

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

DATE: September 23, 2010  
LOCATION: TE7 103 – Computer Room  
TIME: 3:09 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>
Beverly Beyer, faculty	Cynthia Littlefield, Faculty	David Newman, Faculty
Carolyn Burrell, IRS proxy	Mrs. Sharon Lowry, V. P. Academic Affairs	De'Nean Coleman-Carew, Faculty
Nancy Cholvin, faculty	Rick Motawakel, Faculty	Enrique Camacho, ASO Student
Maria Clinton, Cochair	Mike Rios, PE proxy	Scott Lee, Faculty
Margaret Drake, Dean	Duane Rumsey, Faculty	<u>GUESTS PRESENT</u>
Lee Grishman, Articulation	LaDonna Trimble, Dean	David White
Linda Harmon, Faculty	Les Uhazy, Dean	Debra Sinness
Lisa Karlstein, Faculty	Darcy Wiewall, Faculty	Kathy Moore
		Stephen Palmer

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**2010-2011**  
**Academic Policies & Procedures Committee Meeting No. 3**  
**MINUTES**

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

A motion was made and seconded to call the September 23, 2010 AP&P Committee Meeting to order at 3:09 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:09 p.m. Motion carried.

*Ms. Clinton requested a motion to amend the agenda to table item 3a approval of minutes for September 9, 2010. A motion was made and seconded to amend the agenda as stated. Motion carried.*

**2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR**

a. **AP&P and Technology**

Ms. Maria Clinton stated that a rumor has surfaced that AP&P is anti-technology. She explained that the faculty of the campus are required to be present to discuss with the committee any recommended course of study or changes to a current course and felt that the Corporate Community Services courses be held to the same standard. She felt that the use of SKYP or another online based conferencing system will help to accommodate instructor who live out of the area.

b. **ESL**

Ms. Maria Clinton explained some concerns made by the ESL faculty. Apparently the ESL faculty are having difficulty with non ESL students registering for the ESL courses. These students attend the course and are being disruptive to the learning process. Mrs. Beverly Beyer asked how this concern is applicable to the AP&P committee. Ms. Clinton further explained that the ESL faculty are working to establish maximum/minimum qualifications for these courses so to keep these students from being allowed to register for those courses. She stated that once the faculty have the right language for the prerequisite or advisory, they will bring it to AP&P for discussion and later approval.

**3. APPROVAL OF MINUTES**

- a. September 9, 2010  
Item tabled per motion above.

**4. INFORMATIONAL ITEMS**

a. **Revising Diversity Studies Requirement**

Mrs. Sharon Lowry, AP&P Co-Chair, was present to discuss this item with the committee. She directed the representatives to the link in the online packet. She requested that the committee review the article which illustrates the requirements for the diversity studies courses. Ms. Maria Clinton reminded the committee of

the issue surrounding the Diversity Studies Requirement from conversations that took place in the previous academic year. She stated that courses that carried this designation were not truly addressing the issue. Ms. Maria Clinton asked Mrs. Lowry what suggestions were made by SACC. Mrs. Lowry stated that SACC directed the committee to review this article. She continued to state that based on this article she did not believe we were out of compliance. Ms. Maria Clinton stated that the broader definition given in this article needed to be taken back to the division faculty and discussed in totality. Ms. Nancy Cholvin stated that if this is now optional why do we require it with such a deficit, this should no longer be required. Mrs. Lowry stated that Title 5 and Accreditation wanted the college to carry this designation. Ms. Maria Clinton stated that this requirement also comes from the requirements set by the CSU and Uc's. Mr. Duane Rumsey reminded the committee that this originally was discussed last academic year due to his request to have a DFST course carry the Diversity Studies designation. Ms. Maria Clinton stated that this item would return to the agenda as a discussion item after all research from the previous year's discussions has been conducted.

**b. AP&P Representatives: Duties and Responsibilities**

Ms. Maria Clinton reminded the committee members that CurricUNET was up and faculty were starting to use it to revise their courses. She requested that the representatives be available to help with the revision process within CurricUNET just as they assisted in the paper version of this process.

**c. The AP&P Faculty co chair will conduct CurricUNET training workshops on the following dates and times. All workshops will be conducted in TE7 room 103**

September 30, 2010: 2pm -4pm

October 4, 2010: 1pm-3pm

October 5, 2010: 1pm-3pm & 3pm-5pm

October 7, 2010: 1pm-3pm & 3pm-5pm

October 12, 2010: 1pm-3pm

October 15, 2010: 9am-11am

October 21, 2010: 4pm-6pm & 6pm-8pm

October 22, 2010: 1pm-3pm

October 25, 2010: 1pm-3pm

November 4, 2010: 1-3pm & 3-5pm

November 9 2010: 1-3pm & 3-5pm

Ms. Maria Clinton encouraged the representatives and the faculty within their division to attend one of the above trainings to become familiar with the CurricUNET process. She asked that the representatives share these dates with their divisions and have attendees bring their revisions to the training so she can assist them with the process.

**d. The four Submittal Processes for CurricUNET**

Ms. Maria Clinton stated that there is currently four submittal processes in CurricUNET: New Course Development, Major Course Revision, Minor Course Revision, and Non-Substantial Course Revision. She requested that the committee review the Non-Substantial Course Revision to be sure that this type of revision needed to go through a full course review process. The committee decided that this type of revision only needed to be approved by the Dean, AP&P Representative, Articulation Officer, and Technical Review Committee Chair. Ms. Maria Clinton agreed and will have Governet/CurricUNET make the adjustment to simply this process.

## **5. DISCUSSION ITEMS**

**a. Distance Education Attendance Policy – New Contract Language**

Ms. Clinton requested a motion to amend the agenda to table item 5a Distance Education Attendance Policy – New Contract Language due to lack of time. A motion was made and seconded to amend the agenda as stated. Motion carried.

**b. Cerritos College Contract Education – Nontraditional Experience Credit**

Mrs. Maggie Drake was present to request that the committee accept credit from students who have attended non-credit courses at Cerritos College. She explained that time spent in those non-credit courses is the same as time spent in our credit courses. Cerritos had plans to turn that non-credit program into a credit based program however funding was pulled and the students affected are trying to take classes at AVC. She also stated that faculty in the discipline as well as her self have reviewed the course material and feel that it is in line with or exceeds the courses offered here at AVC. Dr. Grishman explained that this request is not covered by the guidelines set for Non Traditional Credit and would have to be approved as an exception. He offered to bring the guidelines to the next AP&P meeting for review. Mrs. LaDonna Trimble stated that there are other situations where non credit certificates offered at other colleges are equal to our programs. Dr. Grishman stated

that changes to those guidelines may need to go through Senate. Ms. Maria Clinton stated that this will have to return to the agenda for further discussion with the guidelines and information from Mr. Christos Valiotis, Senate President.

c. **General Education PLO's and PLO Assessments**

Dr. Lee Grishman, Articulation Officer, was present and stated that this request was made of him to create General Education PLO's and PLO Assessments. However, he feels that the discipline faculty should be responsible for reviewing and making suggestions based on how the courses are taught. He asked the representatives to take this information back to their divisions and talk with the general education faculty. Mrs. Lowery stated that Dr. Grishman is a coordinator on this project and not a creator and thanked him for his work thus far but asked the discipline faculty to provide feedback.

**6. ACTION ITEMS – Course Revisions**

- a. **ACCT 121 Microcomputer Accounting** **2 units, 3 hours weekly**  
A motion was made and seconded to approve the course revision of ACCT 121 Microcomputer Accounting. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that additional paperwork was needed to approve the change to the advisory. Motion carried pending paperwork submission.
- b. **ACCT 121 Microcomputer Accounting** **Online Only**  
A motion was made and seconded to approve the distance education revision of ACCT 121 Microcomputer Accounting Online Only. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that no changes needed to be made. Motion carried.
- c. **ACCT 121 Microcomputer Accounting** **Hybrid**  
A motion was made and seconded to approve the distance education revision of ACCT 121 Microcomputer Accounting Hybrid. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that no changes needed to be made. Motion carried.
- d. **CA 121 Microcomputer Spreadsheets** **3 units, 4 hours weekly**  
A motion was made and seconded to approve the course revision of CA 121 Microcomputer Spreadsheets. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that minor revisions needed to be made to the description and computational assignment hours changed to 1.5. Motion carried pending revisions.
- e. **CA 121 Microcomputer Spreadsheets** **Online Only**  
A motion was made and seconded to approve the distance education revision of CA 121 Microcomputer Spreadsheets Online Only. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that no changes needed to be made. Motion carried.
- f. **CA 221 Computer Concepts & Applications in Business** **4 units, 5 hours weekly**  
A motion was made and seconded to approve the course revision of CA 221 Computer Concepts & Applications in Business. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that the description was too long and the faculty of all affected areas needed to discuss. Motion failed.
- g. **CA 221 Computer Concepts & Applications in Business** **Online Only**  
A motion was made and seconded to approve the distance education revision of CA 221 Computer Concepts & Applications in Business Online Only. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that no changes needed to be made. Motion carried.

**7. ACTION ITEMS – Increase in Instructional Materials Fee**

- a. **NS 122 Medical Surgical I**
- b. **NS 200 Nursing Transition**  
Ms. Maria Clinton stated that the division is requesting that the material fee be increased for the above courses as stated on the submitted paperwork. A motion was made and seconded to approve discussion items 7a-b. Motion carried.

**8. ACTION ITEMS – Corporate and Community Services**

- a. **The Edge – Social Etiquette for Young People – Math Magicians**  
A motion was made and seconded to approve the new Corporate and Community Education course offering of The Edge – Social Etiquette for Young People. Mrs. Debra Sinness was present to discuss the course

offering. After a brief moment, it was decided that no changes needed to be made. Motion carried.

b. **Extreme Success for Today's Teens – Math Magicians**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Extreme Success for Today's Teens. Mrs. Debra Sinness was present to discuss the course offering. After a brief moment, it was noticed that all the faculty in the division had declined the course. Motion failed.

c. **Bridge and Other Card Games – David White**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Bridge and Other Card Games. Mr. David White was present to discuss the course offering. After a brief moment, it was decided that no changes needed to be made. Motion carried.

d. **The History of Alchemy – Stephen Palmer**

A motion was made and seconded to approve the new Corporate and Community Education course offering of The History of Alchemy. Mr. Stephen Palmer was present to discuss the course offering. After a brief moment, it was decided that the USB cost should be identified on the course offering material. Motion carried pending revision.

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

**Business and Computer Studies**

ACCT 205 Managerial Accounting – DE ONLY Received 8/2010; Technical Review 9/2/10

ACCT 121 Microcomputer Accounting – Returned to Faculty 9/2/10; On agenda 9/20/10

BUS 201 Business Law

CA 103 Intro to Microcomputers

CA 121 Microcomputer Spreadsheets – Returned to Faculty 9/2/10; On agenda 9/20/10

CA 151 Microcomputer Operating System

CA 221 Computer Concepts & Appl Bus – Returned to Faculty 9/2/10; On agenda 9/20/10

CIS 175 Java Programming

MKTG 112 Introduction to Advertising

**Counseling**

HD 198 Human Development Seminars

**Health Sciences / FACE**

CFE 113 Inc Classrooms Nutr Excep Child

CFE 114 Music Movement Ed Young Child

CFE 116 Justice, Equity & Inclu in CFE

CFE 168 Foster Parent Med Fagile Child

CFE 211 Health Safety for Young Child

CFE 212 School Age Programs

EMT 101 Emergency Medical Tech 1

MOA 102 Advanced Medical Terminology – Received 8/31/10; Technical Review 9/2/10

MOA 110 Beg Medical Office Assisting – Received 8/31/10; Technical Review 9/2/10

MOA 111 Adv Medical Office Assisting – Received 8/31/10; Technical Review 9/2/10

NS 111 Fundamentals of Nursing Science

NS 121 Obstet, Neonatal & Women's Health Nsg

NS 122 Medical/Surgical Nursing I

NS 230 Professional Nursing III

NS 231 Pediatric/Community Health Nursing

NS 232 Psychiatric/Geriatric/Community Health Nsg

NS 241 Medical/Surgical Nursing II

RCP 102 Clinical Preparation for Respiratory Care

RCP 103 Concepts in Respiratory Care

RCP 104 Respiratory Care Pharmacology

RCP 105 Fundamentals of Clinical Respiratory Care

RCP 201 Neonatal and Pediatric Respiratory Care

RCP 202 Fundamentals of Intensive Respiratory Care

RCP 203 Seminar & Practicum in Respiratory Care I

RCP 204 Seminar & Practicum in Respiratory Care II

**Instructional Resources**

LAC 100 Intro to Tutoring

**Language Arts**

COMM 101 Intro to Public Speaking  
COMM 103 Process of Communication  
COMM 105 Intro to Mass Communication  
COMM 107 Intro to Interpersonal Comm  
COMM 112 Oral Interpretation  
COMM 114 Art of Storytelling  
COMM 116 Forensics  
COMM 214 Studies in Storytelling  
COMM 219 Intercultural Communication  
ENGL 095 Developmental Writing Skills  
ENGL 097 Basic Composition  
ENGL 099 Intermediate Composition  
ENGL 104 The Research Paper  
ENGL 111 Creative Writing: Fiction  
ENGL 112 Creative Writing: Poetry  
ENGL 113 Creative Writing: Nonfiction  
ENGL 211 Advanced Fiction Writing  
ENGL 212 Advanced Poetry Writing  
ENGL 265 Literature and Film  
GER 101 Elementary German 1  
GER 102 Elementary German 2  
GER 201 Intermediate German 1  
JOUR 121 Beginning Journalism 8  
JOUR 123 Newspaper Production

**Math/Science and Engineering**

MATH 020 Managing Math Anxiety  
MATH 021 Math Study Strategy  
MATH 050 Arithmetic 9  
MATH 060 Prealgebra  
MATH 115 Statistics  
MATH 125 Math for Business & Economics  
MATH 130 College Algebra  
MATH 135 Plane Trigonometry  
MATH 140 Precalculus  
MATH 150 Calculus & Analytic Geometry  
MATH 160 Calculus & Analytic Geometry  
MATH 220 Linear Algebra  
MATH 230 Intro Ordinary Diff Equations  
MATH 250 Calculus & Analytic Geometry  
BIOL 100 Elem Human Anatomy & Physiology  
BIOL 101 General Biology  
BIOL 104 Environmental Biology  
BIOL 110 General Molecular Cell Biology  
BIOL 120 Gen Organism, Eco & Evolution Biol 8  
BIOL 205 Intro to Biotechnology  
CHEM 101 Introductory Chemistry  
CHEM 102 Introductory Chem (Organic)  
CHEM 110 General Chemistry  
CHEM 120 General Chemistry  
CHEM 210 Organic Chemistry  
CHEM 220 Organic Chemistry  
ENGR 185 Digital Logic & Design  
GEOG 101 L Phys Geog Lab: Earth's Surface Lndscp  
GEOG 101 Phys Geog: Earth's Surface Landscapes  
GEOG 105 Cultural Geography  
GEOG 201 Map Interpretation and GPS  
GEOG 205 Intro Geographic Info Systems  
PHYS 101 Introductory Physics

PHYS 102 Introductory Physics  
PHYS 110 General Physics  
PHYS 120 General Physics

### **Physical Education & Athletics**

ATH 100 Intro to Athletic Training  
ATH 102 L Practical Appl of Athletic Training I Lab  
ATH 102 Practical Appl of Athletic Training I  
ATH 103 L Practical Appl of Athletic Training II Lab  
ATH 103 Practical Appl of Athletic Training II  
HE 101 Health Education  
HE 120 Stress Management  
PE 101 Adaptive Physical Education  
PE 102 Water Aerobics – Received 8/2010; Technical Review 9/2/10  
PE 109 Hatha Yoga  
PE 111 Advanced Tennis Techniques  
PE 115 Advanced Basketball Techniques  
PE 118 Beginning Bowling  
PE 118 Intermediate Bowling  
PE 128 Beginning Golf  
PE 128 Advanced Golf  
PE 135 Physical Conditioning  
PE 139 Team Sport Fundamentals – Received 8/2010; Technical Review 9/2/10  
PE 140 Preseason Sport Conditioning – Received 8/2010; Technical Review 9/2/10  
PE 155 Beginning Volleyball – Received 8/2010; Technical Review 9/2/10  
PE 160 Beginning Tennis  
PE 160 Intermediate Tennis  
PE 160 Advanced Tennis  
PE 180 Advanced Volleyball Techniques – Received 8/2010; Technical Review 9/2/10  
PE 193 Officiating Fall Sports  
PE 194 Officiating Spring Sports  
PE 195 Sports Appreciation  
PE 205 Intercol Men's Basketball  
PE 210 Intercol Women's Basketball  
PE 225 Intercollegiate Women's Tennis  
PE 237 Intercollegiate Men's Golf  
PE 265 Intercollegiate Wmn's Volleyball – Received 8/2010; Technical Review 9/2/10

### **Social & Behavioral Sciences**

ED 140 Introduction to Education  
ED 141 Intro to Special Education  
ED 145 Understand & Ed Learn Disabled  
HIST 101 Western Civ, Human Begin Until 1750  
HIST 102 Western Civ, from 1750Present  
HIST 104 Intro World Civ from Human Begin1500  
HIST 105 Intro World Civ 1500Present  
HIST 107 U.S. History, 16071877  
HIST 108 U.S. History, 1877Present  
HIST 109 Survey U.S. History  
HIST 110 African Amer History, 14501877  
HIST 111 African Amer History, 1877Present  
HIST 112 Contemp U.S. Hist: Vietnam  
HIST 113 Women American History  
HIST 114 History of California  
HIST 115 Cultural History of Mexico  
HIST 119 Hist Latin Amer & Caribbean  
PHIL 101 Fundamental Reasoning Skills  
PHIL 105 Ethics: Moral Issues in Soc  
PHIL 106 Intro to Philosophy  
PHIL 108 Philosophy of Religion  
PHIL 110 Introduction to Logic  
PHIL 201 Critical Thinking

POLS 101 Amer Political Institutions  
POLS 201 Contemp Intntl Relations  
POLS 203 The Judicial Process  
PSY 219 Dynamics of Sex and Gender  
PSY 230 Social Psychology  
PSY 232 Theories of Personality  
PSY 244 Intro to Counseling  
SOC 112 American Social Issues

### **Technical Education**

ACRV 100 Refrigeration Basics  
ACRV 112 Basic Refrigeration Systems  
ACRV 113 Basic Refrigeration Controls  
ACRV 115 Basic Refrig Systems and Controls  
ACRV 122 Residential Air Conditioning Systems  
ACRV 123 Residential Air Conditioning Controls  
ACRV 125 Residential Air Cond Systems & Cntrl  
ACRV 212 Commercial Refrigeration Systems  
ACRV 213 Commercial Refrigeration Controls  
ACRV 215 Commercial Refrig Systems & Controls  
ACRV 222 Commercial Air Conditioning Controls  
ACRV 223 Commercial Air Conditioning Systems  
ACRV 225 Commercial Air Cond Controls & Sys  
AERO 120 Aircraft General I  
AERO 121 Aircraft General II  
AERO 230 Aircraft Airframe I  
AERO 231 Aircraft Airframe II  
AERO 240 Aircraft Powerplant I  
AERO 241 Aircraft Powerplant II  
AFAB 110 Basic Blueprint Interpretation  
AFAB 115 Aircraft Structures  
AFAB 120 Composites Fabrication and Repair  
AJ 102 Criminal Law  
AJ 104 Introduction to Corrections  
AJ 130 A Reserve Peace Officer Level III Part 1 (Received obsolete Memo 9/21/10)  
AJ 130 B Reserve Peace Officer Level III Part 2 (Received obsolete Memo 9/21/10)  
AJ 130 C Reserve Peace Officer Level II (Received obsolete Memo 9/21/10)  
AJ 130 D Reserve Peace Officer Level I (Received obsolete Memo 9/21/10)  
AJ 201 Police Community Relations  
AJ 205 Criminal Investigation  
AJ 206 Criminology  
AJ 209 Public Safety Communications  
AJ 800 Peace Officer Intensive Basic Training  
AJ 810 LASD Custody Assistant Course  
CT 050 Sewing Basics  
CT 101 Prin of Clothing Selection  
CT 102 Textiles  
CT 110 Clothing Construction I  
CT 112 Clothing Construction II  
CT 115 Speed Tailoring  
CT 141 Tailoring  
CT 213 Clothing Construction III  
CT 242 Pattern Making by Flat Pattern  
CT 243 Draping for Fashion Design  
ELTE 125 Dir Current & Alt Current Prin  
ELTE 130 Digital Circuit Analysis  
ELTE 135 Analog Circuit Analysis  
FTEC 139 Wildland Fire Dispatcher  
FTEC 141 (S234) Ignition Operations  
FTEC 144 (S230) Single Resource Crew Boss  
FTEC 149 (S260) Interagency Inc Bus Mgt  
FTEC 216 Engine Company Operations

FTEC 217 Truck Company Operations  
ID 200 Fundamentals of Lighting Design  
ID 205 Professional Inter Des Business Practices  
WELD 101 Welding Fundamentals  
WELD 110 Oxyacetylene Weld, Cut, Brazing  
WELD 120 Basic Shielded Metal Arc Welding  
WELD 130 Advanced Shielded Metal Arc Welding  
WELD 145 Advanced Welding Processes  
WELD 211 Performance Welding Oxyacetylene  
WELD 212 Performance Welding Arc  
WELD 230 Welding Symbols & Print Reading  
WELD 240 Welding Layout  
WELD 260 Cert Welding L.A. City Building Code

**Visual & Performing Arts**

ART 101 History of Art: Prehistoric to Gothic  
ART 102 History of Art: Renaissance to Modern  
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 Theroy  
MUS 160 Symphonic Band  
MUS 161 Instrumental Ensemble Wood  
MUS 162 Beginning Clarinet Choir  
MUS 163 Instrumental Ensemble Brass  
MUS 168 Intermediate Clarinet Choir  
MUS 170 Beginning Flute Choir  
MUS 171 Intermediate Flute Choir  
MUS 251 A Intermediate Music Theory  
MUS 251 B Advanced Music Theory  
MUS 255 A Beginning Keyboard Harmony  
MUS 255 B Advanced Keyboard Harmony  
MUS 260 Concert Band  
MUS 262 Advanced Clarinet Choir  
MUS 270 Advanced Flute Choir  
MUS 291 Applied Music  
MUS 292 Applied Music Performance  
PHOT 107 History of Photography  
PHOT 250 Color Photography

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

**Business and Computer Studies**

BUS 121 Investment Fundamentals  
CA 110 Word Processing-WordPerfect  
OT 208 Legal Office Procedures II

**Counseling**

HD 198 Human Development Seminars

**Health Sciences**

RADT 107 Radiographic Positioning and Procedures II  
VN 109 Fundamentals of Patient Care for Vocational Nursing  
VN 110 Self-Care: Fundamentals and Pharmacology  
VN 110CL Self-Care: Fundamentals and Pharmacology  
VN 111 Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient  
VN 111CL Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient  
VN 112 Nursing to Promote Self-Care Agency in Adult  
VN 112CL Nursing to Promote Self-Care Agency in Adult  
VN 113 Nursing Leadership to Promote Self-Care Agency in the Adult  
VN 113CL Nursing Leadership to Promote Self-Care Agency in the Adult



**Instructional Resource**

GED 906 Bas Use of Dict & Thes for GED  
NCR 910 U.S. Constitution Exam  
WR 902 Job Search Preparation  
WR 904 Surviving the Job Probation Period  
WR 906 Developing as a Professional: Promotability

**Language Arts**

LATN 201 Intermediate Latin

**Math/Science and Engineering**

BIOL 205 Intro to Biotechnology  
ENGR 185 Digital Logic & Design  
MATH 099 Individualized Self-Study Math

**Physical Education & Athletics**

PE 118 Beginning Bowling  
PE 118 Intermediate Bowling  
PE 195 Sports Appreciation  
PE 237 Intercollegiate Men's Golf

**Social & Behavioral Sciences**

WE 197 General Work Experience

**Technical Education**

ACRV 100 Refrigeration Basics  
ACRV 198 Heating and Air Conditioning Seminars  
AERO 101 Fundamentals of Aviation Technology  
AJ 130A Reserve Peace Officer Level III Part 1 (Received obsolete Memo 9/21/10)  
AJ 130B Reserve Peace Officer Level III Part 2 (Received obsolete Memo 9/21/10)  
AJ 130C Reserve Peace Officer Level II (Received obsolete Memo 9/21/10)  
AJ 130D Reserve Peace Officer Level I (Received obsolete Memo 9/21/10)  
AUTO 198A Anti-Lock Braking Systems (ABS)  
AUTO 198D Engine Performance Training Seminar  
AUTO 198E Advanced Engine/Emission Sys Diagnosis & Repair  
AUTO 198F Gaseous Fueled Vehicles Training Seminar  
AUTO 198H Adv. Emissions Diagnostics Training Seminar  
AUTO 198N Electronic Transmissions & Transaxles Seminar  
AUTO 198C Electrical/Electronic Systems Training Seminar  
AUTO 198 Automotive Seminars

**Visual & Performing Arts**

DM 101L Digital Media Arts Lab  
DM 103L Graphic Design I Lab  
DM 105L Interactive Media Lab  
DM 106L Video Design and Production I Lab  
DM 110L Motion Graphics Lab  
DM 112L Experimental Digital Video Lab  
DM 113L Photoshop I Lab  
DM 115L Graphic Communications I Lab  
DM 127L Web Design and Production I Lab  
DM 128L Web Des & Prod II Lab  
DM 133L Digital Printing I Lab  
DM 143L Computer 2-D Animation Lab  
DM 145L Computer 3-D Animation Lab  
DM 203L Graphic Design II Lab  
DM 205L Digital Illustration Lab  
DM 206L Video Design and Production II 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  
DM 298L Special Studies in Digital Media Lab  
FTV 155 Film Festival Analysis  
FTV 215 Directing for Film & Video  
FTV 230 Digital Cinematography  
FTV 242 Writing and Pre-Production of the Short Film  
FTV 244 Production & Post-Production of the Short Film  
FTV 251 Contemporary American Independent Film  
PHOT 213L Life Photography Lab  
PHTC 101L Beginning Black & White Photography Lab  
PHTC 125L Beginning Digital Photography Lab  
PHTC 150L Beginning Color Photography Lab  
PHTC 201L Advanced Black & White Photography Lab  
PHTC 203L Foundations of Cameras and Composition Lab  
PHTC 205L Documentary and Landscape Photography Lab  
PHTC 211L Wedding, Portrait and Event Photography Lab  
PHTC 215L Photography Studio Practices Lab  
PHTC 275L Advanced Digital Photography Lab  
PHTC 298L Special Studies in Photography Lab  
THA 205 Advanced Acting Workshop

## **11. ADJOURNMENT**

A motion was made and seconded to adjourn the 9/23/10 AP&P Committee meeting at 5:18 p.m. Motion carried.

### 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 Ms. Patricia A. Márquez Sandoval, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.*

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

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	Enrique Camacho, ASO voting
Maggie Drake	Rick Motawakel	TBD, ASO non-voting
Lee Grishman	David Newman	
Linda Harmon	Duane Rumsey	

Technical Review Committee – Linda Harmon, Scott Lee, and David Newman

FROM: Ms. Maria Clinton / Mrs. Sharon Lowry

DATE: September 20, 2010

SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting  
**Thursday, September 23, 2010, TE7 103 (Computer Lab), 3:00-5:30pm**

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**2010-2011**  
**Academic Policies & Procedures Committee Meeting No. 3**  
**AGENDA**

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

**2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR**

- a. AP&P and Technology
- b. ESL

**3. APPROVAL OF MINUTES**

- a. September 9, 2010

**4. INFORMATIONAL ITEMS**

- a. Revising Diversity Studies Requirement
- b. AP&P Representatives: Duties and Responsibilities
- c. The AP&P Faculty co chair will conduct CurricUNET training workshops on the following dates and times.  
All workshops will be conducted in TE7 room 103  
September 30, 2010: 2pm -4pm  
October 4, 2010: 1pm-3pm  
October 5, 2010: 1pm-3pm & 3pm-5pm  
October 7, 2010: 1pm-3pm & 3pm-5pm  
October 12, 2010: 1pm-3pm  
October 15, 2010: 9am-11am  
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October 25, 2010: 1pm-3pm  
November 4, 2010: 1-3pm & 3-5pm  
November 9 2010: 1-3pm & 3-5pm
- d. The four Submittal Processes for CurricUNET

**5. DISCUSSION ITEMS**

- a. Distance Education Attendance Policy – New Contract Language
- b. Cerritos College Contract Education – Nontraditional Experience Credit
- c. General Education PLO's and PLO Assessments

**6. ACTION ITEMS – Course Revisions**

- a. ACCT 121 Microcomputer Accounting 2 units, 3 hours weekly
- b. ACCT 121 Microcomputer Accounting Online Only

- |  |                         |
|--|-------------------------|
| c. ACCT 121 Microcomputer Accounting                   | Hybrid                  |
| d. CA 121 Microcomputer Spreadsheets                   | 3 units, 4 hours weekly |
| e. CA 121 Microcomputer Spreadsheets                   | Online Only             |
| f. CA 221 Computer Concepts & Applications in Business | 4 units, 5 hours weekly |
| g. CA 221 Computer Concepts & Applications in Business | Online Only             |

**7. ACTION ITEMS – Increase in Instructional Materials Fee**

- a. NS 122 Medical Surgical I
- b. NS 200 Nursing Transition

**8. ACTION ITEMS – Corporate and Community Services**

- a. The Edge – Social Etiquette for Young People – Math Magicians
- b. Extreme Success for Today’s Teens – Math Magicians
- c. Bridge and Other Card Games – David White
- d. The History of Alchemy – Stephen Palmer

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

**Business and Computer Studies**

- ACCT 205 Managerial Accounting – DE ONLY Received 8/2010; Technical Review 9/2/10
- ACCT 121 Microcomputer Accounting – Returned to Faculty 9/2/10; On agenda 9/20/10
- BUS 201 Business Law
- CA 103 Intro to Microcomputers
- CA 121 Microcomputer Spreadsheets – Returned to Faculty 9/2/10; On agenda 9/20/10
- CA 151 Microcomputer Operating System
- CA 221 Computer Concepts & Appl Bus – Returned to Faculty 9/2/10; On agenda 9/20/10
- CIS 175 Java Programming
- MKTG 112 Introduction to Advertising

**Counseling**

- HD 198 Human Development Seminars

**Health Sciences / FACE**

- CFE 113 Inc Classrooms Nutr Excep Child
- CFE 114 Music Movement Ed Young Child
- CFE 116 Justice, Equity & Inclu in CFE
- CFE 168 Foster Parent Med Fagile Child
- CFE 211 Health Safety for Young Child
- CFE 212 School Age Programs
- EMT 101 Emergency Medical Tech 1
- MOA 102 Advanced Medical Terminology – Received 8/31/10; Technical Review 9/2/10
- MOA 110 Beg Medical Office Assisting – Received 8/31/10; Technical Review 9/2/10
- MOA 111 Adv Medical Office Assisting – Received 8/31/10; Technical Review 9/2/10
- NS 111 Fundamentals of Nursing Science
- NS 121 Obstet, Neonatal & Women's Health Nsg
- NS 122 Medical/Surgical Nursing I
- NS 230 Professional Nursing III
- NS 231 Pediatric/Community Health Nursing
- NS 232 Psychiatric/Geriatric/Community Health Nsg
- NS 241 Medical/Surgical Nursing II
- RCP 102 Clinical Preparation for Respiratory Care
- RCP 103 Concepts in Respiratory Care
- RCP 104 Respiratory Care Pharmacology
- RCP 105 Fundamentals of Clinical Respiratory Care
- RCP 201 Neonatal and Pediatric Respiratory Care
- RCP 202 Fundamentals of Intensive Respiratory Care
- RCP 203 Seminar & Practicum in Respiratory Care I
- RCP 204 Seminar & Practicum in Respiratory Care II

**Instructional Resources**

- LAC 100 Intro to Tutoring

**Language Arts**

COMM 101 Intro to Public Speaking  
COMM 103 Process of Communication  
COMM 105 Intro to Mass Communication  
COMM 107 Intro to Interpersonal Comm  
COMM 112 Oral Interpretation  
COMM 114 Art of Storytelling  
COMM 116 Forensics  
COMM 214 Studies in Storytelling  
COMM 219 Intercultural Communication  
ENGL 095 Developmental Writing Skills  
ENGL 097 Basic Composition  
ENGL 099 Intermediate Composition  
ENGL 104 The Research Paper  
ENGL 111 Creative Writing: Fiction  
ENGL 112 Creative Writing: Poetry  
ENGL 113 Creative Writing: Nonfiction  
ENGL 211 Advanced Fiction Writing  
ENGL 212 Advanced Poetry Writing  
ENGL 265 Literature and Film  
GER 101 Elementary German 1  
GER 102 Elementary German 2  
GER 201 Intermediate German 1  
JOUR 121 Beginning Journalism 8  
JOUR 123 Newspaper Production

**Math/Science and Engineering**

MATH 020 Managing Math Anxiety  
MATH 021 Math Study Strategy  
MATH 050 Arithmetic 9  
MATH 060 Prealgebra  
MATH 115 Statistics  
MATH 125 Math for Business & Economics  
MATH 130 College Algebra  
MATH 135 Plane Trigonometry  
MATH 140 Precalculus  
MATH 150 Calculus & Analytic Geometry  
MATH 160 Calculus & Analytic Geometry  
MATH 220 Linear Algebra  
MATH 230 Intro Ordinary Diff Equations  
MATH 250 Calculus & Analytic Geometry  
BIOL 100 Elem Human Anatomy & Physiology  
BIOL 101 General Biology  
BIOL 104 Environmental Biology  
BIOL 110 General Molecular Cell Biology  
BIOL 120 Gen Organism, Eco & Evolution Biol 8  
BIOL 205 Intro to Biotechnology  
CHEM 101 Introductory Chemistry  
CHEM 102 Introductory Chem (Organic)  
CHEM 110 General Chemistry  
CHEM 120 General Chemistry  
CHEM 210 Organic Chemistry  
CHEM 220 Organic Chemistry  
ENGR 185 Digital Logic & Design  
GEOG 101 L Phys Geog Lab: Earth's Surface Lndscp  
GEOG 101 Phys Geog: Earth's Surface Landscapes  
GEOG 105 Cultural Geography  
GEOG 201 Map Interpretation and GPS  
GEOG 205 Intro Geographic Info Systems  
PHYS 101 Introductory Physics

PHYS 102 Introductory Physics  
PHYS 110 General Physics  
PHYS 120 General Physics

### **Physical Education & Athletics**

ATH 100 Intro to Athletic Training  
ATH 102 L Practical Appl of Athletic Training I Lab  
ATH 102 Practical Appl of Athletic Training I  
ATH 103 L Practical Appl of Athletic Training II Lab  
ATH 103 Practical Appl of Athletic Training II  
HE 101 Health Education  
HE 120 Stress Management  
PE 101 Adaptive Physical Education  
PE 102 Water Aerobics – Received 8/2010; Technical Review 9/2/10  
PE 109 Hatha Yoga  
PE 111 Advanced Tennis Techniques  
PE 115 Advanced Basketball Techniques  
PE 118 Beginning Bowling  
PE 118 Intermediate Bowling  
PE 128 Beginning Golf  
PE 128 Advanced Golf  
PE 135 Physical Conditioning  
PE 139 Team Sport Fundamentals – Received 8/2010; Technical Review 9/2/10  
PE 140 Preseason Sport Conditioning – Received 8/2010; Technical Review 9/2/10  
PE 155 Beginning Volleyball – Received 8/2010; Technical Review 9/2/10  
PE 160 Beginning Tennis  
PE 160 Intermediate Tennis  
PE 160 Advanced Tennis  
PE 180 Advanced Volleyball Techniques – Received 8/2010; Technical Review 9/2/10  
PE 193 Officiating Fall Sports  
PE 194 Officiating Spring Sports  
PE 195 Sports Appreciation  
PE 205 Intercol Men's Basketball  
PE 210 Intercol Women's Basketball  
PE 225 Intercollegiate Women's Tennis  
PE 237 Intercollegiate Men's Golf  
PE 265 Intercollegiate Wmn's Volleyball – Received 8/2010; Technical Review 9/2/10

### **Social & Behavioral Sciences**

ED 140 Introduction to Education  
ED 141 Intro to Special Education  
ED 145 Understand & Ed Learn Disabled  
HIST 101 Western Civ, Human Begin Until 1750  
HIST 102 Western Civ, from 1750Present  
HIST 104 Intro World Civ from Human Begin1500  
HIST 105 Intro World Civ 1500Present  
HIST 107 U.S. History, 16071877  
HIST 108 U.S. History, 1877Present  
HIST 109 Survey U.S. History  
HIST 110 African Amer History, 14501877  
HIST 111 African Amer History, 1877Present  
HIST 112 Contemp U.S. Hist: Vietnam  
HIST 113 Women American History  
HIST 114 History of California  
HIST 115 Cultural History of Mexico  
HIST 119 Hist Latin Amer & Caribbean  
PHIL 101 Fundamental Reasoning Skills  
PHIL 105 Ethics: Moral Issues in Soc  
PHIL 106 Intro to Philosophy  
PHIL 108 Philosophy of Religion  
PHIL 110 Introduction to Logic  
PHIL 201 Critical Thinking

POLS 101 Amer Political Institutions  
POLS 201 Contemp Intntl Relations  
POLS 203 The Judicial Process  
PSY 219 Dynamics of Sex and Gender  
PSY 230 Social Psychology  
PSY 232 Theories of Personality  
PSY 244 Intro to Counseling  
SOC 112 American Social Issues

**Technical Education**

ACRV 100 Refrigeration Basics  
ACRV 112 Basic Refrigeration Systems  
ACRV 113 Basic Refrigeration Controls  
ACRV 115 Basic Refrig Systems and Controls  
ACRV 122 Residential Air Conditioning Systems  
ACRV 123 Residential Air Conditioning Controls  
ACRV 125 Residential Air Cond Systems & Cntrl  
ACRV 212 Commercial Refrigeration Systems  
ACRV 213 Commercial Refrigeration Controls  
ACRV 215 Commercial Refrig Systems & Controls  
ACRV 222 Commercial Air Conditioning Controls  
ACRV 223 Commercial Air Conditioning Systems  
ACRV 225 Commercial Air Cond Controls & Sys  
AERO 120 Aircraft General I  
AERO 121 Aircraft General II  
AERO 230 Aircraft Airframe I  
AERO 231 Aircraft Airframe II  
AERO 240 Aircraft Powerplant I  
AERO 241 Aircraft Powerplant II  
AFAB 110 Basic Blueprint Interpretation  
AFAB 115 Aircraft Structures  
AFAB 120 Composites Fabrication and Repair  
AJ 102 Criminal Law  
AJ 104 Introduction to Corrections  
AJ 130 A Reserve Peace Officer Level III Part 1 (Received obsolete Memo 9/21/10)  
AJ 130 B Reserve Peace Officer Level III Part 2 (Received obsolete Memo 9/21/10)  
AJ 130 C Reserve Peace Officer Level II (Received obsolete Memo 9/21/10)  
AJ 130 D Reserve Peace Officer Level I (Received obsolete Memo 9/21/10)  
AJ 201 Police Community Relations  
AJ 205 Criminal Investigation  
AJ 206 Criminology  
AJ 209 Public Safety Communications  
AJ 800 Peace Officer Intensive Basic Training  
AJ 810 LASD Custody Assistant Course  
CT 050 Sewing Basics  
CT 101 Prin of Clothing Selection  
CT 102 Textiles  
CT 110 Clothing Construction I  
CT 112 Clothing Construction II  
CT 115 Speed Tailoring  
CT 141 Tailoring  
CT 213 Clothing Construction III  
CT 242 Pattern Making by Flat Pattern  
CT 243 Draping for Fashion Design  
ELTE 125 Dir Current & Alt Current Prin  
ELTE 130 Digital Circuit Analysis  
ELTE 135 Analog Circuit Analysis  
FTEC 139 Wildland Fire Dispatcher  
FTEC 141 (S234) Ignition Operations  
FTEC 144 (S230) Single Resource Crew Boss  
FTEC 149 (S260) Interagency Inc Bus Mgt  
FTEC 216 Engine Company Operations

FTEC 217 Truck Company Operations  
ID 200 Fundamentals of Lighting Design  
ID 205 Professional Inter Des Business Practices  
WELD 101 Welding Fundamentals  
WELD 110 Oxyacetylene Weld, Cut, Brazing  
WELD 120 Basic Shielded Metal Arc Welding  
WELD 130 Advanced Shielded Metal Arc Welding  
WELD 145 Advanced Welding Processes  
WELD 211 Performance Welding Oxyacetylene  
WELD 212 Performance Welding Arc  
WELD 230 Welding Symbols & Print Reading  
WELD 240 Welding Layout  
WELD 260 Cert Welding L.A. City Building Code

**Visual & Performing Arts**

ART 101 History of Art: Prehistoric to Gothic  
ART 102 History of Art: Renaissance to Modern  
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 Theroy  
MUS 160 Symphonic Band  
MUS 161 Instrumental Ensemble Wood  
MUS 162 Beginning Clarinet Choir  
MUS 163 Instrumental Ensemble Brass  
MUS 168 Intermediate Clarinet Choir  
MUS 170 Beginning Flute Choir  
MUS 171 Intermediate Flute Choir  
MUS 251 A Intermediate Music Theory  
MUS 251 B Advanced Music Theory  
MUS 255 A Beginning Keyboard Harmony  
MUS 255 B Advanced Keyboard Harmony  
MUS 260 Concert Band  
MUS 262 Advanced Clarinet Choir  
MUS 270 Advanced Flute Choir  
MUS 291 Applied Music  
MUS 292 Applied Music Performance  
PHOT 107 History of Photography  
PHOT 250 Color Photography

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

**Business and Computer Studies**

BUS 121 Investment Fundamentals  
CA 110 Word Processing-WordPerfect  
OT 208 Legal Office Procedures II

**Counseling**

HD 198 Human Development Seminars

**Health Sciences**

RADT 107 Radiographic Positioning and Procedures II  
VN 109 Fundamentals of Patient Care for Vocational Nursing  
VN 110 Self-Care: Fundamentals and Pharmacology  
VN 110CL Self-Care: Fundamentals and Pharmacology  
VN 111 Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient  
VN 111CL Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient  
VN 112 Nursing to Promote Self-Care Agency in Adult  
VN 112CL Nursing to Promote Self-Care Agency in Adult  
VN 113 Nursing Leadership to Promote Self-Care Agency in the Adult  
VN 113CL Nursing Leadership to Promote Self-Care Agency in the Adult



**Instructional Resource**

GED 906 Bas Use of Dict & Thes for GED  
NCR 910 U.S. Constitution Exam  
WR 902 Job Search Preparation  
WR 904 Surviving the Job Probation Period  
WR 906 Developing as a Professional: Promotability

**Language Arts**

LATN 201 Intermediate Latin

**Math/Science and Engineering**

BIOL 205 Intro to Biotechnology  
ENGR 185 Digital Logic & Design  
MATH 099 Individualized Self-Study Math

**Physical Education & Athletics**

PE 118 Beginning Bowling  
PE 118 Intermediate Bowling  
PE 195 Sports Appreciation  
PE 237 Intercollegiate Men's Golf

**Social & Behavioral Sciences**

WE 197 General Work Experience

**Technical Education**

ACRV 100 Refrigeration Basics  
ACRV 198 Heating and Air Conditioning Seminars  
AERO 101 Fundamentals of Aviation Technology  
AJ 130A Reserve Peace Officer Level III Part 1 (Received obsolete Memo 9/21/10)  
AJ 130B Reserve Peace Officer Level III Part 2 (Received obsolete Memo 9/21/10)  
AJ 130C Reserve Peace Officer Level II (Received obsolete Memo 9/21/10)  
AJ 130D Reserve Peace Officer Level I (Received obsolete Memo 9/21/10)  
AUTO 198A Anti-Lock Braking Systems (ABS)  
AUTO 198D Engine Performance Training Seminar  
AUTO 198E Advanced Engine/Emission Sys Diagnosis & Repair  
AUTO 198F Gaseous Fueled Vehicles Training Seminar  
AUTO 198H Adv. Emissions Diagnostics Training Seminar  
AUTO 198N Electronic Transmissions & Transaxles Seminar  
AUTO 198C Electrical/Electronic Systems Training Seminar  
AUTO 198 Automotive Seminars

**Visual & Performing Arts**

DM 101L Digital Media Arts Lab  
DM 103L Graphic Design I Lab  
DM 105L Interactive Media Lab  
DM 106L Video Design and Production I Lab  
DM 110L Motion Graphics Lab  
DM 112L Experimental Digital Video Lab  
DM 113L Photoshop I Lab  
DM 115L Graphic Communications I Lab  
DM 127L Web Design and Production I Lab  
DM 128L Web Des & Prod II Lab  
DM 133L Digital Printing I Lab  
DM 143L Computer 2-D Animation Lab  
DM 145L Computer 3-D Animation Lab  
DM 203L Graphic Design II Lab  
DM 205L Digital Illustration Lab  
DM 206L Video Design and Production II 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  
DM 298L Special Studies in Digital Media Lab  
FTV 155 Film Festival Analysis  
FTV 215 Directing for Film & Video  
FTV 230 Digital Cinematography  
FTV 242 Writing and Pre-Production of the Short Film  
FTV 244 Production & Post-Production of the Short Film  
FTV 251 Contemporary American Independent Film  
PHOT 213L Life Photography Lab  
PHTC 101L Beginning Black & White Photography Lab  
PHTC 125L Beginning Digital Photography Lab  
PHTC 150L Beginning Color Photography Lab  
PHTC 201L Advanced Black & White Photography Lab  
PHTC 203L Foundations of Cameras and Composition Lab  
PHTC 205L Documentary and Landscape Photography Lab  
PHTC 211L Wedding, Portrait and Event Photography Lab  
PHTC 215L Photography Studio Practices Lab  
PHTC 275L Advanced Digital Photography Lab  
PHTC 298L Special Studies in Photography Lab  
THA 205 Advanced Acting Workshop

## 11. 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 Ms. Patricia A. Márquez Sandoval, 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.*

# Memo

AP&P Committee

**To:** AP&P Representatives  
**From:** Sharon Lowry, VP Academic Affairs / AP&P Co chair  
**Date:** 9/21/2010  
**Re:** Ethnic Studies Requirement: Understanding It and Fulfilling It

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Here is the link and article

<http://asccc.org/content/ethnic-studies-requirement-understanding-it-and-fulfilling-it>

Ethnic Studies Requirement: Understanding It and Fulfilling It.

Published: January 2010 Author: Morse, David, Executive Committee, Curriculum Committee, Pamela Watkins, Curriculum Committee The concept of ethnic studies and the Title 5 language that requires community colleges to offer courses that address the subject have caused confusion in various ways throughout the state. Two resolutions in recent years have asked the Academic Senate to look into issues surrounding this requirement and the degree to which colleges are meeting it. Resolution 9.05 S08 asked that the Academic Senate “examine Title 5... along with its original intent, and the various current statewide practices for implementing the requirement to offer Ethnic Studies and report back to the body its findings and recommendations.” Resolution 9.01, S 09 “encourage[d] local curriculum committees to review the Title 5 requirements with respect to the ethnic studies requirement and assess whether or not their practices are compliant and, if issues are found, consider ways to meet the requirements.”

In partial fulfillment of the first of these resolutions, the Academic Senate raised the question of interpreting the current Title 5 language and reached quick agreement that colleges are required to offer “ethnic studies” courses as an optional aspect of their general education requirements, but there is no Title 5 expectation that colleges require students to take these classes. Colleges may offer ethnic studies curriculum as a course or courses devoted to the topic or by embedding ethnic studies content as an aspect of existing courses. In order to provide more information to curriculum committees around the state, this year’s Curriculum Committee organized a breakout at the 2009 Fall Plenary Session to discuss various ways in which colleges can meet this requirement and fulfill the needs of their students.

## What is Ethnic Studies?

Title 5 does not define the concept of ethnic studies; instead, it simply follows its definition of the four primary areas of general education by stating, “Ethnic Studies will be offered in at least one of the areas required by subdivision (1).” Ethnic studies does appear in the Disciplines List of Minimum Qualifications required to teach in a California community college, but the wording in this document is similarly unhelpful: “Master’s in the ethnic studies field OR The equivalent OR See Interdisciplinary Studies.” Some faculty associate ethnic studies with multiculturalism or global awareness, while others insist that these are very distinct fields. The intent of the original language, some argue, is to provide opportunities in the curriculum for students to focus on the experience of those groups who have traditionally been marginalized in American culture, but such a definition is nowhere indicated in official language.

The current accreditation standards also include language that may be relevant to the concept of ethnic students as a component of general education: “A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally” (ACCJC 2002 Accreditation Standards, IIA.3.c, emphasis added). However, while many would argue that the terms “cultural diversity” and “globally” imply ethnic studies, the words “ethnic studies” do not actually appear in this statement. The same issues regarding a definition of the concept thus remain.

Colleges have attempted to address the vaguely defined ethnic studies requirement in various ways. Currently more than 40 colleges offer not just courses but degrees in ethnic studies, including African American, Asian, and Chicano/Latino/Mexican Studies. Other colleges, instead of developing complete and separate fields of study, have sought other methods of meeting

the demands of both Title 5 and accreditation. Without clearer and more direct definition, colleges are left with various avenues for offering students an ethnic studies option that will fulfill the broad language of the Title 5 requirement.

### **How Should We Teach Ethnic Studies?**

Individual colleges around the state have developed a variety of methods for meeting the ethnic studies requirement. Some colleges, as noted above, have developed courses and programs that explicitly and specifically address the subject. Without more specific definition of the requirement, a single course addressing a particular cultural group can serve as an appropriate option for students to meet the Title 5 language. Such an approach can allow students to focus in detail on learning about the cultural group being studied, perhaps deepening the level of their understanding in this specific area.

While a single three-unit course available as an option allows a college to meet the Title 5 requirement, some faculty believe students are better served by a course that allows them to analyze the experience of marginalized groups in a comparative setting. For example, Santa Monica College's History 10, "Ethnicity in American Culture," examines the experience of various historically marginalized groups as well as women and different waves of European immigrants. Such an approach allows students to consider the subjects of ethnicity and culture in a broader context and to gain knowledge about a wider variety of ethnic groups.

Yet another, often invisible, option students have for learning about ethnic studies comes from course sections whose course outlines do not specify but can easily incorporate content relevant to a variety of cultures and ethnicities. Most colleges offer numerous sections of composition and literature classes whose course outlines focus on the skills to be acquired but leave to the discretion of the instructor which specific texts will be read, and some faculty take advantage of this situation to select texts that focus on the study of ethnicity and culture. For example, a typical introduction to literature course focuses on ways to discuss and understand various literary genres, but most course outlines do not specify the particular works that will be discussed. Thus, instead of studying Shakespeare as an example of drama, an instructor could choose Lorraine Hansberry or David Henry Hwang; instead of poetry by Keats and Tennyson, one could use Langston Hughes, Gary Soto, or Joy Harjo. A course section designed in this manner could easily be recognized by a local curriculum committee as meeting the ethnic studies requirement in a broad and comparative way. Instructors at many colleges may already design their courses in such a manner, and thus their class sections might be designated as qualifying to meet the ethnic studies requirement simply by alerting the local curriculum committee and changing the course description in the schedule of classes.

Faculty may assume that courses in history, sociology, or literature most readily lend themselves to incorporating ethnic studies, but during the Fall 2009 Plenary Session breakout Beverly Shue of Harbor College discussed the value of spending time in science classes discussing the contributions to scientific knowledge made by Asian-American, African-American, and other traditionally marginalized American groups. When the classroom includes many students from these cultural backgrounds, the value of such an approach is not only that it informs all students about the diverse contributors to scientific knowledge, but also that it encourages the students' belief that they too can contribute to the ongoing development of knowledge in their field of study.

A final technique discussed during the plenary session breakout is the development of an ethnic studies component in learning communities. Learning communities can be defined as any group of students who share and collaborate in a linked set of two or more courses for a common purpose. The purpose, of course, is enhanced student success. Learning communities often lead to increased student success because of the social bonding that occurs when a cohort of students take multiple classes together, but the opportunity for a deepened understanding of the issues in ethnic studies is also enhanced when students are asked to examine the ways that different disciplines examine questions of exclusion and marginality. The Autobiography of Malcolm X and Taylor Branch's history of the Civil Rights movement provide different but equally valuable perspectives on a crucial period in American history, and in a learning community setting students can learn more about history, autobiography, and the civil rights movement all at the same time.

While English and history seem to be courses whose content and outcomes could link naturally, other learning community links are also possible and valuable, such as psychology and sociology. In this link students not only learn the psychology of different ethnic groups, but also the sociology of those groups in the current society. They begin to understand how the psychology of a group shapes its socialization. The Academic Senate encourages faculty to consider possibilities for linking all types of courses in order to enhance student success.

Clearly colleges and faculty have many options through which they can educate students about ethnic studies while meeting the requirements of Title 5 language. These options should be considered and adopted as appropriate to the specific missions and communities served by our colleges across the state.

9. The Articulation Officer sits as an ex-officio member and advises about articulation matters.
10. Two students, appointed by the ASO, sit on the committee; only one is a voting member.
11. The Academic Affairs Specialist and the Academic Affairs Technician provide administrative support for the committee, maintain all curriculum material, and facilitate communication. The Senate office provides additional support as needed.

### **Faculty Representative's: Duties and Responsibilities**

1. Keeping his/her division informed of all AP&P matters, guidelines, and timelines.
2. Meeting often with faculty who are in the process of course or program development/revision.
3. Ensuring that discipline/division faculty review and discuss the Course Proposal/Content Review and the Course Outline of Record before they are submitted to the AP&P committee; the faculty representative's signature ensures approval at the division level.
4. Completing a technical review of all forms, whether electronic or paper, making sure that all information is complete and accurate, in line with AVC mission, goals of the college, and free from excessive grammatical or typographical errors that would result in the material being pulled from the agenda.
5. Ensuring that the instructor developing the course has communicated with 1) the Articulation Officer for review of transfer courses and 2) a librarian for a review of support material for each course, both new and revised.
6. Ensuring that all vocational courses are approved by an advisory committee before being submitted for committee review.
7. Signing forms or electronically approve where necessary, along with instructor who developed the course and the division dean.
8. Representing his/her division when courses are up for review by committee.
9. Assisting his/her division faculty with revisions based upon committee's suggestions or directions.
10. Assisting his/her division with development of certificate/degree programs and locally approved certificates.
11. Assisting his/her division with the implementation and use of the CurricUNET Software.
12. Reviewing all agenda items prior to meeting and coming prepared to discuss material.
13. Representing his/her division on all curriculum/academic matters referred to the division for discussion and implementation.
14. Senate Constitution: Article VII - Tenure of Senate Representative
  - 1a. Upon the representative's third consecutive absence without proxy from a meeting of the Senate, the President will notify the division faculty members. The division then has the option to choose a new Senate representative.

RECEIVED

SEP - 1 2010

BY: *Mauricio*

TECHNICAL EDUCATION DIVISION  
MEMORANDUM

**DATE:** August 25, 2010

**TO:** Academic Policies and Procedures Committee

**FROM:** Maria Clinton, Instructor *mc*  
Aircraft Fabrication and Assembly Program

Margaret M. Drake, Dean *MD*  
Technical Education Division

**SUBJECT:** Cerritos College Contract Education Course

Action Requested:

Students who completed the Cerritos College Contract Education Course "Aircraft Structures Assembly" and present a Certificate of Completion be granted non-traditional credit for AFAB 110 Basic Blueprint Interpretation and AFAB 115 Aircraft Structures through the course substitution process. If a student cannot find the Cerritos Certificate of Completion, a Northrop Grumman training record certified and signed by the current Northrop Grumman Training Director may be used as documentation.

Petition for this credit must be made to the Dean of Technical Education prior to June 30, 2013. Original certificate from Cerritos College must be presented so that it can be copied and authenticated.

Background and Rationale:

From February 2006 through June 2008, Northrop Grumman Corporation contracted with Cerritos College to offer a training program to Northrop Grumman employees in Aircraft Structures Assembly. At the time of this course offering, Cerritos College was exploring the concept of expanding this course to a "for credit" option. Various statements were made giving students the impression that college credit through Cerritos College would possibly be available to them even though the course was being offered as a contract education course.

Some of these students now work for Northrop Grumman in Palmdale. They are co-workers of former students of the AVC Aircraft Fabrication and Assembly program. They and their supervisors have made repeated requests that AVC consider a mechanism of granting college credit for successful completion of the training offered through Cerritos College.

AVC obtained detailed course outlines complete with the contact hours per topic and the final project assignment. Through analysis of this material, it has been determined that students who successfully completed of "Aircraft Structures Assembly" possess the equivalent knowledge and skills of students who successfully complete AFAB 110 and AFAB 115.

*From the*  
*AVC Institutional Self-Study Report 2010*

***II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.***

***Descriptive Summary***

The college's philosophy of general education requires that all academic and technical degree programs include courses designed to introduce the students to the variety of means through which people comprehend the changing world. This is clearly stated in the college catalog and reflects the conviction of Antelope Valley College that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self understanding. The college's general education patterns meet transfer breadth and depth as required by articulation agreements. The college recognizes the importance of educating students to become productive individuals. This is clearly stated in the college's catalog. The mission emphasizes the college's commitment to student centered learning and providing a high quality, comprehensive education for a diverse community. As part of students Associate degree requirements and the philosophy and rationale for each of the general education areas, students are required to successfully complete a minimum of 21 GE units/courses in following specified areas: A. Natural Sciences (3 units); B. Social and Behavioral Sciences (3 units); C. Humanities (3 units); D. Language and Rationality (6 units); E. Additional Breadth (3 units); F. Diversity (3 units). The area of Diversity Studies has grown and contains courses from 14 different academic disciplines, such as Business Studies, Film and Television, Political Science, and Economics. Students earning an Associate in Arts (AA) or an Associate in Science (AS) degree must also demonstrate the proficiency requirement for reading, writing, and mathematics. Courses in the Natural Sciences present critical thinking and problem solving methods. These courses also explore the relationship that exists between people and science. Courses in the Social and Behavioral Sciences focus on people as members of society. These courses promote appreciation of how societies and social subgroups operate. Courses in the Humanities present cultural activities and artistic expressions of human beings. These courses help students in developing aesthetic understanding and the ability to make value judgments. Courses in Language and Rationality present principles of languages which lead toward logical thought, clear and precise expression and critical evaluation of communication. Courses or a combination of courses in the Performing and Visual Arts and Physical Education provide both theory and practice in human artistic and physical development. Courses in Foreign Language include substantive content of the culture from the relevant country. Ethnic Studies and Multicultural courses are designed to enhance the ethnic cultural awareness of students and are offered in most general education categories. Students are required to complete 21 units of General Education and, at a minimum, achieve competency in college level composition, intermediate algebra, critical reading and study skills. Each course submitted for General Education inclusion is examined by the Academic Policies & Procedures Committee (curriculum committee) relying upon the expertise of its faculty to determine a course's applicability for general education and to assure that its compliance is consistent with college's general education philosophy. The AP&P Committee also oversees the development and revisions of courses and programs for content and methodology. The committee also reviews course proposals to be included as an associate degree and general education requirement. Course to be included in general education are reviewed by the committee, the articulation officer, for appropriateness and Title 5 compliance. The college has general education areas of knowledge in Natural Sciences, Humanities, Fine Arts, and Social and Behavioral Sciences. Successful students are able to transfer their understanding of the basic content and methodologies of the major areas of knowledge to subsequent coursework, as demonstrated by completion of courses that build upon the understanding and application of previously learned outcomes.

The college catalog defines courses in Natural Sciences, Social and Behavioral Sciences, and Humanities, and communicates their alignment with California State University and the Intersegmental General Education Transfer Curriculum (IGETC) transfer requirement.

**Area A - NATURAL SCIENCES (3 units)**

Students completing courses in this category will:

- understand and build upon complex scientific issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.
- identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.
- formulate ideas and concepts in addition to using those of others.
- use college-level mathematical concepts and methods, where appropriate, to understand, analyze, and explain issues in quantitative terms.
- apply their knowledge and skills to new and varied situations.

**Area B - Social & Behavioral Sciences (3 units)**

Students completing courses in this category will:

- understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.
- identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.
- find and evaluate information by selection and using appropriate research methods and tools.
- develop individual responsibility, personal integrity, and respect for diverse people and culture.
- understand ethical issues that will enhance their capacity for making sound judgments and decisions.

**Area C - HUMANITIES (3 units)**

Students completing courses in this category will:

- communicate effectively in many different situations involving diverse people and viewpoints.
- understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.
- apply their knowledge and skills to new and varied situations.
- find and evaluate information by selecting and using appropriate research methods and tools
- produce or respond to artistic and creative expression.

**Area D - LANGUAGE AND RATIONALITY (6 units)****1. English Composition (3 units)**

Students completing courses in this category will:

- communicate effectively in written narrative to many different situations, involving diverse people and viewpoints.
- listen actively and analyze the substance of others' comments.
- read effectively and analytically.
- find and evaluate information by selecting and using appropriate research methods and tools.

**2. Communication and Analytical Thinking (3 units)**

Students completing courses in this category will:

- think logically and critically in solving problems; explaining conclusions; and evaluating, supporting, or critiquing the thinking of others.
- identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses.
- communicate in an understandable and organized fashion to explain their ideas, express their feelings, or support conclusions.

**Area E - Additional Breadth (3 units)**

Students completing courses in this category will:

- exhibit habits of intellectual exploration and utilization of knowledge.
- expand the acquisition of knowledge and self-understanding.

**Area F - Diversity Studies (3 units)**

Students completing courses in this category will:

- expand their depth of knowledge with diverse people including those with different cultural and linguistic backgrounds and different physical abilities.
- interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.



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

RECEIVED  
MAY - 6 2010  
6:04:30.08  
BY: *Maurer*

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_

AP&P Representative: 05-05-10 BM  
*(indicates division review and approval)*

Division Dean/Director: 5/5/10 ke for TO

Faculty Name: (print) Kathy Moore

AP&P Approval: Date _____
V.P. Academic Affairs: Signature _____

Date May 1, 2010

**COURSE SUBJECT & NUMBER:** ACCT 121

**COURSE TITLE:** Microcomputer Accounting

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*

Advisory: Removed "Basic Keyboarding skills AND," because it is not necessary. I know of no other course with this advisory, other than sequential keyboarding courses.

All assignments' sections, methods of instructions, and methods of evaluation are reworded to meet current criteria with less specific detail but covering the concepts.

Estimated hours per week modified because of current, non-descriptive format.

Textbooks: removed ISBNs.

**SECTION II Course/Catalog Information**

**1. Pass/No Pass (P/NP) Option?** (check only one)

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

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

**2. Course Justification** (check all that apply):

- AA/AS Degree      Vocational Education (see page 4, section VIII)  
 Transfer      Non-degree Applicable (not transferable)

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

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

**5. General Education:** *Check below only if the course should be considered as a GE-applicable course.*

*Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.*

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

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



ANTELOPE VALLEY COLLEGE  
Academic Affairs  
Course Outline of Record

Academic Affairs Only

- |  |
|--|
| <input type="checkbox"/> New Course                            |
| <input type="checkbox"/> Effective Date<br>(for articulation ) |
| <input type="checkbox"/> COR Revision                          |
| <input type="checkbox"/> Pre Req/Advisories                    |
| <input type="checkbox"/> Other Changes                         |
| <input type="checkbox"/> SLOs                                  |

**COURSE SUBJECT & NUMBER:** ACCT 121

**COURSE NAME:** \*Microcomputer Accounting

**COURSE UNITS:** 2 **COURSE HOURS:** 3 hours weekly

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

Prerequisite: Completion of ACCT 201 or ACCT 111 within the past five years.

Advisory: Eligibility for READ 099.

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

This course involves the study of concepts and skills of microcomputer accounting systems using typical integrated computerized accounting software systems. Topics to be covered include setup and maintenance of new company systems, manage chart of accounts and ledgers, analyze and enter transactions, generate financial reports, import/export data, file management, incorporate online resources into system processes, and manage system security.

BEFORE ENROLLING, students should have good computer software skills, including managing folders and files, plus good Internet and browser skills. Software used in the class includes students' choice of learning Peachtree or QuickBooks. Microsoft Office and telecommunication software such as e-mail and discussion forums and online exams are also used. (CSU, AVC)

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

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

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

- \* 1. Use computerized accounting system software to perform the following operations for a small business:
  - a. Apply basic accounting theory to automated accounting cycle.
  - b. Set up new company including defaults which affect future transactions and reports.
  - c. Set up chart of accounts and company database tables.
  - d. Manage and maintain database tables and defaults.
  - e. Analyze and input transactions.
  - f. Generate, customize, and interpret various financial reports, management reports and charts.
  - g. Complete end-of-fiscal period and fiscal-year-end transactions and system maintenance.
  - h. Convert a manual accounting system to an automated one.
  - i. Manage company files – create, back up and restore.
  - j. Import data from other systems.
  - k. Export data for additional financial analysis or reporting.
  
- \* 2. Understand, describe and explain computerized accounting concepts and processes.

\* 3. Understand, describe and explain output results.

\* 4. Incorporate e-mail, discussion forums, and World Wide Web / Internet resources for communication and assignment tasks.

\*Denotes SCANS competencies

**Course Subject & Number:** ACCT 121  
**Course Name:** Microcomputer Accounting

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

- I. Differences between manual accounting tasks and computerized accounting system tasks
- II. Installation, backup and management of computerized accounting system software and files
- III. Computerized accounting system windows, navigation, menus, options and features
- IV. Application of basic accounting theory to automated accounting cycle
- V. New company setup including defaults which affect all future operations
  - A. Company type – sole proprietorship, partnership, corporation, government, not for profit
  - B. Accounting methods, posting methods, accounting periods
  - C. Defaults for various modules:
    - i. Chart of accounts
    - ii. Customers, vendors, employees and independent contractors
    - iii. Inventory and non-inventory and job-costing
- VI. Conversion from manual processes to computerized accounting system
- VII. Transaction analysis and input for each of the various modules
  - A. Sales – cash, credit, credit card, taxes, discounts, returns and allowances, collections
    - i. Customers, prospects, uncollectable accounts, analysis
    - ii. Bids, quotes, convert to invoices, invoices, credits
    - iii. Sales reps records
  - B. Purchases – cash, credit, credit card, discounts, returns and allowances
    - i. Vendors, purchase orders, bills, credits
    - ii. Inventory, perpetual vs. periodic, costing methods
  - C. Cash management, checks & check register, receipts, online banking, bank reconciliation,
  - D. Payroll, employees, sales reps commissions, independent contractors
    - i. Legal requirements, tax tables, deductions, benefits, employer expenses
    - ii. Government forms, payments
  - E. Job costing, projects, estimates, allocating costs & overhead
  - F. Fixed asset system, cost principle, depreciation, various methods, disposal
  - G. Journals, ledgers, adjusting entries, matching principle
  - H. Closing periods, fiscal year, automating reversing entries
- VIII. Defaults override and modify settings
- IX. Analysis and correction of transaction errors using good accounting practices
- X. Automation of recurring transactions, reversing entries, memorized transactions
- XI. Management of system tools and reports for notices and reminders
- XII. Management of networked system for security, access privileges
- XIII. Online resources in processes, such as tax tables, payroll, online banking, etc. incorporated into system
- XIV. Knowledge of online resources to learn more about accounting system
- XV. Financial reports, forms, letters, charts - generate, customize, and interpret
- XVI. Import data from other systems
- XVII. Export data for additional financial analysis or reporting

Course Subject & Number: ACCT 121  
Course Name: Microcomputer Accounting

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

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

Students will be required to read and study approximately 40 to 50 pages per week from the textbook.  
Students will be required to read approximately 1 to 3 pages per week from online sources.

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

Students will be required to write approximately 1 page per week to reply to topics.

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

Students will be required to evaluate automated computations for each accounting transaction, estimated at 30 to 50 transactions per week.  
Students must validate that the results are reasonable and as expected, using mental calculations or calculator.

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

Students may share new resources, tips, ideas, personal experiences, and any other relevant information that supports the course objectives and/or seems useful in accomplishing our tasks and achieving our goals.

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

**Reading Assignments:** 2

**Writing Assignments:** 2

**Computational Assignments:** 1

**Other Assignments:** .5

**Course Subject & Number:** ACCT 121  
**Course Name:** Microcomputer Accounting

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

1. Lecture and instructor guided discussion
2. Hands-on demonstrations and lab work
3. Facilitate small-group research, discussions, and projects

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

1. Participation is required in discussions to evaluate writing skills and proper usage of terminology and concepts. (Objectives 2, 3 and 4)
2. Required assignments will evaluate student's ability to correctly use and manage the computerized accounting system. (Objectives 1 through 4)
3. Required quizzes and exams will evaluate student's ability to understand the output and reports of the computerized accounting system and use problem-solving skills to correct errors. (Objectives 1 through 3)
4. Optional Real World Project developing a small company's computerized accounting system is an option in lieu of taking Exams, to assess knowledge and skills using the computerized accounting system, by applying it to a personal, practical project. (Objectives 1 through 4)

#### **Suggested Texts or Other Instructional Materials**

*(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)*

Students select ONE System, then purchase ONE Textbook, depending upon which system they wish to learn.

Option 1 -- COMPUTERIZED ACCOUNTING WITH PEACHTREE ® 2010, Mazza & Chavez, Copyright 2010, pub EMCParadigm.

Option 2 -- Computerized Accounting with QuickBooks ® Pro 2009, Villani & Rosa, Copyright 2008, pub EMCParadigm.



**ANTELOPE VALLEY COLLEGE**  
**Academic Affairs Office**  
**Course Outline of Record**

COURSE SUBJECT & NUMBER: ACCT 121  
COURSE NAME: \*Microcomputer Accounting  
COURSE UNITS: 2  
COURSE HOURS: 3

COURSE REQUISITES: Completion of ACCT 201 or ACCT 111 within the past five years

COURSE ADVISORY: Basic Keyboarding skills AND Eligibility for READ 099

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

This course involves the study of concepts and skills of microcomputer accounting systems using typical integrated computerized accounting software systems. Topics to be covered include setup and maintenance of new company systems, manage chart of accounts and ledgers, analyze and enter transactions, generate financial reports, import/export data, file management, incorporate online resources into system processes, and manage system security.

Familiarity and experience using PC software and hardware is important. Software used in the class includes students' choice of learning Peachtree or QuickBooks. Microsoft Office, and telecommunication software such as Email, and discussion forums are also used.

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

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

- \*1. Use computerized accounting software to perform basic accounting functions for a small business.
- \*2. Use computerized accounting system windows, navigation, menus, options and features to perform the following operations:
  - a. Apply basic accounting theory to automated accounting cycle
  - b. Set up new company including defaults which affect future transactions and reports
  - c. Set up chart of accounts and company database tables
  - d. Ongoing maintenance and management of database tables and defaults
  - e. Analyze and input transactions
  - f. Generate, customize, and interpret various financial reports, management reports and charts
  - g. Complete end-of-fiscal period and fiscal-year-end transactions and system maintenance
  - h. Convert a manual accounting system to an automated one
  - i. Manage company files -- create, back up and restore
  - j. Import data from other systems
  - k. Export data for additional financial analysis or reporting
- \*3. Understand, describe and explain computerized accounting concepts and processes
- \*4. Understand, describe and explain output results
- \*5. Incorporate on-campus and online discussions, Email, and World Wide Web / Internet resources for communication and assignment tasks.

\*Denotes SCANS competencies

RECEIVED  
MAY - 6 2010  
BY: *Maurer*

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

COURSE SUBJ. & NO: ACCT 121 COURSE TITLE: Microcomputer Accounting

Instructor (print): Kathy Moore

Division: Business, Computer Studies, and Economic Development

Required Signatures:

AP&P Representative: *B. Bryan* Date: 05-05-10  
(division approval required)

Division Dean: *Karen Cowell for T. O'Neil* Date: 5/5/10

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)?  Yes  No

Completed several CVC and @ONE online learning/teaching courses,  
And received a "Certificate for California Faculty for Online Teaching" from UCLA,  
And taught a few @ONE courses,  
Plus certified WebCT Trainer, and Etudes developer

Is 51% or more of instruction for this course provided on line?  Yes  No

AP&P Approval:  
Date \_\_\_\_\_

V.P. Academic Affairs:  
Signature \_\_\_\_\_



**Antelope Valley College  
DISTANCE EDUCATION FORM**

*Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.*

**COURSE SUBJ. & NO:** ACCT 121 **COURSE TITLE:** Microcomputer Accounting

*What method of technological delivery will be used to offer this course (see glossary)?*

*ITV*       *Online*       *Hybrid*

**1. Why is this course particularly suited to be offered through this delivery system?**

Online can provide all the traditional options, plus permanent written "lectures." Examples include static information, video, animation, or interactive games. Small groups' discussions and files and other interactive activities are recorded and retained all semester and can be referenced and repeated as often as needed to enhance understanding and retention. Virtual office visits are archived via a Chat Room archive file. All relevant information can be posted and shared with other students, as if they had been involved in a classroom discussion.

**2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?**

For online, hybrid, and supplemental material in traditional courses, Antelope Valley College's course management system is the primary technology with streaming servers and some other technologies.

AVC has training available for faculty to teach hybrid or fully online through ITS's tech trainer. Tutorials are available for faculty and students through our course management system. Some training sessions are available through the Professional Development Program.

Antelope Valley College has open computer labs. The course management system has 24/7 support for faculty and students.

**3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)**

Antelope Valley College's course management system is certified to be compliant with Americans with Disabilities Act accessibility requirements.

Examples of ways content is made accessible include: graphics are described using ALT tags and audio/video are transcribed. Antelope Valley College's alternative media specialist is available to assist faculty with their course content to ensure accessibility is achieved.

**3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)**

No unique challenges.

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.**

Students in the online course read the same textbooks, complete the same assignments, and take the same assessments. Faculty may provide digital "lectures / lessons."

Students are provided abundant online resources for information about material being covered, demonstrations of concepts and skills through video, animation and interactive games. "Virtual guests" provide video lectures or professional experiences.

Students have access, 24/7, to Email, chat rooms, and discussion boards, for communications between students-to-students, faculty-to-students, and student-to-faculty.

**5. METHODS OF INSTRUCTION:**

**a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)**

Faculty and students may use chat rooms during virtual Office Hours.

Faculty and students may use discussion board forums that are developed for specific purposes, such as students asking course-related questions and faculty and other students responding in public Q&A forums as if in a classroom. Students and faculty may use e-mail for more personal communications.

Faculty may use announcement tools and e-mail to send messages and instructions to all students about course updates, alerts, issues.

**b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)**

Face-to-face on campus meetings for this hybrid course may include required weekly class meetings for first four weeks for orientation and initial coverage of computerized accounting technologies, basic accounting knowledge, and file management. Then, meetings could be required every two or three weeks for new concepts, new concepts and hands-on technology demonstrations, and exams.

**ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):**

**Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.**

The COR provides typical examples of various assignments, all of which can be done online and on-campus, with the same rigor, and essentially the same results.

**ASSIGNMENTS:**

Students will be required to read and study approximately 40 to 50 pages per week from the textbook.

Students will be required to read approximately 1 to 3 pages per week from online sources.

Students will be required to write approximately 1 page per week to reply to topics.

Students will be required to evaluate automated computations for each accounting transaction, estimated at 30 to 50 transactions per week.

Students must validate that the results are reasonable and as expected, using mental calculations or calculator.

Students may share new resources, tips, ideas, personal experiences, and any other relevant information that supports the course objectives and/or seems useful in accomplishing our tasks and achieving our goals.

**METHODS OF EVALUATION:**

1. Participation is required in discussions to evaluate writing skills and proper usage of terminology and concepts.

2. Required assignments will evaluate student's ability to correctly use and manage the computerized accounting

system.

3. Required quizzes and exams will evaluate student's ability to understand the output and reports of the computerized accounting system and use problem-solving skills to correct errors.

4. Optional Real World Project developing a small company's computerized accounting system is an option in lieu of taking Exams, to assess knowledge and skills using the computerized accounting system, by applying it to a personal, practical project.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

<b>Academic Affairs Only</b>	
<input type="checkbox"/>	New DE Course
<input type="checkbox"/>	Revised

**COURSE SUBJ. & NO:** ACCT 121    **COURSE TITLE:** Microcomputer Accounting

**Instructor (print):** Kathy Moore

**Division:** Business, Computer Studies, and Economic Development

**Required Signatures:**

**AP&P Representative:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 (division approval required)

**Division Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Notes for Reporting Purposes:**

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)?                    **X** Yes        No

**Completed several CVC and @ONE online learning/teaching courses,  
And received a "Certificate for California Faculty for Online Teaching" from UCLA,**

**And taught a few @ONE courses,  
Plus certified WebCT Trainer, and Etudes developer**

Is 51% or more of instruction for this course provided on line? **X** Yes        No

AP&P Approval: Date _____
V.P. Academic Affairs: Signature _____

**Antelope Valley College  
DISTANCE EDUCATION FORM**

*Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.*

**COURSE SUBJ. & NO:** ACCT 121 **COURSE TITLE:** Microcomputer Accounting

***What method of technological delivery will be used to offer this course (see glossary)?***

*ITV*       *Online*       *Hybrid*

***1. Why is this course particularly suited to be offered through this delivery system?***

Online can provide all the traditional options, plus permanent written "lectures." Examples include static information, video, animation, or interactive games. Small groups' discussions and files and other interactive activities are recorded and retained all semester and can be referenced and repeated as often as needed to enhance understanding and retention. Virtual office visits are archived via a Chat Room archive file. All relevant information can be posted and shared with other students, as if they had been involved in a classroom discussion.

***2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?***

For online, hybrid, and supplemental material in traditional courses, Antelope Valley College's course management system is the primary technology with streaming servers and some other technologies.

AVC has training available for faculty to teach hybrid or fully online through ITS's tech trainer. Tutorials are available for faculty and students through our course management system. Some training sessions are available through the Professional Development Program.

Antelope Valley College has open computer labs. The course management system has 24/7 support for faculty and students.

***3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)***

Antelope Valley College's course management system is certified to be compliant with Americans with Disabilities Act accessibility requirements.

Examples of ways content is made accessible include: graphics are described using ALT tags and audio/video are transcribed. Antelope Valley College's alternative media specialist is available to assist faculty with their course content to ensure accessibility is achieved.

***3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)***

No unique challenges.

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.**

Students in the online course read the same textbooks, complete the same assignments, and take the same assessments. Faculty may provide digital "lectures / lessons."

Students are provided abundant online resources for information about material being covered, demonstrations of concepts and skills through video, animation and interactive games. "Virtual guests" provide video lectures or professional experiences.

Students have access, 24/7, to Email, chat rooms, and discussion boards, for communications between students-to-students, faculty-to-students, and student-to-faculty.

**5. METHODS OF INSTRUCTION:**

**a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)**

Faculty and students may use chat rooms during virtual Office Hours.

Faculty and students may use discussion board forums that are developed for specific purposes, such as students asking course-related questions and faculty and other students responding in public Q&A forums as if in a classroom. Students and faculty may use e-mail for more personal communications.

Faculty may use announcement tools and e-mail to send messages and instructions to all students about course updates, alerts, issues.

**b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)**

**ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):**

**Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.**

The COR provides typical examples of various assignments, all of which can be done online and on-campus, with the same rigor, and essentially the same results.

**ASSIGNMENTS:**

Students will be required to read and study approximately 40 to 50 pages per week from the textbook.

Students will be required to read approximately 1 to 3 pages per week from online sources.

Students will be required to write approximately 1 page per week to reply to topics.

Students will be required to evaluate automated computations for each accounting transaction, estimated at 30 to 50 transactions per week.

Students must validate that the results are reasonable and as expected, using mental calculations or calculator.

Students may share new resources, tips, ideas, personal experiences, and any other relevant information that supports the course objectives and/or seems useful in accomplishing our tasks and achieving our goals.

**METHODS OF EVALUATION:**

1. Participation is required in discussions to evaluate writing skills and proper usage of terminology and concepts.

2. Required assignments will evaluate student's ability to correctly use and manage the computerized accounting

system.

3. Required quizzes and exams will evaluate student's ability to understand the output and reports of the computerized accounting system and use problem-solving skills to correct errors.

4. Optional Real World Project developing a small company's computerized accounting system is an option in lieu of taking Exams, to assess knowledge and skills using the computerized accounting system, by applying it to a personal, practical project.

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MAY - 6 2010  
9:05:10  
BY: M. Aurezi

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

SECTION I

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 05-05-10 BB  
(indicates division review and approval)  
Division Dean/Director: 5/5/10 kc for JD  
Faculty Name: (print) Kathy Moore

AP&P Approval:  
Date \_\_\_\_\_  
V.P. Academic Affairs:  
Signature \_\_\_\_\_

Date 5/1/2010

COURSE SUBJECT & NUMBER: CA 121

COURSE TITLE: Microcomputer Spreadsheets

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

\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
Course Description: Useful new information about students needing good computer skills in addition to experience with spreadsheets.  
All assignments' sections, methods of instructions, and methods of evaluation are reworded to meet current criteria with less specific detail but covering the concepts.  
Estimated hours per week modified because of current, non-descriptive format.  
Textbooks: removed ISBNs.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- \*Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the \*course title above and on COR; check college catalog for consistency within a discipline.)  
 No (course offered for letter grade only) Explain:  
 Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree       Vocational Education (see page 4, section VIII)  
 Transfer       Non-degree Applicable (not transferable)

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

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

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

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

AP&P  
GE Approved: \_\_\_\_\_  
GE Not Approved: \_\_\_\_\_





**ANTELOPE VALLEY COLLEGE**  
**Academic Affairs**  
**Course Outline of Record**

**Academic Affairs Only**

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation )
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

**COURSE SUBJECT & NUMBER:** CA 121  
**COURSE NAME:** \*Microsomputer Spreadsheets  
**COURSE UNITS:** 3 **COURSE HOURS:** 4 hours weekly

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

Advisory: Completion of CA 103 or CA 221, and Eligibilityfor READ 099 and MATH 070.

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

This course involves the study of concepts and skills of spreadsheet software, from itroductory through more advanced levels. Efficient and effective solutions to quantitative problems will be developed using spreadsheets, integrated with other applications. Topics to be covered include: data entry, formulas, functions, charts, design and document spreadsheet files, import/export/manipulate data, use problem-solving tools, various output and reporting options, integration with other applications, web integration, formatting, and automate tasks with macro modules. Telecommunication skills such as E-mail and discussion forums will be learned and utilized. Software used in the class includes an integrated productivity suite, Microsoft Office, which incorporates Excel spreadsheet software and other applications, browsers, file compression, and telecommunication software such as e-mail, discussion forums and assignment drop-box.

BEFORE ENROLLING, students should have very good computer software skills, including managing folders and file, and good Internet and browser skills. Also, students should have used spreadsheet software to enter labels and numbers, develop formulas, save and retrieve files, create charts and print. (CSU, AVC)

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

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

- Upon completion of course, the successful student will be able to:
- \* 1. Develop efficient and effective solutions to quantitative problems using spreadsheet software.
  - \* 2. Use spreadsheet software to perform the following operations using standard methods and automated tools.
  - \* 3. Understand, describe, and explain spreadsheet concepts and processes.
  - \* 4. Understand, describe, and explain output results.
  - \* 5. Incorporate e-mail, discussion forums, and World Wide Web / Internet resources for communication and assignment tasks.

\*Denotes SCANS competencies

**Course Subject & Number:** CA 121  
**Course Name:** Microcomputer Spreadsheets

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

- I. Operating System skills and concepts
  - A. Operating System components, tools and menus
  - B. Device and file management including format, backup, scan, defrag, file compression
  - C. Software installation and file download and upload
  - D. Antivirus and security software
  
- II. Basic-level Spreadsheet software skills and concepts
  - A. Spreadsheet components, tools, and menus
  - B. Data entry, edit, format, integration, manipulation, output and storage
  - C. Basic tables, formulas, functions, formatting, charts
  - D. Basic formatting and input/output skills
  
- III. Mid-level Spreadsheet software skills and concepts
  - A. Database management features to manage and analyze data
  - B. Queries, "pivot tables", and other database features
  - C. Keyboard, mouse, functions and other input options to increase efficiency
  - D. Intermediate functions skills including Logic, text, and nested
  - E. Integration skills and concepts
    - i. Between spreadsheets and other files or with Web sites
    - ii. Spreadsheet objects embedded into other spreadsheets, applications and Web files
  - F. Format using various tools
  
- IV. Professional-level Spreadsheet software skills and concepts
  - A. Spreadsheet project planning, design, development and documentation
  - B. More powerful functions for calculations
  - C. Problem solving tools -- from basic "what-if" through complex simulations
  - D. Analytical reports in comparative output formats
  - E. Database management features to access, query, and import data from external sources
  - F. Web queries to directly access, link and report Web information
  - G. Automated and customized Spreadsheet tasks
    - i. Custom functions to automate calculations
    - ii. Macro modules to automate spreadsheet functions
    - iii. Generate simple macro modules to customize automation
    - iv. Control structures and protection to manage access and data entry
  
- V. Telecommunication Technologies: e-mail, discussion forums and World Wide Web / Internet
  - A. Uses such as communication, research, download files and programs, upload web pages to publish
  - B. Copyright and plagiarism issues
  - C. Business use in a professional manner and Netiquette

Course Subject & Number: CA 121  
Course Name: Microcomputer Spreadsheetsg

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

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*

1. Students will be required to read and study approximately 35 to 40 pages per week from the textbook.
2. Students will be required to read approximately 3 to 5 pages per week from online sources

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

Students will be required to write approximately 1 page per week to reply to topics.

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

Students will be required to create numerous calculations using spreadsheet formulas and functions for assignments. They also must validate that results are reasonable and as expected, using spreadsheet audit tools, mental computational abilities, and calculators.

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

Students may share new resources, tips, ideas, any other relevant information which supports the objectives of the course and/or seems useful in accomplishing our tasks and achieving our goals.

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

*Reading Assignments:* 4

*Writing Assignments:* 2

*Computational Assignments:* 1

*Other Assignments:* .5

**Course Subject & Number:** CA 121  
**Course Name:** Microcomputer Spreadsheets

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

1. Lecture and instructor guided discussion
2. Hands-on demonstrations and lab work
3. Facilitate small-group research, discussions, and projects

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

1. Participation is required in discussions to evaluate writing skills and proper usage of terminology and concepts as the participation grade. ( Objectives 3, 4 and 5)
2. Quizzes may be used to evaluate the level of preparedness of the class. -- Objectives 1 through 5.
3. Required assignments to evaluate student's ability to correctly use spreadsheet terminology, concepts, and software skills. (Objectives 1 through 5)
4. Required semester project and presentation to demonstrate knowledge and correct utilization of spreadsheet skills in a comprehensive, self-developed project. (Objectives 1 through 5)
5. Required Exams to assess knowledge of computer terminology and concepts and ability to apply hands-on computer skills.. (Objectives 1 through 5)

**Suggested Texts or Other Instructional Materials**

*(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)*

New Perspectives on Microsoft Office Excel 2007, Comprehensive, Premium Video Edition, 1st Edition -- by Parsons, et al; 2011 pub. Course Tech., Thomson Learning .



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: CA 121  
COURSE NAME: \*Microcomputer Spreadsheets  
COURSE UNITS: 3  
COURSE HOURS: 4

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

COURSE ADVISORY: Completion of CA 221 or CA 103, AND Eligibility for READ 099 and MATH 070.

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

This course involves the study of concepts and skills of spreadsheet software, from introductory through more advanced levels. Efficient and effective solutions to quantitative problems will be developed using spreadsheets, integrated with other applications. Topics to be covered include: data entry, formulas, functions, charts, design and document spreadsheet files, import/export/manipulate data, use problem-solving tools, various output and reporting options, integration with other applications, web integration, formatting, and automate tasks with macro modules. Telecommunication skills such as email and discussion forums will be learned and utilized. Software used in the class includes an integrated productivity suite, Microsoft Office, which incorporates Excel spreadsheet software, browsers, file compression and other special purpose applications, and telecommunication software such as Email, discussion forums and assignments drop-box.

IMPORTANT: Before enrolling, students should have used spreadsheet software to enter labels and numbers, develop formulas, save and retrieve files, create charts, and print. Familiarity and experience using PC software and hardware is important.

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

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

- \*1. Develop efficient and effective solutions to quantitative problems using spreadsheet software.
- \*2. Use spreadsheet software to perform the following operations using standard methods and automated tools:
  - a. Enter and edit data - text, numbers, graphic objects
  - b. Develop formulas and use functions
  - c. Create charts
  - d. Format using various tools
  - e. Output to printer and files
  - f. Plan, design and document spreadsheet tasks
  - g. Use database management features to manage and report data
  - h. Import, export, and manipulate data
  - i. Link/Integrate between spreadsheets, other applications and Web files
  - j. Use problem-solving tools such as simulations
  - k. Automate & customize tasks with basic macro modules and functions
- \*3. Understand, describe, and explain spreadsheet concepts and processes
- \*4. Understand, describe, and explain output results
- \*5. Incorporate Email, Discussion Forums and World Wide Web / Internet resources for communication and assignment tasks

\*Denotes SCANS competencies

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MAY - 6 2010  
BY: *M. Aurez*

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

COURSE SUBJ. & NO: CA 121      COURSE TITLE: Microcomputer Spreadsheets

Instructor (print): Kathy Moore

Division: Business, Computer Studies, and Economic Development

Required Signatures:

AP&P Representative: *B. Bejn*      Date: 05-05-10  
(division approval required)

Division Dean: *Karen Cowell for T. O'Neil*      Date: 5/5/10

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)?       Yes       No

Completed several CVC and @ONE online learning/teaching courses,  
And received a "Certificate for California Faculty for Online Teaching" from UCLA,  
And taught a few @ONE courses,  
Plus certified WebCT Trainer, and Etudes developer

Is 51% or more of instruction for this course provided on line?  Yes       No

AP&P Approval: \_\_\_\_\_  
Date \_\_\_\_\_

V.P. Academic Affairs:  
Signature \_\_\_\_\_

*These DE courses are all identical*

*Not real time*

*Just some*

*general parts*

*Methods of Eval are different*

**Antelope Valley College  
DISTANCE EDUCATION FORM**

*Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.*

**COURSE SUBJ. & NO:** CA 121      **COURSE TITLE:** Microcomputer Spreadsheets

*What method of technological delivery will be used to offer this course (see glossary)?*

*ITV*       *Online*       *Hybrid*

**1. Why is this course particularly suited to be offered through this delivery system?**

Online can provide all the traditional options, plus permanent written "lectures." Examples include static information, video, animation, or interactive games. Small groups' discussions and files and other interactive activities are recorded and retained all semester and can be referenced and repeated as often as needed to enhance understanding and retention. Virtual office visits are archived via a Chat Room archive file. All relevant information can be posted and shared with other students as if they had been involved in a classroom discussion.

**2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?**

For online, hybrid, and supplemental material in traditional courses, Antelope Valley College's course management system is the primary technology with streaming servers and some other technologies.

AVC has training available for faculty to teach hybrid or fully online through ITS's tech trainer. Tutorials are available for faculty and students through our course management system. Some training sessions are available through the Professional Development Program.

Antelope Valley College has open computer labs. The course management system has 24/7 support for faculty and students.

**3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)**

Antelope Valley College's course management system is certified to be compliant with Americans with Disabilities Act accessibility requirements.

Examples of ways content is made accessible include: graphics are described using ALT tags and audio/video are transcribed. Antelope Valley College's alternative media specialist is available to assist faculty with their course content to ensure accessibility is achieved.

**3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)**

No unique challenges.

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.**

Students in the online course read the same textbooks, complete the same assignments, and take the same assessments. Faculties may provide digital "lectures / lessons."

Students are provided abundant online resources for information about material being covered, demonstrations of concepts and skills through video and animation and interactive games. "Virtual guests" provide video lectures or professional experiences.

Students are assessed with quizzes, discussion responses, written reports, and group activities,

Students have access, 24/7, to Email, chat rooms, and discussion boards, for students-to-students, faculty-to-students, and student-to-faculty communications.

**5. METHODS OF INSTRUCTION:**

**a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)**

Faculty and students use chat rooms during virtual Office Hours.

Faculty and students use discussion board forums that are developed for specific purposes, such as students asking course-related questions and faculty and other students responding in public Q&A forums as if in a classroom.

Students and faculty use Email for more personal communications.

Faculty use announcement tools and Email to send messages and instructions to all students about course updates, alerts, issues.

**b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)**

**ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):**

**Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.**

The COR provides typical examples of various assignments, all of which can be done online and on-campus, with the same rigor, and essentially the same results.

**ASSIGNMENTS:**

Students will be required to read and study approximately 35 to 40 pages per week from the textbook.

Students will be required to read approximately 3 to 5 pages per week from online sources.

Students will be required to write approximately 1 page per week to reply to topics.

Students will be required to create numerous calculations using spreadsheet formulas and functions for assignments. They also must validate that results are reasonable and as expected, using spreadsheet audit tools, mental computational abilities, and calculators.

Students may share new resources, tips, ideas, any other relevant information which supports the objectives of the course and/or seems useful in accomplishing our tasks and achieving our goals.

**METHODS OF EVALUATION:**

1. Participation is required in discussions to evaluate writing skills and proper usage of terminology and concepts as the participation grade.



2. Quizzes may be used to evaluate the level of preparedness of the class.
3. Required assignments to evaluate student's ability to correctly use spreadsheet terminology, concepts, and software skills.
4. Required semester project and presentation to demonstrate knowledge and correct utilization of spreadsheet skills in a comprehensive, self-developed project.
5. Required Exams to assess knowledge of computer terminology and concepts and ability to apply hands-on computer skills.

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5:04:18 PM  
BY: M. Maurer

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

SECTION I

Date Initial  
AP&P Representative: 05-05-10 MM  
(indicates division review and approval)  
Division Dean/Director: 5/5/10 uc for TO  
Faculty Name: (print) Kathy Moore

AP&P Approval:  
Date \_\_\_\_\_  
V.P. Academic Affairs:  
Signature \_\_\_\_\_

Date 5/1/2010

COURSE SUBJECT & NUMBER: CA 221

COURSE TITLE: Computer Concepts & Applications in Business

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

\*List all changes made to a revised course and fill out applicable sections/pages. Attach original COR for comparison:  
Advisory: Removed "or satisfactory completion of ENGL 101" because it is redundant.  
Course Description: Important new section is added to inform students that there are three introduction to computers courses. This should be in each of the three courses' CORs.  
All assignments' sections, methods of instructions, and methods of evaluation are reworded to meet current criteria with less specific detail but covering the concepts.  
Estimated hours per week modified because of current, non-descriptive format.  
Textbooks: removed ISBNs.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- \*Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the \*course title above and on COR; check college catalog for consistency within a discipline.)  
 No (course offered for letter grade only) Explain:  
 Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree       Vocational Education (see page 4, section VIII)  
 Transfer       Non-degree Applicable (not transferable)

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

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

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

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

AP&P  
GE Approved: \_\_\_\_\_  
GE Not Approved: \_\_\_\_\_



ANTELOPE VALLEY COLLEGE

**Academic Affairs  
Course Outline of Record**

**Academic Affairs Only**

- |  |
|--|
| <input type="checkbox"/> New Course                            |
| <input type="checkbox"/> Effective Date<br>(for articulation ) |
| <input type="checkbox"/> COR Revision                          |
| <input type="checkbox"/> Pre Req/Advisories                    |
| <input type="checkbox"/> Other Changes                         |
| <input type="checkbox"/> SLOs                                  |

**COURSE SUBJECT & NUMBER:** CA 221

**COURSE NAME:** \*Computer Concepts & Applications in Business

**COURSE UNITS:** 4 **COURSE HOURS:** 5 hours weekly

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

Advisory: Completion of ACCT 201, and Eligibility for College Level Reading and ENGL 101, and Eligibility for MATH 070.

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

This course involves the study of computer concepts and computer skills needed to use computers effectively and efficiently in business. Computer concepts covered include hardware and software operations, computer ethics and security, utilization of computers for business tasks, Internet and WorldWideWeb tasks and resources, and evaluation of hardware components and software capabilities. Introductory computer skills consist of care and management of hardware; learning to use systems software, operating systems, utilities, and applications, such as word processor, spreadsheet, database management, presentation graphics; and Internet, WorldWideWeb and telecommunication resources. Software used in the class includes an integrated productivity suite, Microsoft Office, browsers, file compression and other special purpose applications, and telecommunication software such as e-mail, discussion forums and assignments drop-box.

BEFORE ENROLLING, students should have knowledge of the following accounting concepts: accounting equation, debits and credits, journals and ledgers, transactions, depreciation, financial statements, and the accounting cycle.

CA221 is designed for Business majors who have completed ACCT 201 with a grade of "C" or better, and plan to transfer to a university.

**IMPORTANT:** AVC has THREE Intro to Computers courses. Take the correct course for your major:

1 - CA221 - Business majors - successfully completed ACCT 201 with a "C" or better, and plan to transfer to university for business degree(s) (4 units).

2 - CIS101 - Computer Science majors (3 units).

3 - CA103 - all other majors, including non-transfer business majors, certificate programs and personal enrichment. (3 units)

Note: Many universities accept CA103 for transferring business majors. Some require CA221. Students should contact the universities' Schools of Business or Schools of Computer Science to ask about which will be accepted for intro to computer credit.

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

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

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

- \*1. Describe and compare the types and uses of computers within a business environment.
- \*2. Describe and compare the types and features of input, output, storage, and communication devices.
- \*3. Describe the functions of the system unit and processing devices.
- \*4. Discuss and describe communication and network systems including the use of the Internet and Web.
- \*5. Discuss and describe the types and features of systems and productivity applications software.
- \*6. Discuss and describe database management systems, systems development, programming languages.
- \*7. Understand, research and explain security, legal, and ethical issues related to computer systems.
- \*8. Use an operating system and system utilities for disk and file management, at introductory level.
- \*9. Use application software including word processors, spreadsheets, database managers, presentation managers, at introductory level.
- \*10. Incorporate e-mail, discussion forums, and World Wide Web / Internet resources for communication and assignment tasks.

\*Denotes SCANS competencies

**Course Subject & Number:** CA 221

**Course Name:** Computer Concepts & Applications in Business

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

- I. Computer terminology and concepts of Information Processing Cycle
- II. Computer hardware components, functions, variations, and proper use and care
- III. System software features, functions, and types
- IV. Productivity applications features, functions, and types
- V. Internet / WorldWideWeb and telecommunication applications
- VI. Networking and telecommunication systems
- VII. Management information systems, system development, and programming
- VIII. Security, privacy, and ethics issues relating to computers
- IX. Use of computers at home, for education, entertainment, and business
- X. Systems analysis process to determine minimum requirements for a computer system
- XI. Operating System skills and concepts
  - A. Operating System components, tools and menus
  - B. Device and file management including format, backup, scan, defrag, file compression
  - C. Software installation and file download and upload
  - D. Antivirus and security software
- XII. Basic-level word processing, spreadsheet, presentation graphics, and database management skills and concepts
  - A. Software components, tools and menus
  - B. Data entry, edit, format, integration, manipulation, output and storage
  - C. Create basic webpages, utilizing accessibility techniques
- XIII. Telecommunication technologies: Email, Discussion Forums and World Wide Web / Internet
  - A. Uses such as communication, research, download files and programs, upload web pages to publish
  - B. Copyright and plagiarism issues
  - C. Business use in a professional manner and Netiquette

**Course Subject & Number:** CA 221  
**Course Name:** Computer Concepts & Applications in Business

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

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

1. Students will be required to read and study approximately 50 to 65 pages per week from the textbooks.
2. Students will read approximately 5 to 10 pages per week from online sources for specified assignments and for research paper and presentation.

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

1. Students will be required to write approximately 1 page per week to reply to topics.
2. Students will write brief research papers averaging approximately 1 page per week to demonstrate course objectives.

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

Three types of assignments require computational skills:

1. Spreadsheet software assignments create spreadsheet formulas and functions and validate that results are reasonable and as expected, using spreadsheet audit tools, mental computational abilities, and calculators.
2. Spreadsheet special project demonstrates applied learning of those spreadsheet skills.
3. Special project to determine minimum requirements for each student's computer needs includes calculations of minimum amounts of computer hardware specifications.

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

1. Students are required to perform online searches for resources, then evaluate and use them, to learn about current technologies and concepts, and prepare special projects' papers.
2. Students may share new resources, tips, ideas, any other relevant information which support the objectives of the course and/or seem useful in accomplishing our tasks and achieving our goals.

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

**Reading Assignments:** 5

**Writing Assignments:** 3

**Computational Assignments:** 1

**Other Assignments:** .5

**Course Subject & Number:** CA 221

**Course Name:** Computer Concepts & Applications in Business

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

1. Lecture and instructor guided discussion
2. Hands-on demonstrations and lab work
3. Facilitate small-group research, discussions, and projects

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

1. Participation is required in discussions to evaluate writing skills and proper usage of terminology and concepts as the participation grade. ( Objectives 1 through 10)
2. Quizzes may be used to evaluate the level of preparedness of the class. (Objectives 1 through 10)
3. Required textbooks' assignments will evaluate student's ability to correctly use computer terminology, concepts, and software skills. (Objectives 1 through 10)
4. Required directed and self-developed projects and presentations will demonstrate knowledge and correct utilization of computer skills. (Objectives 1 through 10)
5. Required Exams to assess knowledge of computer terminology and concepts and ability to apply hands-on computer skills. (Objectives 1 through 10)

#### **Suggested Texts or Other Instructional Materials**

*(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)*

Two textbooks are required for this course:

(1) -- TEXTBOOK with CONCEPT CHAPTERS -- Computers: Understanding Technology, 4<sup>th</sup> Edition - Comprehensive, by Fuller & Larson, EMCP, © 2011.

(2) - MS Office LAB MANUAL Text with Hands-On Tutorials -- New Perspectives on Microsoft Office 2007, Premium Video Edition, 1st Edition, by Shaffer, et al, Course Technology, Thomson Learning, © 2010.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: CA 221  
COURSE NAME: \*COMPUTER CONCEPTS AND APPLICATIONS IN BUSINESS  
COURSE UNITS: 4  
COURSE HOURS: 5

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

COURSE PRE-REQUISITES:

COURSE ADVISORY:

Completion of ACCT 201 and Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101, and Eligibility for MATH 070.

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

This course involves the study of computer concepts and computer skills needed to use computers effectively and efficiently in business. Computer concepts covered include hardware and software operations, computer ethics and security, utilization of computers for business tasks, Internet and WorldWideWeb tasks and resources, and evaluation of hardware components and software capabilities. Introductory computer skills consist of care and management of hardware, plus learning to use systems software, operating systems, utilities, and applications, such as word processor, spreadsheet, database management, presentation graphics, Internet, WorldWideWeb and telecommunication resources. Software used in the class includes an integrated productivity suite, Microsoft Office, browsers, file compression and other special purpose applications, and telecommunication software such as Email, discussion forums and assignments drop-box. **Before enrolling** students should have knowledge of the following accounting concepts: accounting equation, debits and credits, journals and ledgers, transactions, depreciation, financial statements, and the accounting cycle.

CA221 is designed for Business majors who have completed ACCT 201 with a grade of "C" or better, and plan to transfer to a university.

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

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

- \*1. Describe and compare the types and uses of computers within a business environment.
- \*2. Describe and compare the types and features of input, output, storage, and communication devices.
- \*3. Describe the functions of the system unit and processing devices.
- \*4. Discuss and describe communication and network systems including the use of the Internet and Web.
- \*5. Discuss and describe the types and features of systems and productivity applications software.
- \*6. Discuss and describe database management systems, systems development, programming languages.
- \*7. Understand, research and explain security, legal, and ethical issues related to computer systems.
- \*8. Use an operating system and system utilities for disk and file management, at introductory level.
- \*9. Use application software including word processors, spreadsheets, database managers, presentation managers, at introductory level
- \*10. Incorporate Email, Discussion Forums and World Wide Web / Internet resources for communication and assignment tasks

\*Denotes SCANS competencies



RECEIVED  
MAY - 6 2010  
BY: *M. Maresca*

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

COURSE SUBJ. & NO: CA 221      COURSE TITLE: Computer Concepts & Applications in Business

Instructor (print): Kathy Moore

Division: Business, Computer Studies, and Economic Development

Required Signatures:

AP&P Representative: *B. Lynn*      Date: 05-05-10  
(division approval required)

Division Dean: *Karen Courell for T. O'Neil*      Date: 5/5/10

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)?      X Yes      No

Completed several CVC and @ONE online learning/teaching courses,  
And received a "Certificate for California Faculty for Online Teaching" from UCLA,  
And taught a few @ONE courses,  
Plus certified WebCT Trainer, and Etudes developer

Is 51% or more of instruction for this course provided on line? X Yes      No

AP&P Approval:  
Date \_\_\_\_\_

V.P. Academic Affairs:  
Signature \_\_\_\_\_

**Antelope Valley College  
DISTANCE EDUCATION FORM**

*Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.*

**COURSE SUBJ. & NO:** CA 221      **COURSE TITLE:** Computer Concepts & Applications in Business

*What method of technological delivery will be used to offer this course (see glossary)?*

*ITV*       *Online*       *Hybrid*

**1. Why is this course particularly suited to be offered through this delivery system?**

Online can provide all the traditional options, plus permanent written "lectures." Examples include static information, video, animation, or interactive games. Small groups' discussions and files and other interactive activities are recorded and retained all semester and can be referenced and repeated as often as needed to enhance understanding and retention. Virtual office visits are archived via a Chat Room archive file. All relevant information can be posted and shared with other students, as if they had been involved in a classroom discussion.

**2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?**

For online, hybrid, and supplemental material in traditional courses, Antelope Valley College's course management system is the primary technology with streaming servers and some other technologies.

AVC has training available for faculty to teach hybrid or fully online through ITS's tech trainer. Tutorials are available for faculty and students through our course management system. Some training sessions are available through the Professional Development Program.

Antelope Valley College has open computer labs. The course management system has 24/7 support for faculty and students.

**3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)**

Antelope Valley College's course management system is certified to be compliant with American with Disabilities Act accessibility requirements.

Examples of ways content is made accessible include: graphics are described using ALT tags and audio/video are transcribed. Antelope Valley College's alternative media specialist is available to assist faculty with their course content to ensure accessibility is achieved.

**3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)**

No unique challenges.

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.**

Students in the online course read the same textbooks, complete the same assignments, and take the same assessments. Faculty may provide digital "lectures / lessons."

Students are provided abundant online resources for information about material being covered, demonstrations of concepts and skills through video, animation and interactive games. "Virtual guests" provide video lectures or professional experiences.

Students have access 24/7, to Email, chat rooms, and discussion boards for students-to-students, faculty-to-students, and student-to-faculty communications.

**5. METHODS OF INSTRUCTION:**

**a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)**

Faculty and students use chat rooms during virtual Office Hours.

Faculty and students use discussion board forums that are developed for specific purposes such as students asking course-related questions and faculty and other students responding in public Q&A forums as if in a classroom.

Students and faculty use Email for more personal communications.

Faculty use announcement tools and Email to send messages and instructions to all students about course updates, alerts, issues.

**b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)**

**ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):**

**Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.**

The COR provides typical examples of various assignments, all of which can be done online and on-campus, with the same rigor, and essentially the same results.

**ASSIGNMENTS:**

Students will be required to read and study approximately 50 to 65 pages per week from the textbooks.

Students will read approximately 5 to 10 pages per week from online sources for specified assignments and for research paper and presentation.

Students will be required to write approximately 1 page per week to reply to topics.

Students will also write brief research papers averaging approximately 1 page per week to demonstrate course objectives.

Three types of assignments require computational skills:

1. Spreadsheet software assignments create spreadsheet formulas and functions and validate that results are reasonable and as expected, using spreadsheet audit tools, mental computational abilities, and calculators.

2. Spreadsheet special project demonstrates applied learning of those spreadsheet skills.

3. Special project to determine minimum requirements for each student's computer needs includes calculations of minimum amounts of computer hardware specifications.

Students are required to perform online searches for resources, then evaluate and use them, to learn about current

technologies and concepts, and prepare special projects' papers.

Students may share new resources, tips, ideas, any other relevant information which support the objectives of the course and/or seem useful in accomplishing our tasks and achieving our goals.

#### METHODS OF EVALUATION:

1. Participation is required in discussions to evaluate writing skills and proper usage of terminology and concepts as the participation grade.
2. Quizzes may be used to evaluate the level of preparedness of the class. (Objectives 1 through 10)
3. Required textbooks' assignments will evaluate student's ability to correctly use computer terminology, concepts, and software skills.
4. Required directed and self-developed projects and presentations will demonstrate knowledge and correct utilization of computer skills.
5. Required Exams to assess knowledge of computer terminology and concepts and ability to apply hands-on computer skills.



**ANTELOPE VALLEY COLLEGE**

DATE: June 15, 2010

TO: Maria Clinton, Co-chair, AP&P  
Sharon Lowry, Co-chair, AP&P

FROM: Bonnie Curry, Assistant Director, Health Sciences

SUBJECT: Increase in Instructional Materials Fees

---

The instructional materials fee for the classes listed in this memo must be increased to cover the full cost of the achievement exams given in each class. There was an increase in the cost of the exams. The materials fee meets the four criteria in the following manners:

- a. The achievement exams are owned by the student and controlled by the individual student.
- b. The achievement exams are measures of student success in the courses; therefore, they are required to achieve the objectives of the courses.
- c. The achievement exams are proprietary materials not available from the district.
- d. The achievement exams generate performance reports that supply students with valuable information about their strengths and weaknesses in achieving the objectives of the courses.

Classes affected by the increase in the cost of the achievement exams:

Course Number	Course Name	Old IMF	IMF as of 3/31/10
NS 122	Medical Surgical I		\$24.00
NS 200	Nursing Transition Exam for: Obstetrical, Neonatal and Women's Health Nursing	\$23.25	\$24.00
	Exam for: Self-Care- Fundamentals and Pharmacology	\$23.25	\$24.00

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

MATERIALS FEE

As permitted in Title 5, S59400-59410 and EdCode S76365, the Antelope Valley Community College district has determined that it is appropriate to require students to provide certain instructional and other materials for credit or noncredit courses when such materials are of continuing value to the student outside of the classroom setting, including, but not limited to textbooks, tools, equipment, clothing and materials necessary for vocational training and employment.

Establishment of Materials Fee:

1. NS 122 Medical Surgical I \_\_\_\_\_  
Course Number Course Title (e.g., Drawing) Units  
(e.g., Art 3ABR2)

2. Description of materials for which this fee is being assessed:

Achievement exams - fee must be increased  
to cover the full cost.

3. Materials Fee per student to be charged: \$ 24.<sup>00</sup>/<sub>100</sub>

4. Please confirm that the proposed materials fee meets all criteria below by checking each box\*:

- a) materials will be tangible personal property owned or primarily controlled by the individual student,
- b) materials shall be procured or possessed as a condition of registration, enrollment or entry into a class and necessary to achieve the required objectives of a course,
- c) materials will not be solely or exclusively available from the district, and
- d) materials may be taken from the classroom setting and are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of the course.

Approval: Bonnie Curry [Signature] 9/13/10 [Signature] 9/13/10  
Faculty Dean Date AP&P Date  
K. Cowen

\*Please attach a rationale for any of the four criterion above if there is any doubt as to whether that criterion is met. Refer to the AVC Material Fees Policy and Procedures and the Chancellor's Office guidelines on Instructional and Other Required Materials in the AP&P Resource Book for help in determining materials eligible for student reimbursement.

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

MATERIALS FEE

As permitted in Title 5, S59400-59410 and EdCode S76365, the Antelope Valley Community College district has determined that it is appropriate to require students to provide certain instructional and other materials for credit or noncredit courses when such materials are of continuing value to the student outside of the classroom setting, including, but not limited to textbooks, tools, equipment, clothing and materials necessary for vocational training and employment.

Establishment of Materials Fee:

1. NS 200 Nursing Transition \_\_\_\_\_  
Course Number Course Title (e.g., Drawing) Units  
(e.g., Art 3ABR2)

2. Description of materials for which this fee is being assessed:

Achievement Exams - fee must be increased  
to cover the full cost.

3. Materials Fee per student to be charged: \$ 24.<sup>00</sup>

4. Please confirm that the proposed materials fee meets all criteria below by checking each box\*:

- a) materials will be tangible personal property owned or primarily controlled by the individual student,
- b) materials shall be procured or possessed as a condition of registration, enrollment or entry into a class and necessary to achieve the required objectives of a course,
- c) materials will not be solely or exclusively available from the district, and
- d) materials may be taken from the classroom setting and are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of the course.

Approval: Bernice Curry Michael Nauman  
Faculty Dean Date AP&P Date  
9/13/10 9/13/10  
KOWER

\*Please attach a rationale for any of the four criterion above if there is any doubt as to whether that criterion is met. Refer to the AVC Material Fees Policy and Procedures and the Chancellor's Office guidelines on Instructional and Other Required Materials in the AP&P Resource Book for help in determining materials eligible for student reimbursement.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING

AP&P Approval:  
Date: \_\_\_\_\_

AP&P Denial:  
Date: \_\_\_\_\_  
Reason: \_\_\_\_\_

Course No. PDSE - 001  
Course Title: The Edge – Social Etiquette for Young People

Instructor (print): \_\_\_\_\_

**RECEIVED**  
MAY - 7 2010  
BY: *Maureen*

**Division Faculty Review**

Robert B. Harris  
Faculty Review Signature

Counseling  
Discipline

4/27/10  
Date

Approved  Denied \_\_\_\_\_ Reason \_\_\_\_\_

Deone O'Connell  
Faculty Review Signature

Counseling  
Discipline

4-27-10  
Date

Approved  Denied \_\_\_\_\_ Reason \_\_\_\_\_

Paul Cook  
Faculty Review Signature

Counseling  
Discipline

4/27/10  
Date

Approved  Denied \_\_\_\_\_ Reason \_\_\_\_\_

Susan M. Knapp  
Faculty Review Signature

Counseling  
Discipline

4/27/10  
Date

Approved  Denied \_\_\_\_\_ Reason \_\_\_\_\_

*Please note: Remove wine selection & tasting from list of foods etc (pg 11)*

Deone O'Connell  
AP&P Representative Signature

4-28-10  
Date

Approved  Denied \_\_\_\_\_ Reason \_\_\_\_\_

Robyn Haley  
Division Dean Signature

5.3.10  
Date

Approved  Denied \_\_\_\_\_ Reason \_\_\_\_\_





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

# Math Magicians, Inc.

41715 50<sup>th</sup> Street West • Quartz Hill • California • 93536  
[www.mmtutor.com](http://www.mmtutor.com) • (661) 718-3699

## The Edge – Social Skills for Young People Course Description

- I. Target Audience
  - a. Junior high and high school students (12-18 years old)
- II. Prerequisites
  - a. None
- III. Detailed Course Outline
  - a. Communication Skills
    - i. Poise, body language, personal grooming
    - ii. Handshakes and introductions
    - iii. The art of conversation and listening skills
  - b. Appropriate Etiquette for Various Social Situations
    - i. Formal and informal dining
    - ii. Interviews
    - iii. Being a host or a guest
    - iv. Good sportsmanship
    - v. Etiquette for public places
  - c. Appropriate Etiquette for Today's Electronic World
    - i. Netiquette – E-mails, the Internet
    - ii. Cell phones
    - iii. Telephones
- IV. Text or Materials Required
  - a. Computer
  - b. Internet
  - c. Projector
  - d. All other materials will be provided by Math Magicians, Inc.



# ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING

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

Course No. PDIM-011  
Course Title: Extreme Success for Today's Teens

Instructor (print): \_\_\_\_\_

**RECEIVED**  
MAY - 7 2010  
BY: *W. M. ...*

### Division Faculty Review

*Robert B. Harris*  
Faculty Review Signature

*Counseling*  
Discipline

*4/27/10*  
Date

Approved \_\_\_\_\_ Denied

Reason *Duplication of HD 100 & HD 101*

*Debra ...*  
Faculty Review Signature

*Counseling*  
Discipline

*4-27-10*  
Date

Approved \_\_\_\_\_ Denied

Reason *Duplication of HD 100 and HD 101*

*Carl East*  
Faculty Review Signature

*Counseling*  
Discipline

*4/27/10*  
Date

Approved \_\_\_\_\_ Denied

Reason *Duplication of HD 100*

*Susan Knapp*  
Faculty Review Signature

*Counseling*  
Discipline

*4/27/10*  
Date

Approved \_\_\_\_\_ Denied

Reason *Course already offered for credit - HD 100*

*Debra ...*  
AP&P Representative Signature

*4-28-10*  
Date

Approved \_\_\_\_\_ Denied

Reason *Content Avail in two existing courses.*

*Roslyn J. Haley*  
Division Dean Signature

*5.3.10*  
Date

Approved \_\_\_\_\_ Denied

Reason *Duplication*



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PDIM-011
TITLE: Extreme Success for Today's Teens
INSTRUCTOR: Deborah Sinness
HOURS: 4 hrs. per session NUMBER OF MEETINGS: 2
ENROLLMENT FEE: \$49 MATERIALS/SUPPLIES FEE: \$10
Text / CDs / DVDs / Handouts: Study Guide
Materials provided for review: Y N
ENROLLMENT EXPECTED: 10 - 30

DESCRIPTION OF OFFERING: Target audience: Junior High and High school students
Recommended advisories/pre-requisites/instructor approval: None

Course description: Course is directed towards junior high and high school students who want to improve skills in reading, listening, note-taking, critical thinking, time management, and communication. This course also helps with goal setting and outlines habits of highly effective teens.

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. During her tenure as a teacher, Mrs. Sinness was the first to implement the AVID (Achievement Via Individual Determination), program at New Vista Middle School. AVID is a program that for over 25 years has taught students the critical skills necessary for success in school and the work place. Deborah was trained by the AVID organization over a period of three years to teach students to engage in higher level thinking skills, active listening and reading, time management skills, and Cornell note taking. In addition, Deborah Sinness will incorporate motivational material such as Seven Habits of Highly Effective Teens to inspire students to expect more out of themselves while giving them the tools necessary to maintain a high level of achievement, including goal setting and communication skills.

SPECIAL NEEDS:

Facilities:

Audio/Video: Projector

Other: Computer/Internet Access

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 50<sup>th</sup> Street West • Quartz Hill • California • 93536  
[www.mmmtutor.com](http://www.mmmtutor.com) • (661) 718-3699

## Extreme Success for Today's Teens Course Description

- I. Target Audience
  - a. Junior high and high school students (12-18 years old)
  
- II. Prerequisites
  - a. None
  
- III. Detailed Course Outline
  - a. Active Reading
  - b. Active Listening
  - c. Cornell Note-Taking
  - d. Seven Habits of Highly Effective Teens
  - e. Critical Thinking Skills
  - f. Time Management Skills
  - g. Communication Skills
  - h. Goal Setting
  
- IV. Text or Materials Required
  - a. Computer
  - b. Internet
  - c. Projector
  - d. All other materials will be provided by Math Magicians, Inc.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING

AP&P Approval:  
Date: \_\_\_\_\_

AP&P Denial:  
Date: \_\_\_\_\_  
Reason: \_\_\_\_\_

Course No. PDTE.1011-001  
Course Title: Bridge and Other Card Games

Instructor (print): \_\_\_\_\_ David White \_\_\_\_\_

**RECEIVED**  
AUG 3 2010  
BY: *Mairegnis*  
08/30/10  
Date

**Division Faculty Review**

*[Signature]*  
Faculty Review Signature

*Psychology*  
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 \_\_\_\_\_

AP&P Representative Signature

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

*[Signature]*  
Division Dean Signature

Approved  Denied \_\_\_\_\_

*8.31.2010*  
Date

Reason \_\_\_\_\_





ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PDTE.1011-001
TITLE: Bridge and Other Card Games
INSTRUCTOR: David White
HOURS: 2 hrs. per session NUMBER OF MEETINGS: 10 meetings
ENROLLMENT FEE: \$25 MATERIALS/SUPPLIES FEE: \$15 (Optional)
Text / CDs / DVDs / Handouts
Materials provided for review: [X] N

ENROLLMENT EXPECTED: 10-24

DESCRIPTION OF OFFERING: Target audience: General Public
Recommended advisories/pre-requisites/instructor approval:

Course description: This course is a continuation of the strategies taught in the Bridge class by introducing the games of Spades, Hearts, Euchre, Blackjack, and Poker. The focus will be on the "tricks," trumps, and simple and complex odd calculations.

INSTRUCTOR BIOGRAPHY: David White is a paid Tournament Director and a volunteer lecturer with the American Contract Bridge League, and holds a degree in Computer Science from CSUB.

SPECIAL NEEDS: N/A

Facilities:

Audio/Video:

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

### **Lesson 1.**

- What's in a deck of cards rank of cards, rank of suits
- Sequence of play
- Contracts
- The Bidding Ladder
- Algebra of Bridge

### **Lesson 2.**

- Taking tricks in notrump and trump contracts
- The idea of bidding: the partnership reaches a consensus
- The language of bidding: the level and strain
- The declarer and dummy

### **Lesson 3.**

- Following suit, discarding, ruffing
- Leads: top of a sequence; low from an honor
- The language of bidding: no trump bids
- Playing with a partner

### **Lesson 4.**

- Extra tricks in a suit contract
- Defensive signals
- The language of bidding: responses to suits
- A good score is sometimes the least bad score

### **Lesson 5.**

- Setting up long suits
- Leads: top of a sequence: responses to notrump
- The language of bidding: jump bids
- Theory of games

### **Lesson 6.**

- Intro to Cross ruff
- The language of bidding: suit rebids
- Odds and probabilities

### **Lesson 7.**

- Intro to dummy reversal
- The language of bidding: no trump rebids

### **Lesson 8.**

- Intro to end play
- The language of bidding: preempts

### **Lesson 9.**

- Intro to squeezes
- The language of bidding: competitive bids

### **Lesson 10.**

- Review and play

As requested; modifications to lesson plan to correspond to change in class title.

Old Title: Introduction to bridge.

New Title: Bridge and other card games.

Lesson 1: Introduce and play a few hands of Spades, as an example of card games where the score is based on the number of tricks taken.

Lesson 2: Introduce and play a few hands of Hearts, as an example of a card game where low cards win tricks.

Lesson 3: Introduce and play a few hands of Euchre, as an example of a trick scored game with trump.

Lesson 5: Introduce and play a few hands of Blackjack, to show simple odd calculations.

Lesson 7: Introduce and play a few hand of Poker, to show more complex odds calculations.

David White



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING

AP&P Approval:

Date: \_\_\_\_\_

AP&P Denial:

Date: \_\_\_\_\_

Reason:

Course No. PDPI.1011-011  
Course Title: The History of Alchemy

Instructor (print): Professor Stephen Palmer

RECEIVED  
SEP 13 2010  
BY: *M. Maurigi*

Division Faculty Review

*Matthew Lee Mc*  
Faculty Review Signature

*HISTORY*  
Discipline

*8/24/10*  
Date

Approved  Denied \_\_\_\_\_

Reason *THIS IS A GREAT COURSE!*

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

*Dianna Wolf*  
AP&P Representative Signature

*9/2/10*  
Date

Approved  Denied \_\_\_\_\_

Reason \_\_\_\_\_

*Thomas Dief*  
Division Dean Signature

*9.3.2010*  
Date

Approved  Denied \_\_\_\_\_

Reason \_\_\_\_\_



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PDPL1011-011
TITLE: History and Practice of Alchemy
INSTRUCTOR: Professor Stephen Palmer
HOURS: 3 hrs. per session NUMBER OF MEETINGS: 8
ENROLLMENT FEE: \$150 MATERIALS/SUPPLIES FEE: \$40
Text / CDs / DVDs / Handouts
Materials provided for review: Y N
ENROLLMENT EXPECTED: 10-30

DESCRIPTION OF OFFERING: Target audience: Those interested in learning about alchemy.
Recommended advisories/pre-requisites/instructor approval: None

Course description: Professor Stephen Palmer brings to life the fascinating world of alchemy. Alchemy incorporates philosophy, science, engineering, mathematics, language, and cultural nuances. He will present the evolution of alchemy through the writings of Esoteric Anthropological Philosophy and language, including scrolls and tablets from antiquity. You will begin with understanding what alchemy is, and how it has influenced the many disciplines of knowledge. The course will bring you to present applications on modern alchemy.

INSTRUCTOR BIOGRAPHY: Professor Stephen Palmer holds an M.D., a Ph.D. J.D, and a Ph.D. in Mining Engineering. He is uniquely qualified to teach this course, beginning as a family interest he has spent the majority of his life studying the components that make up this Esoteric Philosophy, He has met with and studied under several people including Dr. Walter Russell and Lao Russell, the Maharishi Mahesh Yogi, the Sri Satya Si Baba, the Dalai Llama, Lee Carroll and Geoffrey Hoppe, Rolling Thunder and Chief Dan George, as well as several shamans of the world while attending medical school in Africa. He studied ancient history and languages at the Genoa and Vatican libraries, the "Philosophers Library" at the University of Damascus, and the Academy of Sciences in Russia. He is currently continuing research in alchemical energy and enhancements to bio-chemicals.

SPECIAL NEEDS:

Facilities: Classroom with computer.
Audio/Video: Projection system and DVD player.
Other:
Need software installed: No

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

## **Course Outline – History and Practice of Alchemy**

### **Class One:**

**Who I am – Why Alchemy?**

**What is Alchemy? Both Kabalistic and Non-Kabalistic approaches.**

**Break**

**Pre-History of Alchemy starting in 7,500 BCE**

**Alchemical Sigils**

### **Class Two:**

**Gnostic and Tibetan Alchemy – Original Philosophers Stone & Soma!**

**Break**

**Gnostic Kabala and Rabbinical Kabala**

### **Class Three:**

**Christian Kabala and the Catholic Church view**

**Break**

**Egyptian, Libyan, Levant era Alchemy**

### **Class Four:**

**The Sefers of the Rabbi's  and the Tree of Life**

**Break**

**Zoroastrian Magers and the Emerald Tablets of Thoth**

### **Fifth Class**

**Alistair Crowley and the Catholic practices in the  middle Ages**

**Break**

**Modern Mystery Schools, fantasy vs Reality**

**Sixth Class:**

**Practice Outlines, Modern Alchemy, Multi-disciplinarians**

**Break**

**Small Demonstration of Modern Alchemy**

**The making of a solution and the use of Shamanic Energy!**

**CD containing recommended reading**

**DVD on various videos of the subject matter**

**Names, Addresses, email addresses to send certificates of completion.**



**Materials for class: 4 GB USB Thumb Drive for the titles**

**Handouts printed by the Instructor.**

**Equipment: Standard Screen and Projector with USB or RJ45 connectors for computer and Microphone Lectern.**

**Prof. Stephen B. Palmer, MD, PhD, JD**

**Chancellor, University of Quantum Dynamics**

**Co-Director, Institutional Review Board, Institute of Progressive Medicine, Center for Complex Infectious Disease, Progressive University.**

**Trustee Member, Bio-Physics Institute in North Carolina**

Partial Reading List:

**Esoteric Anthropological Philosophy and Language:**

Alexandrian Book of Shadows

Chaldean Oracles by Zoroaster

Christianity and the Cults

Contemplating the Sefer Ha Bahir

Gospel of Judas

Herbal Remedies of Ancient Alchemy

Kabbalah and Gnostic Symbolism

Tarot and Kabbalistic Sacred Geometry

Magical and Ritual Use of Herbs

Pre-Diluvian Civilizations

Sefirot Aikido

Sefer Rezial

The Sefer Ha Bahir – “Book of Illumination”

The Gnostic Gospel of Marcion of Sinop Greece

The Philosophers’ Stone

**Scrolls and Tablets from Antiquity**

Secret Doctrine of Israel

Liber Gaias – Handbook of Geomancy

Liber CLXV – The Master of the Temple

The Sacred Magic of Abramelin the Mage

The Book of Goetia of Solomon the King

Advaita Bodha Deepika

Reg-Veda and Amanita muscaria

Telepathy and the Etheric Vehicle

Amrita Gita

Anethema of Zos

The Corpus Hermeticum

Liber Vel Ararita sub figura

Hebrew Study of Wisdom

Bhagavad Gita

Bhakti Yoga

Secret Doctrines of Blavatski

The Gardnerian Book of Shadows

The Development and history of Mystery Schools

Confucian Canon

Crystal Vision

The Hieroglyphic Monad

Masonic Symbolism

Dhammapada

Egyptian Myth and Legend

Ordi Templi Orientis - Equinox

Fama Fraternitatis

Foundations of Taoist Practice

Alchemical Cosmology

The Gnosis of the Mind

Echos of Gnosis – Hymn of Jesus

Hymns of Hermes

Geomancy

The Lesser Key of Solomon

The Grand Grimoire

The Magic of Armadel

The Grimoire of Honorius

The Secret Grimoire of Turiel

Grimoirium Verum

Hatha Yoga Pradipika

Egyptian Heaven and Hell

Heptameron

Rosicrucians Rites and Mysteries

The Black Raven

Kabbalah Denudata

Legends of the Gods

The Key of Mysteries

Liber 31

Liber 58

Liber 78

Liber Chanokh

Liber Yau vel Kabbalaetrium Literarum Sub Figura

Lives of Necromancers

Scroll of M Usui on Reiki

Maha Yoga of the Upanishads

Idra Rabba Qaddusha from the Sefer Ha Zohar

Sifra Detzniyutha

Occult Chemistry

Quran

The Temple in Man

Raja Yoga

Seership

The Rosicrucian Manifesto

Sefer Ha Yitzirah – book of formation

Sefer Ha Smoth – book of names

Sepher Sephiroth

Shaar Ha Yichud – Gate of Unity

Sh'ir Qoma – the Divine Body

Sword of Moses – Aramaic Book of Magic

Lectures on Alchemy

The Testament of Solomon

Shem Ha-Mephoresh

The Hermetic Arcanum

Science of Magical Talisman

Theurgia Goetia of the Lemegeton

Liber 41 Thien Tao

French Tarot Reading

Pictorial Key to the Tarot

**Plus 125 more titles on Alchemy two of which are written by me: Alchemical Foods, Tissue Regeneration and Wound Healing.**