ANTELOPE VALLEY COLLEGE

AP&P Agenda

Thursday, April 13, 2017
BE 323
3:00 – 5:30pm

Type of Meeting: *Regular*
Note Taker: *Melissa Jauregui, Academic Affairs Specialist*
Please Review/Bring: The past minutes for accuracy.

Committee Members:

Jeffrie Ahmad, Faculty Division Rep
Bonnie Curry, Faculty Division Rep
Carol Eastin, Articulation Officer
Luis Echeverria, Faculty Division Rep
Laureano Flores, Technical Education Dean
Ibrahim Ganley, Faculty Division Rep
Tooraj Gordi, Faculty Division Rep
Kerlin Grimaldi Linares, Student Rep
Michael Hutchison, Faculty Division Rep
Scott Lee, Faculty Division Rep/Librarian/DE Liaison
Cynthia Lehman, Faculty Division Rep
Cynthia Littlefield, Faculty Division Rep
Marjorie Marquez, Student Rep
Mark McGovern, Faculty Division Rep
Alberto Mendoza, Adjunct Rep
Terry Rezek, Faculty Division Rep
Tim Sturm, Faculty Division Rep
Bonnie Suderman, Co-chair
Deborah Sullivan-Ford, Faculty Division Rep
Mary Rose Toll, Faculty Division Rep
LaDonna Trimble , Student Services Dean
Les Uhazy, Academic Dean
Darcy Wiewall, Co-chair

Items	Person	Action
I. Opening Comments from the Co-chair	*Darcy/ Bonnie*	
II. Meeting Minutes – -3/9/2017		**Issues Discussed:** **Action Taken:** **Follow Up Items:**
III. Informational Item -2016-2017 Meeting Schedule: 4/13/17, 4/27/17, 5/11/17 -Deactivations Impact BUS 203 MATH 125 Family Consumer Sciences, AS -16-17 AP&P Goals	*Darcy*	**Issues Discussed:** **Action Taken:** **Follow Up Items:**

ANTELOPE VALLEY COLLEGE

-Courses due Fall 2017 -Review Duties, Responsibilities and AP&P Process		
IV. Action Item – -Distance Education Form -Credit by Exam -Review Checklist -Corporate Community Ed Process Rev Substantial Course Rev: ELEC 130 (Requisites), Corporate Community Ed: AVSOMC String Academy An Introduction to Voiceovers	*All*	**Issues Discussed:** **Action Taken:** **Follow Up Items:**
NEXT MEETING DATE: 4/27/17		

AP&P Agenda Addendum

Thursday, April 13, 2017
BE 323
3:00 – 5:30pm

I. **2017-18 AP&P Deadline – Courses and Programs need to be approved by 11/9/2017 for Fall 201**8 **inclusion**
- CORs due 2016-2017 academic year – List at the end of the agenda
- CORs due 2017-2018 academic year – List at the end of the agenda
- TMC Degrees that may need to be developed and brought to AP&P – List at the end of the agenda
- C-ID Approval needed, COR revised and brought to AP&P – List at the end of the agenda

II. **AP&P Meeting Schedule**: 4/13/17, 4/27/17, 5/11/17

III. **Proxy Memo needed for all committee members. Email Darcy Wiewall, CC dean, proxy, and Melissa Jauregui indicating the name of the proxy.**
1. Jeffrie Ahmad, Faculty Division Rep – *Priscilla Jenison*
2. Bonnie Curry, Faculty Division Rep – *Denise Walker*
3. Carol Eastin, Articulation Officer – *Vacant*
4. Luis Echeverria, Faculty Division Rep – *Tamira Palmetto Despain*
5. Laureano Flores, Technical Education Dean – *Peter Chege*
6. Ibrahim Ganley, Faculty Division Rep – *Nancy Bednar*
7. Tooraj Gordi, Faculty Division Rep – *Mike Tran*
8. Kerlin Grimaldi Linares, Student Rep
9. Michael Hutchison, Faculty Division Rep – *Debra Dickinson*
10. Scott Lee, Faculty Division Rep/Librarian/DE Liaison
11. Cynthia Lehman, Faculty Division Rep – *Matthew Jaffe*
12. Cynthia Littlefield, Faculty Division Rep – *Lisa Karlstein*
13. Marjorie Marquez, Non-Voting Student Rep
14. Mark McGovern, Faculty Division Rep – *David Newman*
15. Alberto Mendoza, Adjunct Rep – *Fiorella Chauca*
16. Terry Rezek, Faculty Division Rep – *Lisa Karlstein*
17. Tim Sturm, Faculty Division Rep – *Maria Clinton*
18. Bonnie Suderman, Co-chair – *Les Uhazy*
19. Deborah Sullivan-Ford, Faculty Division Rep – *Kathleen Ballestero*
20. Mary Rose Toll, Faculty Division Rep – *Tom Graves*
21. LaDonna Trimble , Student Services Dean – *Gary Roggenstein*
22. Les Uhazy, Academic Dean – *Tom O'Neil*
23. Darcy Wiewall, Co-chair – *Mark McGovern*

IV. **CSUGE/IGETC Course Designation**
- IGETC
  1. MATH 116 – Area 2A
  2. MUS 111 – Area 3A
  3. PSY 230 – Area 4I
  4. PSY 232 – Area 4I
  5. PSY 244 – Area 4I
  6. SOC 111 – Area 4J
  7. SOC 120 – Area 4J
  8. SPAN 110SS – Area 6A
- UC Transferable
- CSU/GE
  1. AFAB 130 – Area E
  2. AFAB 130 – Area C2
  3. MATH 116 – Area B4
  4. PSY 244 – Area D9
  5. SOC 120 – Area D0, D7, E

V. **SB 1440 AA-T/AS-T that need to be developed and submitted to AP&P**

Area of Study	CCCCO Template	Articulation Agreements	PLO	Recommended Plan of Study	CurricUNET Status
1. Agriculture Animal Sciences	X				Not developing
2. Agriculture Business	X				Not developing
3. Agriculture Plant Sciences	X				In Progress
4. Biology	X				In Progress – Senate/Board
5. Chemistry	X				In Progress – Senate/Board
6. Child and Adolescent Development	*X*				

7. Computer Science	X				Can develop but units are too high; In Progress; awaiting PHYS 110 and PHYS 120 COR revision to drop units
8. Elementary Teacher Education	X				Cannot develop, no full-time faculty in area
9. Film, Television and Electronic Media	X				In Progress
10. Global Studies	X				
11. Journalism	X				Cannot develop, no full-time faculty in area
12. Nutrition and Dietetics	X				In Progress
13. Public Health Science	X				
14. Social Justice Studies	X				

VI. **C-ID REPORT FOR TMC's**

COURSE	C-ID DESC.	STATUS	EXPIRES	ADT	STATUS
AG-EH 112L	AGRI 234	CONDITIONAL	11/14/17		
ART 101	ARTH 110	CONDITIONAL	3/12/2017	Art History	
ART 102	ARTH 120	CONDITIONAL	1/28/2017	Art History	
ART 103	ARTH 140	CONDITIONAL	5/11/2016	Art History	Submitted in Curricunet
CA 103	BUS 140	NOT APPROVED			Submitted in Curricunet
CIS 111	COMP 122	CONDITIONAL	5/9/2016		Submitted in Curricunet
COMM 215	JOUR 150	CONDITIONAL	6/21/2017		
JOUR 123	JOUR 210	NOT APPROVED			
MATH 120	MATH 120	CONDITIONAL	8/22/2017		
MATH 124	MATH 130	CONDITIONAL	7/1/2016	Economics	
MATH 140	MATH 155	CONDITIONAL	8/10/2016		
MATH 230	MATH 240	CONDITIONAL	3/26/2017	Mathematics	Submitted
MATH 250	MATH 230	CONDITIONAL	3/26/2017	Economics Mathematics Physics	Submitted
NF 100	NF 110	CONDITIONAL	4/18/2017		

VII. **2016-2017 Course by Division that need to be revised and submitted to AP&P**

Div	Course	UC Transferable	Last Offered	Scheduling Restrictions	Status
Career Technical Education					
	AUTO 126			Cannot schedule 17-18	Submitted
	AUTO 176			Cannot schedule 17-18	Submitted
Health and Safety Sciences					
	NS 121			Cannot schedule 17-18	Course Deactivation Submitted
Math, Science and Engineering					
	MATH 125	Yes		Cannot schedule 17-18	Course Deactivation Submitted
Arts and Humanities					
	DM 106L			Cannot schedule 17-18	Submitted – Rep /Dean
	FREN 201	Yes		Cannot schedule 17-18	Submitted – Rep/Dean
	FTV 203	Yes	Never	Cannot schedule 17-18	
	MUS 183	Yes		Cannot schedule 17-18	Course Deactivation Submitted
Extended Services					
	LIB 101			Cannot schedule 17-18	Submitted – Rep/Dean

VIII. Course Deactivations Impact on Other Programs/Courses

A. BUS 203

1. Program Restricted Elective:

a. Business Administration, AS
b. General Business, Cert
c. General Business, AS

B. MATH 125

1. Program Required Core:

a. Real Estate Salesperson, Cert – Submitted in CurricUNET
b. Real Estate Broker, Cert – Submitted in CurricUNET
c. Real Estate, AS – Submitted in CurricUNET
d. LAS – Math and Science – Option I – AA

2. Program Restricted Elective:

a. Office Specialist, Cert – Submitted in CurricUNET
b. Office Specialist, AS – Submitted in CurricUNET
c. Administrative Assistant, Cert – Submitted in CurricUNET
d. Administrative Assistant, AS – Submitted in CurricUNET

C. MATH 130

1. Program Required Core:

a. Engineering Technology, Cert – Submitted in CurricUNET change noted
b. Engineering Technology, AS – Submitted in CurricUNET change noted
c. LAS: Math and Science – Option I, AA

D. NS 110, 111, 120, 121, 122, 200, 230, 231, 232

1. Program Required Core:

a. Registered Nursing, AS

ANTELOPE VALLEY COLLEGE

AP&P Minutes

Thursday, March 9, 2017
BE 323
3:00 – 5:30pm

Type of Meeting: *Regular*
Note Taker: *Melissa Jauregui, Academic Affairs Specialist*
Please Review/Bring: The past minutes for accuracy.

Committee Members Present:
Jeffrie Ahmad, Faculty Division Rep
Bonnie Curry, Faculty Division Rep
Carol Eastin, Articulation Officer
Luis Echeverria, Faculty Division Rep
Laureano Flores, Technical Education Dean
Ibrahim Ganley, Faculty Division Rep
Tooraj Gordi, Faculty Division Rep
Michael Hutchison, Faculty Division Rep
Scott Lee, Faculty Division Rep/Librarian/DE Liaison
Cynthia Lehman, Faculty Division Rep
Cynthia Littlefield, Faculty Division Rep
Mark McGovern, Faculty Division Rep, Co-chair Proxy
Alberto Mendoza, Adjunct Rep
Tom O'Neil, Dean Proxy
Tim Sturm, Faculty Division Rep
Bonnie Suderman, Co-chair
Deborah Sullivan-Ford, Faculty Division Rep
Mary Rose Toll, Faculty Division Rep
LaDonna Trimble , Student Services Dean

Committee Members Absent:
Kerlin Grimaldi Linares, Student Rep
Marjorie Marquez, Student Rep
Terry Rezek, Faculty Division Rep
Les Uhazy, Academic Dean
Darcy Wiewall, Co-chair

Community Members Present:
Dr. David Newby

Items	Person	Action
I. Opening Comments from the Co-chair	*Darcy/ Bonnie*	Dr. Mark McGovern called the meeting to order at 3:10pm. He welcomed all the members to the first meeting of the spring semester. In Darcy's absence, we have a lot to cover. First a motion was made and seconded to amend the agenda to add AVSOMC String Academy New CCE course offering to the Informational Items list. This course will be an action item at the next meeting.
II. Meeting Minutes – -10/27/2016 -11/10/2016 -11/17/2016		**Issues Discussed:** None. **Action Taken:** A motion was made and seconded to approve the minutes as presented for the last three meetings: 10/27/16, 11/10/16 and 11/17/16. After a brief review of each packet, motion carried with one revision to 10/27/16 correction to Dr. Mark McGovern's name for item III. Motion carried with one revision by all members present. **Follow Up Items:**

ANTELOPE VALLEY COLLEGE

		None.
III. Informational Item -Courses Due Fall 2017 -2016-2017 Meeting Schedule: 3/23/17, 4/13/17, 4/27/17, 5/11/17 -Deactivations Impact BUS 203 MATH 125 Family Consumer Sciences, AS -16-17 AP&P Goals -Credit by Exam -Review Checklist -Corporate Community Ed Process Rev	*Darcy*	**Issues Discussed:** Dr. Mark McGovern reviewed each item noted in the list of informational items: • Course due fall 2017: the list was circulated for each division representative and the committee was reminded that the deadline for AP&P approval is 11/9/17. In order to meet this deadline, faculty must review and submit their course/program in curricunet not later than the end of spring semester. • Meeting schedule: reminder of the spring meeting schedule was announced. • Deactivation impact: representatives were asked to review the last page of the agenda addendum and be sure to submit those courses and programs for revision that are impacted by the deactivation of the noted course or program. • 16-17 AP&P Goal: No additional comments on this item at this time. • Credit by Exam: AP&P representatives were asked to review the list provided in the agenda packet with faculty in their area for accuracy. Should courses be added or removed from this list. • Review Checklist: AP&P representatives were asked to review the provided draft checklist. This checklist would be used in the review process of submitted courses and programs to ensure all aspects of the course are thoroughly reviewed during this time and requested changes are being requested earlier on if necessary. • Corporate Community Ed Process Rev: AP&P representatives were provided an updated corporate community ed process from the AP&P handbook for review. This process is not to be viewed as a one fits all process. It is more of a recommendation for divisions to consider adopting to ensure all faculty have an opportunity to review the proposed course. All comments and concerns are to be brought forth to the next AP&P meeting so action can be taken on each above item. **Action Taken:** None. **Follow Up Items:** All items will return as action items for approval.

ANTELOPE VALLEY COLLEGE

IV. Action Item – Consent Agenda – Non-substantial Course Rev: OT 101, OT 102, OT 103, OT 113 Substantial Course Rev: ELEC 130 (Requisites), OT 101 Hybrid and Online, OT 102 Hybrid and Online, OT 103 Hybrid and Online, OT 113 Hybrid and Online Corporate Community Ed: Online Food Safety Exam Bird of Prey of the AV Managing Culture Div in Workplace The Art of Effective Negotiation Course Deactivation: NS 110, 111, 120, 121, 122, 200, 230, 231, 232	*All*	**Issues Discussed:** ELEC 130 requisite documentation was not available for distribution at today's meeting. **Action Taken:** A motion was made and seconded to approved those course noted under non-substantial course revision. Motion carried by all members present. A motion was made and seconded to approve the distance education courses noted under substantial course revisions. After a brief review of each course noted, edits were not requested. Motion carried by all members present. A motion was made and seconded to table ELEC 130. Motion carried by all members present. A motion was made and seconded to approve the corporate community education courses noted under that section. After a brief review of each course noted, edits were not requested. Motion carried by all members present. A motion was made and seconded to approve the deactivation of the course noted in that section. Motion carried by all members present. **Follow Up Items:** ELEC 130 will return to the next agenda for review and possible approval.
NEXT MEETING DATE: 3/23/17		The meeting adjourned at 4:00pm. Dr. Mark McGovern thanked the committee for their time. He reminded the members of our next meeting on 3/23/2017.

Edit this form

AP&P Distance Education

In order to improve the college's compliance with state and accrediting guidelines, all distance education course proposal forms need to be updated. Please complete the new form below for your distance education course.

* Required

1. Did the faculty member developing the course take professional development courses/workshops? *

- [ ] CVC: California Virtual Campus www.cvc.edu
- [ ] OLC: Online Learning Consortium
- [ ] @One: www.onefortraining.org
- [ ] Other:

2. Is at least 51% of the course conducted through distance education? *

- ( ) Yes
- ( ) No

3. Choose all that apply. *

- [ ] Online
- [ ] Interactive
- [ ] Hybrid (complete 3a and 3b below)
- [ ] Blended (complete 3c and 3d below)

3a. If Hybrid is selected above, how frequently will students meet on campus for instructional purposes?

- ( ) Weekly
- ( ) Bi-weekly
- ( ) Monthly
- ( ) Other:

3b. If Hybrid is selected above, what is the purpose of the on campus meetings?

- [ ] Orientation
- [ ] Exams
- [ ] Other:

3c. If Blended is selected above, how frequently will students meet on campus for instructional purposes?

- ( ) Weekly
- ( ) Bi-weekly
- ( ) Monthly
- ( ) Other:

3d. If Blended is selected above, what is the purpose of the on campus meetings?

- [ ] Lecture/Instruction
- [ ] Orientation
- [ ] Exams
- [ ] Other:

4. What technology resources will be used to teach this course? *

(Choose at least three from the options below.)

- [ ] Collaborative Tools (Discussion Forums, Chatrooms, CCC Confer, etc.)
- [ ] Document Files (PDF's, MS Word, Presentations, Spreadsheets, etc.) (ADA Compliance Requires use of proper document structuring)
- [ ] Images (Photographs, Diagrams, etc.) (ADA Compliance Requires use of alternative text)
- [ ] Interactive Media (Games, Self-Graded Tutorials, etc.)
- [ ] Links to Resources Outside the LMS (Other Websites, Publisher Sites, etc.) (ADA Compliance Requires that outside resources are verified as accessible)
- [ ] Multimedia Files (Uploaded or Streaming) (ADA Compliance Requires use of closed captioning)
- [ ] Publisher-Supplied Resources (ADA Compliance Requires that publisher-supplied materials are verified as accessible)
- [ ] Other:

If you plan to use resources not listed above or have chosen less than three, please provide an explanation here:

4a. What additional resources, if any, will be used to ensure that course content is fully accessible and conforms to ADA requirements?

- [ ] Alternative Text
- [ ] Closed Captioning
- [ ] Descriptive Audio
- [ ] Outside Resources Verified as Accessible
- [ ] Publisher-Supplied Materials Verified as Accessible
- [ ] Transcripts
- [ ] Use of Proper Document Structuring
- [ ] Other:

5a. What tools/methods will be used to ensure regular effective contact with the class or groups of students? *

(Choose at least two from the group of options below.)

- [ ] Group One: Discussion Forums
- [ ] Group One: Field Trips
- [ ] Group One: Instructor-Led Group Meetings (Online or Face-to-face)
- [ ] Group One: Individual Meetings

- [ ] Group One: Library Workshops
- [ ] Group One: Orientation Sessions
- [ ] Group One: Social Media (Facebook, Twitter, etc.)
- [ ] Group One: Weekly Announcements
- [ ] Group One: Video Communication

5b. What tools/methods will be used to ensure regular effective contact with the individual student? *
(Choose at least two from the group of options below.)

- [ ] Group Two: Email
- [ ] Group Two: Telephone Contact
- [ ] Group Two: Text Messaging
- [ ] Group Two: Timely Feedback on Student Work
- [ ] Group Two: Video Communication

If you plan to use tools/methods not listed in 5a and 5b above, please provide an explanation here:

6. If needed, how will any assignments or methods of evaluation change to teach this course online?

Submit

100%: You made it.

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ANTELOPE VALLEY COLLEGE
Office of the Dean of Enrollment Services

PETITION FOR CREDIT BY EXAMINATION
INFORMATION, CONDITIONS AND RESTRICTIONS

INFORMATION:

A currently enrolled student may challenge certain courses offered by the College for any of the following purposes:

- Satisfying prerequisites.
- Meeting graduation unit requirements.
- Obtaining course credit for equivalent experience or competency.

Students MAY NOT be registered for the course being challenged.

Students may be permitted to obtain credit by examination in selected subjects designated by a division in which the course is taught. A fee is charged for each examination. Students must be qualified to challenge a course by examination through satisfaction of prerequisites for the course or previous experience or training. The grade and credits received after satisfactory completion of examinations will be entered on the student's permanent record. The student's academic record shall be clearly annotated to reflect that the credit was earned by examination.

The results of the examination will be entered on the student's record. At the time a request is submitted, students must indicate whether they wish a letter grade, or a grade of "Pass/No Pass" (if allowed).

One year must elapse before a request for re-examination will be considered.

CONDITIONS AND RESTRICTIONS:

1. Students must be currently enrolled at AVC.
2. Students must submit challenge forms within the first four weeks of the semester.
3. Students challenging a course must complete the examination by Friday of the seventh week of the semester.
4. Students may challenge a maximum of four courses during their enrollment at AVC.
5. Challenge forms are available only in the fall and spring semesters. Summer forms are available only with the written permission of the instructor.
6. The units received by examination may not be used to satisfy the college's residency requirements.
7. Credit received is not applicable for financial aid, veteran's pay, or athletic eligibility.

PETITION FOR CREDIT BY EXAMINATION
REQUEST PROCEDURE

PROCEDURE:

1. Students requesting credit by examination must be currently registered at AVC and actively participating in course (s). Students MAY NOT be enrolled in the course they are challenging.

2. A student wishing to challenge a course must submit the completed Petition for Credit by Examination form to Admission and Records within the first four weeks of the semester. The form shall indicate if the course is to be challenged for grade or "Pass/No Pass".

3. Students whose form has been approved by Admissions & Records will be required to pay the current per-unit enrollment fee to the Cashier's Office.

4. The student then submits the form to the appropriate Division Dean and instructor for approval. It is the student's responsibility to make the necessary arrangements with the instructor.

5. The student should request a copy of the completed Petition for Credit by Examination form from the Division.

6. The form is forwarded to Admissions & Records by the Division Office with the final grade.

7. The grade will be posted to the record at the end of the semester.

8. The student is notified that a change has been made to their academic record by email.

ANTELOPE VALLEY COLLEGE
Office of Academic Affairs

CREDIT BY EXAMINATION COURSE LIST
(Challenge List)

ABDY 112	Basic Auto Body Repair
ABDY 122	Basic Automotive Refinishing
ACCT 111	Bookkeeping
ACCT 113	Bookkeeping II
ACCT 115	Payroll Bookkeeping
ACCT 121	Microcomputer Accounting
ACCT 131	Introduction to Income Tax
ACRV 112	Basic Refrigeration Systems
ACRV 113	Basic Refrigeration Controls
ACRV 122	Residential Air Conditioning Systems
ACRV 123	Residential Air Conditioning Controls
AFAB 110	Basic Blueprint Interpretation
AFAB 130	Aerospace Ethics and Issues
AGRI 102	Plant Pest Control
AGRI 104	Nursery Practices
AGRI 110	Basic Landscape Design
AGRI 112	Plant and Landscape Maintenance
AGRI 132	Turf and Landscape Maintenance
AGRI 134	Plant Identification I
AGRI 153	Landscape Construction – Concrete and Masonry
AGRI 155	Landscape Construction – Wood and Lighting
AGRI 210	Advanced Landscape Design
AGRI 212	Interior Plantscape
AGRI 220	Landscape Irrigation
AGRI 230	Soils and Plant Nutrition
AGRI 234	Plant Identification II
AGRI 250	Landscape Management
AJ 101	Introduction to Administration of Justice
AJ 102	Criminal Law
AJ 103	Criminal Evidence
AJ 104	Introduction to Corrections
AJ 204	Juvenile Procedures
ASTR 101	Astronomy
ATH 100	Introduction to Athletic Training
BUS 101	Introduction to Business
BUS 105	Business Mathematics
BUS 111	Business English
CA 103	Introduction to Microcomputers
CA 111	Word Processing – Microsoft Word
CA 171	Introduction to Networking
CA 175	Administering Windows Server
CA 176	Windows Server Networking
CHIN 101	Elementary Chinese I
CHIN 102	Elementary Chinese 2

CIS 101	Introduction to Computer Information Science
CIS 121	Computer Mathematics
CT 105	Principles of Sewing
DFST 101	American Sign Language I
DFST 102	American Sign Language II
DM 101	Digital Media Arts
DM 103	Graphic Design I
DM 113	Photoshop I
DM 115	Graphic Communication I
ELEC 110	Fundamentals of Electricity
ELEC 115	Electrical Codes and Ordinances
ELEC 130	Alternating Current Theory
ELTE 110	Electronics Mathematics
ELTE 125	Direct Current and Alternating Current Principles
ELTE 130	Digital Circuit Analysis
ENGR 110	Engineering Orientation and Basic Skills
ENGR 115	Basic Engineering Drawing
ENGR 120	Introduction to 2-D CAD
ENGR 185	Digital Logic and Design
FREN 101	Elementary French 1
FREN 102	Elementary French 2
FTEC 111	Fire Protection Organization
FTEC 112	Fire Prevention Technology
FTEC 113	Fire Protection Equipment and Systems
FTEC 114	Building Construction for Fire Protection
FTEC 115	Fire Behavior and Combustion
GEOG 101	Physical Geography: Earth’s Surface Landscapes
GEOL 101	Physical Geology
GER 101	Elementary German 1
GER 102	Elementary German 2
HE 101	Health Education
ID 100	Introduction to Interior Design
ID 150	History of Design I
ID 160	Material Selection for Interior Design
ID 201	History of Design II
ID 230	Fundamentals of Lighting Design
ID 250	Professional Interior Design Business Practices
LATN 101	Elementary Latin 1
LATN 102	Elementary Latin 2
MATH 070	Elementary Algebra
MATH 102	Intermediate Algebra
NATH 105	Geometry and Methods of Proof
MATH 115	Statistics
MATH 120	Math for Teachers
MATH 124	Finite Math
MATH 128	College Algebra for Liberal Arts
MATH 135	Plane Trigonometry

MATH 140	Precalculus
MATH 148	Calculus for Business and Economics
MATH 150	Calculus and Analytic Geometry
MATH 160	Calculus and Analytic Geometry
MATH 220	Linear Algebra
MATH 230	Introduction to Ordinary Differential Equations
MATH 250	Calculus and Analytic Geometry
MGT 101	Management Principles
MGT 105	Elements of Supervision
MGT 115	Human Behavior in Organizations
MGT 121	Human Resources Management
MKTG 101	Principles of Marketing
MKTG 112	Introduction to Advertising
MKTG 121	Salesmanship
MOA 101	Beginning Medical Terminology
MOA 102	Advanced Medical Terminology
NS 110	Professional Nursing I
NS 120	Professional Nursing II
NS 230	Professional Nursing III
NS 240	Professional Nursing IV
OT 101	Beginning Computer Keyboarding
OT 102	Intermediate Computer Keyboarding
OT 103	Advanced Computer Keyboarding
OT 121	Spreadsheets for the Office
OT 152	Beginning Medical Insurance
RE 111	Real Estate Finance
RE 121	Legal Aspects of Real Estate
RE 141	Escrow Principles
RE 161	Property Management
SPAN 101	Elementary Spanish 1
SPAN 102	Elementary Spanish 2
VN 109	Fundamentals of Patient care for Vocational Nurses
VN 110	Self-Care: Fundamentals and Pharmacology
VN 111	Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient
VN 112	Nursing to Promote Self-Care Agency in the Adult
VN 113	Nursing Leadership to Promote Self-Care Agency in the Adult

Antelope Valley College Checklist for Curriculum Review
Course Outline of Record (COR)

Course Title: _____ Course#_____

Instructions:

1. "N/A" answers indicate an issue does not apply to the proposed course.
2. "YES" answers indicate approval.
3. "NO" answers indicate a need for revision.
4. "?" answers indicate a need for additional information before the review can be completed.

Questions:	N/A	YES	NO	?
1. Does the course fall within the mission of the community college (e.g., transfer to a four year institution, career technical education, pre-collegiate, basic skills).				
2. If applicable, for a new course approval, could the course articulate with CSU or UC? Add list of campuses or courses (ASSIST).				
3. If applicable, for a course being reviewed for revisions, does the course articulate with CSU or UC? Add list of campuses or courses (ASSIST).				
4. Does the course meet requirements for UC Transfer Course Agreement or CSU GE Breadth?				
5. Is the course part of an approved program? (If not needs a program proposal submitted)				
6. If applicable, is the course in accord with state and federal laws including licensing body or special funding provision?				
7. If applicable, have requirements of national, state and local approval and/or accrediting agencies been met?				
8. Is this a course written at the baccalaureate level?				
9. Does the course fulfill one or more of these purposes: • A prerequisite for a subsequent course? • A general education, graduation requirement, district competency, or major requirement for a certificate of achievement, associate degree or an elective/stand alone course? • A requirement of the intended occupation?				
10. Is this course in compliance with District Policy ### in that it does not duplicate an existing course?				
11. Does the title of the course accurately reflect the content of the course?				
12. Are the units accurate and appropriate?				
13. Does the catalog description contain complete sentences written in the present tense, does it clearly state the goals and outcomes a successful learner can demonstrate at the end of the course and is the audience identified?				
14. Are the prerequisite(s)/corequisite(s) appropriate?				
15. Have the prerequisite/corequisite statements been validated?				
16. Are the prerequisite/corequisite/advisory statements correct?				
17. Do the course objectives describe the outcomes in terms of what a successful learner can demonstrate at the end of the period of instruction? [See Title 5.55002(a)]				
18. Does the outline of topics include the course content in outline form, following the order of the objectives and utilize subtopics to show the emphasis each topic generally receives? [See Title5.55002(a)]				
19. Does the "Homework" section specify what is appropriate for this specific course? Are the hours accurate and appropriate for the class type (e.g., lecture, lab, or lecture/lab)? [See Title 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B)]				
20. Does the "Methods of Instruction" section specify what is appropriate for this specific course (e.g. lecture, lecture/laboratory, lecture/discussion, discussion/seminar, laboratory, work experience, independent study, distance learning, media-aided instruction, computer-assisted instruction, field experience, internship, or other)? [See Title 5.55002(a)]				

Antelope Valley College Checklist for Curriculum Review
Course Outline of Record (COR)

Questions:	N/A	YES	NO	?
21. Does the outline of topics include the course content in outline form, following the order of the objectives and utilize subtopics to show the emphasis each topic generally receives? [See Title5.55002(a)]				
22. Does the "Methods of Evaluation" section specify procedures which are consistent with the objectives, the course content, and the scope of the course and are based on demonstrated proficiency, at least in part, by means of essay, problem-solving exercises or skills demonstrations? [See Title 5.55002(a)(A)(B)(C); 55758; AVC###]				
23. Does the "Required Textbooks" section list examples of the specific textbooks with copyright dates or other college-level materials appropriate for the course and representative of current and emerging knowledge and practice? If the suggested textbook is older than five years, a rationale is required. [See Title 5.55002(a); AVC ###] (Minimum of 2, maximum of 5 textbook examples)				
24. Course Impact Report Statement				
25. If applicable, Instructional Material Fee				
26. DE Component				
Comments: (Identify the #'s being commented on.)				

Other Possible Questions to include:

Currently AP&P does not specifically ask for these sections on our COR.

1. Does the "Appropriate Readings" section list specific types or provide reading examples which reference both the outline of topics and at least one course objective? [See Title 5.55002(a)] (Minimum of 2 examples.)
2. Does the "Writing Assignments" section list specific types or provide examples of writing assignments and other demonstrations of ability (e.g. use symbol systems, logic, math, music, etc.) which reference both the outline of topics and at least one course objective? (Minimum of 2 examples.) [See Title 5.55002(a)]
3. Does the "Appropriate Outside Assignments" section list specific types or provide examples of assignments that students are required to work on outside of the class which reference both the outline of topics and at least one course objective? (Minimum of 2 examples.) [See Title 5.55002(a)]
4. Does the "Appropriate Assignments that Demonstrate Critical Thinking" section list types or provide examples of assignments requiring students to think critically and apply the concepts, and which reference both the outline of topics and at least one course objective? (Minimum of 2 examples.)

6 March 2017
Recommendation for Changes to the Corporate and Community Service (CCS) Process
D.L. Wiewall

Amend the guidelines to include a statement that allows for the respective division and the discipline faculty to develop an internal process to review CCS course proposals. My recommendation is to minimally revise sections 3, 5, 6, and 7.

3) the Dean for Corporate and Community Services then sends the Corporate and Community Services Offerings Outline form to the appropriate division department chair who consult with the appropriate discipline faculty. The faculty will have XX number of days to review the course proposal and submit their comments/critiques/approval, etc. to the Department Chair.

5) if the faculty have no concerns or questions, they will sign off on the offering(s) and return the form(s) to the Department Chair who will forward it to the division dean and the AP&P representative for approval and then to the Dean for Corporate and Community Services;

6) if the faculty, division dean, or the AP&P representative have concerns or questions, they will meet with the Dean for Corporate and Community Services to discuss their concerns or questions and present suggestions for revision;

7) the faculty, division dean and the AP&P representative then have the right to approve the offering or not; if approved, signatures are required on the form;

- Please note that the approved change to require CCS to submit a bi-annual memo will be added to this portion of the document.
- In addition, the committee may wish to review and revise this entire section of the handbook.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

Course No. PDTE.1617.002

Course Title: Antelope Valley Symphony Orchestra Strings Academy

Instructor (print): David Newby

Division Faculty Review

David Newby — Music — 3/22/17
Faculty Review Signature — Discipline — Date

Approved ✓ Denied _____ Reason _____

_____ — _____ — _____
Faculty Review Signature — Discipline — Date

Approved _____ Denied _____ Reason _____

_____ — _____ — _____
Faculty Review Signature — Discipline — Date

Approved _____ Denied _____ Reason _____

_____ — _____ — _____
Faculty Review Signature — Discipline — Date

Approved _____ Denied _____ Reason _____

Cindy Lindfield — 3/22/17
AP&P Representative Signature — Date

Approved X Denied _____ Reason _____

[signature] — 3/22/17
Division Dean Signature — Date

Approved _____ Denied _____ Reason _____

[signature] — 3.22.17
C&CS Division Dean Signature — Date

Approved X Denied _____ Reason _____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PDTE.1617.002

TITLE: Antelope Valley Symphony Orchestra Strings Academy

INSTRUCTOR: David Newby

HOURS: 30 hrs. Two hours weekly with extra hours during performance weeks

NUMBER OF MEETINGS: 15

ENROLLMENT FEE: $20

MATERIALS/SUPPLIES FEE: N/A
Text / CDs / DVDs / Handouts
Materials provided for review: Y N

ENROLLMENT EXPECTED: Min. 30, Max. 40

DESCRIPTION OF OFFERING: Target audience: Youth up to age 18. The AVSO String Academy and Youth Orchestra provides instruction in playing violin, viola, cello, and contrabass instruments. Students receive training in instrumental technique. They are taught principals of intonation, tone, rhythm, and music reading. They learn how to care for a musical instrument. Students prepare music for public performance and receive ensemble performance experience. They gain a practical understanding of the diversity of musical styles, studying and performing orchestral repertoire from European masterworks of the last five centuries, popular selections, American folk music, world music and other traditions. Students are required to obtain approved performance attire for public performances.

The String Academy seeks to establish itself as a member of international El Sistema network. In keeping with the goals of El Sistema, the AVSO String Academy and Youth Orchestra hopes to provide free music instruction to many or all participating students. This includes providing musical instruments for students to use at no cost, likely through a participating musical instrument repair shop. The AVSOMC has received a grant that will provide instruction through June and hopes to conduct additional fund raising to sustain the program indefinitely.

INSTRUCTOR BIOGRAPHY:

SPECIAL NEEDS:

Facilities: FA3-162

Audio/Video:

Other:

Need software installed:

ITS notified: _____ _____
Date Signature

ONLINE CLASS:

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

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

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

Course No. PDTE.1617.001

Course Title: An Introduction to Voiceovers

Instructor (print): Voices for All

Division Faculty Review

[signature] Film & Television 11/21/16
Faculty Review Signature Discipline Date

Approved X Denied _____ Reason _____

[signature] Film & TV 11/30/16
Faculty Review Signature Discipline Date

Approved X Denied _____ Reason we don't offer a class like this

_____ _____ _____
Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

_____ _____ _____
Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Cindy [signature] 2/28/17
AP&P Representative Signature Date

Approved X Denied _____ Reason This class was previously offered and ran.

[signature] 12/1/16
Division Dean Signature Date

Approved X Denied _____ Reason Based on faculty Approval

[signature] 3.6.17
C&CS Division Dean Signature Date

Approved / Denied _____ Reason _____

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PDTE.1617.001

TITLE: An Introduction to Voiceovers

INSTRUCTOR: Voices for All

HOURS: 2 hrs.

NUMBER OF MEETINGS: 1

ENROLLMENT FEE: $49

MATERIALS/SUPPLIES FEE: N/A
Text / CDs / DVDs / Handouts
Materials provided for review: Y N

ENROLLMENT EXPECTED: Min. 5-8, Max. 20

DESCRIPTION OF OFFERING: Target audience: Adults, 18 year and over. Those interested in the voiceover profession.
Recommended advisories/pre-requisites/instructor approval: N/A

Course description: Have you ever wanted to be the voice everyone hears on TV and radio commercials, or documentary or audiobook narrations? You too can become a Professional Voiceover Artist! This fun, informative, and empowering class will teach you the basics of the voice over industry to help you decide if it is something you'd like to pursue. We will discuss the many different types of voiceovers and what it takes to get started as a voice actor. Your voice will be recorded as you read from real scripts so you can receive a professional voice evaluation later. In this 2 hour introductory class you will learn what it takes to become a part of this fun and exciting industry. Be warned, many who have taken this class have gone on to become real, bona-fide, professional Voice Actors. Come ready to laugh, learn, and be inspired...

The Voices For All Voice Coaches are known for their fun and informative presenting methods. Our Coaches have many years' experience in the Voiceover Industry, and are masters at teaching all of the information pertinent to making it in Voice Acting. Whether it be speaking, presenting, writing, producing, or announcing, Voices For All has it covered. With hundreds of Regional & National Commercials, and Public Service Announcements under their belts, our instructors not only deliver the highest quality education and coaching to their students, but their unique enthusiasm and expertise bring an element of fun and excitement to the classroom as well.

INSTRUCTOR BIOGRAPHY: **Mike Elmore,** Voice Coach/Instructor/Producer, has been a professional Voice Actor since 1983. He has performed Voiceovers for clients such as Stridex, McDonalds, Dodge, T-Mobile, Motrin, Hasbro, TGI Fridays, and All My Children (trailer, ABC). Mike worked in radio all the way from the wheat fields of Kansas, to the major market of Los Angeles, Ca. Mike has also performed as an Actor in a Prime Time TV Series, and toured the U.S. as a musician. He brings with him an incredible collection of experiences and stories that are invaluable in giving a needed insight to his students. Besides working as a Professional Voice Actor, Mike's passion is teaching Aspiring Voice Actors. He has a great ability to encourage and empower his students to put their best foot forward, and has many tricks up his sleeve to get the most out of everyone.

Leah Frederick, Voice Coach/Instructor/Producer, is a testament to the success of VFA training. An alumnae of VFA's Introduction to Voice Acting and Master Class, Leah has provided voiceovers for radio and TV commercials, educational narrations, apps, auto-attendants, and even a Nintendo video game! She's also a featured singer on a solfegge training module and several music CDs for children. However, her real passion is Audiobook Narration. A seasoned narrator, she has recorded over forty audiobooks in a variety of genres including romance, sci-fi, self-help, and children's. As one of VFA's many success stories, Leah's training and experience provide her students with a unique and invaluable perspective into the world of voiceovers. With enthusiasm, energy, and a lot of laughter, Leah's goal is to make each of her classes informative and FUN!

Aaron Fischer, Voice Coach/Instructor/Producer has a near obsession with voices. Heavily influenced in his childhood by the popular cartoons of the day, he was mesmerized by the subtle differences between the characters' sounds and deliveries. Even as a youth, he grasped the fact that tension, joy, fear, excitement, or love could all be conveyed through the manner in which a single word was enunciated. This intrigued him, and from those early beginnings, he was hooked. Aaron is a graduate of VFA's Master Class and loves to talk about his experiences. He is enthusiastic about the voiceover industry and loves to pass that energy on to his students, with the goal of showing each and every one of them that the field has great deal to offer. His upbeat and direct manner of instruction fosters an atmosphere of enjoyment and openness.

René Morales, Voice Coach/Instructor, teaches introduction classes in the central Midwest region. René graduated from the VFA Master Class many years ago and started her own voiceover business. Having the inside scoop on all things related to Voices For All, René is an excellent resource to ask about the Master Class training and technical support programs that VFA has to offer. René's easy-going, laid-back demeanor is a ruse which can be instantly shredded just by mentioning pugs; World Series champions from the state of Missouri; Harry Potter, or anything having to do with presidential elections. Having fulfilled her single bucket list item of seeing the band Rush get inducted into the Rock & Roll Hall of Fame in 2013, she's now looking for new bucket list items to pursue.

Scott Wallace, Voice Coach/Instructor, is a Connecticut native who now makes his home in Seattle, WA. With a successful decade working in professional and major collegiate athletics under his belt, his career path seemed clear. Still, he had a passion for creativity and a curiosity about the voice over industry. People would often remark on the clear and versatile sound of his voice. After signing up for and attending one of our Introduction to Voice Overs classes, Scott decided to dip his toe in the voiceover ocean. Scott worked closely with his Voices For All coaches, Eric Hunt and Mike Elmore, learning how to market himself, manage his time, and produce high quality work. Scott now finds himself a full-time voiceover pro! He has produced projects for clients such as Liberty Mutual Insurance, the United States Army, Cisco Systems and many more... Scott just might be a voice in your favorite video-game!

Matt Martin, Voice Coach/Instructor, is a Washington State native with a working background in the financial industry, who now resides in Palm Springs. With the growing number of Internet based, financial services websites he found himself thinking of a career change. In less than three years after launching his voiceover business, Matt has had great success with several national brands such as Dial, Oracle, Mercedes Benz, Cabela's, Monsanto Corp and Kobalt Tools, among others. Matt can also be heard in promotional spots for National Geographic; doing narration for The Sportsman Channel and Outdoor Channel and movie and game trailers for Oblivion, Race to Witch Mountain and Zombie Apocalypse.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Need software installed:

ITS notified: _____ _____

Date Signature

ONLINE CLASS:

How offered? Independent study _____

Online instructor _____

Synchronous Only _____

Synchronous and Asynchronous _____

Number of required sessions _____

Hybrid _____

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

Portal used, web address listed:

Enrollment: Start dates _____ Open Y N