor (print): _____ Cyndie Koopsen and Caroline Young _____

RECEIVED
SEP - 1 2010
BY: _____
8/30/10
Date

Division Faculty Review

Cheryl A. Sundby _____ HS _____
Faculty Review Signature Discipline Date

Approved Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Smile Hannon _____ 8/24/10 _____
AP&P Representative Signature Date

Approved Denied _____ Reason _____

Karen W. Cowell _____ 8/23/10 _____
Division Dean Signature Date

Approved Denied _____ Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLMD.1011-005
TITLE: Certificate in End of Life Care
INSTRUCTOR: Cyndie Koopsen and Caroline Young
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: 26hrs.

The Certificate in End-of-Life Care represents a specialization in the field of caring for those who are experiencing a terminal illness. It is designed to enhance the knowledge and skills of individuals who work with dying patients by providing a multidisciplinary educational experience. The U.S. population is aging at a rapid rate, and the number of individuals, young and old, who are living with debilitating, chronic, or terminal illnesses, is also increasing. The demand for knowledgeable providers to meet the needs of this population is dramatically increasing, new jobs are being developed, and new services created. Health professionals who work with this population will need continuing professional education to gain a broad understanding of this special area of care and to stay current with emerging trends.

INSTRUCTOR BIOGRAPHY:

This course includes knowledgeable and caring instructors, Cyndie Koopsen and Caroline Young, who will guide students through lessons, facilitate discussions, and answer questions. Cyndie Koopsen, RN, MBA, HN-BC, is a nurse who has cared for patients in acute care settings, community clinics, and the home. Her professional nursing career has involved nursing executive leadership and administration, staff development and education, community education and wellness, and holistic care. She has designed, developed, and presented numerous educational programs for audiences covering integrative health, promotion and wellness, and chronic disease management and prevention. She is the co-author of *Spirituality, Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals*.

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SPECIAL NEEDS: N/A

Facilities:

Audio/Video:

Other:

Need software installed:

ITS notified: _____
Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
Online instructor X _____
Asynchronous Only X _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12 _____
Hybrid N/A _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates _____ Once a Month _____ Open Y N

Port

OLMD.011-005

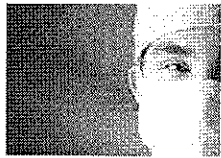
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Certificate in End of Life Care

PFHS-001

Search for Courses:

26 contact hours



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(brief movie)

①

The Certificate in End-of-Life Care represents a specialization in the field of caring for those who are experiencing a terminal illness. It is designed to enhance the knowledge and skills of individuals who work with dying patients by providing a multidisciplinary educational experience.

The U.S. population is aging at a rapid rate, and the number of individuals, young and old, who are living with debilitating, chronic, or terminal illnesses is also increasing. The demand for knowledgeable providers to meet the needs of this population is dramatically increasing, new jobs are being developed, and new services created. Health professionals who work with this population will need continuing professional education to gain a broad understanding of this special area of care and to stay current with emerging trends.

Program Benefits:

The Certificate in End of Life Care distinguishes you as a knowledgeable, skilled, and committed professional in this special field of health care. The program

- enhances professional marketability,
- builds skills and competencies,
- fulfills continuing education requirements for many professionals, and
- develops an interdisciplinary perspective on end-of-life care.

④

Career Opportunities:

This certification program provides you with the knowledge and skills to effectively meet the needs of individuals who are experiencing chronic, terminal illnesses through a wide range of professional career paths. There are opportunities in nursing, teaching, administration, and research that focus on the needs and interests of these patients. These opportunities also exist within government programs and agencies; public and private institutions that provide health, education, and social services; research centers; special interest groups; colleges and universities; and corporate human resources divisions.

③

Participants:

This certificate is relevant for registered nurses, nurse practitioners, licensed vocational or practical nurses, nursing assistants, social workers, occupational therapists, recreation therapists, physical therapists, respiratory therapists, administrators, psychologists, personal care assistants, volunteers, physicians, chiropractors, clergy, physical fitness professionals, adult children of aging parents, and individuals currently working with or planning to work with the terminally ill.

②

Curriculum:

The Certificate in End of Life Care consists of the following six courses.

1. End-of-Life Issues: An Introduction (5 contact hours)
2. End-of-Life Issues: Death, Dying, and Grief (3 contact hours)

3. End-of-Life Issues: Ethical Issues (5 contact hours)
4. End-of-Life Issues: Hospice and Palliative Care (3 contact hours)
5. End-of-Life Issues: Pain Assessment and Management (5 contact hours)
6. End-of-Life Issues: Physiologic Changes at the End-of-Life (5 contact hours)

Accreditation:

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ALLEGRA Learning Solutions courses are acceptable for CE contact hours in all states.

Provider approved by the California Board of Registered Nursing, Provider #CEP 14693, for the stated number of contact hours.

California Board of Behavioral Sciences Provider Number PCE 1564. This course meets the qualifications for the stated hours of continuing education credit for MFCCs and/or LCSWs as required by the California Board of Behavioral Sciences.

ALLEGRA Learning Solutions courses are approved for continuing education credit for diabetes educators. All ANCC accredited courses are accepted for continuing education credit by the National Certification Board for Diabetes Educators (NCBDE).

This course includes knowledgeable and caring instructors who will guide you through your lessons, facilitate discussions, and answer your questions. The instructors for this course will be Cyndie Koopsen and Caroline Young.



Cyndie Koopsen, RN, MBA, HN-BC, is a nurse who has cared for patients in acute care settings, community clinics, and the home. Her professional nursing career has involved nursing executive leadership and administration, staff development and education, community education and wellness, and holistic care. She has designed, developed, and presented numerous educational programs for audiences covering integrative health, promotion and wellness, and chronic disease management and prevention. She is the co-author of *Spirituality, Health, and Healing* and *Integrative Health: A Holistic Approach for Health Professionals*.

Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals.

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Requirements:

Internet access, e-mail, and the Microsoft Internet Explorer or Mozilla Firefox Web browser.
Certificate program must be completed within six weeks of the start date.

Other Subject Areas:

[Computers](#) | [Writing/Language](#) | [Business/Careers](#) | [Grants/Nonprofits](#) | [Personal](#) | [Professional](#)

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____
AP&P Denial:
Date: _____
Reason: _____

Course No. OLMD.1011-006
Course Title: Certificate in Gerontology - online

Instructor (print): _____ Cyndie Koopsen and Caroline Young _____

RECEIVED
SEP - 1 2010
BY: _____

Division Faculty Review

Elizabeth Sundberg
Faculty Review Signature

15
Discipline

8/30/10
Date

Approved Denied _____ Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____ Reason _____

Linda Haimon
AP&P Representative Signature

8/24/10
Date

Approved Denied _____ Reason _____

Karin W. Cowell
Division Dean Signature Date

8/23/10
Date

Approved Denied _____ Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLMD.1011-006
TITLE: Certificate in Gerontology
INSTRUCTOR: Cyndie Koopsen and Caroline Young
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: 40hrs.

The Certificate in Gerontology represents a specialization in the field of gerontology. It is designed to enhance the knowledge and skills of individuals who work with older adults by providing an educational experience that is multidisciplinary in nature. With the population aging at a rapid rate, the numbers of individuals over 65 will more than double by the year 2020. The demand for knowledgeable providers to meet the needs of this population is dramatically increasing, new jobs are being developed, and new services created. Health professionals who work with the older population will need continuing professional education to gain a broad understanding of the field of gerontology and to stay current with emerging trends.

INSTRUCTOR BIOGRAPHY:

This course includes knowledgeable and caring instructors, Cyndie Koopsen and Caroline Young, who will guide students through lessons, facilitate discussions, and answer questions. Cyndie Koopsen, RN, MBA, HN-BC, is a nurse who has cared for patients in acute care settings, community clinics, and the home. Her professional nursing career has involved nursing executive leadership and administration, staff development and education, community education and wellness, and holistic care. She has designed, developed, and presented numerous educational programs for audiences covering integrative health, promotion and wellness, and chronic disease management and prevention. She is the co-author of *Spirituality, Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals*.

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SPECIAL NEEDS: N/A

Facilities:

Audio/Video:

Other:

Need software installed:

ITS notified: _____
Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
Online instructor _____
Asynchronous Only _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12 _____
Hybrid N/A _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month _____ Open N

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OLMD.1011-006

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Certificate in Gerontology

PHS-008

40 contact hours

The Certificate in Gerontology represents a specialization in the field of gerontology. It is designed to enhance the knowledge and skills of individuals who work with older adults by providing an educational experience that is multidisciplinary in nature.



Search for Courses:

Why ed2go?
(brief movie)

With the population aging at a rapid rate, the number of individuals over 65 will more than double by the year 2020. The demand for knowledgeable providers to meet the needs of this population is dramatically increasing, new jobs are being developed, and new services created. Health professionals who work with the older population will need continuing professional education to gain a broad understanding of the field of gerontology and to stay current with emerging trends.

Program Benefits:

The Certificate in Gerontology distinguishes you as a knowledgeable, skilled, and committed professional in the field of gerontology. The program

- enhances professional marketability,
- builds skills and competencies,
- fulfills continuing education requirements for many professionals, and
- develops an interdisciplinary perspective on aging.

Career Opportunities:

This certification program provides you with the knowledge and skills to effectively meet the needs of the aging population in a wide range of careers. There are opportunities in nursing, teaching, service, administration, and research that focus on the needs and interests of older adults. These opportunities also exist within government programs and agencies; public and private institutions that provide health, education, and social services; research centers; special interest groups; colleges and universities; and corporate human resources divisions.

Participants:

This certificate is relevant for registered nurses, nurse practitioners, licensed vocational nurses, practical nurses, nursing assistants, social workers, occupational therapists, recreation therapists, physical therapists, respiratory therapists, administrators, psychologists, personal care assistants, volunteers, physicians, chiropractors, clergy, physical fitness professionals, adult children of aging parents, or any other individual currently working with or planning to work with older adults.

Curriculum:

The Certificate in Gerontology consists of a total of 10 courses:

- Introduction To Gerontology
- Physiology of Aging
- Mental Health and Aging
- Healthy Aging
- Pain Assessment and Management in the Older Adult
- Death and Dying
- Sleep and Aging
- The Older Woman
- Elder Abuse
- Aging and Disorders of Communication

Accreditation:

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California Board of Behavioral Sciences Provider Number PCE 1564. This course meets the qualifications for the stated hours of continuing education credit for MFCCs and/or LCSWs as required by the California Board of Behavioral Sciences.

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Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

[Enroll Now](#)

Requirements:

Internet access, e-mail, and the Microsoft Internet Explorer or Mozilla Firefox Web browser.
Certificate program must be completed within six weeks of the start date.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____
AP&P Denial:
Date: _____
Reason: _____

Course No. OLPD.1011-005
Course Title: Guiding Kids on the Internet - online

Instructor (print): _____ Christine Gee & Katherine Emmons _____

Division Faculty Review

Melanie Parker
Faculty Review Signature

Child & Family Ed/
Discipline
Foster & Kinship Care Ed

9/1/10
Date

Approved Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Drewal
AP&P Representative Signature

9/2/10
Date

Approved Denied _____

Reason _____

Thomas Greif
Division Dean Signature
Thomas W. Greif
Approved Denied _____

9.3.2010
Date
1/5/11
Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLPD.1011-005
 TITLE: Guiding Kids on the Internet
 INSTRUCTOR: Christine Gee & Katherine Emmons
 HOURS: 24 hrs. ENROLLMENT FEE: \$95
 MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: This essential course give parents and teachers the confidence needed to help children get the best from Internet access. Step-by-step instructions lead participants in discovering various kid-friendly Internet features, including web page creation with easy-to-use templates and examples, kid-safe searches, fun resources for kids; and the many communication possibilities for schools, clubs, teacher networks, and even extended families. This course provides lessons for adults, but features printable instruction sheets that can be used directly with young people. The activities are informative, interactive, and fun with an emphasis on helping parents and teachers, and their kids, use the Internet to its fullest potential.

INSTRUCTOR BIOGRAPHY: This course includes knowledgeable and caring instructors who will guide students through their lessons, facilitate discussions, and answer questions. The instructors for this course will be Christine Gee and Katherine Emmons. Katherine Emmons has a Ph.D. in Education and has lived and worked in several countries. She has taught graduate and undergraduate online courses since 1999, and mentors Ph.D. candidates from all over the United States in a distance learning program. Katherine is also a writer, and is author of several articles and a book. Christine Gee has a Bachelor's of Science in Business Economics. She was the recipient of a California Governor's Teaching Fellowship and is a high school math teacher. Her interests in educational technology continue to grow as she explores uses of the Internet and handheld devices in the classroom.

SPECIAL NEEDS: N/A
 Facilities:
 Audio/Video:
 Other:
 Need software installed:

ITS notified: _____
 Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
 Online instructor X
 Asynchronous Only X
 Synchronous Only _____
 Synchronous and Asynchronous _____
 Number of required sessions 12



Personal

OLPD.1011-005

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~~CCAP 002~~

Courses > Child Care & Parenting > Guiding Kids on the Internet

Work the Web with your kids! This essential course for teachers, leaders, and parents will give you the confidence you need for helping children get the best from Internet access. Step-by-step instructions will lead you in discovering various kid-friendly Internet features. These include web page creation with easy-to-use templates and examples, kid-safe searches, fun resources for kids; and the many communication possibilities for schools, clubs, teacher networks, and even extended families. This course includes lessons for you, the adult, but also features printable instruction sheets that can be used directly with the young people you work with. The activities are informative, interactive, and fun; and, most importantly, will help you and your kids use the Internet to its fullest potential.



Search for Co

Enroll

Instructor

Requir

Syll:

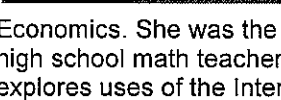
Student

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be **Christine Gee and Katherine Emmons**.

Recommen



Katherine Emmons has a Ph.D. in Education and has lived and worked in several countries. She has taught graduate and undergraduate online courses since 1999, and mentors Ph.D. candidates from all over the United States in a distance learning program. Katherine is also a writer, and is author of several articles and a book.



Christine Gee has a Bachelor's of Science in Business Economics. She was the recipient of a California Governor's Teaching Fellowship and is a high school math teacher. Her interests in educational technology continue to grow as she explores uses of the Internet and handheld devices in the classroom.

To purchase this course, click the Enroll Now button below:

Enroll Now

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when the lesson is released, but you must complete each lesson within two weeks of its release.

A new section of each course starts on the second or third Wednesday of each month. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

Week One**Wednesday - Lesson 01**

We'll start the course off with a broad survey of what's on the Internet for kids. You'll learn some basic Internet terms and definitions, and find out how to get the most out of your browser. We'll end with an informative discussion about Internet etiquette (also known as netiquette).

Friday - Lesson 02

In this lesson, we'll discuss potential Internet risks and the various privacy issues you'll need to consider to keep kids safe online.

Week Two**Wednesday - Lesson 03**

Today you'll discover an array of techniques for keeping Internet access safe for children. We'll examine the essentials of adult involvement, and by the time you complete this lesson, you and your kids will have written a safe use contract.

Friday - Lesson 04

In this lesson, you'll learn important skills for Internet searches. You'll understand how to identify and use search tools, kid-friendly search resources, and bookmarks.

Week Three**Wednesday - Lesson 05**

Today, you'll practice techniques for communicating with other people on the Internet—people such as teachers, students, club members, and independent keypals. We'll also explore the basics of e-mail, chat rooms, instant messengers, discussion groups, Web sites, and newsgroups.

Friday - Lesson 06

In this lesson, you'll discover that the Internet holds many possibilities for exciting projects for kids—projects in which they can collaborate with other children from all over the world. You'll also learn how to use Web sites to both transfer information and to seek it from peers and experts.

Week Four**Wednesday - Lesson 07**

Would you like to be able to teach your kids the basics of planning and organizing a Web site? Today, we'll preview the possibilities for creating Web pages and investigate some simple online Web page generators.

Friday - Lesson 08

Having a Web page is great, but it really starts to get exciting when you can add your own graphics to it. Today you'll find out how to place your own scanned images on a Web page, and how to download copyright-free images to use. You'll also learn the basic

coding needed to display these graphics.

Week Five

Wednesday - Lesson 09

In this lesson, you and your kids will learn to alter and customize a simple Web page to fit your needs. You'll use basic HTML code to do this—the language that goes on behind the scenes of the Web. HTML is a lot easier than most people think and you don't need to know much to get started. You'll find out how to do basic text formatting and get simple layout tips.

Friday - Lesson 10

Anyone can publish a Web site with false information. So, today you'll learn how to evaluate a Web site's validity. We'll also further explore advertising and privacy issues.

Week Six

Wednesday - Lesson 11

In this lesson, you'll learn more techniques for customizing your Web site, including the use of free chat-room, quiz, calendar, and guest book resources.

Friday - Lesson 12

It's time to upload your customized Web site to a free hosting service. In this lesson, you'll find out how to host it with your own Internet Service Provider or with another free service. We'll also discuss what to do if you want your own domain name. Finally, we'll explore selected resources on the Internet that are excellent for kids.

To purchase this course, click the Enroll Now button below:

[Enroll Now](#)

Student Reviews:

- "I enjoyed the class & felt the material was very interesting and applicable to teachers and parents."
- "I learned a great deal from this course. I enjoyed completing the activities that were on my classes level. Thanks."
- "I really enjoyed the lessons and the assignments. I learned a great deal about the internet that I did not know. I feel that I am more knowledgeable and more capable to teach my students and my own kids about using the internet, and some of my worries about my kids using the internet have been relieved. Thanks for a great insight on how to use computers not only in the classroom but in the home as well."
- "I really enjoyed this class and I look forward to using what I have learned in my own classroom. I am sure that the students will enjoy it as much as I have!"
- "I really enjoyed this course. It helped me with my knowledge of computers and safety for children. Thank you for offering it."

- "This class was fun, educational, and sometimes challenging. I enjoyed it and have gained a lot of valuable information that I can use at my school. Thanks a bunch!"
 - "This course was not only educational but also a lot of fun. Prior to taking this course, I had not surfed the web and was a bit hesitant about chat rooms. I have learned so much during these lessons."
-

To purchase this course, click the Enroll Now button below:

[Enroll Now](#)

Recommended Courses:

Students who enrolled in Guiding Kids on the Internet were also interested in the following courses:

[The Classroom Computer](#)

[Enhancing Language Development in Childhood](#)

[Navigating the Internet](#)

[Creating Web Pages](#)

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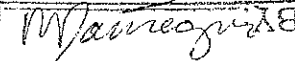
ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval: Date: _____
AP&P Denial: Date: _____ Reason: _____

Course No. OLPD.1011-002
Course Title: Luscious, Low-Fat, Lightning-Quick Meals - online

Instructor (print): Donna Acosta _____


 RECEIVED
 SEP - 3 2010
 9/1/10

Division Faculty Review

Donna Acosta
Faculty Review Signature

Health Sciences - Nutrition
Discipline

9/1/10
Date

Approved Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Debra Harmon
AP&P Representative Signature

8/24/10
Date

Approved Denied _____

Reason _____

Karen W. Couell
Division Dean Signature

8/23/10
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office COMMUNITY SERVICE OFFERING

NUMBER: OLPD.1011-002
 TITLE: Luscious, Low-Fat, Lightning-Quick Meals
 INSTRUCTOR: Donna Acosta
 HOURS: 24 hrs. ENROLLMENT FEE: \$95
 MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 – 25

DESCRIPTION OF OFFERING: Discover how to reduce fat without sacrificing flavor or texture by learning how to identify the fat in recipes. Students will explore the use of flavor profiling to expand culinary horizons and learn how to prepare casseroles, crock-pot dishes, vegan dishes, oven-fried foods, meat-based meals, and many other entrees that are both nutritious and delicious! Students will discover how to get in and out of the kitchen faster, including tips for grocery shopping, menu planning, food preparation, and quicker cooking. Participants will also learn a dietitian's tricks of the trade for encouraging reluctant family members to eat more healthfully. Students will have the chance to try out over 50 exciting and easy lowered-fat recipes for tasty entrees, side dishes, desserts, and garnishes, with each recipe demonstrating a topic that's covered in the lessons.

INSTRUCTOR BIOGRAPHY: This course includes a knowledgeable and caring instructor, Donna Acosta, who will guide students through lessons, facilitate discussions, and answer questions. Donna Acosta, RD, is a registered dietitian and nutrition educator. Donnas' clinical expertise is in weight management, diabetes nutrition care, and cardiac rehabilitation management. She has many years' experience teaching cooking classes, reflecting her passion for eating healthfully—and enjoying every bite! She has developed and taught a variety of hospital- and community-based nutrition programs, including such clients as Warner Bros. Studios, Neutrogena and Fluor-Daniel. As the wife of a husband with type 2 diabetes and the mother of three young children, Donnas' focus is on helping others discover how feasible and delicious it can be to eat healthfully for a lifetime.

SPECIAL NEEDS: N/A

Facilities:

Audio/Video:

Other:

Need software installed:

ITS notified: _____
 Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
 Online instructor _____
 Asynchronous Only _____

~~PDHS-001~~

pen.

ALPD.1011-002

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Luscious, Low-Fat, Lightning-Quick Meals

Have you ever wished you had a personal chef preparing luscious, low-fat meals for you? This course is the next best thing! You'll learn how to ferret out fat in recipes, and discover how to reduce fat without sacrificing flavor or texture. Explore how to use flavor profiling to expand your culinary horizons. Learn how to prepare casseroles, crock-pot dishes, vegan dishes, oven-fried foods, meat-based meals, and many other entrees that are both nutritious and delicious!



Search for Courses:



Why ed2go?
(brief movie)

You'll discover how to get in and out of the kitchen faster, including tips for grocery shopping, menu planning, food preparation, and quicker cooking. You'll also learn a dietitian's tricks of the trade for encouraging reluctant family members to eat more healthfully. You'll have the chance to try out over 50 exciting and easy lowered-fat recipes for tasty entrees, side dishes, desserts, and garnishes, with each recipe demonstrating a topic that's covered in the lessons.

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Donna Acosta.



Donna Acosta, RD, is a registered dietitian and nutrition educator. Her clinical expertise is in weight management, diabetes nutrition care, and cardiac rehabilitation management. Donna also has many years' experience teaching cooking classes, which reflects her passion for eating healthfully—and enjoying every bite! She has developed and taught a variety of hospital- and community-based nutrition programs, including such clients as Warner Bros. Studios, Neutrogena and Fluor-Daniel. As the wife of a husband with type 2 diabetes and the mother of three young children, Donna's focus is on helping others discover how feasible and delicious it can be to eat healthfully for a lifetime.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

A new section of each course starts monthly. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when lessons are released. You will have access to all lessons until the course ends. However, the interactive discussion area that accompanies each lesson will automatically close two weeks after the lesson is released. As such, we strongly recommend that you complete each lesson within two weeks of its release.

The final exam will be released on the same day as the last lesson. Once the final exam has been released, you will have two weeks to complete all of your course work, including the final exam.

Week One

Wednesday - Lesson 01

Have you always suspected the only function of fat was to attach itself to your stomach, hips, or thighs? In our first lesson, we'll uncover the functions of fat in cooking and discuss easy, lower-fat ways to replace these functions. We'll begin to identify high-fat ingredients in recipes, too. You'll use your new skills to prepare a luscious—and lowered-fat—recipe for Lasagna Mexicana. Then you'll try your hand at a quick-and-easy Chicken à la King that's lower in fat but even more flavorful than the original recipe!

Friday - Lesson 02

In Lesson 1, you learned that two of the functions of fat are carrying flavor and adding "mouthfeel." Seasonings are a fat-free way to improve flavor and mouthfeel. We'll explore the functions of seasonings in lowered-fat cooking, then we'll discuss several of the most commonly used seasonings and their uses. You'll also learn about flavor profiling, and use this terrific technique to create three easy, flavorful lowered-fat recipes: Mexican Shepherd's Pie, Greek Pizza, and Italian Meat Loaf.

Week Two

Wednesday - Lesson 03

Many recipes are based on sauces, and many of them tend to be high in fat. In today's lesson, we'll look at the functions of fat in sauces. We'll discuss several ways to make easy and delicious lowered-fat sauces. You'll use this knowledge to prepare an easy, elegant Fettuccine Tofredo with Chicken and Broccoli that's deliciously smooth and rich. You'll learn how to use canned condensed soups to make easy low-fat sauces when you make Quick and Easy Turkey Tetrazzini. And you'll discover the differences between opaque and glossy sauces as you prepare my quick and easy recipe for Sweet and Sour Chicken.

Friday - Lesson 04

This lesson is a student favorite! Today we'll define add-in ingredients, and you'll discover how to incorporate them into delicious lowered-fat recipes. Armed with this knowledge, you'll prepare a kid-friendly Spaghetti Pie that adults will love, too! If you enjoy Asian cuisine, you'll be delighted with my 15-minute recipe for Spicy Peanut Chicken. You don't have even 15 minutes to make dinner? After you apply your knowledge of seasoning, flavor profiling, and add-in ingredients, no one will believe you made Very Veggie Soup using canned and frozen foods. Last but not least, I'll share with you the alterations I made to a typical restaurant-style fried rice recipe to create an unforgettably delicious "Fried" Rice.

Week Three

Wednesday - Lesson 05

Have you sworn off red meat because it's too high in fat or it's too difficult to prepare tender and flavorful cuts of lower-fat meats? Are you sick to death of the same old recipes for chicken? If you answered yes to either question, you'll love this lesson! You'll uncover many tips and tricks for preparing tender and flavorful meals based on leaner meats when you prepare Ground Beef Stroganoff, Pan-Broiled London Broil, and Sweet and Sour Meatballs. We'll revisit flavor profiling as we explore rubs and marinades, two great ways to enliven plain old poultry. To showcase these skills, you'll prepare Cinnamon Chicken. And finally, you'll discover how to convert a time-consuming recipe for Chicken Cordon Bleu into a quicker, easier, and lower-fat casserole recipe.

Friday - Lesson 06

Seafood offers so many health benefits that several health organizations recommend eating it at least twice a week. Many people avoid fish and shellfish because they aren't familiar with how to prepare it or they're not excited about filling up the kitchen with that fishy aroma. Today we'll discuss how to choose seafood, and we'll prepare a bounty of fish and shellfish-based meals that won't leave your house smelling funny, including Grilled Ginger-Lime Salmon with Sauce, Drunken Cod, Poached Asian Salmon, Fish Puttanesca, Thai Shrimp, "Crab" Salad, Quick Crab Bisque, and Asian Tangerine Scallops.

Week Four

Wednesday - Lesson 07

Are you suspicious of soybeans? Any doubts you may have will be dispelled when you taste Marinated Three-Bean Salad and Farmer Chili. Are you baffled by tofu? You'll discover how easy it is to use it to replace high-fat ingredients like cream and whole eggs when we prepare Creamy Butternut Squash Soup, Pasta Carbonara, Spicy Peanut Tofu, Tofu Pumpkin Custard, and Tofu Guacamole. As easy and delicious as these recipes are, what most students enjoy about this lesson is sneaking healthful soybeans and tofu into their family's meals. Your diners will never be the wiser, either!

Friday - Lesson 08

Are you tired of never having an answer to the question, "What's for dinner?" If you shouted "Yes!" then this your lesson! Even if you usually have dinner under control, you'll be delighted to learn how to develop and use a cycle menu to save you time, reduce food waste, and help encourage diner acceptance. To prove these points, we'll prepare Bean and Basil Salad, Tomato-Basil Meat Sauce, Chicken Curry, Shrimp Cashew Salad, and Greek Skillet. We'll also discuss how to develop a grocery list that works for you. We'll finish up by taking a look at shopping for groceries, including the pros and cons of online and warehouse shopping.

Week Five

Wednesday - Lesson 09

Break out your Crock-Pot and discover how delicious and easy lowered-fat cooking can be! We'll prepare an exotic but oh so easy recipe for African Chicken. You'll learn how to convert the Chicken à la King recipe we prepared back in Lesson 1 to a Crock-Pot recipe. We'll uncover the secrets of lowered-fat casserole cookery as we prepare a yummy Chicken Enchilada Casserole. And if you've given up deep-frying because it's too high in fat, you'll love my recipes for Oven-Fried Chicken, Oven Fries, and Oven Onion Rings. You'll be licking your fingers because these recipes taste so good—not because they're greasy!

Friday - Lesson 10

If you're like me and you prefer to cook rather than clean, you'll love the tips and tricks we'll discuss in this lesson! We'll examine how to organize and take control of the pantry, kitchen, refrigerator, and freezer. I'll share with you my kitchen cleanup tips, too. Once we've got things organized and tidy, I'll share what I call cupboard meals. I fall back on these family-favorite recipes when I'm pressed for time—Chicken Florentine Pasta, Speedy Lasagna, and Quick Chicken Risotto. We'll revisit flavor profiling and discuss another way it can benefit you when we prepare Caribbean Chicken Pizza. And, we'll use the Crock-Pot to prepare Mexican Pork, a simple but delicious twofer recipe.

Week Six

Wednesday - Lesson 11

In this lesson, you'll learn how to keep cool as a cucumber on the hottest dog day of summer as you prepare Summer Seviche, Gazpacho, and Chicken Caesar Pasta Salad. You'll find out how to use your small kitchen appliances to make Best Pizza Dough, Tomato-Olive Bread, and Chicken and Wild Rice Casserole. And you'll beat the heat while grilling up Grilled Margherite Pizza, Grilled Veggie Medley, and Grilled Fruit Cups. These summer-perfect recipes are so scrumptious, though, you'll want to enjoy them year-round!

Friday - Lesson 12

Bring your sweet tooth to this lesson! You'll have several opportunities to wow your taste buds, as you'll prepare Very Cherry Cake, Tofu Key Lime Pie, and Peanut Butter Cup pie. You'll learn how to choose and make tasty,

community.

Or, click the **Enroll Now** button below:



Other Subject Areas:

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. OLPD.1011-003
Course Title: Genealogy Basics - online

Instructor (print): _____ Bob Moyer _____

RECEIVED
SEP 16 2010
BY: *M. Jurgas*
Date *9/8/2010*

Division Faculty Review

David D. Carle
Faculty Review Signature

Anthropology
Discipline

Approved Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

David D. Carle
AP&P Representative Signature

9/1/10
Date

Approved Denied _____

Reason _____

Thomas Dierl
Division Dean Signature

9.9.2010
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLPD.1011-003
TITLE: Genealogy Basics
INSTRUCTOR: Bob Moyer
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: Genealogy Basics will help students understand the genealogy research process and the way we interpret the information found. This course guides participants through the search process for family names using several subscription-based Web sites, which students can access while they're enrolled in the class.

INSTRUCTOR BIOGRAPHY: This course includes a knowledgeable and caring instructor, Bob Moyer, who will guide students through lessons, facilitate discussions, and answer questions. Bob Moyer is a college instructor, graphic designer, and technical writer.

SPECIAL NEEDS: N/A

Facilities:

Audio/Video:

Other:

Need software installed:

ITS notified: Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval.

How offered? Independent study
Online instructor [X]
Asynchronous Only [X]
Synchronous Only
Synchronous and Asynchronous
Number of required sessions 12
Hybrid N/A
Number of required sessions online vs. face-to-face

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month

Open N

OLPD.1011-003
 PDHS-004

OLPD.1011-003

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Genealogy Basics

~~PDHS-004~~

Search for Courses:

Tracing your family's history is a fascinating journey. Who will you discover? *Genealogy Basics* will help you understand the genealogy research process and the way we interpret the information we find. This course guides you through the search process for family names using several subscription-based Web sites, which you can access while you're enrolled in the class. Along the way, you'll learn through hands-on examples that help you dig deeper into your family's past. You'll develop a strategy to accomplish your objectives, evaluate the results, and share that information with others. You'll discover, in simple terms, where to look, who to contact, and how to make your family history come alive. Was it truth or goof? Where's the proof? Find out why *close* counts not only in horseshoes, but also in hunting your heritage.



[Why ed2go?](#)
(brief movie)

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Bob Moyer.



Bob Moyer is a college instructor, graphic designer, and technical writer. Bob has degrees in education, business, and Civil Engineering. He has over 12 years of experience as an instructor and has developed genealogy courses for several colleges. His passion for research and family history has resulted in several genealogy-related books and speaking engagements.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

A new section of each course starts monthly. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when lessons are released. You will have access to all lessons until the course ends. However, the interactive discussion area that accompanies each lesson will automatically close two weeks after the lesson is released. As such, we strongly recommend that you complete each lesson within two weeks of its release.

The final exam will be released on the same day as the last lesson. Once the final exam has been released, you will have two weeks to complete all of your course work, including the final exam.

Week One

Wednesday - Lesson 01

In our first lesson, you'll learn how to gather family information and organize your collection of materials. You will discover which sources provide the best information and explore standard collection methods and interview techniques. Your instructor will provide you with a PDF toolkit that includes all the forms you'll need to get started. Each lesson ends with a small crossword puzzle to help you remember important genealogy terms.

Friday - Lesson 02

Today you'll answer the question, *What's missing in my family tree?* You'll organize your findings using research timelines, then determine which records will be the most helpful. You will also use different Internet search techniques including an online search of the Social Security Death Index.

Week Two

Wednesday - Lesson 03

In this lesson, you'll explore and analyze vital records such as Birth, Death, and Marriage. You will also learn how to request copies for your research and what to look for in those records. This lesson uses several easy-to-follow examples for finding vital records in databases on the Internet.

Friday - Lesson 04

This is perhaps the most important of all our lessons. Today, you will learn the value of census records and discover that spelling really doesn't count! You will learn which census records are available, where to find them, and how to analyze them. This lesson uses three hands-on examples you can try for searching the complete 1880 US Census and the 1881 Census for Canada and Great Britain, without leaving your house or renting microfilm.

Week Three

Wednesday - Lesson 05

In this lesson, you'll hear some of the reasons why you may not be able to find an elusive ancestor. Contrary to what you may think, they're not in a witness protection program! You'll explore the Soundex system and learn its value in solving some mysteries. You'll also learn how to analyze old handwriting.

Friday - Lesson 06

Today, you'll learn how computers search, both on and off the Internet. Local and distant searches—when done properly—can answer many of your questions. You'll also learn how to use the LDS Library Web site to find published information, saving you hours or days of research time.

Week Four

Wednesday - Lesson 07

In this lesson, you'll explore writing styles, unusual resources, and the value of e-mail. You'll discover the value of mailing lists and learn how to subscribe, unsubscribe, and post messages. You'll also learn how to search past archives for messages that might help fill in missing branches on your family tree.

Friday - Lesson 08

Today you'll learn what resources are available for researching military records and where to find them. The example in this lesson walks you through a search of the US Civil War database and explains how valuable pension records can be in learning more about your ancestors.

Week Five

Wednesday - Lesson 09

Today, you'll learn to research maps, deeds, and grants for genealogy. You will investigate abstracting deeds and do a search of the Bureau of Land Management Web site for Land Grants and Homesteading Patents.

Friday - Lesson 10

This lesson explains how our ancestors immigrated. You will learn the

immigration patterns to America and discover how to use naturalization and passport documents. Your class has an account already set up at the Ellis Island Web site for you to use. The assignment will walk you through a real example and eventually show you the actual ships manifest.

Week Six

Wednesday - Lesson 11

Today, you'll learn about some of the exciting things that can come from researching newspapers, city directories, periodicals, and wills. You'll also learn a great way to find collateral lines (cousins), and perhaps fill in some middle names or reveal new locations by sharing your work with others.

Friday - Lesson 12

In our last lesson, we'll explore more genealogy tools, sources, and software. Your instructor has narrowed down the best genealogy software programs and will review each one. By using a software program, you can discover how easy it is to put it all together. The assignments for Genealogy Basics use easy-to follow-examples that walk you through real-time searching on many superb Web sites.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Student Reviews:

- "I have enjoyed this course very much. It was easy for me to fit into a busy lifestyle. My thanks to the instructor for "infecting me with Genealosis"! This course has helped me in my quest to learn more about my family and it's history! Will be looking for follow up classes."
- "I have learned a lot, both about genealogy and about my family, in the weeks we have been in this course. I have a long way to go, but the journey is the part I love. While it is great to document that these are MY ancestors, once I know that, I want to know so much more about them, and this class has shown me ways to find that information. "
- "I really enjoyed taking this course. I learned a lot about researching my family that I didn't know. Through this course, I discovered ways to research that I hadn't even thought about before or that I hadn't heard of. Thanks for a job well done!!"
- "I really liked this course. Website info is outstanding. I have been working on my family genealogy since 1971. I wish I had this course back then--and that there was an Internet then!"
- "I thought the information and supplementary material was very informative. What a rush of adrenalin when I found my first ancestor with your guidance. All my ancestors have passed away without my knowing to ask any questions of their heritage so my task is quite difficult. I work full time now and have made sure to copy everything so the material will be available to me as I have more time to work on our genealogy. Thanks for all your guidance, and I look forward to taking additional internet courses."
- "The content and benefits of taking this course exceeded my expectations. I wanted a refresher course with a very great emphasis in online research information and sites to use as I am very weak in the online research area. This course did that, and more. I'm very pleased with this course."
- "This course has really hooked me on the task of finding my ancestors. I now have a much clearer idea of how to go about this job, particularly with regard to using the Internet."

Recommended Courses:

Students who enrolled in Genealogy Basics also enjoyed the following courses:

- [Assisting Aging Parents](#)
- [Everyday Math](#)
- [Navigating the Internet](#)
- [Creating Web Pages](#)
- [Write Your Life Story](#)

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

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Other Subject Areas:

[Computers](#) | [Writing/Language](#) | [Business/Careers](#) | [Grants/Nonprofits](#) | [Personal](#) | [Professional](#)

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:

Date: _____

AP&P Denial:

Date: _____

Reason:

Course No. OLMD.1011-001

Course Title: Lose Weight and Keep It Off - online

Instructor (print): Donna Acosta

RECEIVED
SEP - 3 2010
BY: *M. James*

Division Faculty Review

[Signature]
Faculty Review Signature

Health Sciences-Nutrition
Discipline

9/1/10
Date

Approved Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

[Signature]
AP&P Representative Signature Date *8/24/10*

Approved Denied _____ Reason _____

[Signature]
Division Dean Signature Date *8/23/10*

Approved Denied _____ Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office COMMUNITY SERVICE OFFERING

NUMBER: OLMD.1011-001
 TITLE: Lose Weight and Keep it Off
 INSTRUCTOR: Donna Acosta
 HOURS: 24 hrs. ENROLLMENT FEE: \$95
 MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 – 25

DESCRIPTION OF OFFERING: Discover how to establish a healthy approach to weight loss and weight maintenance. Participants in this comprehensive course will master setting and achieving sensible weight-loss and weight-maintenance goals. The course begins with a discussion of the role of food in weight loss and weight maintenance, covering understanding food composition, portion sizes, and preparation methods, to meal composition and meal timing. Students will learn food basics while discovering how to eat out without jeopardizing weight loss or disappointing taste buds. Topics include planning and preparing meals at home, tips and tricks for navigating the social elements of eating; finding enjoyable exercises and activities that help meet weight-loss and weight-maintenance goals and discover how to take exercise to the next level, uncovering thought patterns that negatively affect exercise and activity. The course will identify ways to overcome challenges to regular exercise and activity; as well as determining the role of hydration in weight loss and exploring ways to overcome obstacles to good hydration. Learn how thoughts affect weight, and evaluate the role of body image and emotional eating. Examine how important sleep is in weight loss, and learn how to get better sleep and cope effectively with sleeplessness. Students will determine how other factors that affect weight, like genetics, pregnancy, menopause, aging, and cravings may be affect weight loss efforts—and learn practical strategies to minimize their effects, and understand the differences between weight loss and weight maintenance, and learn to master the obstacles to weight maintenance. By the end of this course, participants will know how to set appropriate and effective goals for eating, exercise, and many other elements that affect your weight. Develop the skills needed to lose weight and keep it off for a lifetime!

INSTRUCTOR BIOGRAPHY: This course includes a knowledgeable and caring instructor, Donna Acosta, who will guide students through lessons, facilitate discussions, and answer questions. Donna Acosta, RD, is a registered dietitian and nutrition educator with clinical expertise in weight management, diabetes nutrition care, and cardiac rehabilitation management. Donna has many years' experience teaching cooking classes, reflecting her passion for eating healthfully—and enjoying every bite! She has developed and taught a variety of hospital- and community-based nutrition programs, including such clients as Warner Bros. Studios, Neutrogena and Fluor-Daniel. As the wife of a husband with type 2 diabetes and the mother of three young children, Donnas' focus is on helping others discover how feasible and delicious it can be to eat healthfully for a lifetime.

SPECIAL NEEDS: N/A

- Facilities:
- Audio/Video:
- Other:

Need software installed:

ITS notified: _____
Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
Online instructor _____
Asynchronous Only _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12 _____
Hybrid N/A _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm

Enrollment: Start dates Once a Month _____ Open N

~~PDH 5 002~~

Personal

OLPD.1011-001

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Lose Weight and Keep It Off

Do you want to lose weight and keep it off? Now you can! In this comprehensive course, you'll discover how to establish a healthy approach to weight loss and weight maintenance. You'll master how to set and achieve weight-loss and weight-maintenance goals that make sense for you.



Naturally, we'll begin with a discussion of the role of food in weight loss and weight maintenance. But we'll talk about far more than calories. From understanding food composition, portion sizes, and preparation methods, to meal composition and meal timing, you'll learn food basics—and beyond! You'll discover how to eat out without jeopardizing your weight loss or disappointing your taste buds. We'll also discuss the basics of planning and preparing meals at home, and uncover tips and tricks for navigating the social elements of eating.

You may already appreciate that exercise is part of successful weight loss and weight maintenance. You may even know the differences between cardiorespiratory exercise, strength training, and lifestyle activity. We'll review these terms, and more important, discuss how to find exercise and activity that's enjoyable *and* helps you meet your weight-loss and weight-maintenance goals. You'll also discover how to take exercise to the next level and uncover thought patterns that negatively affect exercise and activity. Then we'll identify ways to overcome the challenges to regular exercise and activity.

We'll determine the role of hydration in weight loss and explore how to overcome obstacles to good hydration. You'll see how your thoughts affect your weight and evaluate the role of body image, emotional eating, and more in your own life. We'll examine how important sleep is in weight loss, and you'll learn how to get better sleep and cope effectively with sleeplessness.

We'll also probe the effects of stress on the body relative to weight and how to apply stress management techniques for weight loss and weight maintenance. You'll determine how other factors that affect weight, like genetics, pregnancy, menopause, aging, and cravings may be affecting your weight loss efforts—and learn practical strategies you can use to minimize their effects.

And since you don't want to lose weight only to gain it back again, we'll determine the differences between weight loss and weight maintenance, and see how to master the obstacles to weight maintenance. By the end of this course, you'll know how to set appropriate and effective goals for eating, exercise, and many other elements that affect your weight. You'll have the skills you need to lose weight and keep it off for a lifetime!

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Donna Acosta.



Donna Acosta, RD, is a registered dietitian and nutrition educator. Her clinical expertise is in weight management, diabetes nutrition care, and cardiac rehabilitation management. Donna also has many years' experience teaching cooking classes, which reflects her passion for eating healthfully—and enjoying every bite! She has developed and taught a variety of hospital- and community-based nutrition programs, including such clients as Warner Bros. Studios, Neutrogena and Fluor-Daniel. As the wife of a husband with type 2 diabetes and the mother of three young children, Donna's focus is on helping others discover how feasible and delicious it can be to eat healthfully for a lifetime.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Search for Courses:

[Why ed2go?](#)
(brief movie)

[Enroll Now](#)

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

A new section of each course starts monthly. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when lessons are released. You will have access to all lessons until the course ends. However, the interactive discussion area that accompanies each lesson will automatically close two weeks after the lesson is released. As such, we strongly recommend that you complete each lesson within two weeks of its release.

The final exam will be released on the same day as the last lesson. Once the final exam has been released, you will have two weeks to complete all of your course work, including the final exam.

Week One**Wednesday - Lesson 01**

You guessed it! This course is going to help you lose weight and keep it off by teaching you healthy, proven techniques for weight loss that you can personalize and begin using immediately. In this first lesson, you'll take a crucial step toward your weight-loss goals by keeping a record of what you eat and drink. We'll explore how easy it is to weigh and measure your food in order to track calories and portion size. You'll also learn to distinguish between low-fat and high-fat food preparation methods (a great skill to have when you're eating out). And you'll discover how to use your hands to guesstimate and manage portion sizes when you just don't have the option to weigh and measure your food.

Friday - Lesson 02

You've established a food record to help you keep tabs on what you're eating and drinking. Now it's time to figure out how what you eat relates to your body. Today you'll discover how body type relates to health and weight management, and you'll use interactive tools to calculate your body mass index, waist-to-hip ratio, and personal daily calorie estimation. With all of this information in hand, you'll be ready to develop your own SMART goals for weight loss and weight maintenance—goals that are sensible, measureable, achievable, realistic, and time-oriented.

Week Two**Wednesday - Lesson 03**

Now that you've learned how to develop SMART goals, it's time to delve into the finer details of food composition, meal planning, and meal timing. In this lesson, you'll find out what's in the food you're eating and how to use that information to plan meals and snacks that support your weight-loss goals. You'll also learn how to time meals so that you're less hungry between meals—and have more energy!

Friday - Lesson 04

Time to get motivated to move! Today you'll learn the differences between cardiorespiratory exercise, strength training, and lifestyle activity. You'll also find out why and how much of each type of exercise supports weight management. We'll talk about easy ways to make exercise work when you

don't have a lot of extra time, and we'll explore the common (but frustrating!) obstacles to exercise. By the end of the lesson, you'll be developing your own SMART exercise goals.

Week Three

Wednesday - Lesson 05

Water plays a role in countless body functions, including weight loss. Increasing water intake can be an inexpensive, easy way to maximize fat metabolism, slow digestion, and discourage your appetite! In this lesson, we'll discuss the role of water in weight management. You'll learn how much water is enough, and discover how to determine how much water you lose during exercise. You'll also uncover tips and tricks for overcoming obstacles to good hydration.

Friday - Lesson 06

Stress has a variety of negative effects on weight management. The hormones your body releases when you feel stressed wreak havoc on your appetite, encourage the storage of abdominal fat, and ramp up the formation of fat. Today we'll unravel the influences of stress on weight, and you'll discover how to use stress management techniques to minimize or even eliminate the effects of stress. Because eating to self-nurture is a challenge for many people, we'll spend some time examining the connection between food and love, and we'll talk about how to self-nurture without sacrificing your weight-management goals.

Week Four

Wednesday - Lesson 07

Are your thoughts getting in the way of reaching your SMART goals? In this lesson, you'll discover how emotional eating and the way you think about your body affect your ability to follow through on healthy choices. We'll talk about 10 cognitive traps to watch out for, and you'll learn 10 cognitive tools you can use to overcome unhelpful thought patterns. As you discover more about motives, you'll see how you can put them to work to reach your weight-management goals.

Friday - Lesson 08

A good night's sleep is a crucial part of your successful weight-management plan. Today you'll learn how sleep deprivation interferes with metabolism, encourages cravings, and increases your appetite. We'll problem-solve for ways to get more sleep, and we'll discuss how you can stay on track with your SMART goals even when you haven't had enough rest.

Week Five

Wednesday - Lesson 09

Eating out can make maintaining or losing weight so much more challenging. But, actually, with preparation and some strategies for making healthy food choices, you'll find that eating out doesn't have to wreak havoc with your SMART goals. In this lesson, you'll begin by learning how to stick with your SMART goals when you're eating out. After that, we'll explore how to make preparing food at home easy, quick, and healthy for you and your family. Then, we'll wrap things up by discussing techniques you can use to keep your SMART goals in focus, even in social situations.

Friday - Lesson 10

Whether you're an exercise newbie or a seasoned athlete, you need to change up your exercise routine from time to time. In this lesson, you'll discover how and why to do just that! You'll see how FITT principles, cross-training, exercise lite, and other techniques can help you develop and improve your workouts. Because your thoughts affect your actions and feelings, too, you'll learn how to become your own cheerleader in ways that make exercise easier, more effective, and fun.

Week Six

Wednesday - Lesson 11

Do you suspect your genes are making it hard for you to lose weight? Have you noticed changes in your body as you've gotten older, had a baby, or entered perimenopause? In this lesson, you'll learn how genetics and life changes can affect weight management, and you'll discover how to successfully manage your weight during these life stages. You'll also

discover when and how to satisfy food cravings without abandoning your SMART weight-management goals—and when and how to enjoy the high-calorie foods you really love!

Friday - Lesson 12

In this lesson, we'll discuss methods for determining your personal ideal weight, and we'll explore how to shift from weight loss to weight maintenance once you've achieved it. Maintaining weight can be a lot easier than losing it if you get into the *maintenance mindset*, so we'll talk about the importance of using self-monitoring and self-motivation tools to stay aware and enthusiastic about the choices you're making that influence your weight. You'll learn how to put your assertive communication tools to work in the social situations you're likely to encounter, and you'll discover how seeing things differently once you're in the maintenance mindset can make it easier to stick with your SMART weight-management goals. And because scientific research is constantly changing, you'll learn the basics of evaluating research. When the next diet craze hits, you'll be able to determine if it's right for you. By the end of this lesson—and this course—you'll have the know-how to help you enjoy weight loss for a lifetime.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Student Reviews:

Recommended Courses:

Students who enrolled in Lose Weight and Keep It Off also enjoyed the following courses:

- [Introduction to Natural Health and Healing](#)
 - [Luscious, Low-Fat, Lightning-Quick Meals](#)
 - [Individual Excellence](#)
 - [Human Anatomy and Physiology](#)
 - [Listen to Your Heart, and Success Will Follow](#)
-

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Other Subject Areas:

[Computers](#) | [Writing/Language](#) | [Business/Careers](#) | [Grants/Nonprofits](#) | [Personal](#) | [Professional](#)



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____
AP&P Denial:
Date: _____
Reason: _____

Course No. OLMD.1011-004
Course Title: Assisting Aging Parents - online

Instructor (print): _____ Marsiea Warren _____

RECEIVED
SEP - 1 2010
BY: _____

Division Faculty Review

Christine H. Sundberg HS 8/30/10
Faculty Review Signature Discipline Date

Approved Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Linda Harmon 8/24/10
AP&P Representative Signature Date

Approved Denied _____ Reason _____

Karen W. Cowell 8/23/10
Division Dean Signature Date

Approved Denied _____ Reason _____

Synchronous and Asynchronous _____

Number of required sessions 12

Hybrid N/A

Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm

Enrollment: Start dates Once a Month

Open Y N

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OLMD.1011-004

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Assisting Aging Parents

PDHS-005

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Are your parents in their golden years? Learning how to help parents or other loved ones through their transition can prepare us for our own. This compassionate and comprehensive class will give you the tools, techniques, and insights for this passage. Growing older is a part of life. Some aspects are joyful, some bittersweet, some frustrating, some frightening. You will learn what to expect, what to watch for, how to deal with physical and emotional challenges, and where to find resources to help. You'll understand the impact of retirement, learn how to choose a nursing home, and be prepared to deal with death. You'll learn about financial and legal considerations, health issues, and family interpersonal relationships. You'll be introduced to special communication skills, observation methods, and coping mechanisms to ease the burden for everyone involved. You'll learn to handle most of the challenges you will face while coming to appreciate and cherish the privilege of the journey.



Why ed2go?
(brief movie)

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Marsiea Warren.



Marsiea Warren has trained and coached people in the public and private sectors for over 25 years. She holds a Master's degree in Educational Leadership from the University of Alabama in Birmingham. She is a Certified Master Practitioner of Neurolinguistic Programming (NLP), and a Certified Clinical Hypnotherapist. This class is a labor of love springing from lessons she learned in helping her own parents through retirement, relocation, and her mother's illness and death. She has dealt personally with each topic in this course.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

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The final exam will be released on the same day as the last lesson. Once the final exam has been released, you will have two weeks to complete all of your course work, including the final exam.

Week One

Wednesday - Lesson 01

In our first lesson, you'll learn a few tools and techniques for effective communication that will sustain you as your parents age.

Friday - Lesson 02

In this lesson, we'll explore ideas that can help you help your parent to maintain his or her zest for life as circumstances change. You'll discover some activities that you might not have thought of before. But you can only suggest that your parents get involved with a new interest. It can be frustrating if they refuse and you have to watch them lose their will to live. My intent is to give you many tools so you can keep trying until something works. If the only behavior you can change is your own, remember that your parent can't help but respond differently to that change. So at least that is in your control. You'll find suggestions on how to make the most of this fact in this lesson.

Week Two

Wednesday - Lesson 03

In this lesson, we're going to talk about ways to change how you think about accumulating things. I'll give you some ideas about what to do with the things you and your parents already have once you decide to free yourselves from the burden of excessive possessions. You'll learn about trusts and gifting away financial assets in Lesson 8—for now, we're talking about artifacts and material possessions, the things that fill your rooms, have to be dusted, insured, provided space, and otherwise cared for. Today you'll learn how to protect yourself from the mind control of advertising in our society of getting and spending. At last, you'll have the awareness to control your own spending habits and help your parents start to unload their lifetime accumulation of stuff.

Friday - Lesson 04

We often live under the delusion that we're immortal until something, like a death in the family, reminds us of our vulnerability in this world. We may not even think about what would happen to our cat or dog if we got hit by a bus, let alone how we would like our worldly goods distributed. If we think about our health care wishes at all, it's to hope that we do get hit by a bus and don't have to endure a painful or prolonged decline or death. Advance directives are written documents that serve as an individual's instructions regarding disposal of his or her property. In today's lesson, you'll learn what documents you must have, as well as those you should have for yourself and your parents. Today, we'll take a close at each of the important documents, and I'll provide you with tips on how to acquire and prepare them for yourself and your parents with minimum cost and effort. If you're at least 18 years of age, you should have your preferred medical, resuscitation, and funereal instructions officially documented, even if you don't yet have assets to worry about. You'll find out how to address this critical need in this lesson!

Week Three

Wednesday - Lesson 05

Even if you think you know your parents inside and out, you might be surprised by some of the things you don't know. And some of those things may be important to you should a parent have to move to assisted living, become incapacitated, or die. In this lesson, I'll tell you about some of the things you should find out while you still can. In addition to the documents we discussed in Lesson 4, you or your parents may have cash, valuables, investments, pensions, insurance policies, safe deposit boxes, a personal safe combination, and account numbers that will be invaluable to the executor of an estate. Do you and your parents have all those things neatly

filed in one place? We'll cover all that and more in this lesson.

Friday - Lesson 06

You'll learn about practical and material matters in several of the other lessons in this course. In today's lesson, we'll take a different tack. Every emotion that there is to experience can surface at some time when you're involved in the inevitable changes that come with aging. Today, I'll help you learn what emotions to expect in yourself, your parents, your siblings, and others. We'll revisit some of the communication techniques you learned in Lesson 1 as tools for handling feelings that surface. We'll also explore some new applications of pacing and leading, and ways to manage your own emotions.

Week Four

Wednesday - Lesson 07

In the past, it was the norm for family to absorb whatever additional burdens came with the declining health and abilities of elders. Community and government services were limited or nonexistent. That's no longer the case. You are not alone, and the good news is that there are services available no matter what financial situation you or your parents are in. In this lesson, we'll explore what's available, where to find it, and the levels or progression of help that you may need over time. You'll also learn how to tell when to move from one level to another. After that, we'll go over some strategies for handling that moment when you introduce the idea of getting help to your parents. This can be a delicate matter, so it's best to be prepared. Issues of self-esteem and layers of emotion may arise when your parents find that they just can't do all the things they used to. I'll teach you to be on the lookout for this as we explore finding help.

Friday - Lesson 08

The home care services you learned about in Lesson 7 can postpone a move to assisted living quarters, but there may come a time when it's no longer feasible for your parents to stay in their current home. You'll learn how to discuss the idea of a move with your parents, and ascertain their preferences, fears, and concerns. There are now several possibilities for increased care or services other than your home or a nursing home. I'll describe some common ones in this lesson. We'll explore the options progressively, from fully independent living to full-care nursing. We'll also talk about downsizing, as well as relocation and other services that you may need. Finally, you'll learn to choose wisely if sudden illness or impairment strikes, making a progressive approach impossible.

Week Five

Wednesday - Lesson 09

Today you'll learn the five symptoms that reveal when it's time for your parent to move to a nursing home. Selecting a nursing home is one of the most important decisions you can make. I'll give you criteria and a checklist for selection that will serve you well whether you find yourself in a sudden crisis or just ahead of a parent being released from hospital. You'll be able to use the information in this lesson to enhance your confidence in selecting assisted living or other residence options.

Friday - Lesson 10

When the time comes to move your parent to a nursing home, your behavior can make a big difference in how well he or she accepts the change. You'll have to face the emotions of your parent and other family members, and control your own. The communication skills based on neurolinguistic programming (NLP) that you have learned in previous lessons will serve you well: pacing and leading, gaining and maintaining rapport, and using disassociation to control emotion. In today's lesson, I'll give you some more tips for applying your skills during this stressful time.

Week Six

Wednesday - Lesson 11

In this lesson, I invite you to consider death as a life event, another rite of passage in the ever-flowing river of existence. I'll share much of my own experience with my mother's death, and some thoughts that friends and students have shared with me. What you learn will serve you well if you're dealing with the impending death of a loved one. If you aren't yet facing it,

the information in this lesson will help prepare you for that eventuality. You'll learn practical tips to help the dying person, and a few more to help you cope. You'll be encouraged to conquer your fear and reluctance enough to be fully present when death is imminent, and this will free you for a profound experience.

Friday - Lesson 12

In Lesson 11, we talked about ways to handle the experience of a loved one dying. I urged you to choose to be fully present for that experience. In this, our final lesson, we'll address what to expect after the death. You'll become familiar with various theories about grief. We'll also cover some tips on handling issues that might arise. Finally, I'll offer you encouragement and suggestions for getting closure on this life experience, and ideas for getting on with the living.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Student Reviews:

- "As I told others who have asked me about the course, you have dealt with all the issues in such a gentle way that it seems manageable and within the realm of possibility that I will be able to deal with this phase gracefully."
- "A very timely course in this day and age when the number of elderly is increasing at record levels. I had been searching for information on a variety of elder care issues for quite some time and this course provided me with answers to my questions in one place. With my parents entering their golden years, I needed a roadmap to guide me with helping them through the aging process. This course was that roadmap."
- "Excellent and informative class. I only wish I had taken it several years earlier. Some problems dealing with my parents may have been avoided. I will use this material again and again. It's very valuable."
- "Excellent course, and it could not have come at a better time in my life. I feel I got an enormous amount of direction and information! I would highly recommend it to others!"
- "For many, the journey down the path of assisting aging parents is full of uncertainty and emotional highs and lows. This course lights the way for our journey through the experience of others. Knowing what to expect and being equipped with tools to handle the challenges along the way makes me more confident and better prepared to deal effectively with whatever lies ahead."
- "Great course to get a perspective on communicating and helping elderly parents and dealing with the issues of nursing homes, wills, grief. Marsiea was excellent, not intimidating, very helpful."
- "I found the course to be very informative. My father passed away at home after a lengthy illness & the course reinforced the way the family handled his illness and passing. Your course gave me some valuable things to think about. I would definitely recommend the course. The course was very well organized. Thank you for all your personal experiences."
- "I thoroughly enjoyed this on-line class on Assisting Aging Parents. The lessons and supplemental information have been valuable. The instructor was knowledgeable and caring, and taught from first hand experience. I feel that I am more prepared and have more confidence to deal with the complexities of dealing with my aging parents. This was my first on-line class and I must say, I found it very enjoyable and look forward to taking other courses in the future."
- "This was a very timely class for me. My parents are elderly and I am struggling with their care and wellbeing. The scope of the course was amazing to me - the instructor covered

information from the very beginning of the aging process (retirement) through searching for alternative living conditions and ending in the finality of death. All topics were covered candidly and with compassion. I think one of the greatest benefits was the outside reading and resource list. "

- "Your class was so much more than I expected! Beyond helping me with the practical matters of resources and approaches, ultimately I realized that in order to be effective for my dad I have to dismantle the roadblocks in my head. After almost forty years of cynically rejecting "clichés," light bulbs were going off in my head as I read your material. It finally sunk in and empowered me -- I can change myself! As a result I have a confidant in my sister and a healthier relationship with my mom. Thank you for truly helping ME to assist my aging parents!"

Recommended Courses:

Students who enrolled in Assisting Aging Parents also enjoyed the following courses:

- [Certificate in Gerontology](#)
- [Genealogy Basics](#)
- [Handling Medical Emergencies](#)
- [Write Your Life Story](#)

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

[Enroll Now](#)

Other Subject Areas:

[Computers](#) | [Writing/Language](#) | [Business/Careers](#) | [Grants/Nonprofits](#) | [Personal](#) | [Professional](#)

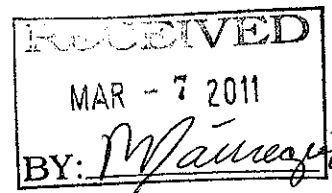
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ANTELOPE VALLEY COLLEGE

Antelope Valley College
Corporate and Community Services



Memorandum

Date: March 2, 2011

To: Mrs. Lowery, AP&P Co-Chair
Maria Clinton, AP&P Co-Chair

From: Elayne Davis, Secretary
Corporate & Community Services

Subject: Proposed Community Services Courses

The Community Services Office is committed to introducing the community to the many wonderful programs offered by the Antelope Valley College Community Services program. The goal is to provide a wide variety of personal and professional development courses, as well as licensed and certificated fields that require Continuing Services Units.

The following proposals are being submitted for review by the AP&P Co-Chairs: **(NOTE: This Class is being resubmitted as it has not been offered since spring 2005)**

“Coaching, Consulting and Training – A Six Figure Income”

If you have any questions, please call the Community Services office at ext. 6584. We look forward to working with you and appreciate your division’s support of the Community Services Program.

ONLINE CLASS: N/A

How offered? Independent study _____
Online instructor _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions _____
Hybrid _____
Number of required sessions online vs. face-to-face _____
Portal used, web address listed:
Enrollment: Start dates _____ Open Y N



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval: Date: _____
AP&P Denial: Date: _____ Reason: _____

Course No. PFBS.1011-030
Course Title: Become a Professional Organizer

Instructor (print): Nancy Miller

Division Faculty Review

Nancy Miller Holcomb
Faculty Review Signature

Business
Discipline

2/10/2011
Date

Approved Denied _____

Reason _____

Gonna Meyer
Faculty Review Signature

OT
Discipline

2-14-11
Date

Approved Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

R. Beyer
AP&P Representative Signature

02-14-11
Date

Approved Denied _____

Reason _____

Thomas Freil
Division Dean Signature

2-14-11
Date

Approved Denied _____

Reason _____

How offered? Independent study _____
Online instructor _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions _____
Hybrid _____
Number of required sessions online vs. face-to-face _____
Portal used, web address listed:
Enrollment: Start dates _____ Open Y N

Become a Professional Organizer

Learn insider secrets from a professional organizer

- Do label makers and shelf dividers make you smile?
- Do you enjoy watching those organizing TV shows?

You can turn your decluttering skills into a moneymaking career! If you have a knack for neatness and are interested in starting your own business, this class will help you launch a career as a professional organizer.

Discover insider secrets that could only be acquired through hands-on experience (until now!)

Some of the secrets revealed include:

- Organizing specialties and finding your niche
- Understanding and using the Clutter-Hoarding Scale
- Structuring your business for SUCCESS
- Business licensing and insurance to cover all the bases
- How to get experience without prior experience
- Preparing to impress your first client

If you want to use your aptitude for organization to change lives and earn a living, this class is for you. You'll be given the tools and knowledge to succeed in the professional organizer industry, but will not be shown methods of organizing or how to organize people. (This seminar is **NOT** for a person wanting to get organized.)

A \$30 materials fee payable to the instructor for the manual *How to Become a Clutterologist* (978-1-891440-56-4) and a PDF copy of the book, *Clutterology*® (978-1-891440-62-5).

About the instructor:

Nancy Miller of Rounds, Miller and Associates, has been an organizer for more than 15 years, offering both personal and business consultation. Nancy's credentials include membership in the National Association of Professional Organizers and the National Study Group on Chronic Disorganization.

Become a Professional Organizer

1. The Organizing Business
 - a. Organizing specialties
 - b. Hoarding scale
 - c. Additional resources
 - i. Books
 - ii. Stores
 - iii. TV programs
 - iv. Charities: where to donate specific items for clients
 - d. Household hazardous waste
 - e. Developing Your Tool bag

2. Creating the Business
 - a. Legal Structure
 - b. Domain Name
 - c. Independent contractor
 - d. Insurance
 - e. City Business licenses
 - f. Sales tax
 - g. Credit Cards

3. Getting the Business
 - a. What are you?
 - b. First meeting with potential client
 - c. Establishing your fee
 - d. Agreements
 - i. Contract
 - ii. Confidentiality
 - iii. Sub-Contractor
 - e. Advertising
 - f. Products



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval: Date: _____
AP&P Denial: Date: _____ Reason: _____

Course No. PDPI.1011-014
Course Title: Arabic – Step 2

Instructor (print): Estiphani Panoussi

Division Faculty Review

L. Behy
Faculty Review Signature

Language Arts
Discipline

March 9, 2011
Date

Approved Denied _____

Reason _____

J. J. J.
Faculty Review Signature

Language Arts
Discipline

3/21/11
Date

Approved Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

D. R.
AP&P Representative Signature

3/22/11
Date

Approved _____ Denied _____

Reason _____

[Signature]
Division Dean Signature

3/22/11
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PDPI.1011-014
TITLE: Arabic-Step 2
INSTRUCTOR: Dr. Estiphan Panoussi
HOURS: 15 hrs. NUMBER OF MEETINGS: 5
ENROLLMENT FEE: \$150 MATERIALS/SUPPLIES FEE: \$10
Text / CDs / DVDs / Handouts
Materials provided for review: Y N
ENROLLMENT EXPECTED: 10 -25

DESCRIPTION OF OFFERING: Target audience: Military, Professors, Bible study groups
Recommended advisories/pre-requisites/instructor approval: Arabic-Step 1
Course description: Arabic-Step 2 is intended to be preceded by Arabic-Step 1. After a short review of Arabic grammar, taught in Arabic-Step 1, Dr. Panoussi will guide students in Arabic readings from the Bible, the Quran, and other selections from the vast Arabic literature in various genres. The class will culminate with a section on Arabic poetry, including a few basic key rules for its comprehension.

INSTRUCTOR BIOGRAPHY: Dr. Estiphan Panoussi, Professor Emeritus of Arabic from the German Universities of Giessen and Marburg (1964-1966), Western Berlin (1967-1973), the Swedish University of Gothenberg (1992-2000), is currently an instructor of Philosophy with AVC. He possesses an impressive and extensive knowledge of languages, both spoken and written. Dr. Panoussi also translates ancient documents for institutions and organizations worldwide, and continues to actively research lost/dying languages.

SPECIAL NEEDS:
Facilities: Classroom with white board and projection system.
Audio/Video:
Other:
Need software installed:

ITS notified: _____
Date Signature

ONLINE CLASS:
How offered? Independent study _____
Online instructor _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions _____
Hybrid _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed:
Enrollment: Start dates _____ Open Y N

Arabic
Step II

A Course Outline

By Estiphan Panoussi, Ph.D.

Professor emeritus of Arabic from the University of Gothenburg / Sweden

1. Lesson I.

Revision of the Grammar dealt with in Step I: Lesson 1 - Lesson 5.

2. Lesson II.

Anthological guided readings from the Bibel.

3. Lesson III.

Anthological guided readings from the Qoran.

4. Lesson IV.

4.1 How to read an unvocalized text.

4.2 Reading from selected texts of Arabic literature in their various genres.

5. Lesson V.

5.1 How to analyse an Arabic poetic verse.

5.2 Reading some samples of the classical Arabic poesies.

Bibliography.

J. A. Haywood *et al.* *A New Arabic Grammar*. London: Lund Humphries, 1965², repr. 1970, 1976, 1982, 1984.

Günther Krahl *et al.* *Lehrbuch des Modernen Arabisch*. Teil I., Leipzig: VEB Verlag Enzyklopädie, 1990.

Georg Barth Magnus *et al.* *Arabiska. En Kontrastiv Beskrivning*. Stockholm 1989.

Candido Sesma. *The Multilingual E.S.L. Arabic Edition*. Vista: Orbis Publications, 1979.

Wheeler M. Thackston. *An Introduction to Koranic and Classical Arabic. An Elementary Grammar of the Language*. Iranbooks, Inc., 1994.

Ariel Bloch. *A Chrestomathy of Modern Literary Arabic*. Wiesbaden: Otto Harrassowitz, 1974.

Sven-Olof Dahlgren. *Word Order in Arabic*. Gothenburg: Acta Universitatis Gothoburgensis, 1996.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval: Date: _____
AP&P Denial: Date: _____ Reason: _____

Course No. PDTP.1011-004
Course Title: GED Test Prep

Instructor (print): _____ Deborah Sinness _____

Division Faculty Review

_____ Faculty Review Signature	_____ Discipline	_____ Date
Approved _____ Denied _____	Reason _____	

_____ Faculty Review Signature	_____ Discipline	_____ Date
Approved _____ Denied _____	Reason _____	

_____ Faculty Review Signature	_____ Discipline	_____ Date
Approved _____ Denied _____	Reason _____	

_____ Faculty Review Signature	_____ Discipline	_____ Date
Approved _____ Denied _____	Reason _____	

_____ AP&P Representative Signature	_____ Date
Approved _____ Denied _____	Reason _____

_____ Division Dean Signature	_____ Date
Approved _____ Denied _____	Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PDTP.1011-004

TITLE: GED Test Prep

INSTRUCTOR: Deborah Sinness

HOURS: 20 hrs. NUMBER OF MEETINGS: 5

ENROLLMENT FEE: \$250 MATERIALS/SUPPLIES FEE: \$30

Text / CDs / DVDs / Handouts: Workbook

Materials provided for review: N

ENROLLMENT EXPECTED: 5/25

DESCRIPTION OF OFFERING: The GED Test Prep, presented by Math Magicians, Inc., is designed to prepare students for the General Education Development test. Students will be assessed to determine their strengths and weaknesses in critical reading, writing, and math. This establishes baseline data that will determine the focus of subsequent classes. It will also provide data for grouping participants according to their skill sets during some of the classes.

During the Language Arts/Writing segment, students will practice recognizing errors, revising sentences or passages, or shifting constructions in the four areas of organization, sentence structure, usage, and mechanics (capitalization, punctuation, and spelling). They will learn how to write a well-developed essay on a topic. They will practice generating ideas, expressing them clearly, organizing the ideas, and connecting them.

In the Social Studies segment, participants will learn critical points and clusters of historical periods. Areas of study will include World History, U.S. History, Civics and Government, Economics, and Geography. They will practice reading passages, interpreting graphs, charts, maps, cartoons, and diagrams.

In Science, students will study the environment and health issues based on the National Science Education Standards. In addition, they will learn about the activities and ways in which people use science in their daily lives.

In the Language Arts/Reading segment, the students will read literary text and practice comprehension, application, analysis, synthesis, and evaluation of concepts. Students will read and comprehend nonfiction prose including informational texts, literary nonfiction, and business documents.

Finally, during the Mathematics segment of the course, students will learn strategies for solving word problems. They will engage in extensive practice of computational skills and problem-solving skills.

INSTRUCTOR BIOGRAPHY: Deborah Sinness, Founder and CEO of Math Magicians, Inc. has over a decade of experience teaching Algebra and other math-related subjects to middle and high school students. She is a credentialed teacher with a Bachelor of Science degree in Electronics Engineering Technology and a Master of Education with an emphasis in Instructional Technology. In addition, Ms. Sinness has taught

preparation courses for the GED, CBEST, CSET, SAT, ACT and CAHSEE exams.

SPECIAL NEEDS:

Facilities: Classroom

Audio/Video: Projection System

Other:

Need software installed:

ITS notified: _____
Date Signature

ONLINE CLASS: N/A

How offered? Independent study _____
Online instructor _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions _____
Hybrid _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed:

Enrollment: Start dates _____ Open Y N

Math Magicians, Inc.

41715 50th Street West • Quartz Hill • California • 93536
www.mintutor.com • (661) 718-3699

GED Test Prep Course Description

I. Target Audience

- a. Individuals preparing for the General Educational Development Test

II. Prerequisites

- a. None

III. Detailed Course Outline

- a. Pretest - Evaluation of areas of strength and weakness of participants
 - i. Establishes baseline data in order to plan subsequent classes
 - ii. Provides data for grouping participants according to their skill sets during some of the classes

b. Language Arts, Writing

- i. Part I (75-minute time limit on test)
 - 1. Students will practice recognizing errors, revising sentences or passages, or shifting constructions in the four areas of organization, sentence structure, usage, and mechanics (capitalization, punctuation, and spelling.)

- ii. Part II (45-minute time limit on test)
 - 1. Students will learn how to write a well-developed essay on a topic and will be asked to have an audience and purpose in mind for the essay. They will practice writing in a real-life context and adopt a role. They will also practice generating ideas, expressing them clearly, organizing the ideas, and connecting them.

- c. Social Studies (70-minute time limit on test)
 - i. Students will learn critical points and clusters of historical periods. Areas of study will include World History, U.S. History, Civics and Government, Economics, and Geography.
 - ii. Students will practice reading passages, interpreting graphs, charts, maps, cartoons, and diagrams.

- d. Science (30 minutes per section)
 - i. Students will study the environment and health issues based on the National Science Education Standards. In addition, they will learn about the activities and ways in which people use science in their daily lives.

- e. Language Arts, Reading (65-minute time limit on test)
 - i. Students will read literary text and demonstrate comprehension, application, analysis, synthesis, and evaluation of concepts.
 - ii. Students will read and comprehend nonfiction prose including informational texts, literary nonfiction, and business documents.

- f. Mathematics (90-minute time limit on test)
 - i. Students will learn strategies for solving word problems. They will engage in extensive practice of computational skills and problem-solving skills.

IV. Text or Materials Required

- a. \$30 materials fee for workbooks due on the first day of class

America's Leading Educational Publisher

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Revised
Edition

McGraw-Hill's GED

*The Most Complete and Reliable
Study Program for the GED Tests*

- Two full-length practice tests for each test area help you target your study and determine your readiness
- New features include special sections on the GED essay and critical thinking skills, plus guidelines for using the calculator
- Easy-to-follow lessons and hundreds of GED practice exercises with answers in all five test areas
 - ✓ Language Arts, Writing
 - ✓ Social Studies
 - ✓ Science
 - ✓ Language Arts, Reading
 - ✓ Mathematics



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 provides the thorough
 preparation needed to
 pass the GED test.

McGraw-Hill's GED

*The Most Complete and Reliable
 Study Program for the GED Tests*

This comprehensive book offers targeted assessment, easy-to-follow instruction, hundreds of reinforcement activities, and simulated GED tests for all five GED subject areas:

- Language Arts, Writing Social Studies Science
- Language Arts, Reading Mathematics

McGraw-Hill's GED begins with a half-length Pretest for each of the five subject areas to help you pinpoint your strengths and weaknesses and target your study. Clear instruction, followed by hundreds of practice questions in official GED format, help to build the confidence you need to pass the actual test. To give you a better chance to determine your readiness for the test, there is a Posttest for each subject area followed by a Practice Test, both in official GED format.

The most comprehensive study program available under one cover, McGraw-Hill's GED includes these other special features:

- An essay section that includes strategies to prepare you for writing the essay in Part II of the Language Arts, Writing Test
- A Critical Thinking Skills chapter that provides practice in reasoning and thinking skills emphasized on the GED test
- A Graphs and Illustrations chapter that provides practice in interpreting graphs, maps, charts, and cartoons
- Special guidelines for the Casio fx-260 solar calculator that will be used for Part I of the Mathematics Test
- Chapter-by-chapter surveys that reinforce content-area knowledge of key concepts
- Writing activities that provide opportunities for strengthening writing skills
- Test-taking tips and strategies that offer hints to help pass the GED test
- An Index that allows for easy reference to contents
- A complete Answer Key that explains why each answer is the correct choice
- A checklist to help plan a course of study

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 ISBN-10: 0-07-138179-1



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ANTELOPE VALLEY COLLEGE
Technical Education Division

DATE: February 14, 2011

TO: Academic Policies and Procedures Committee

FROM: Margaret M. Drake, Dean
Joe Owens, Instructor
Rick Motawakel, AP&P Representative

SUBJECT: Request to make two Air Conditioning and Refrigeration courses Obsolete

I would like to request that the following courses be made obsolete:

ACRV 100 – Refrigeration Basics
ACRV 198 – Heating and Air conditioning Seminars

These courses have not been offered for two academic years and have not been brought forward to AP&P for renewal. Therefore, we ask that the above request be granted without hesitation.

Thank you.

MMD:mr



ANTELOPE VALLEY COLLEGE
DIVISION OF MATHEMATICS, SCIENCE and ENGINEERING

MEMO

February 10, 2011

To: Mrs. Sharon Lowry, V.P. Academic Affairs ✓
Ms. Maria Clinton, Co-chair AP&P

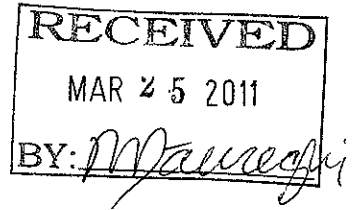
From: Dr. Les Uhazy, Dean

Re: Declaration of BIOL 205 Introduction to Biotechnology as Obsolete

Introduction to Biotechnology, BIOL 205 was created in 1999 and has never been taught. Although scheduled multiple times, it has never attracted enough students to be taught. With the importance of biotechnology in contemporary biological research and the nations economy, the Division has decided to declare the current course as obsolete and removed it from the Course Catalogue. However, Drs. Fredette and Salameh have begun the process of developing a new biotech course that will be presented to the Academic Policies and Procedures Committee in the near future.



Antelope Valley College
*Business, Computer Studies, and
Economic Development Division*



MEMORANDUM

DATE: March 24, 2011
TO: AP&P Committee
FROM: Dr. Tom O'Neil, Dean
Beverly Beyer, AP&P Rep. *BB*
Dr. Ed Beyer, Professor *EB*
SUBJECT: Obsolete Course – CA 133

This course has not been taught in the last two years, and it is not required for any BCSED certificate or degree. Therefore, we request that it be moved to obsolete.

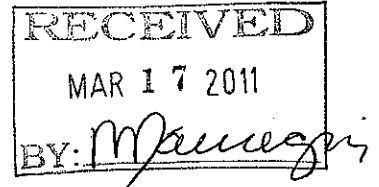
CA 133 Oracle PL/SQL Programming

If you have any questions, please contact me at your earliest convenience at Ext. 6370.


Thank you.



Antelope Valley College
*Business, Computer Studies, and
Economic Development Division*



MEMORANDUM

DATE: March 16, 2011
TO: AP&P Committee
FROM: Dr. Tom O'Neil, Dean
Beverly Beyer, AP&P Rep. 
SUBJECT: Obsolete Courses

The following courses have not been taught, and should be moved to obsolete.

WR 902	Job Search Preparation
WR 904	Surviving the Job Probation Period
WR 906	Developing as a Professional: Promotability

If you have any questions, please contact me at your earliest convenience at Ext. 6370.

Thank you.



ANTELOPE VALLEY COLLEGE
Technical Education Division

RECEIVED
 MAR 16 2011
 BY: *M. Ramirez*

DATE: March 9, 2011
 TO: Academic Policies and Procedures Committee
 FROM: Margaret M. Drake, Dean *[Signature]*
 Melissa Ramiro, Instructor *[Signature]*

SUBJECT: Request to make Clothing and Textiles courses Obsolete
 Renumbering of Clothing and Textiles Program - Old to New

I would like to request that the following courses be made obsolete:

- CT 115 – Speed Tailoring
- CT 120 – Introduction to Sergers
- CT 225 – Clothing Construction Techniques for Wearable Art

The Clothing and Textiles certificate program has been revised and these courses have been removed from the certificate and will not be taught. Therefore, we ask that the above request be granted without hesitation.

CLOTHING AND TEXTILES PROGRAM REVISION

This is the new numbering system for the Clothing and Textiles Program. Listed is old number to new number.

OLD NUMBER	NEW NUMBER	TITLE	UNITS	PREREQUISITE
CT 100	CT 100	Introduction to Fashion	3.0	none
CT 102	CT 102	Textiles	3.0	none
CT 050	CT 105	Principles of Sewing	3.0	none
CT 110	CT 110	Fundamentals of Clothing Construction	3.5	none
CT 101	CT 114	Principles of Clothing Selection	3.0	none
CT 141	CT 200	Tailoring Techniques-Alterations & Fit	3.5	CT 110
CT 112	CT 212	Intermediate Construction – Pants	3.5	CT 110
CT 242	CT 222	Pattern Making Flat Pattern	3.5	CT 110
CT 213	CT 241	Advanced Construction-Fashion Sewing	3.5	CT 110
CT 243	CT 243	Draping for Fashion Design	3.5	CT 110

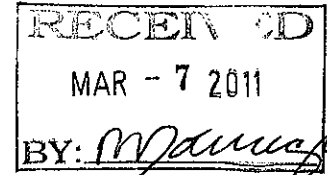
MMD:mr



ANTELOPE VALLEY COLLEGE
Social and Behavioral Sciences Division

MEMORANDUM

Date: February 23, 2011
To: AP & P Committee
From: Dr. Tom O'Neil, Dean
Dr. Fredy Aviles
Dr. Irit Gat
Dr. Darcy Wiewall
Subject: Request to Make Psy 101 ITV Obsolete



We would like to request that the following course be made obsolete:

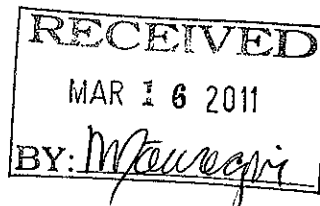
PSY 101 ITV

This course is down on enrollment and there is only one adjunct instructor that teaches Psy 101 in this format. PSY 101 is now available online and is an increasingly popular option for students.

Thank you for the consideration and please contact us with any further questions.



ANTELOPE VALLEY COLLEGE
Social and Behavioral Sciences Division



MEMORANDUM

Date: March 11, 2011
To: AP & P Committee
From: Dr. Tom O'Neil, Dean
Dr. Darcy Wiewall
Subject: Request to Make NCR 910 – US Constitution Exam

We would like to request that the following course be made obsolete:

NCR 910 – US Constitution Exam

This course has transitioned to Corporate and Community Education and, therefore, is no longer offered by Social and Behavioral Sciences Division.

Thank you for the consideration and please contact us with any further questions.