

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

DATE: May 13, 2010  
LOCATION: TE7 103 – Computer Room  
TIME: 3:05 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>	<u>GUESTS PRESENT CONT.</u>
Dave Champagne, proxy	Mrs. Sharon Lowry, V. P.	Beverly Beyer, Faculty	Sonia Hicks
Maria Clinton, Cochair	Academic Affairs	Sheronda Myers, Voting	Mark Hoffer
De'Nean Coleman-Carew,	Rick Motawakel, Faculty	ASO	Perry Jehlicka
Faculty	David Newby, Faculty		Donna Meyer
Margaret Drake, Dean	David Newman, Faculty	<u>GUESTS PRESENT</u>	Kathy Moore
Tooraj Gordi, Faculty	Duane Rumsey, Faculty	Fredy Aviles	Tom O'Neil
Lee Grishman, Articulation	LaDonna Trimble, Dean	Jeff Cooper	Mike Rios
Linda Harmon, Faculty	Les Uhazy, Dean	Karen Cowell	Rodney Schilling
Scott Lee, Faculty	Darcy Wiewall, Faculty	Robert Falb	Deborah Sinness
Cynthia Littlefield, Faculty		Rosa Hall	Doug Webb

**2009-2010**  
**Academic Policies & Procedures Committee Meeting No. 12**  
**MINUTES**

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

A motion was made and seconded to call the May 13, 2010 AP&P Committee Meeting to order at 3:05 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:05 p.m. Motion carried.

*Ms. Clinton requested a motion to amend the agenda to table informational items 4g and 4h and to include discussion item 5b LAC 900 Tutoring. A motion was made and seconded to table informational items 4g and 4h and to include discussion item 5b. Motion carried.*

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

Ms. Maria Clinton stated that Ms. LaDonna Trimble, Dean of Enrollment Services, had something she needed to share with the committee. Ms. LaDonna Trimble stated that ENGL 095 and ENGL 097 have been approved to be offered in an 8 week schedule where ENGL 097 will be offered directly after the conclusion on ENGL 095. Since the ENGL 095 is a prerequisite to ENGL 097, the division will manually monitor student success in ENGL 095 to ensure that the prerequisites are being met prior to the start of ENGL 097.

Ms. Maria Clinton stated the Mrs. Sharon Lowry, AP&P Co-chair, had information to share regarding two campus issues. Mrs. Sharon Lowry stated that in the past AP&P voted to exclude +/- grading in our grading system and for transcript purposes. The committee also decided that when students transferred to this campus from a college who utilized +/- grades, their transcripts would be converted to letter grade to reflect our grading system due to Banner complications. Unfortunately, this process would do one of two things, either advantage a student who was on the cusp of a high grade or disadvantage another who was on the cusp of a lower grade. Banner now allows our campus to input transcripts with actual grade and still offer only letter grades for our courses. Mrs. Sharon Lowry wanted to committee to know that we were not changing grades in the past but simply working within the confines of our database management system. Mrs. Sharon Lowry notified the committee that this will return to the agenda on May 27, 2010 as an action item to document the change in how transcripts are handled for an effective date of July 1, 2010. Dr. Lee Grishman stated that this will help those students with accurate GPA's.

Mrs. Sharon Lowry also informed the committee that she attended the SLO committee meeting on May 10, 2010 per the request of this committee to share concerns regarding the inclusion of the SLO in the syllabus. After reading the recommendations from the accreditation handbook the SLO committee decided to make some revisions to the communicating process which is on the next Senate agenda for approval. Once the Senate has approved the SLO communication process, it will be presented to this committee. Ms. Maria Clinton also stated that a recommendation was made to have links on the SLO Web page to the COR Web page and visa versa, which will be implemented by Melissa Jauregui, Academic Affairs Technician, very soon.

**3. APPROVAL OF MINUTES – April 22, 2010**

A motion was made and seconded to approve the minutes for the April 22, 2010 AP&P Committee meeting. Ms. Maria Clinton

stated that Melissa Jauregui is distributing the hard copy of the minutes, however to save time, this item will return to the agenda on May 27, 2010 for approval. Motion failed.

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

**a. CurricUNET Update and Training Schedule**

**Part 1 - May 14, 2010 from 8:00-10:00 a.m. in BE 311**

**Part 2 - May 27, 2010 from 3:00-5:30 p.m. in BE 311**

Ms. Maria Clinton stated that the committee will meet on these dates for the CurricUNET training. If unable to attend the first training, she requested that the committee members review the archived training prior to attending the May 27, 2010 AP&P meeting. Once the May 14, 2010 training concludes, it will be archived and Mrs. Melissa Jauregui will send an email to the representatives with instructions on how to access the session. She also stated that additional training will be provided in the fall to faculty users.

**b. Cooperative Work Experience Education – Transcript Clarification**

Ms. Maria Clinton stated that at the last AP&P meeting a question was asked regarding how Cooperative Work Experience Education courses appear on the transcripts. Ms. LaDonna Trimble was asked to research this topic and report back to the committee. Included in the AP&P material is the email that Ms. Trimble sent clarify the issue. Ms. Maria Clinton stated that all work experience courses appear on the student's transcripts with the area of study and course number and the description is Work Experience, for example, BUS 199 – Work Experience.

**c. Ed2Go – <http://www.ed2go.com/> - Beverly Beyer**

Ms. Maria Clinton asked Mr. Dave Champagne, faculty proxy for Mrs. Beverly Beyer, to share any information regarding the Ed2Go. Mr. Dave Champagne stated that this program does not conflict with current courses and actually act as feeders into our courses since these offerings are merely taught at an introduction level. Dr. Tom O'Neil also shared that he used this program at two other campuses and good feedback has been received. Mrs. Sharon Lowry stated that even though Corporate and Community Education may sign a contract with this company, each individual course will need to be submitted for AP&P approval. Ms. Maria Clinton asked the committee to take some time to review the website in preparation for the fall.

**d. Committee Member Term**

Ms. Maria Clinton stated that a few of our members will be leaving our committee this year. Included in the materials is the updated committee membership list and the highlighted names will need to be replaced. Dr. David Newby stated that Lisa Karlstein has step forward to replace him as the Visual and Performing Arts representative.

**e. Substitute Representative Memo for Voting Purposes**

Ms. Maria Clinton requested that each division designate a substitute AP&P representative for their area. This will need to be communicated to AP&P through a formal memo identifying the individual. This memo will allow the substitute to be counted in the committee when the actual representative is unable to attend. According to Roberts Rules, if the substitute is not identified by the division in a formal memo, then the substitute is simply considered a visitor during the meeting and is not allowed to vote. Ms. Maria Clinton requested the representatives to this back to their divisions, identify a substitute, and send a memo to AP&P.

**f. Revising the Diversity Studies Requirement Statement – Maria Clinton**

Ms. Maria Clinton notified the committee that this item will return to the agenda in the new academic year and no resolution will be made this year.

~~g. 2 year printed catalog~~

~~h. SLO incorporated in syllabus~~

Postponed per motion above.

**5. DISCUSSION ITEMS (10 minutes each)**

**a. Distance Education Attendance Policy – Beverly Beyer**

Mr. Dave Champagne spoke on behalf of Beverly Beyer in regards to the Distance Education Attendance Policy developed and approved by the Distance Education Committee. He stated that he feels that this absolutely needs to be in writing so faculty now how to proceed if a student is not complying with DE course requirements. Ms. Maria Clinton requested that the representative take this policy out to their divisions and collect feedback. She stated that this will return to the agenda in the new academic year for approval purposes.

**b. LAC 900 – Supervised Tutoring through Webcam**

Ms. Maria Clinton stated that the tutoring center is requesting to offer tutoring services at the Palmdale center through the use of a Webcam. Currently, the tutoring schedule at the Palmdale center is minimal since it is difficult to have a faculty

member at that site for supervision purposes. The use of a Webcam would allow a faculty member at the Lancaster campus to supervise a tutoring session and be available for questioning at the Palmdale center. Ms. Maria Clinton requested the committee members to consider our current Distance Education proposal form and asked if the use of a Webcam made this offering a DE. She reminded the committee that this would all be done in real time with no delay. Mrs. Sharon Lowry stated that the closest class to this is a Nursing class located in Bishop where the faculty is actually at the Lancaster campus. Ms. LaDonna Trimble stated that the DE form refers to in person contact and the use of a Webcam may affect positive attendance. She also asked what the process would be if communication is broken. After a lengthy discussion, Ms. LaDonna Trimble stated that she had spoken with Ms. Dorothy Williams and advised her to contact AP&P for clarification however the issue with positive attendance was not mentioned. Ms. LaDonna Trimble stated that she would contact Ms. Dorothy Williams again to determine if this will have an adverse affect on offering the course without a Distance Education proposal.

**6. ACTION ITEMS – Work Experience – First Reading**

- a. WE 199 – \*Occupational Work Experience** **1-4 units, Variable hours – Revised Course**
- b. WE 197 – \*General Work Experience** **1-3 units, Variable hours – New Course**

A motion was made and seconded to approve items 6a-b. Ms. Maria Clinton passed out the revised Course Outline of Records for both courses and stated that she only received feedback from Ms. MaryAnn Holcomb who also took the time to calculate the Work Experience hours for both paid and voluntary work for unit accrual purposes. Ms. Clinton asked the committee if they would prefer the divisions to be included on the COR. Mrs. Maggie Drake felt that by not including the list of divisions then it would make it necessary for each area to submit a Work Experience Course Outline of Record, which would then need to be approved by AP&P. She did not think that would really benefit the program since requiring a COR would derail the WE in the fall. Mrs. Sharon Lowry stated that the list of discipline would need to be included on the Occupational Work Experience COR for Technical Education purposes. Ms. Maria Clinton stated that she would add the discipline list back to both of the CORs and this will return to the agenda for approval. Motion failed.

**7. ACTION ITEMS – NEW Hybrid Courses for Palmdale Center – First Reading**

- a. ECON 101 – \*Principles of Macroeconomics** **3 units, 3 hours weekly**
- b. ECON 102 – \*Principles of Microeconomics** **3 units, 3 hours weekly**
- c. HIST 108 – U.S. History, 1877-Present** **3 units, 3 hours weekly**
- d. BUS 101 – Introduction to Business** **3 units, 3 hours weekly**
- e. OT 105 – Beginning Keyboarding Technique** **12.5 units, 30 hours total**
- f. MOA 101 – \*Beginning Medical Terminology** **3 units, 3 hours weekly**

A motion was made and seconded to approve items 7a-f, as new distance education hybrid courses. Ms. Maria Clinton stated that due to an imminent need related to funding for the Palmdale Center, the division is requesting that these courses, which are already approved as online only, also be approved as hybrid. The department took the existing approved distance education language and added the face-to face component, which will be an orientation at the start of the course. Ms. Clinton continued to explain that the memo justifying the imminent need has already been received by AP&P. Motion carried.

**8. CONSENT ITEMS – Revised Courses – First Reading (\*These are minor changes to a course that do not alter the standards required by Title 5, but are necessary to keep a course current and relevant. These changes alone may not require review by the full committee but may be reviewed by the faculty representative and faculty cochair and placed on an agenda as “consent items.”**

- a. ECON 101 – \*Principles of Macroeconomics** **3 units, 3 hours weekly**
- b. ECON 102 – \*Principles of Macroeconomics** **3 units, 3 hours weekly**
- c. BUS 105 – \*Business Mathematics** **3 units, 3 hours weekly**
- d. CIS 101 – \*Introduction to Computer Information Science** **3 units, 4 hours weekly**
- e. CIS 111 – \*Introduction to Programming and Algorithms** **3 units, 4 hours weekly**
- f. DRFT 130 – \*Architectural Drafting I** **3 units, 6 hours weekly**
- g. DRFT 240 – \*Electronic Drafting** **3 units, 6 hours weekly**
- h. ENGR 130 – Materials Science** **3 units, 3 hours weekly**
- i. ENGR 130L – Materials Science Lab** **1 units, 3 hours weekly**
- j. ENGR 210PS – \*Statics Problem Solving Session** **1 unit, 1 hour weekly**
- k. NS 110 – Professional Nursing I** **1.5 units, 1.5 hours weekly**
- l. NS 120 – Professional Nursing II** **0.5 unit, 0.5 hour weekly**
- m. NS 240 – Professional Nursing IV** **1 unit, 1 hour weekly**
- n. PSY 215 – \*Psychology of Prejudice** **3 units, 3 hours weekly**

A motion was made and seconded to approve items 8a-n Course Outline of Record revisions. Ms. Maria Clinton stated that changes have only been made the Typical Homework Assignments, Methods of Instruction, Methods of Evaluation, and/or Suggested Textbook sections of the Course Outline of Record and review by the full committee is not necessary. AP&P Faculty representative and cochair have reviewed and approve of the revisions. Motion carried.

9. **ACTION ITEMS** – Revised Courses – Second Reading

- a. **CA 171 – \*Introduction to Networking** **3 units, 4 hours weekly**
- b. **CA 171 DE – \*Introduction to Networking** **3 units, 4 hours weekly – Revised Hybrid**
- c. **CA 176 – \*Windows 2003 Networking** **3 units, 4 hours weekly**  
Title Change to: Windows Server Networking
- d. **(CCA) CA 182 – \*Network Security** **3 units, 4 hours weekly**  
Prerequisite: Completion of CA 171 or CA 176  
Advisory: Eligibility for ENGL 099, READ 099 and MATH 102  
*Revised to:*  
*Advisory: Completion of CA 171 or CA 175 and Eligibility for ENGL 099, READ 099 and MATH 102*
- e. **NF 102 DE – \*Nutrition and Food for Children** **3 units, 3 hours weekly – New Hybrid**  
Committee Requested revisions to #3 Accessibility
- f. **READ 175 – Literacy Tutoring & Supervised Field Experience** **4 units, 8 hours weekly**  
**Committee Requested revisions to Homework Page**  
A motion was made and seconded to approve items 9a-f Course Outline of Record revisions. Ms. Maria Clinton stated that the faculty have made all requested changes. Motion carried.

10. **ACTION ITEMS** – Revised Courses – Second Reading

- a. **ACRV 198 - \*Heating and Air Conditioning Seminars** **Variable units, Variable hours**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACRV 198 - \*Heating and Air Conditioning Seminars. Ms. Maria Clinton explained to the committee that it is necessary for this COR to be extremely general since it is an umbrella course and all courses under this will need their own COR approved by AP&P. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- b. **FTEC 125 – Haz Mat First Responder Operations** **1.5 units, 24 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 125 – Haz Mat First Responder Operations. Mr. Robert Falb was present to discuss the corrections made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- c. **FTEC 129 – Wildland Public Information Office, Prev & Inv** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 125 – Haz Mat First Responder Operations. Mr. Robert Falb was present to discuss the revisions and corrections made to the COR.. After a brief moment, the committee requested that the SCANS language be added under the objectives and a minor correction needed to be made to the Course Content. Ms Maria Clinton stated that these revisions were minor and if faculty approves, Mrs. Melissa Jauregui can make these two corrections. Motion carried.

11. **DISCUSSION ITEMS** – Revised Courses – First Reading

- a. **ENGL 256 – \*Chicano Literature** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 256 – \*Chicano Literature. Mr. Mark Hoffer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- b. **ENGL 257 – \*Native American Literature** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACCT 201 – \*Financial Accounting. Mr. Mark Hoffer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- c. **ENGL 299 – \*Special Topics in Literature** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 299 – \*Special Topics in Literature. Mr. Mark Hoffer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- d. **HD 100 – \*Basic Strategies for College Success** **1.5 units, 24 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for HD 100 – \*Basic Strategies for College Success. Mr. Rodney Schilling was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that corrections be made to the Course objectives and Methods of Instruction. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried.



- e. **HD 100 DE – \*Basic Strategies for College Success** **1.5 units, 24 hours total – New Online Only**  
A motion was made and seconded to approve the new Distance Education proposal for HD 100 DE – \*Basic Strategies for College Success. Mr. Rodney Schilling was present to discuss the nature of this new distance education request. After a brief moment, the committee requested that corrections be made to item 3 and 3a. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried.
- f. **HD 103 – \*Career Planning** **1.5 units, 24 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for HD 103 – \*Career Planning. Mr. Rodney Schilling was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that corrections be made to the Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried.
- g. **HD 103 DE – \* Career Planning** **1.5 units, 24 hours total – New Online Only**  
A motion was made and seconded to approve the new Distance Education proposal for HD 103 DE – \* Career Planning. Mr. Rodney Schilling was present to discuss the nature of this new distance education request. After a brief moment, the committee requested that corrections be made to item 3 and reference to the use of a specific program be removed and replace with more general language in case the faculty decide to use different software programs. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried.
- h. **(CCA) MATH 135 – \*Plane Trigonometry** **3 units, 3 hours weekly**  
Advisory: Completion of MATH 102, or Eligibility for MATH 135 and Completion of MATH 080, and Eligibility for College Level Reading or Completion of ENGL 101  
*Revised to:*  
*Advisory: Eligibility for College Level Reading or Completion of ENGL 101*  
*Prerequisite: Completion of MATH 102 and MATH 080, or Eligibility for MATH 135*  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for MATH 135 – \*Plane Trigonometry. Mr. Tooraj Gordi was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that corrections be made to how the prerequisites and advisories are listed on the page. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for MATH 135 – \*Plane Trigonometry. Motion carried.
- i. **ACCT 113 – \*Bookkeeping II** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACCT 113 – \*Bookkeeping II. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- j. **ACCT 205 – \*Managerial Accounting** **4 units, 4 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACCT 205 – \*Managerial Accounting. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- k. **ACCT 201 – \*Financial Accounting** **4 units, 4 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACCT 201 – \*Financial Accounting. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- l. **ACCT 201 DE – \*Financial Accounting** **4 units, 4 hours weekly – Revised Hybrid**  
A motion was made and seconded to approve the revisions made to the Distance Education proposal for ACCT 201 DE – \*Financial Accounting. Mr. Dave Champagne was present to discuss the revisions made to the Distance Education proposal. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- m. **BUS 113 – \*Business Communications** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for BUS 113 – \*Business Communications. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- n. **BUS 212 – \*Women in Organizations** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for BUS 212 – \*Women

in Organizations. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

- o. **BUS 212 DE – \*Women in Organizations** **3 units, 3 hours weekly – Revised Online Only**  
 A motion was made and seconded to approve the revisions made to the Distance Education proposal for BUS 212 DE – \*Women in Organizations. Mr. Dave Champagne was present to discuss the revisions made to the Distance Education proposal. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. The committee did ask though how Mrs. Beverly Beyer planned to use role play in a Distance Education course. Mrs. Melissa Jauregui was asked to email Mrs. Beyer for clarification. Motion carried.
- p. **MGT 121 – \*Human Resources Management** **3 units, 3 hours weekly**  
 A motion was made and seconded to approve the revisions made to the Course Outline of Record for MGT 121 – \*Human Resources Management. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- q. **MKTG 101 – \*Principles of Marketing** **3 units, 3 hours weekly**  
 A motion was made and seconded to approve the revisions made to the Course Outline of Record for MKTG 101 – \*Principles of Marketing. Mr. Dave Champagne was present to discuss the revisions made to the COR. Mrs. Sharon Lowry stated that the Mathematical component was missing from the Homework page and requested the faculty to send a statement of clarification. Ms. Maria Clinton requested that the statement be sent or revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried.
- r. **BUS 101 – \*Introduction to Business** **3 units, 3 hours weekly**  
 A motion was made and seconded to approve the revisions made to the Course Outline of Record for BUS 101 – \*Introduction to Business. Ms. Donna Meyer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- s. **OT 113 – \*Advanced Microsoft Word** **3 units, 4 hours weekly**  
 A motion was made and seconded to approve the revisions made to the Course Outline of Record for OT 113 – \*Advanced Microsoft Word. Ms. Donna Meyer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- t. **OT 201 – \*Administrative Office Procedures** **3 units, 3 hours weekly**  
 A motion was made and seconded to approve the revisions made to the Course Outline of Record for OT 201 – \*Administrative Office Procedures. Ms. Donna Meyer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- u. **CIS 101 DE – \*Introduction to Computer Information Science** **3 units, 4 hours weekly**
- v. **CIS 113 – \*Data Structures** **3 units, 4 hours weekly**
- w. **CIS 123 – \*Assembly Language & Computer Architecture** **3 units, 4 hours weekly**
- x. **CIS 141 – \*Intro Basic Programming** **3 units, 4 hours weekly**  
 A motion was made and seconded to table items 11u-x due to the absence of the faculty members and/or proxy. Ms. Maria Clinton stated that the faculty member is currently out of town but plans to attend the next AP&P meeting to discuss the revisions made to these courses. Motion carried.
- y. **ENGR 210 – Statics** **3 units, 3 hours weekly**  
 A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGR 210 – Statics. Dr. Les Uhazy was present to discuss the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- z. **CHEM 205 – Quantitative Analysis** **4 units, 6 hours weekly (3 hours lecture, 3 hours lab)**  
 A motion was made and seconded to approve the revisions made to the Course Outline of Record for CHEM 205 – Quantitative Analysis. Mr. Jeff Cooper was present to discuss the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- aa. **MOA 101 – \*Beginning Medical Terminology** **3 units, 3 hours weekly**  
 A motion was made and seconded to approve the revisions made to the Course Outline of Record for MOA 101 – \*Beginning Medical Terminology. Dr. Karen Cowell was present to discuss the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

**bb. VN 110 DE – Self-Care: Fundamentals and Pharmacology 12.5 units, 362 hours total – NEW Hybrid**

A motion was made and seconded to approve the new Distance Education proposal for VN 110 DE – Self-Care: Fundamentals and Pharmacology. Dr. Karen Cowell was present to discuss the nature of this new distance education request. After a brief moment, the committee requested that any mention of specific individuals on campus be removed and corrections be made to item 1, 2 and 3. Ms. Maria Clinton requested that revisions be made and that this return to the agenda as a second reading. Motion failed.

**cc. LIB 107 – \*Information Literacy 3 units, 3 hours weekly**

A motion was made and seconded to approve the revisions made to the Course Outline of Record for LIB 107 – \*Information Literacy. Mr. Scott Lee was present to discuss the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

**dd. LIB 107 DE – \*Information Literacy 3 units, 3 hours weekly – Revised Online Only**

A motion was made and seconded to approve the revisions made to the Distance Education proposal for LIB 107 DE – \*Information Literacy. Mr. Scott Lee was present to discuss the revisions made to the Distance Education proposal. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

**ee. THA 102 – \*Introduction to Stagecraft 3 units, 2 hours lecture weekly, 48 hours lab total**

**ff. THA 103 – \*Introduction to Stage Lighting 3 units, 2 hours lecture weekly, 48 hours lab total**

**gg. THA 120D – \*Rehearsal and Performance: Children’s Theatre 1-3 units, 54-162 hours total**

A motion was made and seconded to table items 11ee-gg due to the absence of the faculty members and/or proxy. Mrs. Sharon Lowry stated that these three courses are several years out of compliance and if the faculty members are not present at the next meeting to discuss the course revisions then these will be pulled from the 2010-2011 College Catalog and will not be offered until approved by AP&P. Motion carried.

**hh. PSY 235 – Child Psychology 3 units, 3 hours weekly**

A motion was made and seconded to approve the revisions made to the Course Outline of Record for PSY 235 – Child Psychology. Mr. Fredy Aviles was present to discuss the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

**12. DISCUSSION ITEMS – New Community Service Offering – First Reading**

**a. Conditioning for the Sport of Football – Perry Jehlicka**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Conditioning for the Sport of Football. Mr. Perry Jehlicka was present to discuss the course offering. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

**b. Medical Transcription (Online) – Career Step**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Medical Transcription (Online). Mr. Doug Webb was present to discuss the course offering. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

**c. Math Pre-screening Assessment Workshop for Pharmacy – Deborah Sinness**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Math Pre-screening Assessment Workshop for Pharmacy. Ms. Deborah Sinness was present to discuss the course offering. After a brief moment, it was decided that Corporate and Community Education needed to charge the students an enrollment fee due to the use of campus facilities and administrative time spent offering a course. Motion carried pending the revision and communication of an enrollment fee.

**d. Security Guard Training Requirement – Additional 16 hours – Sgt. Bruce Rowe**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Security Guard Training Requirement. Sgt. Bruce Rowe was present to discuss the course offering. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

**e. Back to Basics Traffic School – Sonia Hicks**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Back to Basics Traffic School. Ms. Sonia Hicks was present to discuss the course offering. After a brief moment, it was decided that the maximum enrollment be changed to 40 participants. Motion carried.

**13. DISCUSSION ITEMS – Degree/Certificate Change Request – First Reading**

**a. Computer Networking Certificate**

A motion was made and seconded to table items 13a due to the absence of the faculty members and/or proxy. Ms. Maria

Clinton stated that the faculty member is currently out of town but plans to attend the next AP&P meeting to discuss the revisions made to the Computer Networking Certificate. Motion carried.

**b. Family Consumer Education Degree**

A motion was made and seconded to approve the revisions made to the Family Consumer Education Degree. Dr. Karen Cowell was present to discuss the revisions made to this degree program. She stated that she wanted to list this program in the catalog with a clear 60 unit degree requirement, however, it is currently listed with too many options and felt it is confusing to the student in the current format. Dr. De'Nean Coleman-Carew stated that it should not be confusing at all since it is the responsibility of the counselors to clarify any confusion when students are entering a degree program. Dr. Coleman-Carew stated that she would work with Dr. Cowell to develop the format of this degree. Ms. Maria Clinton stated that this will return to the agenda as a second reading. Motion failed.

**14. DISCUSSION ITEMS – Obsolete Course Request – First Reading**

- a. **CHEM 222 – Organic Chemistry Support Laboratory**
- b. **LAC 939 – Prep for Success in Corp Train**
- c. **LAC 941 – Special Topics in WFDV**
- d. **LAC 942 – Learning Skills Lab for WFDV**
- e. **THA 105 – Introduction to Lighting Design**

Ms. Maria Clinton stated that the division is requesting that the above courses be made obsolete. This will return to the next agenda as an action item.

**15. DISCUSSION ITEMS – Obsolete Course Request – Second Reading**

- a. **OT 107 – Keyboarding Speed and Accuracy**
- b. **NS 199 – Work Experience**
- c. **WDTO 901 – App Water Treat & Dist Math I & II**
- d. **WDTO 905 – Basic Water Supply Science**
- e. **WDTO 910 – Water Chemistry and Quality**
- f. **WDTO 915 – Water Distribution I**
- g. **WDTO 916 – Water Distribution II**
- h. **WDTO 920 – Water Treatment I**

A motion was made and seconded to approve designating action items 15a-h as obsolete courses. Motion carried.

**16. DISCUSSION ITEMS – Remove Discipline from Catalog Request – Second Reading**

- a. **Culinary Arts**
- b. **Nurse Aide and Home Health Aide**

A motion was made and seconded to approve removing action items 16a-b from the college catalog. Motion carried.

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

**Business and Computer Studies**

- a. ACCT 113 – Bookkeeping II (In process)
- b. ACCT 121 – Microcomputer Accounting (Rcvd 5/6/10 + DE)
- c. ACCT 201 – Financial Accounting (In process)
- d. ACCT 205 – Managerial Accounting (In process)
- e. BUS 101 – Introduction to Business (In process)
- f. BUS 105 – Business Mathematics (In process)
- g. BUS 113 – Business Communications (In process)
- h. BUS 212 – Women in Organization (In process)
- i. CA 121 – Microcomputer Spreadsheets (Rcvd 5/6/10 + DE)
- j. CA 131 – Microcomputer Database Management (In process)
- k. **CA 171 – Introduction to Networking (In process)**
- l. CA 176 – Windows 2003 Networking (In process)
- m. CA 182 – Network Security (In process)
- n. CA 221 – Computer Concepts & Appl Business (Rcvd 5/6/10 + DE)
- o. CIS 101 – Intro Computer Info Science (In process)
- p. CIS 111 – Intro Programming & Algorithms (In process)
- q. CIS 113 – Data Structures (In process)
- r. CIS 123 – Assem Lang & Computer Architect (In process)
- s. CIS 141 – Intro Basic Programming (In process)
- t. CIS 175 – Java Programming
- u. MGT 121 – Human Resources Management (In process)
- v. MKTG 101 – Principles of Marketing (In process)

- w. OT 105 – Beginning Keyboarding Technique (DE In process)
- x. OT 113 – Adv MS Word (In process)
- y. OT 201 – Admin Office Procedures (In process)

#### **Instructional Resources**

- a. LIB 107 – Information Competency (In process)

#### **Language Arts**

- a. ENGL 256 – Chicano Literature (In process)
- b. ENGL 257 – Native-American Literature (In process)
- c. ENGL 299 – Special Topics in Literature (In process)
- d. READ 175 – Literacy Tutor & Supervised Field Experience (Pending revisions 11/4/09; In process; DE pending revisions)

#### **Math/Science and Engineering**

- a. DRFT 130 – Architectural Drafting I (In process)
- b. DRFT 240 – Electronic Drafting (In process)
- c. ENGR 130 – Materials Science (In process)
- d. ENGR 130L – Materials Science Lab (In process)
- e. ENGR 210 – Statics (In process)

#### **Noncredit**

- a. LAC 939 – Prep for Success in Corp Train (Rcvd 5/4/10; Obsolete Memo In process)
- b. LAC 941 – Special Topics in WFDV (Rcvd 5/4/10; Obsolete Memo In process)
- c. LAC 942 – Learning Skills Lab for WFDV (Rcvd 5/4/10; Obsolete Memo In process)
- d. WDTO 901 – App Water Treat & Dist Math I & II (Rcvd 4/15/10; Obsolete Memo In process)
- e. WDTO 905 – Basic Water Supply Science (Rcvd 4/15/10; Obsolete Memo In process)
- f. WDTO 910 – Water Chemistry and Quality (Rcvd 4/15/10; Obsolete Memo In process)
- g. WDTO 915 – Water Distribution I (Rcvd 4/15/10; Obsolete Memo In process)
- h. WDTO 916 – Water Distribution II (Rcvd 4/15/10; Obsolete Memo In process)
- i. WDTO 920 – Water Treatment I (Rcvd 4/15/10; Obsolete Memo In process)

#### **Social & Behavioral Sciences / FACE**

- a. PSY 215 – Psychology of Prejudice (In process)
- b. PSY 235 – Child Psychology (In process)
- c. WE 199 – Work Experience (In process)

#### **Technical Education**

- a. ACRV 198 – Heating and Air Conditioning Seminars (In process)
- b. FTEC 125 – Haz Mat First Responder Operations (In process)
- c. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation (In process)

#### **Visual & Performing Arts**

- a. THA 102 – Introduction to Stagecraft (In process)
- b. THA 103 – Introduction to Stage Lighting (In process)
- c. THA 105 – Introduction to Lighting Design (Obsolete Memo In process)
- d. THA 120D – Rehearsal and Performance: Children's Theatre (In process)

### **18. ADJOURNMENT**

A motion was made and seconded to adjourn the May 13, 2010 AP&P Committee Meeting at 6:25 p.m. Motion carried.

#### **NON-DISCRIMINATION POLICY**

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ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

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

FROM: Ms. Clinton/Mrs. Lowry  
DATE: May 6, 2010  
SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting  
Thursday, May 13, 2010, TE7 Rm. 103 – Computer Lab, 3:00-5:30pm

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2009-2010  
Academic Policies & Procedures Committee Meeting No. 12  
AGENDA

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR
3. APPROVAL OF MINUTES – April 22, 2010
4. INFORMATIONAL ITEMS (5 minutes each)
  - a. CurricUNET Update and Training Schedule
    - Part 1 - May 14, 2010 from 8:00-10:00 a.m. in BE 311
    - Part 2 - May 27, 2010 from 3:00-5:30 p.m. in BE 311
  - b. Cooperative Work Experience Education – Transcript Clarification
  - c. Ed2Go – <http://www.ed2go.com/> - Beverly Beyer
  - d. Committee Member Term
  - e. Substitute Representative Memo for Voting Purposes
  - f. Revising the Diversity Studies Requirement Statement – Maria Clinton
  - g. 2 year printed catalog
  - h. SLO incorporated in syllabus
5. DISCUSSION ITEMS (10 minutes each)
  - a. Distance Education Attendance Policy – Beverly Beyer
6. ACTION ITEMS – Work Experience – First Reading
  - a. WE 199 – \*Occupational Work Experience 1-4 units, Variable hours – New Course
  - b. WE 197 – \*General Work Experience 1-3 units, Variable hours – Revised Course
7. ACTION ITEMS – NEW Hybrid Courses for Palmdale Center – First Reading
  - a. ECON 101 – \*Principles of Macroeconomics 3 units, 3 hours weekly
  - b. ECON 102 – \*Principles of Macroeconomics 3 units, 3 hours weekly
  - c. HIST 108 – U.S. History, 1877-Present 3 units, 3 hours weekly
  - d. BUS 101 – Introduction to Business 3 units, 3 hours weekly
  - e. OT 105 – Beginning Keyboarding Technique 12.5 units, 30 hours total
  - f. MOA 101 – \*Beginning Medical Terminology 3 units, 3 hours weekly
8. CONSENT ITEMS – Revised Courses – First Reading (\*These are minor changes to a course that do not alter the standards required by Title 5, but are necessary to keep a course current and relevant. These changes alone may not require review by the full committee but may be reviewed by the faculty representative and faculty cochair and placed on an agenda as “consent items.”)
  - a. ECON 101 – \*Principles of Macroeconomics 3 units, 3 hours weekly
  - b. ECON 102 – \*Principles of Macroeconomics 3 units, 3 hours weekly

- c. BUS 105 – \*Business Mathematics 3 units, 3 hours weekly
  - d. CIS 101 – \*Introduction to Computer Information Science 3 units, 4 hours weekly
  - e. CIS 111 – \*Introduction to Programming and Algorithms 3 units, 4 hours weekly
  - f. DRFT 130 – \*Architectural Drafting 1 3 units, 6 hours weekly
  - g. DRFT 240 – \*Electronic Drafting 3 units, 6 hours weekly
  - h. ENGR 130 – Materials Science 3 units, 3 hours weekly
  - i. ENGR 130L – Materials Science Lab 1 units, 3 hours weekly
  - j. ENGR 210PS – \*Statics Problem Solving Session 1 unit, 1 hour weekly
  - k. NS 110 – Professional Nursing I 1.5 units, 1.5 hours weekly
  - l. NS 120 – Professional Nursing II 0.5 unit, 0.5 hour weekly
  - m. NS 240 – Professional Nursing IV 1 unit, 1 hour weekly
  - n. PSY 215 – \*Psychology of Prejudice 3 units, 3 hours weekly
- 9. ACTION ITEMS – Revised Courses – Second Reading**
- a. CA 171 – \*Introduction to Networking 3 units, 4 hours weekly
  - b. CA 171 DE – \*Introduction to Networking 3 units, 4 hours weekly – Revised Hybrid
  - c. CA 176 – \*Windows 2003 Networking 3 units, 4 hours weekly  
Title Change to: Windows Server Networking
  - d. (CCA) CA 182 – \*Network Security 3 units, 4 hours weekly  
Prerequisite: Completion of CA 171 or CA 176  
Advisory: Eligibility for ENGL 099, READ 099 and MATH 102  
*Revised to:*  
*Advisory: Completion of CA 171 or CA 175 and Eligibility for ENGL 099, READ 099 and MATH 102*
  - e. NF 102 DE – \*Nutrition and Food for Children 3 units, 3 hours weekly – New Hybrid  
Committee Requested revisions to #3 Accessibility
  - f. READ 175 – Literacy Tutoring & Supervised Field Experience 4 units, 8 hours weekly  
Committee Requested revisions to Homework Page
- 10. ACTION ITEMS – Revised Courses – Second Reading**
- a. ACRV 198 - \*Heating and Air Conditioning Seminars Variable units, Variable hours
  - b. FTEC 125 – Haz Mat First Responder Operations 1.5 units, 24 hours total
  - c. FTEC 129 – Wildland Public Information Office, Prev & Inv 3 units, 3 hours weekly
- 11. DISCUSSION ITEMS – Revised Courses – First Reading**
- a. ENGL 256 – \*Chicano Literature 3 units, 3 hours weekly
  - b. ENGL 257 – \*Native American Literature 3 units, 3 hours weekly
  - c. ENGL 299 – \*Special Topics in Literature 3 units, 3 hours weekly
  - d. HD 100 – \*Basic Strategies for College Success 1.5 units, 24 hours total
  - e. HD 100 DE – \*Basic Strategies for College Success 1.5 units, 24 hours total – New Online Only
  - f. HD 103 – \*Career Planning 1.5 units, 24 hours total
  - g. HD 103 DE – \* Career Planning 1.5 units, 24 hours total – New Online Only
  - h. (CCA) MATH 135 – \*Plane Trigonometry 3 units, 3 hours weekly  
Advisory: Completion of MATH 102, or Eligibility for MATH 135 and Completion of MATH 080, and Eligibility for College Level Reading or Completion of ENGL 101  
*Revised to:*  
*Prerequisite: Completion of MATH 102 and MATH 080, or Eligibility for MATH 135, and Eligibility for College Level Reading or Completion of ENGL 101*
  - i. ACCT 113 – \*Bookkeeping II 3 units, 3 hours weekly
  - j. ACCT 205 – \*Managerial Accounting 4 units, 4 hours weekly

- k. ACCT 201 – \*Financial Accounting 4 units, 4 hours weekly
  - l. ACCT 201 DE – \*Financial Accounting 4 units, 4 hours weekly – Revised Hybrid
  - m. BUS 113 – \*Business Communications 3 units, 3 hours weekly
  - n. BUS 212 – \*Women in Organizations 3 units, 3 hours weekly
  - o. BUS 212 DE – \*Women in Organizations 3 units, 3 hours weekly – Revised Online Only
  - p. MGT 121 – \*Human Resources Management 3 units, 3 hours weekly
  - q. MKTG 101 – \*Principles of Marketing 3 units, 3 hours weekly
  - r. BUS 101 – \*Introduction to Business 3 units, 3 hours weekly
  - s. OT 113 – \*Advanced Microsoft Word 3 units, 4 hours weekly
  - t. OT 201 – \*Administrative Office Procedures 3 units, 3 hours weekly
  - u. CIS 101 DE – \*Introduction to Computer Information Science 3 units, 4 hours weekly
  - v. CIS 113 – \*Data Structures 3 units, 4 hours weekly
  - w. CIS 123 – \*Assembly Language & Computer Architecture 3 units, 4 hours weekly
  - x. CIS 141 – \*Intro Basic Programming 3 units, 4 hours weekly
  - y. ENGR 210 – Statics 3 units, 3 hours weekly
  - z. CHEM 205 – Quantitative Analysis 4 units, 6 hours weekly (3 hours lecture, 3 hours lab)
  - aa. MOA 101 – \*Beginning Medical Terminology 3 units, 3 hours weekly
  - bb. VN 110 DE – Self-Care: Fundamentals and Pharmacology 12.5 units, 362 hours total
  - cc. LIB 107 – \*Information Literacy 3 units, 3 hours weekly
  - dd. LIB 107 DE – \*Information Literacy 3 units, 3 hours weekly – Revised Online Only
  - ee. THA 102 – \*Introduction to Stagecraft 3 units, 2 hours lecture weekly, 48 hours lab total
  - ff. THA 103 – \*Introduction to Stage Lighting 3 units, 2 hours lecture weekly, 48 hours lab total
  - gg. THA 120D – \*Rehearsal and Performance: Children’s Theatre 1-3 units, 54-162 hours total
  - hh. PSY 235 – Child Psychology 3 units, 3 hours weekly
12. **DISCUSSION ITEMS** – New Community Service Offering – First Reading
- a. Conditioning for the Sport of Football – Perry Jehlicka
  - b. Medical Transcription (Online) – Career Step
  - c. Math Pre-screening Assessment Workshop for Pharmacy – Deborah Sinness
  - d. Security Guard Training Requirement – Additional 16 hours – Sgt. Bruce Rowe
  - e. Back to Basics Traffic School – Sonia Hicks
13. **DISCUSSION ITEMS** – Degree/Certificate Change Request – First Reading
- a. Computer Networking Certificate



- b. Family Consumer Education Degree
- 14. **DISCUSSION ITEMS – Obsolete Course Request – First Reading**
  - a. CHEM 222 – Organic Chemistry Support Laboratory
  - b. LAC 939 – Prep for Success in Corp Train
  - c. LAC 941 – Special Topics in WFDV
  - d. LAC 942 – Learning Skills Lab for WFDV
  - e. THA 105 – Introduction to Lighting Design
- 15. **DISCUSSION ITEMS – Obsolete Course Request – Second Reading**
  - a. OT 107 – Keyboarding Speed and Accuracy
  - b. NS 199 – Work Experience
  - c. WDTO 901 – App Water Treat & Dist Math I & II
  - d. WDTO 905 – Basic Water Supply Science
  - e. WDTO 910 – Water Chemistry and Quality
  - f. WDTO 915 – Water Distribution I
  - g. WDTO 916 – Water Distribution II
  - h. WDTO 920 – Water Treatment I
- 16. **DISCUSSION ITEMS – Obsolete Discipline Request – Second Reading**
  - a. Culinary Arts
  - b. Nurse Aide and Home Health Aide
- 17. **ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P**
  - Business and Computer Studies**
    - a. ACCT 113 – Bookkeeping II (In process)
    - b. ACCT 121 – Microcomputer Accounting (Rcvd 5/6/10 + DE)
    - c. ACCT 201 – Financial Accounting (In process)
    - d. ACCT 205 – Managerial Accounting (In process)
    - e. BUS 101 – Introduction to Business (In process)
    - f. BUS 105 – Business Mathematics (In process)
    - g. BUS 113 – Business Communications (In process)
    - h. BUS 212 – Women in Organization (In process)
    - i. CA 121 – Microcomputer Spreadsheets (Rcvd 5/6/10 + DE)
    - j. CA 131 – Microcomputer Database Management (In process)
    - k. CA 171 – Introduction to Networking (In process)
    - l. CA 176 – Windows 2003 Networking (In process)
    - m. CA 182 – Network Security (In process)
    - n. CA 221 – Computer Concepts & Appl Business (Rcvd 5/6/10 + DE)
    - o. CIS 101 – Intro Computer Info Science (In process)
    - p. CIS 111 – Intro Programming & Algorithms (In process)
    - q. CIS 113 – Data Structures (In process)
    - r. CIS 123 – Assem Lang & Computer Architect (In process)
    - s. CIS 141 – Intro Basic Programming (In process)
    - t. CIS 175 – Java Programming
    - u. MGT 121 – Human Resources Management (In process)
    - v. MKTG 101 – Principles of Marketing (In process)
    - w. OT 105 – Beginning Keyboarding Technique (DE In process)
    - x. OT 113 – Adv MS Word (In process)
    - y. OT 201 – Admin Office Procedures (In process)

**Instructional Resources**

- a. LIB 107 – Information Competency (In process)

**Language Arts**

- a. ENGL 256 – Chicano Literature (In process)
- b. ENGL 257 – Native-American Literature (In process)
- c. ENGL 299 – Special Topics in Literature (In process)
- d. READ 175 – Literacy Tutor & Supervised Field Experience (Pending revisions 11/4/09; In process; DE pending revisions)

**Math/Science and Engineering**

- a. DRFT 130 – Architectural Drafting I (In process)
- b. DRFT 240 – Electronic Drafting (In process)
- c. ENGR 130 – Materials Science (In process)
- d. ENGR 130L – Materials Science Lab (In process)
- e. ENGR 210 – Statics (In process)

**Noncredit**

- a. LAC 939 – Prep for Success in Corp Train (Rcvd 5/4/10; Obsolete Memo In process)
- b. LAC 941 – Special Topics in WFDV (Rcvd 5/4/10; Obsolete Memo In process)
- c. LAC 942 – Learning Skills Lab for WFDV (Rcvd 5/4/10; Obsolete Memo In process)
- d. WDTO 901 – App Water Treat & Dist Math I & II (Rcvd 4/15/10; Obsolete Memo In process)
- e. WDTO 905 – Basic Water Supply Science (Rcvd 4/15/10; Obsolete Memo In process)
- f. WDTO 910 – Water Chemistry and Quality (Rcvd 4/15/10; Obsolete Memo In process)
- g. WDTO 915 – Water Distribution I (Rcvd 4/15/10; Obsolete Memo In process)
- h. WDTO 916 – Water Distribution II (Rcvd 4/15/10; Obsolete Memo In process)
- i. WDTO 920 – Water Treatment I (Rcvd 4/15/10; Obsolete Memo In process)

**Social & Behavioral Sciences / FACE**

- a. PSY 215 – Psychology of Prejudice (In process)
- b. PSY 235 – Child Psychology (In process)
- c. WE 199 – Work Experience (In process)

**Technical Education**

- a. ACRV 198 – Heating and Air Conditioning Seminars (In process)
- b. FTEC 125 – Haz Mat First Responder Operations (In process)
- c. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation (In process)

**Visual & Performing Arts**

- a. THA 102 – Introduction to Stagecraft (In process)
- b. THA 103 – Introduction to Stage Lighting (In process)
- c. THA 105 – Introduction to Lighting Design (Obsolete Memo In process)
- d. THA 120D – Rehearsal and Performance: Children's Theatre (In process)

**18. ADJOURNMENT**

**NON-DISCRIMINATION POLICY**

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ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

DATE: April 22, 2010  
LOCATION: TE7 103 – Computer Room  
TIME: 3:10 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>	<u>GUESTS PRESENT</u>
Beverly Beyer, Faculty	Scott Lee, Faculty	Cynthia Littlefield, Faculty Sheronda Myers, Voting ASO David Newby, Faculty Les Uhazy, Dean	Ed Beyer
Maria Clinton, Cochair	Mrs. Sharon Lowry, V. P. Academic Affairs		Dexter Cummins
De'Nean Coleman-Carew, Faculty	Rick Motawakel, Faculty		Robert Falb
Margaret Drake, Dean	David Newman, Faculty		Tom Graves
Tooraj Gordi, Faculty	Duane Rumsey, Faculty		Mark Hoffer
Lee Grishman, Articulation	LaDonna Trimble, Dean		Willard Howard
Linda Harmon, Faculty	Darcy Wiewall, Faculty		Anne Rees

**2009-2010**  
**Academic Policies & Procedures Committee Meeting No. 11**  
**AGENDA**

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

A motion was made and seconded to call the April 22, 2010 AP&P Committee Meeting to order at 3:10 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:10 p.m. Motion carried.

*Ms. Clinton requested a motion to amend the agenda to delete discussion item 10a. A motion was made and seconded to delete discussion item 10a. Motion carried.*

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

Ms. Maria Clinton stated that Mrs. Melissa Jauregui compiled a list of all courses that are scheduled to be revised during the 2010-2011 academic year. This list is separated by area and will be past out at the end of the meeting. She continued to state that the catalog deadlines will be adhered to and no exceptions will be made in the next AP&P year. She requested that faculty be notified now of their outdated courses so that there is plenty of time to revise the courses and submit the necessary paperwork.

Ms. Maria Clinton also stated that after this meeting no other revised course material will be implanted in the new catalog. Due to the accreditation visit, the catalog must be fully implemented online by June 1, 2010. In order to meet this deadline, all material must be received by the AP&P office no later than April 30, 2010. This includes ALL requested changes to program descriptions and the various catalog pages that were sent to the divisions and departments for review.

**3. APPROVAL OF MINUTES – March 25, 2010**

A motion was made and seconded to approve the March 25, 2010 Academic Policies and Procedures committee meeting minutes. Mrs. Beverly Beyer stated that the Work Experience section of the minutes were correct since they clearly noted that the maximum enrollment in the program is limited to section of course offering and not semester since the Dean decides how many sections of the program should be offered each semester. Mrs. Lowry agreed that the Dean decides the number of section offerings and that this committee simply recommends/decides on the number of students per section, which the minutes clearly state. Motion carried.

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

**a. CurricUNET Update and Training Schedule**

The last CurricUNET (C-Net) beta testing session was completed on April 16<sup>th</sup>. Ms. Maria Clinton thanked everyone who participated. All the corrections, modifications, and suggestions requested by the participants were forwarded to Mr. Steve Thyberg on Monday April 19, 2010. Mr. Thyberg said that it would take approximately 2 weeks for their staff to implement the changes that we requested. Once Mr. Thyberg informs us that the system is ready, either Ms. Clinton or Melissa Jauregui will be notifying the committee. Ms. Maria Clinton also requested that the committee consider dates for the CurricUNET training since GoverNET (C-Net) provides 2 days of onsite training. This training consists of 4– 2 hour sessions per day for user training. If we use the onsite training this semester, then we might forget some things over the summer break. Mr. Steve Thyberg has suggested that he conduct online training sessions toward the end of this semester, and then when we return in the fall, he will conduct the onsite training sessions, as well. Mr. Duane Rumsey asked if Mr.

Greg Krynen is involved in the CurricUNET implementation process. Ms. Maria Clinton stated that he has been invited to all meetings referring to this program; however, he has not attended. The AP&P Committee decided to offer one online based training on May 27, 2010 from 3:00-5:00 p.m. during the last AP&P meeting. The AP&P committee also requested to hold two onsite trainings in the Fall for the campus community.

**b. Repeatability for the ESL courses not permitted by Title 5**

Ms. Maria Clinton stated that the ESL courses can not carry a repeatability number due to specific Title 5 language that excludes these courses. As a result, the repeatability designation has been removed from all ESL courses and the appropriate faculty member has already been notified.

**5. REPORTS (10 minutes each)**

**a. Mission Statement Feedback from Division Representatives**

Ms. Maria Clinton stated that at the last AP&P meeting the committee had decided that they like the current language of our mission statement, however it needed to be separated and categorized because it was too lengthy. The first and shorter part would be called the "Mission" and the second more lengthy part needed to be identified with either of the following suggested headers from the committee members:

- Mission's Breadth of Offerings
- Offerings within the Mission

The reps were asked to go back to their divisions, obtain feedback and report their findings, however Ms. Maria Clinton received a communication from a staff member with an additional suggestion which stated that the entire piece is our mission statement (determined by education code.) I would suggest perhaps the first one "mission" and the second one "educational mission." Ms. Maria Clinton asked the committee if they wished to consider this additional suggestion or if they wished to consider simply bolding and underlining the font "We Offer". The committee decided to simply bold and underline the words "We Offer" making a clearer distinction from the actual mission and the more descriptive language.

**b. Catalog Feedback from Division Representatives**

Ms. Maria Clinton stated that there seems to be some communication error concerning the catalog discussion at the last meeting. AP&P is not recommending that the catalog not be printed at all; rather AP&P is only recommending that the printed version be done every other year due to the 4-yr institutions requirements of printed catalogs. Any approved revisions to the catalog occurring between the printed cycles will be posted online, which will be posted every year or every semester depending on AP&P recommendation. However, if an addendum is preferred then one could be posted online and/or printed if significant changes have been made. Ms. Maria Clinton requested the committee to share recommendations or ideas in regards to this topic. A question was asked regarding the reason to print a catalog at all and instead offer the catalog every year online only. Ms. Clinton stated that she was under the impression that the 4-year colleges would not accept transfer course descriptions unless it was printed in a catalog format. She also stated that at the previous AP&P meeting someone mentioned that we could make necessary changes to the online version, but that means that if someone has 2010-2012 catalog rights, what was in the catalog in Fall 2010 may not be the same as what is in the catalog in Spring 2012. Ms. Clinton stated that according to Carol Eastin we printed a new catalog every other year a long time ago and during that time, it was not updated until the new publication came out. Dr. Lee Grishman stated that the 4-year institutions should not have any problems with our campus only printing the catalog every other year or not at all since other colleges no longer have printed catalogs. Additional discussion took place and the committee requested that research be conducted to make sure that printed catalogs are not needed any longer before the representatives take this topic back to their divisions. Ms. Maria Clinton agreed to do additional research on this topic and present her findings at a later meeting.

**6. DISCUSSION ITEMS (10 minutes each)**

**a. Cooperative Work Experience Education**

Ms. Maria Clinton passed out a packet of proposed CORs for the Work Experience courses and stated that she wanted to recap that at the last AP&P meeting the committee approved the recommendation of the instructor-to-student load for the WE courses should be 15 maximum. The committee also requested that the document, "Cooperative Work Experience Education," language would be updated to ensure that any WE instructor would know that the in-person safety inspection initial meeting was mandatory, and that a subsequent student/supervision in person meeting was mandatory as well. (Two in person meetings required).

Ms. Clinton also stated that Tom O'Neil provided "The Faculty's Role in Work Experience" language which states that the faculty will perform the following duties:

1. Provide appropriate advice and counsel to the student.
2. Assist the student and the supervisor/employer in developing learning objectives.
3. Consult in person at least once each semester with the supervisor/employer at the student's workstation to discuss the student's educational growth on the job.
4. Consult in person at least once each semester with the student to discuss the student's educational growth on the job.

5. Assign a letter grade reflecting the student's successful completion of the learning objectives, finishing assignments in a timely manner, the quality of work performed, and the evaluation from the supervisor/employer.

Ms. Clinton stated that this language is not very clear concerning the "screen work stations to ensure that all conditions pertaining to the health, safety, and welfare of the students are protected." She continued to explain that the WE courses were separated into two courses, WE 197 General Work Experience would identify work that did not pertain to the students degree and WE 199 Occupational Work Experience would identify work that directly related to the students degree program. A question was asked as to how this course appears on student transcripts. Mrs. LaDonna Trimble stated that she would research that question and report back to the committee. Ms. Clinton requested the committee members to review the purposed CORs for this program and email any corrections, suggestions, or revisions to her by April 30, 2010. Ms. Clinton stated that these CORs will be placed on the next agenda for approval purposes.

**b. SLO incorporated in syllabus**

Ms. Maria Clinton stated that she received feedback from Melanie Parker, SLO Cochair, who stated that after discussion by the SLO Committee, the following is their position on "Should SLOs be part of the syllabus?":

"We agree that SLOs must be communicated to students but believe that faculty should have academic freedom to communicate SLOs to students using whatever format they believe is best. The SLO Committee plans to compile a list of suggested practices and post it on the SLO website."

Mrs. Sharon Lowry requested that the minutes for this meeting clearly indicate that it is not the administrations recommendation that the SLOs not be included in the syllabus since this contradicts accreditations advisement on this subject. Mrs. Lowry stated that when the accrediting team comes in the Fall they will be looking at whether or not the SLOs are included in the syllabus. Mrs. Maggie Drake suggested that Mrs. Lowry bring this concern to the SLO committee and present the specific accreditation advisement language. Dr. Ed Beyer suggested that the online Website for the SLOs and the CORs have a clear link navigating between the two sites. A motion was made and seconded to table this item until Mrs. Lowry is able to address this concern with the SLO committee at their next meeting. Motion carried.

**c. Catalog Rights Statement Amendment**

Dr. Lee Grishman passed out a handout and stated that the first criteria for the catalog rights on page 59 of the catalog needed to be eliminated since it contradicts the legal opinion of the CCC Chancellor's Office rendered in The General Counsel November, 2009 issue. No motion was made since this change is mandatory.

**7. ACTION ITEMS**

**a. Mission Statement**

A motion was made and second to bold and underline the words "We Offer" making a clearer distinction from the actual mission and the more descriptive language. Motion carried.

**b. Recommendation for a 2 year printed catalog**

This item will return to a later agenda see 5b for additional information.

**8. DISCUSSION ITEMS – Revised Courses – First Reading**

**a. COMM 215 – Public Relations Communication**

**3 units, 4 hours weekly**

Change course hours to 3 hours weekly

A motion was made and seconded to approve the revisions made to the Course Outline of Record for COMM 215 – Public Relations Communication. Mr. Tom Graves was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the word prerequisite be add in the Course Requisite section, section 4 of the homework be condense and the homework hours be adjusted for Other Assignments, and minor word changes be made to the Methods of Instruction. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

**b. ENGL 256 – \*Chicano Literature**

**3 units, 3 hours weekly**

**c. ENGL 257 – \*Native American Literature**

**3 units, 3 hours weekly**

**d. ENGL 299 – \*Special Topics in Literature**

**3 units, 3 hours weekly**

A motion was made and seconded to postpone these items to the next agenda due to the most up-to-date version of the Course Outline of Record not being included in this meetings packet. Motion carried.

**e. AJ 208 – Introduction to Forensic Science**

**3 units, 3 hours weekly**

A motion was made and seconded to approve the revisions made to the Course Outline of Record for AJ 208 – Introduction to Forensic Science. Mr. Willard Howard and Mr. Dexter Cummings were present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the word mock be

added to section 2 of the Homework Assignments to describe the type of crime scene. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

- f. **CA 131 – \*Relational Database Management and Design 3 units, 4 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CA 131 – \*Relational Database Management and Design. Dr. Ed Beyer was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that a minor correction be made to the Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- g. **FTEC 102 – \*(I-200) Basic Incident Command System 1 units, 16 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 102 – \*(I-200) Basic Incident Command System. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Objectives and Homework Assignments. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- h. **FTEC 111 – \*Fire Protection Organization 3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 111 – \*Fire Protection Organization. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- i. **FTEC 112 – \*Fire Prevention Technology 3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 112 – \*Fire Prevention Technology. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- j. **FTEC 113 – \*Fire Protection Equipment and Systems 3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 113 – \*Fire Protection Equipment and Systems. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- k. **FTEC 114 – \*Building Construction for Fire Protection 3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 114 – \*Building Construction for Fire Protection. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- l. **FTEC 115 – \*Fire Behavior and Combustion 3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 115 – \*Fire Behavior and Combustion. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Content, Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- m. **FTEC 120 – \*(S-212) Wildfire Powersaws 2 units, 32 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 120 – \*(S-212) Wildfire Powersaws. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Content, Homework Assignments, and Methods of Instruction. The division was also asked to look of the word Powersaws in the title to determine if this should be two words. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

- n. **FTEC 122 – \*Wildland Firefighter** **4 units, 5 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 122 – \*Wildland Firefighter. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Objectives, Course Content, and Homework Assignments. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- o. **FTEC 125 – Haz Mat First Responder Operations** **1.5 units, 24 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 125 – Haz Mat First Responder Operations. Mr. Robert Falb was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments, as well as look at the Homework Hours to determine if enough homework is assigned. Ms. Maria Clinton requested that the revisions be made and returned to AP&P. Motion failed.
- p. **FTEC 126 – \*Wildland Fire Behavior** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 126 – \*Wildland Fire Behavior. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- q. **FTEC 127 – \*Wildland Firefighter Safety and Survival** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 127 – \*Wildland Firefighter Safety and Survival. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Description, Course Objectives, Course Content, Homework Assignments and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- r. **FTEC 128 – \*Wildland Fire Operations** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 128 – \*Wildland Fire Operations. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Content, Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- s. **FTEC 129 – Wildland Public Information Office, Prev & Inv** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 129 – Wildland Public Information Office, Prev & Inv. Mr. Robert Falb was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee noticed that the fourth page of the Course Outline of Record was missing and requested that identified spelling errors be corrected in the Homework Assignments, and any where else there may be a misspelling. Ms. Maria Clinton requested that the revisions be made and returned to AP&P. Motion failed.
- t. **FTEC 130 – \*Wildland Fire Logistics, Finance and Planning** **3 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 130 – \*Wildland Fire Logistics, Finance and Planning. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Objectives, and Homework Assignments. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- u. **FTEC 131 – \*(L-280) Followership to Leadership** **1 units, 16 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 131 – \*(L-280) Followership to Leadership. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- v. **FTEC 132 – \*(S-131) Advanced Firefighter Training** **0.5 units, 8 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 132 – \*(S-131) Advanced Firefighter Training. Mr. Robert Falb was present and gave a brief description of the revisions made to the

Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Objectives, Methods of Instruction, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

- w. **FTEC 137 – \*(S-211) Portable Pumps and Water Use            1 units, 16 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 137 – \*(S-211) Portable Pumps and Water Use. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- x. **FTEC 138 – Wildland Engine Firefighter                            4 units, 5 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 138 – Wildland Engine Firefighter. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- y. **FTEC 142 – \*(P-151) Wildland Fire Origin & Cause Det        1.5 units, 27 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 142 – \*(P-151) Wildland Fire Origin & Cause Det. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Content, Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- z. **FTEC 150 – \*(S-270) Basic Air Operations                        0.5 units, 16 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 150 – \*(S-270) Basic Air Operations. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- aa. **FTEC 240 – \*Fuel Management and Fire Use                    1.5 units, 24 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 240 – \*Fuel Management and Fire Use. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Description, Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- bb. **READ 150 – \*Speed Reading    2 units, 3 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for READ 150 – \*Speed Reading. Dr. Anne Rees was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested a minor grammar correction to section 1 of the Homework Assignments. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.
- cc. **READ 175 – Literacy Tutoring and Supervised Field Experience    4 units, 8 hours weekly**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for READ 175 – Literacy Tutoring and Supervised Field Experience. Dr. Anne Rees was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the homework hours be adjusted since the tutoring hours are already included in the course hours. Ms. Maria Clinton requested that the revisions be made and submitted to AP&P for a second reading. Motion failed.
- dd. **OT 105 – Beginning Keyboarding Technique                      1 units, 30 hours total**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for OT 105 – Beginning Keyboarding Technique. Beverly Beyer was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

**9. DISCUSSION ITEMS – Revised Courses**



- a. **NF 100 – \*Nutrition** **3 units, 3 hours weekly – Third Reading**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for NF 100 – \*Nutrition. Ms. Maria Clinton stated that due to a mix up in Academic Affairs the revisions made to this COR were requested at the May 28, 2009 AP&P meeting and this is returning to the agenda for approval. Motion carried.
  - b. **NF 100 DE – \*Nutrition** **3 units, 3 hours weekly – New Hybrid First Reading**  
A motion was made and seconded to approve the new hybrid distance education proposal for NF 100 – \*Nutrition. Linda Harmon was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the distance education proposal was acceptable. Motion carried.
  - c. **NF 102 – \*Nutrition and Food for Children** **3 units, 3 hours weekly – Third Reading**  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for NF 102 – \*Nutrition and Food for Children. Ms. Maria Clinton stated that due to a mix up in Academic Affairs the revisions made to this COR were requested at the May 28, 2009 AP&P meeting and this is returning to the agenda for approval. Motion carried.
  - d. **NF 102 DE – \*Nutrition and Food for Children** **3 units, 3 hours weekly – New Hybrid First Reading**  
A motion was made and seconded to approve the new hybrid distance education proposal for NF 102 DE – \*Nutrition and Food for Children. Linda Harmon was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that revisions needed to be made to item 3 and 3a. Ms. Maria Clinton requested that the revisions be made and returned to AP&P. Motion failed.
- 10. DISCUSSION ITEMS – Degree/Certificate Change Request – First Reading**
- a. **Computer Networking Certificate**  
Postponed to a later agenda per motion above.
- 11. DISCUSSION ITEMS – Material Fee Increase Request – First Reading**
- a. **NS 111 – Fundamentals of Nursing Science**
  - b. **NS 121 – Obstetrical, Neonatal and Women’s Health Nursing**
  - c. **NS 231 – Pediatric, Community Health Nursing**
  - d. **NS 232 – Psychiatric/Geriatric/Community Health Nursing**
  - e. **NS 241 – Medical/Surgical Nursing II**
  - f. **VN 101 – Self-care: Fundamentals and Pharmacology**
  - g. **VN 102 – Nursing to Promote Self-Care Agency in the Adult Patient and the Child-Bearing Family**
  - h. **VN 103 – Nursing to Promote Self-Care Agency in the Adult, the Child and the Dependent-Care Agent**
- 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 11a-11h. Motion carried
- 12. DISCUSSION ITEMS – Obsolete Course Request – Second Reading**
- a. **ACRV 215 – Commercial Refrigeration Systems and Controls**
  - b. **ACRV 225 – Commercial Air Conditioning Controls and Systems**
- A motion was made and seconded to approve designating action items 12a-b as obsolete courses. Motion carried.
- 13. DISCUSSION ITEMS – Obsolete Course Request – First Reading**
- a. **OT 107 – Keyboarding Speed and Accuracy**
  - b. **NS 199 – Work Experience**
  - c. **WDTO 901 – App Water Treat & Dist Math I & II**
  - d. **WDTO 905 – Basic Water Supply Science**
  - e. **WDTO 910 – Water Chemistry and Quality**
  - f. **WDTO 915 – Water Distribution I**
  - g. **WDTO 916 – Water Distribution II**
  - h. **WDTO 920 – Water Treatment I**
- Ms. Maria Clinton stated that the division is requesting that the above courses be made obsolete. This will return to the next agenda as an action item.
- 14. DISCUSSION ITEMS – Obsolete Discipline Request – First Reading**
- a. **Culinary Arts**
  - b. **Nurse Aide and Home Health Aide**
- Ms. Maria Clinton stated that the division is requesting that the above disciplines be made obsolete. This will return to the next agenda as an action item.

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

**Business and Computer Studies**

- a. ACCT 113 – Bookkeeping II (Rcvd 4/7/10; Tech Rev 4/7/10)
- b. ACCT 121 – Microcomputer Accounting
- c. ACCT 201 – Financial Accounting (Rcvd 4/7/10 + DE; Tech Rev 4/7/10)
- d. ACCT 205 – Managerial Accounting (Rcvd 4/7/10; Tech Rvw 4/7/10)
- e. BUS 101 – Introduction to Business (Rcvd 3/23/10 + DE; Tech Rvw 3/24/10; Pending Rev 4/7/10; Returned)
- f. BUS 105 – Business Mathematics (Rcvd 4/1/10; Tech Rvw 4/7/10)
- g. BUS 113 – Business Communications (Rcvd 3/29/10; Tech Rvw 4/1/10)
- h. BUS 212 – Women in Organization (Rcvd 4/1/10 +DE; Tech Rvw 4/1/10)
- i. CA 121 – Microcomputer Spreadsheets
- j. CA 131 – Microcomputer Database Management (Rcvd 3/11/10; Tech rvw. 3/18/10; In process)
- k. CA 171 – Introduction to Networking (Pending revisions from faculty 3/16/10)
- l. CA 176 – Windows 2003 Networking (Pending revisions from faculty 3/16/10)
- m. CA 182 – Network Security (Pending revisions from faculty 3/16/10)
- n. CA 221 – Computer Concepts & Appl Business
- o. CIS 101 – Intro Computer Info Science
- p. CIS 111 – Intro Programming & Algorithms (Rcvd 4/1/10; Tech Rvw 4/7/10)
- q. CIS 113 – Data Structures (Rcvd 4/1/10; Tech Rvw 4/7/10)
- r. CIS 123 – Assem Lang & Computer Architect (Rcvd 4/1/10; Tech Rvw 4/7/10)
- s. CIS 141 – Intro Basic Programming (Rcvd 4/1/10; Tech Rvw 4/7/10)
- t. CIS 175 – Java Programming
- u. MGT 121 – Human Resources Management (Rcvd 4/1/10; Tech Rev 4/1/10)
- v. MKTG 101 – Principles of Marketing (Rcvd 3/29/10; Tech Rev 4/1/10)
- w. OT 105 – Beginning Keyboarding Technique (Rcvd 3/23/10 + DE; Tech Rvw 3/24/10; Pending DE Rev. 4/7/10; Returned; COR In process)
- x. OT 113 – Adv MS Word (No SLO; Rcvd 3/23/10; Tech Rvw 3/24/10)
- y. OT 201 – Admin Office Procedures (Rcvd 3/23/10)

**Instructional Resources**

- a. LIB 107 – Information Competency (Rcvd 3/29/10 + DE; Tech Rev 4/1/10)

**Language Arts**

- a. COMM 215 – Public Relations Communication (Pending revisions 11/4/09; In process)
- b. ENGL 256 – Chicano Literature (Pending revisions 11/4/09; In process)
- c. ENGL 257 – Native-American Literature (Pending revisions 11/4/09; In process)
- d. ENGL 299 – Special Topics in Literature (Pending revisions 3/16/10; In process)
- e. READ 150 – Speed Reading (Pending revisions 11/4/09; In process; DE pending revisions)
- f. READ 175 – Literacy Tutor & Supervised Field Experience (Pending revisions 11/4/09; In process; DE pending revisions)

**Math/Science and Engineering**

- a. DRFT 130 – Architectural Drafting I (Rcvd 4/15/10)
- b. DRFT 240 – Electronic Drafting (Rcvd 4/16/10)
- c. ENGR 130 – Materials Science (Rcvd 4/15/10)
- d. ENGR 130L – Materials Science Lab (Rcvd 4/15/10)
- e. ENGR 210 – Statics (Rcvd 4/15/10)

**Noncredit**

- a. LAC 939 – Prep for Success in Corp Train (No SLO)
- b. LAC 941 – Special Topics in WFDV (No SLO)
- c. LAC 942 – Learning Skills Lab for WFDV (No SLO)
- d. WDTO 901 – App Water Treat & Dist Math I & II (Rcvd 4/15/10; Obsolete Memo In process)
- e. WDTO 905 – Basic Water Supply Science (Rcvd 4/15/10; Obsolete Memo In process)
- f. WDTO 910 – Water Chemistry and Quality (Rcvd 4/15/10; Obsolete Memo In process)
- g. WDTO 915 – Water Distribution I (Rcvd 4/15/10; Obsolete Memo In process)
- h. WDTO 916 – Water Distribution II (Rcvd 4/15/10; Obsolete Memo In process)
- i. WDTO 920 – Water Treatment I (Rcvd 4/15/10; Obsolete Memo In process)

**Social & Behavioral Sciences / FACE**

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

**Technical Education**

- a. ACRV 198 – Heating and Air Conditioning Seminars (Rcvd 12/9/09; First Reading 3/25/10; Pending Rev)
- b. FTEC 102 – (I-200) Bas Incd Comm Sys (Tech Rev 3/23/10; In process)
- c. FTEC 120 – (S-212) Wildfire Powersaws (Tech Rev 3/23/10; In process)
- d. FTEC 122 – Wildland Firefighter (Tech Rev 3/23/10; In process)
- e. FTEC 125 – Haz Mat First Responder Operations (Tech Rev 3/23/10; In process)
- f. FTEC 126 – Wildland Fire behavior (Tech Rev 3/23/10; In process)
- g. FTEC 127 – Wildland Firefighter Safety and Survival (Tech Rev 3/23/10; In process)
- h. FTEC 128 – Wildland Fire Operations (Tech Rev 3/23/10; In process)
- i. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation (Tech Rev 3/23/10; In process)
- j. FTEC 130 – Wildland Fire Logistics, Finance and Planning (Tech Rev 3/23/10; In process)
- k. FTEC 131 – (L-280) Followership to Leadership (Tech Rev 3/23/10; In process)
- l. FTEC 132 – (S-131) Advanced Firefighter Training (Tech Rev 3/23/10; In process)
- m. FTEC 137 – (S-211) Portable Pumps and Water Use (Tech Rev 3/23/10; In process)
- n. FTEC 138 – Wildland Engine Firefighter (Tech Rev 3/23/10; In process)
- o. FTEC 150 – (S-270) Basic Air Operations (Tech Rev 3/23/10; In process)
- p. FTEC 240 – Fuel Management and Fire Use (Tech Rev 3/23/10; In process)

**Visual & Performing Arts**

- a. THA 102 – Introduction to Stagecraft (Technical Review 5/2009; Rcvd 4/12/10)
- b. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009; Rcvd 4/12/10)
- c. THA 105 – Introduction to Lighting Design (No SLO)
- d. THA 120D – Rehearsal and Performance: Children’s Theatre (Technical Review 5/2009: pending revisions)

**16. ADJOURNMENT**

A motion was made and seconded to adjourn the April 22, 2010 AP&P Committee Meeting at 6:35 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 Mr. Christos Valiottis, 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.*

To: AP&P Committee  
From: Maria Clinton, AP&P Co Chair  
Date: May 7, 2010  
Subject: Work Experience – Transcript

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Per Mrs. LaDonna Trimble via email on Monday April 26, 2010, WE 199 taught by the divisions currently read with the division name and the course number on the transcript. Examples follow:

<u>*Course *</u>	<u>*Course Description*</u>
BUS 199	Work Experience
AJ 199	Work Experience
WELD 199	Work Experience
RCP 199	Work Experience



ed2go | Learn More



Education To Go (ed2go)

- ed2go has served nearly 2 million students since 1997
- On average 20,000 students take an ed2go course or program each month
- Partner with over 1,800 colleges, universities and other training providers
- Earning potentials are unlimited – partners earn about half a million dollars per month in revenue collectively
- Part of Cengage Learning

## Unique Online Solution

- ***Two product lines; 300+ Online Courses and 100+ Online Career Training Programs***
- ***Hosted branded sites; seamless interface and control***
- ***Expanded offering; 300+ courses and 100+ career programs***
- ***Flexible access; anytime-anywhere asynchronous format***
- ***Instructor-facilitated / assisted; expert assistance***
- ***Online administration; tracking and reporting***

## Market Trends

- Continued increased acceptance of online learning
- Broadband penetration tops 85% of US Households with Internet access
- Aging workforce and shortage of skilled workers
- Increased need and focus on re-training & re-tooling
- Facilities and teacher resource constraints
- New generation of tech-savvy learners

## Two Product Offerings

### Online Courses:

- Comprehensive Online Course in a convenient six-week format
- Expert Instructors lead each course
- Engaging student discussion areas
- New sessions starting monthly
- Confirmation of Completion awarded with passing score

[Lifelong Learning](#) >

### Online Career Training Programs:

- Learn in-demand skills recognized by employers
- Start anytime – work at your own pace – complete in 3 to 6 months
- Textbooks and learning materials are included
- Support offered via phone, email, or live chat 7 days a week
- Expert instructor assistance provided

[Career Training](#) >

Choose your path

## Online Courses

### Complete Turnkey Enterprise Solution

- Integrated offering
- Development and production
- Hosting and distribution
- Delivery, administration and management reporting

### Overview:

- Six-week duration; 24 hours of instruction
- Uniquely comprehensive and consistent design
- Engaging; conversational style, applied learning
- Highly interactive; lively discussion areas
- Affordable Selection of over 300 courses
- Sessions begin every month



## A Revenue-generating Opportunity

### Online Courses

- Partner sets the retail price
- Partner promotes courses; catalog, brochures, ads, etc.
- Partner pays wholesale price when students enroll
- ed2go delivers / manages / supports the courses
- Partner has expanded offerings with a new revenue stream

Retail	\$100
- Wholesale	\$ 60
NET PROFIT	\$ 40 (x 100's of monthly enrollments)

### Online Courses

#### Most Popular Courses:

- Creating Web Pages
- Speed Spanish
- Accounting Fundamentals
- Microsoft Excel
- A to Z Grant Writing
- Grammar Refresher
- Secrets of Better Photography
- Dreamweaver
- Introduction to PHP and MySQL
- Medical Coding





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# Online Courses

Quizzes

1. What is the main reason you might do image editing to sending it as a email?  
 You choose To reduce the file size so it can be easily sent.  
 Correct! You're right to do it to save the trouble of sending a too large file.

2. Which of the following is a possible problem for an email image?  
 You choose It's too large or too blurry.  
 Correct! You're right to choose these.

3. What is digital ink space?  
 You choose A digital photograph used as the background computer screen.  
 Correct! You're right to choose this.

4. What is the usual method for getting your digital photos to be on a CD?  
 You choose Take your memory card to a photo booth.  
 Correct! Online photo kiosks are continuously used to create CDs.

5. Why might a professional have a digital camera instead of just one of their own?  
 You choose To have a professional quality camera.

Lesson 26

Reading Response with Essay

For this assignment, it asks you to read a digital image attached to an email and write a short essay about the image and then to practice several things. It asks you to write about by sending some to yourself and see how it works on it. Then, send some to a friend. See if you can see the same.

If you have a digital camera and have been to a photo booth, with a good camera, but not a good one, or a problem about the image, the small image that you see is a problem. Check the file name on your PC and check for a file called Sample Pictures. You can save it, attach it to an email and see how it works. You can also save it to your computer.

Write a short paragraph.

- Does your GP with you to just reach a point?
- How long does it take to create an image in a photo?
- How long does it take to create an image in a photo?
- How long does it take to create an image in a photo?
- How long does it take to create an image in a photo?

Write a short paragraph.

- How long does it take to create an image in a photo?
- How long does it take to create an image in a photo?
- How long does it take to create an image in a photo?
- How long does it take to create an image in a photo?

Assignments

ed2go | Learn More

# Online Courses

Discussion Area

by Cheryl

Is digital zoom degrades the quality of the image, why or why not?  
 3/22/2008 11:55:07

Reply:

by Teaching Assistant Eric

A good question right. A couple reasons. In response:  
 If you don't digitally zoom your own image, it does enlarge at a certain of an image is like a photograph the quality is high resolution.  
 The reason is my opinion is to look good in marketing material. If a camera has a 2x optical zoom and a digital zoom it's better to use the optical zoom. The same, I've got a video camera that takes to have a 30x zoom. But the digital zoom is not as good as the optical zoom. If you don't zoom in on a photo, it's a bad idea to zoom in on a photo.


Eric  
 3/22/2008 2:15:11

by Edward W  
 marketing specialist

Accounting Fundamentals

Download your Certificate

This is what your Certificate will look like



If you would like to download the Certificate of Completion for this course, simply click the button below.

Get Certificate

Certificate of Completion

# Online Administration Center – (OAC)

Online Administration Center - Windows Internet Explorer

Home Account Catalog Tasking Marketing Data Updates Help Log Off

**Any Cor. Assignments**

1. (32) Creating Web Pages
2. (30) Accounting Fundamentals
3. (18) Microsoft Access
4. (17) Introduction to Microsoft Excel 2007
5. (13) A to Z Spelling

**Assignments**

1. Creating Web Pages
2. Accounting Fundamentals
3. Microsoft Terminology A Word

**Extend your reach into the business community**

ed2go pro

**Classroom Upgrades Planned**

We are pleased to announce that we are planning to upgrade our classroom interface. We are making these changes in response to feedback and suggestions we have received from our partners, students, and instructors. This upgrade will be launched in two stages.

If you're interested in previewing the changes we have planned for our classrooms, please click the link below.

**Regional Offices**

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# OAC – Marketing Link

Online Administration Center - Windows Internet Explorer

Home Account Catalog Tasking Marketing Data Updates Help Log Off


**Marketing : Print Collateral**

**Flyers:**


Flyer Tutorial  
 Learn how to download, customize, and print flyers to promote your online program.

Original Quark documents are available upon request.

**Course Specific Flyers**

Flyer	Description	Download
	Market Your Business on the Internet (ready to paste to frames - 800) Size: 8.5" wide x 11" tall Resolution: High - 300dpi File size: 876K	Download PDF

**Generic Flyers**

Flyer	Description	Download
	NEW - Online Youth Courses	Download PDF

**PRINT**  
 ed2go  
 LEADS  
 Catalogs  
 Ads  
 Catalogs  
 Toolkit  
 Brochures

**Flyers**  
 Mailers  
 Displays

**WEB**  
 Ed2go  
 Banner Ads

## Career Training Programs

**Overview:**

- Typically between 40 and 400 contact hours of training
- Open enrollment & self-paced; students can start any day of the year & work at their own pace
- Each student paired with expert facilitator for one-on-one interaction
- All required materials (textbooks, software) sent directly to each student upon registration
- Average program retails for \$2,000
- End result – student trained for new job, industry credentials, and/or national certification

**Program Components:**

- Required reading assignments
- Online lectures - flash-based, interactive web-content
- Assessments:
  - Discussion forums
  - Chat, scheduled hours
  - Industry specific projects
  - Externships

## A Revenue-generating Opportunity

### Career Training Programs

- Partner promotes courses; catalog, brochures, ads, etc.
- Partner pays wholesale price when participants enroll or simply receives a check for their share
- ed2go delivers / manages / supports the courses
- Partner has expanded offerings and a new revenue stream

Typical Retail Price	\$1795
- Wholesale Partner Cost	\$1495
<b>NET PROFIT</b>	<b>\$ 300 (each enrollment)</b>

# Career Training Programs

## Most Popular Programs:

- Pharmacy Technician
- Medical Transcription
- Project Management
- Paralegal
- Six Sigma
- Medical Coding & Billing
- Bookkeeping
- Veterinary Assistant
- A+ Certification
- HVAC
- Freight Broker Training
- Cisco CCNA

## New! Sustainable Energy and Going Green

- Principles of Green Buildings
- Performing Comprehensive Building Assessments
- Certified Indoor Air Quality Manager (CIAQM)
- Certified Indoor Environmentalist (CIE)
- Certified Green Supply Chain Professional
- Senior Certified Sustainability Professional

# Career Training Programs



College of DuPage, in partnership with Gatlin Education Services (GES), offers online open enrollment programs designed to provide the skills necessary to acquire professional level positions for many in-demand occupations.

Our programs are designed by a team of professionals from each respective field, who work to provide the most effective web-based learning experience available today. Instructors/mentors are actively involved in your online learning experience. They respond to any questions or concerns, as well as encourage and motivate you to succeed.

Each program includes a set of lessons and evaluations; grades are a combination of the instructor/mentor's evaluation of students' work and computer graded tests. We know you'll appreciate the quality as well as the convenience of anytime, anywhere learning!

**Please note:** Once the course is accessed either by requesting materials or viewing lessons, there are no refunds.

Click on any of the terms below to see a list of courses in that field.

Healthcare and Fitness
Business and Professional
IT and Software Development
Management and Corporate
Media and Design
Hospitality and Gaming
Skilled Trades and Industrial
Sustainable Energy and Going Green

Gatlin Education  
Toll Free: (877) 221-5151

# Career Training Programs

ed2go

Learn More

Administrative Medical Specialist 2008 Introduction - Windows Internet Explorer


http://rms.gattineducation.com/file.php/41/modules/mod1\_ama08/player.html

Administrative Medical Specialist 2008 - Introduction

Table of Contents	Thumbnail
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27. Overview	
28. Overview	
29. Overview	
30. Overview	


### Allergy and Immunology

An allergist-immunologist evaluates, diagnoses and manages disorders involving the immune system. Selected examples of such conditions include asthma, anaphylaxis, rhinitis, eczema, and adverse reactions to drugs, foods and insect stings as well as immunodeficiency diseases, defects in host defense, and problems related to auto-immune disease, organ transplantation or malignancies of the immune system. As our scope of the immune system develops, the scope of this specialty is widening.



### Anesthesiology

An anesthesiologist is trained to provide pain relief and maintenance, or restoration of a stable condition during and immediately following an operation, an obstetric or diagnostic procedure. The anesthesiologist assesses the risk of the patient's condition prior to, during and after surgery. They provide medical management and consultation in pain management and critical care medicine.



Done Internet | Protected Mode On 100%

# Career Training Programs

ed2go

Learn More

Administrative Medical Specialist 2008 Introduction - Windows Internet Explorer

http://rms.gattineducation.com/file.php/41/modules/mod1\_ama08/player.html

Administrative Medical Specialist 2008 - Introduction

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29. Overview	
30. Overview	

### Drag and Drop Activity

Credential offered by the American Health Information Management Association.	
Behaviors that identify the character or personality of an individual.	
Documenting medical information as numeric codes.	
An individual who helps clients complete health insurance paperwork.	
Language of the health care industry.	
Measurable abilities and skills.	
Helps resolve billing and payment problems between the medical office and the insurance company.	
Establishes payment options before services are provided.	
Successful completion of a professionally recognized exam.	
Credential offered by the American Academy of Professional Coders.	

Click and drag each term below to the available space next to its matching definition.

- Personal qualifications
- Insurance collection specialist
- Medical terminology
- Patient account representative
- Certified Professional Coder
- Certified Coding Specialist
- Claims assistant professional
- Technical qualifications
- Certification
- Medical coding

Done Internet | Protected Mode On 100%



## How Partners See Success With ed2go

- Feature pages in print catalog
- Integrate key titles within print
- Easy to find on partner web site
- Offer majority of titles
- Submit for Workforce \$\$\$
- Market to key demographics – Teachers, Healthcare





# ANTELOPE VALLEY COLLEGE

## College Coordinating Council Committee Information Sheet

### AP&P Committee 10-11

**Committee Name**

	Appointed By	Individual	Term	Expiration Date
Co-chair	Senate – Technical Education	Ms. Maria Clinton	2 of 3	June 30, 2012
Co-chair	V.P. of Academic Affairs	Mrs. Sharon Lowry	Standing	Standing Member
Member	Articulation Officer – Non Voting	Dr. Lee Grishman	Standing	Standing Member
Member	Senate – Business, Computers & Economic Development	Mrs. Beverly Beyer	3 of 3	June 30, 2011
Member	Senate – Health Sciences	Ms. Linda Harmon	2 of 3	June 30, 2012
Member	Senate – Instructional Resources / Extended Services	Mr. Scott Lee	Standing	Standing Member
Member	Senate – Language Arts	Mr. Duane Rumsey	3 of 3	June 30, 2011
Member	Senate – Math, Science & Engineering	Ms. Nancy Cholvin	1 of 3	June 30, 2013
Member	Senate – Math, Science & Engineering	Dr. David Newman	3 of 3	June 30, 2011
Member	Senate – Physical Education & Athletics	Ms. Cindy Littlefield	2 of 3	June 30, 2012
Member	Senate – Social Behavioral Sciences	Mrs. Darcy Wiewall	1 of 3	June 30, 2013
Member	Senate – Student Services/Counseling	Dr. De'Nean Coleman-Carew	TERM	June 30, 2010
Member	Senate – Technical Education	Mr. Rick Motawakel	3 of 3	June 30, 2011
Member	Senate – Visual & Performing Arts	Dr. David Newby	2 of 3	June 30, 2012
Member	Administrative Position – Dean	Mrs. Margaret Drake	2 of 3	June 30, 2012
Member	Administrative Position – Dean	Dr. Les Uhazy	1 of 3	June 30, 2013
Member	Administrative Position – Dean	Ms. LaDonna Trimble	1 of 3	June 30, 2013
Member	Student Representative	Sheronda Meyers	1 of 1	June 30, 2010
Advisory	Student Representative	VACANT		

**Type of Committee/Authority:**

The Academic Senate standing committee.

**Purpose:**

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

## **Antelope Valley College Online Attendance Policy**

Online students are subject to the same attendance policy as are on-ground students. Refer to the Attendance Policy in the current college catalog.

Student attendance in online courses is defined as “active participation” in the course, as described in the instructor’s course syllabus. Active participation is typically defined as submitting an assignment (such as an exam, exercise, or project element), participating in the discussion forums, or by engagement in other academic events that indicate an online presence within a specified time frame.

Online courses at a minimum will have weekly mechanisms that will determine a student’s active participation. Instructors will identify specific activities that must be completed during the first week of the course. If a student fails to complete the specific activities by the posted due date, he or she will be dropped as a NO SHOW unless the student has made prior arrangements with the instructor.

Student participation will be monitored throughout the course by the instructor. Students who fail to maintain active participation in the online course, as defined in the course syllabus, may be dropped from the course.



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

**Academic Affairs Only**

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

**COURSE SUBJECT & NUMBER:** WE 197

**COURSE NAME:** General Work Experience

**COURSE UNITS:** 1-6 units per semester

**COURSE HOURS:** Hours vary

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

To participate in work experience, students must have a job or internship which is either paid or voluntary and have the approval of the supervisor and instructor supervising work experience in the specific subject area. **BEFORE ENROLLING PRIOR TO ENROLLING**, students must attend a scheduled orientation or meet individually with the supervising instructor for an individual orientation.

**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#))*

General Work Experience is supervised employment that is designed to assist students to acquire desirable work habits, attitudes and skills so as to enable them to become productive employees. This course also provides students with career awareness for jobs. General work experience is available to students whose jobs are not related to their college major. Credit may be accrued at the rate of one to six units per semester for a maximum of sixteen units. (CSU, AVC) (R3)

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

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

1. Pursue a planned program of work experience which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
2. Set specific goals to achieve during the work experience semester.
3. Successfully meet new challenges at work with increasing levels of difficulty.
4. Improve written communications by writing a paper outlining the objectives set. Discuss how well you achieved them, what skills you learned, and how you can improve your on-the-job performance in the future.

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

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

- I. Development of Job-Related Behavioral Learning Objectives
- II. Resume Writing
- III. Business Writing for Professionals
- IV. Forms Completion for Administrative Requirements
- V. Hours Worked to Earn College Units

*Double Check*

*not*  
General Work Experience -Job is ~~Directly~~ Related to College Major

May earn up to 6 units/semester  
May repeat course three times  
Maximum of 16 units

**Paid Work Experience Hours**

- 75 hours of paid work = 1 unit
- 150 hours of paid work = 2 units
- 225 hours of paid work = 3 units
- 300 hours of paid work = 4 units
- 375 hours of paid work = 5 units
- 450 hours of paid work = 6 units
- ~~525 hours of paid work = 7 units~~
- ~~600 hours of paid work = 8 units~~

**Voluntary Work Experience Hours**

- 60 hours of volunteer work = 1 unit
- 120 hours of volunteer work = 2 units
- 180 hours of volunteer work = 3 units
- 240 hours of volunteer work = 4 units
- 300 hours of volunteer work = 5 units
- 360 hours of volunteer work = 6 units
- ~~420 hours of volunteer work = 7 units~~
- ~~480 hours of volunteer work = 8 units~~

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

**TYPICAL HOMEWORK ASSIGNMENTS:** (Do not include in-class work, quizzes, or tests)

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

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

Students will read the *Cooperative Work Experience Education Student Handbook* during the semester and any additional information provided by the instructor and or supervisor.

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

Develop four measurable workplace learning objectives that will involve problem solving and the application of academic theory, skills, and knowledge while undertaking new or expanded workplace responsibilities.

Write an essay which describes the learning objectives completed during the semester.

Create a personal resume

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

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

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

Complete all necessary Cooperative Work Experience Education Student Handbook forms.

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

**Reading Assignments:**

**Writing Assignments:**

**Computational Assignments:**

**Other Assignments:**

**Course Subject & Number:** WE 197  
**Course Name:** General Work Experience

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

Work experience is conducted as an independent study course. The instructor will use any or all of the following instructional methodologies: individual conference, group presentations, on-site counseling and evaluation, demonstrations of acceptable work products and role-modeling.

**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.)*

Assign a letter grade reflecting the student's ability to define four objectives, the performance level achieved in reaching those objectives, attendance at scheduled conferences with the instructor/employer, a written evaluation from the employer, a typed term paper and resume, and the completion of all work experience forms. (Objectives 1,2,3 and 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.)*

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



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation )
	COR Revision 5/2009
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes

**COURSE SUBJECT & NUMBER:** WE 199

**COURSE NAME:** Occupational Work Experience

**COURSE UNITS:** 1-8 units per semester

**COURSE HOURS:** Hours vary

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

**Prerequisite:** To participate in work experience, students must have a job or internship which is either paid or voluntary and have the approval of the supervisor and instructor supervising work experience in the specific subject area. **BEFORE ENROLLING PRIOR TO ENROLLING**, students must attend a scheduled orientation or meet individually with the supervising instructor for an individual orientation.

**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.)*

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

Credit may be accrued at the rate of one to eight units per semester for a maximum of sixteen units.

**COURSE OBJECTIVES:** *(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:

Currently:

1. Pursue a planned program of work experience which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
2. Set specific goals to achieve during the work experience semester.
3. Successfully meet new challenges at work with increasing levels of difficulty.
4. Improve written communications by writing a paper outlining the objectives set. Discuss how well you achieved them, what skills you learned, and how you can improve your on-the-job performance in the future.

**Course Subject & Number:** WE 199  
**Course Name:** Occupational Work Experience

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

- I. Development of Job-Related Behavioral Learning Objectives
- II. Resume Writing
- III. Business Writing for Professionals
- IV. Forms Completion for Administrative Requirements
- V. Hours Worked to Earn College Units

**Occupational Work Experience -Job is Directly Related to College Major**

May earn up to 8 units/semester

May repeat course three times

Maximum of 16 units

**Paid Work Experience Hours**

75 hours of paid work = 1 unit  
150 hours of paid work = 2 units  
225 hours of paid work = 3 units  
300 hours of paid work = 4 units  
375 hours of paid work = 5 units  
450 hours of paid work = 6 units  
525 hours of paid work = 7 units  
600 hours of paid work = 8 units

**Voluntary Work Experience Hours**

60 hours of volunteer work = 1 unit  
120 hours of volunteer work = 2 units  
180 hours of volunteer work = 3 units  
240 hours of volunteer work = 4 units  
300 hours of volunteer work = 5 units  
360 hours of volunteer work = 6 units  
420 hours of volunteer work = 7 units  
480 hours of volunteer work = 8 units



Course Subject & Number: WE 199

Course Name: Work Experience

**TYPICAL HOMEWORK ASSIGNMENTS:** (Do not include in-class work, quizzes, or tests)

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

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

Students will read the *Cooperative Work Experience Education Student Handbook* during the semester and any additional information provided by the instructor and or supervisor.

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

Students must develop four learning objectives with the help of their employer/supervisor and/or work experience instructor. In addition, they will write a paper describing their objectives and how well they accomplished those objectives during the semester.

They will discuss the skills they learned at work and how they can improve their job performance in the future.

Students will also create a current resume.

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

Students must keep track of their hours worked throughout the semester and determine the total number of hours worked each month and for the entire semester.

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

Students must complete all of the forms in the *Cooperative Work Experience Education Student Handbook* and turn them in to their work experience instructor following the schedule set by the instructor. Many of the forms require input and signatures from their supervisor. It is the student's responsibility to make sure that all forms are complete and turned in on time.

**5. For categories 1-4 above, describe the estimated time per week it would take a student to complete homework assignments. Title 5 requires a minimum 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; 3 hours lecture = 6 hours homework etc. For example: reading—2 hours; writing—3 hours; etc.**

**Reading Assignments:**

**Writing Assignments:**

**Computational Assignments:**

**Other Assignments:**

**Course Subject & Number:** WE 199  
**Course Name:** Occupational Work Experience

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

Work experience is conducted as an independent study course. The instructor will use any or all of the following instructional methodologies; individual conference, group presentations, on-site counseling and evaluation, demonstrations of acceptable work products and role-modeling.

**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.)*

Assign a letter grade reflecting the student's ability to define four objectives, the performance level achieved in reaching those objectives, attendance at scheduled conferences with the instructor/employer, a written evaluation from the employer, a typed term paper and resume, and the completion of all work experience forms. (Objectives 1,2,3 and 4).

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

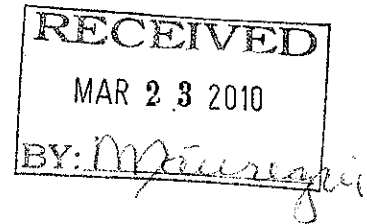
*(list several when possible; include title, author, publisher, date, and latest edition.)*

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



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

**MEMORANDUM**



Date: March 19, 2010  
To: AP&P Committee  
From: Dr. Tom O'Neil, Dean *[signature]*  
Subject: BCSED Hybrid Courses

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I request the following courses be approved as hybrid courses with one orientation meeting to be held at the Palmdale campus, beginning Summer 2010. The hybrid courses would then be counted as FTES for Palmdale. The appropriate paperwork has recently been completed and forwarded to the committee for consideration.

BUS 101	Introduction to Business	Currently taught on-campus and online
OT 105	Beginning Keyboarding Technique	Currently taught on-campus

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

RECEIVED  
MAR 23 2010  
S.A.P.  
B. Beyer

Antelope Valley College

**DISTANCE EDUCATION PROPOSAL**

**Academic Affairs Only**

New DE Course

Revised

**COURSE SUBJ. & NO:** BUS 101      **COURSE TITLE:** Introduction to Business

**Instructor (print):** Beverly Beyer

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

**Required Signatures:**

**AP&P Representative:** B. Beyer      **Date:** 03-15-10  
(division approval required)

**Division Dean:** Thomas Giesel      **Date:** 3.15.10

**Notes for Reporting Purposes:**

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

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:** BUS 101

**COURSE TITLE:** Introduction to 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?*** Textbook information is extensive and current. Introductory material includes significant vocabulary and concept presentation which can be learned successfully using software-driven techniques. Current events relevant to text material can be easily incorporated into the course lesson plans. Discussion board topics are often controversial and contemporary. Students who are too shy or lack self confidence may find it easier to participate fully in an online discussion than in a traditional face-to-face setting.

***2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?*** Existing resources are sufficient. The course management system is available for organizing instructor materials, and the open computer labs are available for students who need to work on campus. Any student who wishes to work at home may do so using any personal computer equipped with Internet access. No special programming is required.

***3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)*** The course is supported by a detailed instructor Web site maintained by instructor of record with specific instructions including lecture information, additional Internet links for current event discussion, and a detailed assignment schedule.

Lectures include active links to Internet-based material; however, all required information is presented in text format. Textbook-supplied software has both text and auditory components so students can read, listen, or both. Any graphics used are for minimal site enhancement, not the presentation of required information, and are not essential to the successful completion of the course.

***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 hands-on or skill demonstrations are required, audio components are accompanied by a text equivalent, no synchronous oral presentations are required. Course objectives may be achieved through the use of the electronic medium with no assistive technology challenges.

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.** Assignments are equivalent to a traditional classroom setting. Lecture material is contained on the instructor-maintained Web site developed by the instructor of record for the specific online course section. Online students will do the same weekly reading assignments, take the same quizzes, complete the same written assignments, take the same examinations, and participate in discussions just like the students in a traditional classroom.

**5. METHODS OF INSTRUCTION:**

**a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)** The course Web site includes detailed instructions with email links to both the instructor email and classmates' email addresses if the classmates so choose. Weekly feedback is provided to the student using graded, annotated assignments accessed through the course management platform and by email. In addition telephone conference and face-to-face meetings can be scheduled if necessary. Also an asynchronous discussion board is used for problem solving and sharing of information, and to discuss contemporary issues addressed in the course content.

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

One orientation meeting will be held at the beginning of the semester.

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

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

**Online:** Weekly lesson completion is required, including, but not limited to, chapter quizzes, writing assignments, and independent research generally accompanied by questions designed to guide students through key concepts presented. Exams are administered 4 times throughout the semester. Case analyses are assigned using a rubric developed by the instructor.

**Off-line:** Writing assignments are composed offline and then uploaded to the course management system for instructor grading.

RECEIVED

MAR 23 2010

Academic Affairs Only

- New DE Course
- Revised

Antelope Valley College

**DISTANCE EDUCATION PROPOSAL**

**COURSE SUBJ. & NO:** OT 105      **COURSE TITLE:** Beginning Keyboarding Technique

**Instructor:** Donna Meyer

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

**Required Signatures:**

**AP&P Representative:** *B. Lynn*      **Date:** 03-22-10  
 (division approval required)

**Division Dean:** *Thomas Grief*      **Date:** 3-22-10

**Notes for Reporting Purposes:**

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

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

AP&P Approval: Date _____  V.P. Academic Affairs: Signature _____
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**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:** OT 105 **COURSE TITLE:** Beginning Keyboarding Technique

*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?**

The lessons are software supported and can be completed independently at the time when the student is at peak effectiveness instead of forcing the student to perform at a predetermined class time.

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

Existing resources are sufficient. The Antelope Valley College course management system will be utilized to develop the course.

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

The course is software driven using specific textbook-supplied software. It is supported by a detailed instructor Web site created by the instructor of record with specific instructions, including lecture information, additional Internet links for drilling and ergonomics, and a detailed assignment schedule.

Lectures include active links to Internet-based material. Email, discussion groups, and the telephone may be used to support and clarify information on the Web site. Publisher's Web site is used to house student data for review and grading. Web material is accompanied by sound for accessibility and tool tips with explanations for all links.

**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.)**

Textbook software records detailed student keystroke information, including number of attempts, lapsed time to complete, accuracy, and speed data for all assignments completed. In addition, improvement charts for speed and accuracy can be obtained showing student progress over time.



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

The student experience is not equivalent, but superior, to the experience in a traditional classroom setting. The biggest advantage to offering this class online is to allow the students to key at a time that is best for them, not at a predetermined time.

**5. METHODS OF INSTRUCTION:**

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

The course Web site includes detailed instructions with email links to both the instructor email and classmates' email addresses, if the classmates so choose. Weekly feedback is provided to the student using graded, annotated assignments accessed through an intermediary Web site. In addition, telephone conferences and face-to-face meetings can be scheduled if necessary. Also, an asynchronous discussion board will be used for problem solving and sharing of information.

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

One face-to-face meeting will be required for orientation to explain how to use the keyboarding software and how to navigate the class Web site.

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

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

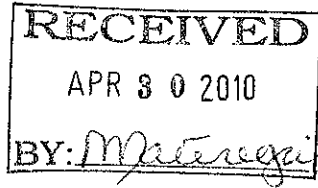
**Online:** Weekly lesson completion and progress in keyboarding skills will be assessed using the software that records student keystrokes. Regular timed writings will be administered to assess student improvement in speed and accuracy

Daily reading assignments include study of textbook materials and assignment descriptions provided by instructor.

**Off-line:** No off-line assessment will be completed.



ANTELOPE VALLEY COLLEGE  
Social and Behavioral Sciences Division



**MEMORANDUM**

Date: April 29, 2010  
To: AP & P  
From: Dr. Tom O'Neil, Dean *Karen Coull for Tom O'Neil*  
Subject: Imminent Need – Hybrid Courses

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I am requesting the following traditional and on-line courses be approved as hybrid with one meeting to be held at the Palmdale campus. This will enable these courses to be counted as FTES in Palmdale starting in the Summer 2010.

The courses are as follows:

ECON 101 – Principles of Macroeconomics  
ECON 102 – Principles of Microeconomics  
HIST 108 – U.S. History, 1877 – Present

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL

RECEIVED  
MAR 23 2010  
BY: *Misty Stowers*  
~~Academic Affairs Only~~  
 New DE Course  
 Revised

COURSE SUBJ. & NO: ECON 101 COURSE TITLE: Principles of Macroeconomics

Instructor (print): Misty Stowers

Division: Social & Behavioral Sciences

Required Signatures:

AP&P Representative: *D. Dewall* Date: 3/17/10  
(division approval required)

Division Dean: *Thomas Greif* Date: 3-15-10

Notes for Reporting Purposes:

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

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:** ECON 101

**COURSE TITLE:** Principles of Macroeconomics

***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?** Principles of Macroeconomics (Econ 101) introduces students to a variety of macroeconomic concepts with an emphasis on national income theory, the Federal Reserve System, and the causes of growth, inflation, and unemployment. In this online collective learning environment, students will analyze and discuss various methods used to measure national income, investigate different political and banking policies used to stabilize economic growth, and determine the causes and effects of inflation and unemployment in an economy. Online instruction can be used to improve access and to provide alternate learning modalities, to reach individuals that might not readily make it to a campus, or who might have difficulty with a traditional campus approach. Likewise, it would better serve students and attract additional or new students through technology delivery.

**2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?** This course will be developed using Blackboard course management system. Students enrolled in the course will be able to access the course from any computer that has Internet access capabilities, including but not limited to computer at home, libraries, and computer labs on AVC campus.

**3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)** The online comprehensive course management system allows the class instructor to develop, support, and manage the online course. Specifically, weekly lecture notes and reading assignments will be posted on the course website with accompanying multimedia slides that will illustrate pertinent economic concepts utilizing graphs, tables, and diagrams. Students will be required to purchase assigned course textbook to complete weekly reading assignments. Weekly lectures may also include links to online resources, such as news articles and scholarly journals if they apply to current lecture topics. A discussion board on the website allows students to post responses and questions related to the lecture material. Weekly assignments, short essay assignments or course papers, quizzes, and tests will also be administered through the website.

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

**4. Explain how students' time in this course is *equivalent* to what students experience in the traditional classroom setting.** Students are expected to analyze, investigate, and understand complex macroeconomic concepts presented throughout the course. Required weekly readings will be assigned from the course textbook and accompanying study guide materials. Course quizzes and exams will be administered through the course management system to assess students' comprehension of the assigned course materials. Short essay assignments or a course paper may be assigned.

**5. METHODS OF INSTRUCTION:**

a) **Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary) )** Regular weekly e-mail correspondence and electronic threaded discussions (discussion boards) will be the core contact between students and instructor. The course site will also maintain an announcement section, which will be updated frequently to update students on current course materials, due date reminders, and any other concerns and issues that may arise throughout the course. Instructor may assign "online office hours" when students may hold synchronous discussions with instructor.

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

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

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

**Online:** Students will be required to respond to the weekly posted questions on the class discussion board that pertain to the required weekly reading assignments and lectures. Answers posted must reflect that the student satisfactorily comprehends the subject. Students must perform adequately on the class quizzes and exams. Students will receive prompt feedback on all assigned materials in the course through e-mail, discussion board, and personal online grade books.

**Off-line:** Students are required to complete all weekly reading assignments assigned by instructor. Students must compose final drafts of their course papers or short essay assignments, and then upload them onto the course management system by their respective due dates.

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MAR 23 2010

Academic Affairs Only

New DE Course

Revised

Antelope Valley College

**DISTANCE EDUCATION PROPOSAL**

**COURSE SUBJ. & NO:** ECON 102    **COURSE TITLE:** Principles of Microeconomics

**Instructor (print):** Misty Stowers

**Division:** Social & Behavioral Sciences

**Required Signatures:**

**AP&P Representative:**

*[Signature]*  
(division approval required)

**Date:** 3/17/10

**Division Dean:**

*[Signature]*

**Date:** 3.15.10

**Notes for Reporting Purposes:**

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)?

Yes    X    No

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:** ECON 102

**COURSE TITLE:** Principles of Microeconomics

*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?* Principles of Microeconomics (Econ 102) introduces students to a variety of microeconomic concepts with an emphasis on demand and supply theory, business organizations, price determination, and cost analysis. In this online collective learning environment, students will analyze and discuss various methods used to investigate pricing in the market system, investigate different government policies used to control and monitor business practices, and distinguish between market structures that exist within a free-market economy as opposed to government controlled economic systems. Online instruction can be used to improve access and to provide alternate learning modalities, to reach individuals that might not readily make it to a campus, or who might have difficulty with a traditional campus approach. Likewise, it would better serve students and attract additional or new students through technology delivery.

*2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?* This course will be developed using Blackboard course management system. Students enrolled in the course will be able to access the course from any computer that has Internet access capabilities, including but not limited to computer at home, libraries, and computer labs on AVC campus.

*3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)* The online comprehensive course management system allows the class instructor to develop, support, and manage the online course. Specifically, weekly lecture notes and reading assignments will be posted on the course website with accompanying multimedia slides that will illustrate pertinent economic concepts utilizing graphs, tables, and diagrams. Students will still be expected to purchase a required textbook for the course in order to complete weekly reading assignments. Weekly lectures may also include links to online resources, such as news articles and scholarly journals if they apply to current lecture topics. A discussion board on the website allows students to post responses and questions related to the lecture material. Weekly assignments, journal entries, quizzes, and tests will also be administered through the website.

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

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.** Students are expected to analyze, investigate, and understand complex macroeconomic concepts presented throughout the course. Required weekly readings will be assigned from the course textbook and accompanying study guide materials. Course quizzes and exams will be administered through the course management system to assess students' comprehension of the assigned course materials. Short essay assignments or a course paper may be assigned.

**5. METHODS OF INSTRUCTION:**

a) **Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)** Regular weekly e-mail correspondence and electronic threaded discussions (discussion boards) will be the core contact between students and instructor. The course site will also maintain an announcement section, which will be updated frequently to update students on current course materials, due date reminders, and any other concerns and issues that may arise throughout the course. Instructor may assign "online office hours" when students may hold synchronous discussions with instructor.

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

One orientation meeting on campus.

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

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

**Online:** Students will be required to respond to the weekly posted questions on the class discussion board that pertain to the required weekly reading assignments and lectures. Answers posted must reflect that the student satisfactorily comprehends the subject. Additionally, students must perform adequately on the class quizzes and exams, which include a combination of true/false, multiple-choice, fill-in-the-blank, and short essay questions. Students will receive prompt feedback on all assigned materials in the course through e-mail, discussion board, and personal online grade books.

**Off-line:** Students are required to complete all weekly reading assignments assigned by instructor. Students must compose final drafts of their course papers or short essay assignments, and then upload them onto the course management system by their respective due dates.



RECEIVED

MAR 23 2010

*[Handwritten Signature]*  
~~Academic Affairs Only~~

Antelope Valley College

**DISTANCE EDUCATION PROPOSAL**

- New DE Course
- Revised

**COURSE SUBJ. & NO: History 108 COURSE TITLE: U.S. History, 1877-Present**

**Instructor (print): Ken Shafer**

**Division: Social and Behavioral Sciences**

**Required Signatures:**

AP&P Representative: *[Signature]* Date: 3/17/10  
 (division approval required)

Division Dean: *[Signature]* Date: 3.15.10

**Notes for Reporting Purposes:**

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

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:** History 108      **COURSE TITLE:** U.S. History, 1877-Present

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

*ITV                      Online                      XHybrid*

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

U.S. History 108 is a comprehensive and interpretive analysis of the political and social development of the nation from 1877 to the present. And though long offered as a traditional core course at AVC, it has yet been offered fully online as it has been done at a number of other two year schools around the state and country. Such an online course is common elsewhere because it's both popular and easily transferable to the state's four year institutions. It's obvious then that such a class can also be successful in an online format. In fact, much of the foundation for a course already exists, as AVC's course management system would allow for work to be done at home via the internet, without a physical classroom or a fixed time. Secondly, it's well known that academic work such as written assignments, quizzes, readings and exams can be completed and delivered electronically. And since an online course also allows for interaction between students through discussion boards and live chat, a distance course makes it possible to complete such a course in a unique fashion while still reaching the SLO goals associated with the traditional course. In short, through such technology, the individual student can learn, research, and debate the important individuals, developments, key principles, and ideas of the second half of American history on their own time from home.

In fact, offering this course in a distance format will allow AVC to offer this course to a larger community, as many individuals have probably been unable to take the traditional course due to work and family responsibilities. Considering the fact that this particular course is often chosen as a way to fulfill the core requirements for graduation, offering it in an online format should not be ignored. And though offered in a electronic format, the online course will still cover the core materials of the course, such as urbanization and industrialization, expansion overseas, the Progressive Era, World War I, the 1920's, the Great Depression, World War II, the Cold War, the Civil Rights Era and America in the 21<sup>st</sup> century.

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

The course will be developed using AVC's course management system, meaning that students will be able to access the course from their home computers. First, students will need to read the course textbook, secondary readings, and answer questions posed directly from the instructor. Second, students will compose drafts of their midterm and final exams offline and then upload them back to the instructor. Third, students will be able to research and find their information to support their term papers either in person or remotely through AVC's library website. And finally, to assist students without personal computers or internet access at home, they can still access the course free of charge via the computer labs currently available to all students at AVC.

**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)**

Along with *PowerPoint* presentations containing the same historical material as shown during traditional lecture in the classroom, the course website will contain active links to assignments, supplemental readings, historic video and audio clips, as well as discussion board and chat room sites for responding to frequent questions and “virtual debates.” The textbook’s website will also be integrated into the website, which will contain additional study tools and projects. Finally, quizzes, assignments, and exams will be administered through AVC’s course management system, the assignment drop box, and the instructor’s e-mail. In addition, actual lectures in a podcast format will be made available on the website for students to listen to at a time of their convenience. Thus, when combined with textbook reading, the various topics of the course will be available in both visual and audio formats, which will cater to the different learning styles amongst the student population as well as addressing accessibility issues.

Specifically, to accomplish all that is mentioned above and still meet the Americans with Disabilities Act and Section 508 requirements, this website will also provide a text-only alternative to provide service and information to students whose disabilities would require another means of completing the necessary requirements. In addition, lectures will be available on the website in podcast form for the visually impaired. Thirdly, although online quizzes will be timed, settings on the website can be made to allow for students to have additional time. Finally, both the course and any corresponding textbook website will include settings to avoid a high flicker rate, as well as in a non-color format.

To further assist students, it should be noted that the course website would include hyperlinks to other sites that offer free downloads of *PowerPoint* and the audio software necessary to listen to podcast lectures. This way, we can insure that all students enrolled in the course can have equal access to all the material without any additional costs.

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

N.A.

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

In the classroom, students have the opportunity to participate in class discussions and group projects. Via AVC’s course management system, students in the online version of this class will be required to debate and discuss questions and topics on both the website’s discussion board and online chat with the instructor and their fellow classmates. And although students will not be able to see each other, the discussion board and chat rooms will likely gain much more consistent participation than in the traditional classroom, as those who have difficulty with speaking in groups will avoid that issue. Lastly, the discussion board topics and the access to e-mail will be available on a 24-hour basis, furthering student participation.

In addition, in order to meet the requirements for the course listed in the Student Learning Outcomes, students will be asked to interpret historical complex events, answer questions and analyze documents, just as they would in the regular course. To accomplish this, the reading assignments will come from, but are not limited to, the course textbook, side readers, materials available on CD-ROM and online articles. Students will also need to respond to a series of questions that are connected to the weekly lectures, readings and assignments. Quizzes and exams, such as multiple choice and essay format, will be administered through the course management system. Additionally, students will engage in a variety of writing assignments that include, but are not limited to, short essays and research papers.

## **5. METHODS OF INSTRUCTION:**

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

Students will have at least weekly, if not more frequent, contact with the instructor through a combination of e-mail, discussion groups, chat rooms and regular announcements. The student may also contact the instructor by telephone, make appointments for office visits, or connect online during the live chat sessions. Finally, one page on the AVC’s Course Management System site will cover general information about the course, its requirements and expectations, grading system, as well as a “frequently asked questions” (F.A.Q.) section to address a variety of student questions, concerns and problems.

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

One orientation meeting will take place on campus.

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

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

**Online:** Students must accomplish a variety of tasks online to show mastery of the material. First, they must respond to the frequent discussion questions and virtual chats in such a way as to prove adequate understanding of the material and the key concepts. Additionally, students must perform well on quizzes and exams, which will contain both objective and essay questions. Lastly, the writing assignments submitted by students must show an in-depth, well thought-out understanding of the course material. Such written assignments include, but are not limited to, short essays, research papers, and outlines for research papers. Weekly feedback provided to the student using e-mail, discussion boards, and an online grade book will help the students achieve these objectives.

**Off-line:** Although this is an online class, there are a variety of tasks students must complete offline. First, students are to read the course textbook, secondary readings, and questions posed directly from the instructor. Second, students will compose drafts of their final midterms and final exams offline and then upload them back to the instructor. Finally, students are required to research information to support their term papers, which can be done either in person or remotely through the AVC library website.

Finally, as an additional method to create a “community” of those enrolled in the course, and to promote face-to-face contact between the instructor and student as well as between students, an extra credit field trip would be offered on a Saturday sometime during the semester. But since inevitably not everyone would be able to make this trip, an alternative extra credit project would be available online to earn the same number of points without leaving home.



ANTELOPE VALLEY COLLEGE

DATE: May 3, 2010  
TO: Maria Clinton and Sharon Lowry, Co-Chairs, AP&P  
FROM: Dr. Karen Cowell, Dean, Health Sciences *KC*  
SUBJECT: MOA 101—Imminent need

---

I am requesting the following traditional and online course be approved as traditional and hybrid instructional methods with one meeting to be held at the Palmdale campus.

This will enable this course to be counted as FTES at the Palmdale campus for summer 2010.

Thank you.

RECEIVED  
MAR 16<sup>th</sup> 2009  
BY: *M. [unclear]*

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL

**Academic Affairs Only**

New DE Course

Revised

**COURSE SUBJ. & NO:** MOA 101    **COURSE TITLE:** Beginning Medical Terminology

**Instructor (print):** Karen Stenback

**Division:** Health Sciences

**Required Signatures:**

**AP&P Representative:** *Jinda Harmon*    **Date:** 3/15/10  
(division approval required)

**Division Dean:** *Karen W. Couelle*    **Date:** 3/15/10

**Notes for Reporting Purposes:**

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

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:** MOA 101 **COURSE TITLE:** Beginning Medical Terminology

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

*ITV*

*Online*

*Hybrid*

*remove*

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

The course requires individual study to memorize and apply prefixes, suffixes, and word roots. The students also must implement rules to combine the word elements independently. Written communication and discussion can be achieved online. Evaluation of student progress can be achieved through submission of assigned work via the course management system.

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

Course management system; computer labs and office computers; ITS trainer; classroom space to offer orientation session for hybrid course when course is offered in that modality

**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)**

Computer to deliver and receive course information and mandatory use of email and course management system for discussions and submission of class assignments.

**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.)**

Students need to hear pronunciation of medical terms. The text includes a CD that provides proper pronunciation of terms.

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

Students spend the same amount of time online as they would in classroom participating in discussions, online instruction, and listening to the CD. Written assignments for the course, such as workbook exercises, are no different in the online course.

**5. METHODS OF INSTRUCTION:**

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

Regular effective contact will be maintained by discussion board, electronic bulletin board, email, chat room, and messaging between instructor and students.

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

One one-hour meeting for orientation to the course and course requirements. Instructor using hybrid delivery method may elect to require proctored exams in a classroom or other proctored setting.

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

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

**Online:** Weekly written assignments showing evidence of combining word elements properly and comprehension of background material in the text. Exams may be given online. Students must listen to the audio CD, supplied with the text, to practice pronunciation.

**Off-line:** Instructor using hybrid delivery of the course may elect to require proctored exams. Students must read assigned text chapters and complete corresponding workbook assignments.



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

RECEIVED  
APR 30 2010  
SLO #10-08  
BY: M. Marquez

SECTION I

Date Initial  
AP&P Representative: 4/29/10 RLW  
(indicates division review and approval)  
Division Dean/Director: 4/29/10 kc/TO  
Faculty Name: (print) Ron Halcrow

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

Date 4-28-10

COURSE SUBJECT & NUMBER: ECON 101

COURSE TITLE: \*Principles of Macroeconomics

- 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:  
Revised to current form: Updated suggested texts.

SECTION II Course/Catalog Information

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

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

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

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:  
This course fulfills a General Education and proficiency requirement for students completing an Associate Degree program. This course is also a transferable course, allowing students to enroll in upper division (junior, senior) programs at accredited four-year institutions through articulation agreements with universities.

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: Area B  
 IGETC - Please state which area: Area 4  
 CSU/GE - Please state which area: Area D

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:** ECON 101

**COURSE NAME:** \*Principles of Macroeconomics

**COURSE UNITS:** 3 **COURSE HOURS:** 3

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

Advisory: Eligibility for READ 099 and ENGL 099. Eligibility for MATH 070 (AVC assessment).

**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 consists of an aggregate economic analysis of the U.S. economy. Topics include a study of market systems, economic business cycles, unemployment, inflation, national income accounts, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, globalization, international trade, and finance.

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

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

1. Identify, illustrate, and examine the consequences of scarcity.
2. Explain, interpret, analyze, and assess how changes in opportunity cost affect individual and business behavior.
3. Define and demonstrate productive efficiency and allocative optimality.
4. Explain and examine the interaction of supply and demand in individual markets and how equilibrium price and quantity are determined.
5. Discuss how government regulations can create excess demand and supply conditions and how markets attempt to correct these.
6. Define, describe, and calculate the measures of aggregate economic activity, such as domestic product and income, unemployment and inflation.
7. Apply the measures of aggregate economic activity to the behavior of business cycles.
8. Explain, formulate, calculate, and measure the differences between nominal and real measures of income, product, interest rates, and the purchasing power of money.
9. Define, demonstrate, compare and contrast long run and short run equilibria in the macroeconomy.
10. Diagram and explain how the macroeconomy reaches equilibrium and moves to alternative equilibria.
11. Identify, select, and differentiate the factors that can cause changes in the price level, real GDP, and labor unemployment.
12. Discuss and evaluate the causes of economic growth and identify, propose, and assess the policies that promote it.
13. Describe, differentiate, and utilize the classical, monetarist, Keynesian, and supply-side policy approaches for moving the economy to the full employment of resources.
14. Discuss, differentiate, and evaluate expansionary and contractionary fiscal and monetary policies.

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

**RECEIVED**  
APR 30 2010  
SHO 4-10-08  
BY: *M. Wallace*

**SECTION I**

AP&P Representative: 4/25/10 DW  
(indicates division review and approval)

Division Dean/Director: 4/29/10 uc/ro

Faculty Name: (print) Ron Halcrow

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

Date 4-28-10

**COURSE SUBJECT & NUMBER:** ECON 102

**COURSE TITLE:** \*Principles of Microeconomics

- 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:  
Revised to current form: Updated suggested texts.*

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

This course fulfills a General Education and proficiency requirement for students completing an Associate Degree program. This course is also a transferable course, allowing students to enroll in upper division (junior, senior) programs at accredited four-year institutions through articulation agreements with universities.

**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: Area B  
 IGETC - Please state which area: Area 4  
 CSU/GE - Please state which area: Area D

AP&P GE Approved: _____ GE Not Approved: _____
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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:** ECON 102

**COURSE NAME:** \*Principles of Microeconomics

**COURSE UNITS:** 3 **COURSE HOURS:** 3

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

Advisory: Eligibility for READ 099 and ENGL 099. Eligibility for MATH 070 (AVC Assessment).

**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 is a study of the basic economic principles governing individual and business decisions. It includes an introductory analysis of fundamental microeconomic concepts and the application of these concepts to understanding the causes and consequences of consumer and business firm actions. It examines the determinants of firm specific supply and individual consumer demand, cost-benefit analysis, the theory of competitive equilibrium, price determination in various alternative market structures, and international trade.

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

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

1. Identify, illustrate, and examine the consequences of scarcity.
2. Explain, interpret, analyze, and assess how changes in opportunity cost affect individual and business behavior.
3. Define and demonstrate productive efficiency and allocative optimality.
4. Discuss, demonstrate, and explain comparative advantage and the role it serves in promoting efficient international free trade.
5. Interpret and explain the concept of relative prices.
6. Explain and examine the interaction of supply and demand in individual markets.
7. Discuss how government regulations can create excess demand and supply conditions and how markets attempt to correct these.
8. Understand price elasticity and its application in the decision making process.
9. Demonstrate an understanding of the process of individual decision making using cost-benefit analysis.
10. Explain and analyze optimal decision making processes from the point of view of the individual.
11. Derive demand schedules and prove the law of demand from basic consumer rationality assumptions.
12. Fully investigate the laws of production and the underlying structure of costs associated with production.
13. Derive supply schedules and prove the law of supply from basic assumptions of firm behavior and market structure.
14. Define, demonstrate, compare and contrast competitive, oligopolistic, monopolistic, and monopolistically competitive market structures.
15. Define, describe, and calculate how prices are determined in these various competitive and noncompetitive market structures.
16. Comprehend the basic theory of international trade and the factors of international markets which most influence decisions of

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

RECEIVED  
APR - 1 2010  
SLO - 4.10.08  
BY: Maurer

**SECTION I**

	Date	Initial
AP&P Representative:	<u>04-01-10</u>	<u>[Signature]</u>
(indicates division review and approval)		
Division Dean/Director:	<u>4.1.10</u>	<u>[Signature]</u>
Faculty Name: (print)	<u>DR. ED BEYER</u>	

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

Date 31 MAR 10

**COURSE SUBJECT & NUMBER:** BUS 105  
**COURSE TITLE:** \*Business Mathematics

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

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

1. Revised Homework Assignment sections 2 through 4 for clarity.
2. Updated estimated hours to reflect single values rather than a range.
3. Revised methods of instruction to reflect course objectives.
4. Updated suggested text to reflect a more current publishing date.

**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: _____
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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:** BUS 105

**COURSE NAME:** \*Business Mathematics

**COURSE UNITS:** 3 **COURSE HOURS:** 3 weekly

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

Advisory: 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 as (R#).*)

Business Mathematics presents the basic principles of mathematics used in business operations. This course applies mathematics to daily business experiences and includes practical application of equations, formulas, and arithmetic processes essential to business. (AVC)

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

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

- \*1. Operate a calculator to solve business equations.
- \*2. Convert decimals and fractions to percents and reverse the process.
- \*3. Identify and calculate the three components of a percent problem.
- \*4. Calculate the percent of increase and percent of decrease.
5. Explain banking services and how the consumer uses them.
- \*6. Calculate correct payroll earnings and deductions for an employee.
- \*7. Describe and calculate the three basic forms of taxation used in this country.
- \*8. Examine and calculate insurance premiums for business insurance, motor vehicle insurance, and life insurance.
- \*9. Describe terminology and calculate the mathematics of buying including working with invoices and discounts.
10. Identify the terms used in selling and calculating markup on cost or selling price.
- \*11. Recall the terms used in markdown and inventory control and calculate inventory value.
- \*12. Calculate simple, discount, and compound interest.
- \*13. Construct and analyze income statement and balance sheet.
- \*14. Calculate straight-line and other accelerated forms of depreciation.
- \*15. Calculate mean, median, and mode.

\* Denotes SCANS competencies.

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

**RECEIVED**  
APR 23 2010  
5:04:10.08  
BY: *M. [Signature]*

**SECTION I**                      Date                      Initial

AP&P Representative:    03-30-10    BBB  
(indicates division review and approval)

Division Dean/Director:    4-22-10    kc for TONail

Faculty Name: (print)    Ronald Mummaw

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

Date 3.30.10

**COURSE SUBJECT & NUMBER:** CIS 101

**COURSE TITLE:** \*Introduction to Computer Information Science

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

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

- Updated to new form.
- Updated textbook
- Updated homework page

**SECTION II Course/Catalog Information**

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

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

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

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

- AA/AS Degree                       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:** CIS 101

**COURSE NAME:** \*Introduction to Computer Information Science

**COURSE UNITS:** 3 **COURSE HOURS:** 4 hours weekly

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

Advisory: Eligibility for ENGL 099, READ 099, and MATH 102

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

A beginning course designed to acquaint the student with the general concepts and basic vocabulary of computers and information systems. Includes introduction to the organization and functions of basic components of computers and information processing systems. Instruction in programming procedures and programming logic is provided. Other topics include Internet and networking fundamentals as well as basic computer software such as spreadsheets and database applications. Appropriate for the student with a general interest in this area as well as for the student desiring to pursue further training in computer science or information systems.

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

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

1. Manage problem complexity, anticipate and deal with changes in information technology through the use of abstraction.
- \*2. Test a solution.
- \*3. Organize and navigate information structures and evaluate information.
  4. Use common strategies for dealing with unexpected results.
- \*5. Describe and explain the functions and uses of components of general purpose computers, information systems, and networks, focusing on microcomputers.
  6. Describe the digital representation of information.
  7. Solve problems using algorithmic thinking and programming.
- \*8. Create a simple Web page using HTML.
- \*9. Explain the societal impact and describe the limitations of information technology.
- \*10. Assemble and connect components of a basic computer system.
- \*11. Use basic operating system features to monitor system functions, identify software related problems, and execute applications.
- \*12. Connect a computer to a network.
- \*13. Use the Internet to find information and resources.
- \*14. Use a computer to communicate with others.



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

*Mauregas*  
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510-015

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 04-01-10 BJ  
*(indicates division review and approval)*  
 Division Dean/Director: 4.1.10 fld  
 Faculty Name: (print) Ronald Mummau

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

Date 3.30.10

**COURSE SUBJECT & NUMBER:** CIS 111

**COURSE TITLE:** \*Introduction to Programming and Algorithms

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison.*  
 Updated to new form.  
 Updated textbook  
 Updated homework page

**SECTION II Course/Catalog Information**

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

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

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

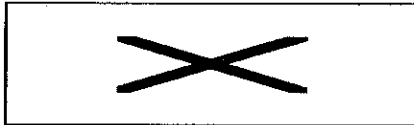
**3. Maximum Class Size:** Provide pedagogical rationale and/or discipline history; room size is not sufficient.

**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: \_\_\_\_\_



**Academic Affairs**  
**Course Outline of Record**

**Academic Affairs Only**

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

**COURSE SUBJECT & NUMBER:** CIS 111

**COURSE NAME:** \*Introduction to Programming and Algorithms

**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, or CIS 101, and eligibility for ENGL 099, READ 099, MATH 102.

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

This is a first course for students planning or exploring a career in software design and development. This course emphasizes a careful disciplined approach to computer programming. Problem solving through stepwise development of algorithms is presented. Students will learn programming language syntax, coding, program logic, and program testing. Students will plan, create, test, and run their own programs to solve typical problems. BEFORE ENROLLING: students should have basic computer experience and be able to save and retrieve files, run applications, and print documents.

*(CSU, UC, AVE)*

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

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

1. Describe and explain the essence of a programming language and characteristics specifically related to:
  - a. classes, objects, and methods
  - b. inheritance and polymorphism
  - c. libraries and interfaces
  - d. documentation
  - e. error handling
  - f. control structures
  - g. variables
  - h. data types
  - i. arrays and collections
  - j. software development

\*2. Plan, code, run, and debug required problems.

\*3. Create well documented, highly modular and easily maintainable programs.

\* Denotes SCANS competencies.

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

**RECEIVED**  
APR 15 2010  
6:10:52 PM '08  
BY: *M. Morgan*

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 04-14-10 *[Signature]*  
*(indicates division review and approval)*  
Division Dean/Director: 04-14-10 *[Signature]*

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

Faculty Name: (print) RICHARD DONNER Date APRIL 14/2010

**COURSE SUBJECT & NUMBER:** DRFT 130

**COURSE TITLE:** Architectural Drafting I

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

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

- Placement of the COR onto the new form.
- Update of Suggested Textbook to current edition. The latest edition of a standard textbook.
- Changes to Homework and Methods of Evaluation

**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**

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| <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:** DRFT 130

**COURSE NAME:** \*Architectural Drafting I

**COURSE UNITS:** 3 **COURSE HOURS:** 6 hours weekly

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

PREREQUISITE: Completion of ENGR 120

ADVISORY: Eligibility for ENGL 097, READ 097, 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#).*

Techniques of basic architectural drawing practices and engineering principles, construction methods, materials, building ordinances, and the preparation of working drawings for one-story wood frame residential construction according to conventional practice. Emphasis on problems involving planning, design, presentations and a complete set of drawings for residential frame construction. Work to be performed in AutoCAD. (AVC).

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

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

1. Demonstrate CADD skills and knowledge in the area of residential architecture to read or prepare architectural drawings using current industry standards and conventions.
2. \*Prepare set of plans using various types of technical drawings and techniques as currently practices in architectural drafting.
3. \*Plan a residence and prepare presentations of drawings including a complete set of plans for a one-story residential dwelling.
4. \*Read and apply technical literature to analysis of technical problems.
5. \*Listen to technical lectures and apply these lectures to technical problems..
6. \*Increase learning skills.

\*Denotes application of SCANS competencies.

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Course Proposal Form and Content Review Form for Credit Courses**

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APR 15 2010  
SLO 5-27-08  
BY: Maurega

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 4-16 DW  
*(indicates division review and approval)*

Division Dean/Director: 04-15-10 JMU

Faculty Name: (print) Richard Bonner

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

Date 4-14-10

**COURSE SUBJECT & NUMBER:** DRFT 240

**COURSE TITLE:** Electronic Drafting

- 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:*

- Placement of the COR onto the new form.
- Update of Suggested Textbook which is the latest edition of a standard textbook.

-Changes to Homework and Methods of Eval ?

**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**

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|--|
| <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:** DRFT 240

**COURSE NAME:** \*Electronic Drafting

**COURSE UNITS:** 3 **COURSE HOURS:** 6 hours weekly

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

PREREQUISITE: Completion of ENGR 120

ADVISORY: Eligibility for ENGL 099, READ 099, MATH 070

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

A drafting course intended particularly for electronic students. Topics include: lettering (freehand and with templates), use of instruments and special templates, orthographic projection, dimensioning, pictorial drawing, schematic wiring diagrams, connection drawings, printed circuit boards, electronic symbols, industrial standards, component and assembly drawings, and microelectronic drawings. Work to be performed in AutoCAD. (AVC)

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

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

1. \*Recognize technical drawings as the language of engineering and be able to communicate in this language.
2. \*Visualize and prepare orthographic drawings of various objects as seen from various angles.
3. \*Produce drawings showing proper relationships of electronic components in accordance with current industrial practice.
4. \*Select and identify completely all appliances, hardware and materials.
5. \*Prepare drawings of a complete electro-mechanical component, starting with preliminary sketches and finishing with production drawings.
6. \*Read and apply technical literature to analysis of technical problems.
7. \*Listen to technical lectures and apply these lectures to technical problems.
8. \*Increase learning skills.

\*Denotes application of SCANS competencies.

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

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2:10 PM  
BY: *M. [unclear]*

**SECTION I**

	Date	Initial
AP&P Representative:	04-14-10	<i>[Signature]</i>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	04-14-10	<i>[Signature]</i>
Faculty Name: (print)	RICHARD DONNA	

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

Date APRIL 14/2010

**COURSE SUBJECT & NUMBER:** ENGR 130

**COURSE TITLE:** Materials Science

- 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:*  
 -Placement of the COR onto the new form.  
 -Update of Suggested Textbook to current edition.

**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:** ENGR 130

**COURSE NAME:** Materials Science

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

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

**PREREQUISITE:** Completion of CHEM 110 and PHYS 110.

**COREQUISITE:** Concurrent enrollment in ENGR 130L.

**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#). Study of production, composition, test methods and properties of important engineering materials. Emphasizes relation of the atomic structure of engineering materials to their physical properties. (CSU, UC, AVC)

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

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

1. \*Describe the bravais lattices, predict which one of a given compound will crystalize in on the basis of bonding type and ion size, and match bravais lattices with Bragg diffraction data.
2. \*Derive a phase diagram from experimental free energy curves.
3. \*Apply the tie line and lever rule to a simple binary system to predict composition and weight fraction at a given temperature.
4. Explain qualitatively variation of yielding, strain hardening, creep, fatigue, and fracture.
5. Explain qualitatively key concepts in manufacture and use of ceramics, polymers, and composites.
6. \*Predict electrical properties and corrosion of materials.
7. \*Read and apply technical literature to analysis of technical problems.
8. \*Listen to technical lectures and apply these lectures to technical problems.
9. \*Increase learning Skills.

\*Denotes SCANS competencies.



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APR 15 2010

5:05:27.08

BY: *[Signature]*

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ACADEMIC POLICIES & PROCEDURES

Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date

Initial

AP&P Representative: 04-14-10  
*(indicates division review and approval)*

*[Signature]*

Division Dean/Director: 04-14-10

*[Signature]*

Faculty Name: (print) RICHARD DONNER

Date APRIL 14/2010

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

COURSE SUBJECT & NUMBER: ENGR 130L

COURSE TITLE: Materials Science Lab

- 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:*

- Placement of the COR onto the new form.
- Update of Suggested Textbook to current edition.

*Typical Homework Assignments updated.*

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: _____
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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:** ENGR 130L

**COURSE NAME:** Materials Science Lab

**COURSE UNITS:** 1 **COURSE HOURS:** 3 hours weekly

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

**COREQUISITE:** Completion of ENGR 130 or concurrent enrollment.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*  
A laboratory course designed to accompany ENGR 130 Materials Science.

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

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

1. Conduct and interpret data of the following material tests:
  - a. Steel and aluminum in tensile and rockwell hardness tests.
  - b. Steel, aluminum and wood using metallographic and Charpy impact tests.
2. Predict the effects of cold working and recrystallization on steel and aluminum.
3. Create a phase diagram for steel and other materials using heat treatments.
4. Conduct heat treatment of steel and influencing tensile properties effecting semiconductor property.
5. Conduct specialized testing and fabrication of plastic, ceramics and composite materials.
6. Write short technical reports.
7. \*Read and apply technical literature to analysis of technical problems.
8. \*Listen to technical lectures and apply these lectures to technical problems.

\*Denotes SCANS competencies.

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

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APR 15 2010  
SLO 5-2108  
BY: *M. M. M. M. M.*

**SECTION I**

	Date	Initial
AP&P Representative:	04-14-10	<i>[Signature]</i>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	04-14-10	<i>[Signature]</i>

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

Faculty Name: (print) RICHARD DONNER

Date APRIL 14/2010

**COURSE SUBJECT & NUMBER:** ENGR 210PS

**COURSE TITLE:** Statics

- |                                     |  |  |
|-------------------------------------|--|--|
| <input type="checkbox"/> NEW COURSE | <input checked="" type="checkbox"/> *REVISED COR<br>(description, objectives, content, etc.) | <input type="checkbox"/> *Other Course Revisions<br>(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:*  
 -Placement of the COR onto the new form.  
 -Update of Suggested Textbook to current edition.

**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):

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> AA/AS Degree | <input type="checkbox"/> Vocational Education (see page 4, section VIII) |
| <input type="checkbox"/> Transfer     | <input type="checkbox"/> 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:** ENGR 210 PS

**COURSE NAME:** Statics Problem Solving Session

**COURSE UNITS:** 1 **COURSE HOURS:** 1 hour weekly

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

**COREQUISITE:** Concurrent enrollment in ENGR 210.

**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#).*

Problem solving session for ENGR 210 which augments the theoretical lecture session with necessary "hands-on" experience.

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

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

1. Calculate forces and moments in trusses, frames and moment diagrams using  vector and non-vector techniques.

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

**RECEIVED**

MAR - 1 2010  
SLO 3.20.08  
BY: M. J. [Signature]  
4/2/10

**SECTION I**                      Date                      Initial

AP&P Representative: 3/2/10                      JA  
(indicates division review and approval)

Division Dean/Director: 3/1/10                      icc

Faculty Name: (print) Bonnie Curry

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

Date 2/25/10

**COURSE SUBJECT & NUMBER:** NS 110

**COURSE TITLE:** NS-110 Professional Nursing I

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
The course method of evaluation was updated along with the textbooks.*

**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: _____
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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:** NS 110

**COURSE NAME:** Professional Nursing I

**COURSE UNITS:** 1.5 **COURSE HOURS:** ~~25.5~~<sup>1.5</sup> Total Hours *weekly*

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

Limitation on Enrollment: Formal admission to the Associate Degree Nursing Program. Prerequisite: completion of BIOL 201, BIOL 202, BIOL 204, and ENGL 101. Minimum GPA of 2.4 for all college classes. Minimum GPA of 2.5 for BIOL 201, BIOL 202, and BIOL 204. Minimum GPA of 2.0 for college level English courses. No more than one repeated science course of the three required is allowed.

**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 introduces nursing theory with presentation of the basic concepts of self-care theory. Focus is on Orem's Universal, Developmental and Health Deviation Self-Care Requisites. Major emphasis is on the role of the nurse, nursing process, legal and ethical aspects of nursing and development of critical thinking skills

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

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

1. Discuss behavior that reflects legal, ethical and regulatory frameworks of nursing and standards of professional nursing practice.
2. Describe the student role in advocating for patients' and significant others' rights.
- \*3. Use the nursing process to report and document pertinent and accurate data in case scenarios.
4. Discuss the application of theory to the clinical practice.
- \*5. Describe use of information technology to support and communicate the planning and provision of patient care.
- \*6. Describe the need for collaboration with other healthcare team members to ensure the highest quality of patient care.
- \*7. Discuss accountability and responsibility as applied to nursing care given by self.
8. Describe the need for lifelong learning and professional development in nursing.

\*Denotes SCANS competencies

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 MAR - 1 2010  
 5:10 S.I. 08  
 BY: M. Bierquist  
 4/2/10

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

SECTION I                      Date                      Initial

AP&P Representative: 3/2/10                      JA  
*(indicates division review and approval)*

Division Dean/Director: 3/4/10                      KE

Faculty Name: (print) Bonnie Curry

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

Date 2/25/10

COURSE SUBJECT & NUMBER: NS 120

COURSE TITLE: NS 120 Professional Nursing II

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
 Typical writing assignment, methods of evaluation, and textbooks were updated.*

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:** NS 120

**COURSE NAME:** Professional Nursing II

**COURSE UNITS:** 0.5 **COURSE HOURS:** 0.5 hours per week

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

Limitation on Enrollment: Formal admission to the Associate Degree Nursing Program.

Prerequisite: Completion of NS 110 and NS 111

**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 further develops nursing theory and Orem's Universal, Developmental and Health-Deviation Self-Care Requisites. Major emphasis is on role of the nurse, nursing process, teaching/learning process, adult growth and development and end of life issues.

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

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

1. Discuss application of legal, ethical, and regulatory framework of nursing and standards of professional nursing practice with instructional guidance.
2. Discuss the student role in advocating for patients' and significant others' rights, including end of life care.
- \* 3. Discuss application of self-care theory and nursing process to clinical decision-making in case scenarios.
4. Relate principles of adult growth and development to the delivery of nursing care.
5. Apply teaching-learning concepts to case studies to meet the patients' self-care demands to improve self-care agency.
- \* 6. Apply methods of collaboration in case scenarios.
7. Recognize the need for lifelong learning and professional development in nursing.



**ANTELOPE VALLEY COLLEGE  
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Course Proposal Form and Content Review Form for Credit Courses

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MAR - 1 2010  
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BY: *M. Mason*  
4-2-10

**SECTION I**

	Date	Initial
AP&P Representative: <i>(indicates division review and approval)</i>	<u>2/12/10</u>	<u>FW</u>
Division Dean/Director:	<u>2/19/10</u>	<u>KE</u>

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

Faculty Name: (print) ELIZABETH SUNDBERG Date 2/12/10

**COURSE SUBJECT & NUMBER:** NS 240

**COURSE TITLE:** Professional Nursing IV

- 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: Changes made to the homework assignments, methods of evaluation, and textbook updates.*

**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:** 35 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*  
This class size allows time for questions and answers, discussion and interaction involving case studies of simulated patient scenarios to promote critical thinking.

**4. College Mission:** *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*  
This course and Medical/Surgical Nursig II are the final courses in an educational curriculum that upon completions awards an AS Degree. The students are then qualified to write NCLEX RN. This course is transferable towards a Baccalaureate degree.

**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 checked="" type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

**COURSE SUBJECT & NUMBER:** NS 240

**COURSE NAME:** Professional Nursing IV

**COURSE UNITS:** 1 **COURSE HOURS:** 1 hour per week

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

Limitation on enrollment: Formal admission to the Associate Degree Nursing Program

Prerequisites: Completion of NS 230, NS 231, NS 232.

**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 provides theory to assist the student transition to professional nursing practice. It provides the knowledge necessary to manage patient care, make decisions related to setting priorities, delegate responsibilities, and collaborate with other health care professionals. Ethical and legal issues that confront nurses will be discussed.

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

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

1. Examine the legal, ethical and regulatory frameworks of nursing and standards of professional nursing practice for the adult medical/surgical patients.
- \*2. Select therapeutic communication skills that foster and enhance the nurse/patient relationship with adult medical/surgical patients, significant others and healthcare team members.
3. Recognize opportunities to advocate for the rights of adult medical/surgical patients and significant others.
- \*4. Apply the nursing process to plan care for groups of adult medical/surgical patients in case scenarios.
- \*5. Use critical thinking to provide the foundation for appropriate clinical decision-making for the adult medical/surgical patients in case scenarios.
6. Design and implement an individualized teaching plan for the adult medical/surgical patient and significant other(s) to meet the patient's self-care demands to improve self-care agency in case scenarios.
- \*7. Discuss accountability for nursing care given by self and/or delegated to others.
8. Recognize the need for life-long learning and professional development in nursing.

\* Denotes SCANS competencies

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

**RECEIVED**  
APR 23 2010  
3:20:08 SLO  
BY: Mattrey

**SECTION I**

	Date	Initial
AP&P Representative:	<u>4/21/10</u>	<u>[Signature]</u>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	<u>4.21.10</u>	<u>[Signature]</u>
Faculty Name: (print)	<u>Fredy Aviles</u>	

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

Date 4/20/10

**COURSE SUBJECT & NUMBER:** PSY 215

**COURSE TITLE:** \*Psychology of Prejudice

- 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:*

1. Numbered Course Objectives.
2. Allowing Pass/No Pass option. *Already has pass/no pass.*
3. Changes to Homework & Methods of Eval
4. Updated textbooks to reflect current edition

**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):

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> AA/AS Degree | <input type="checkbox"/> Vocational Education (see page 4, section VIII) |
| <input type="checkbox"/> Transfer     | <input type="checkbox"/> 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: Area 4
- CSU/GE - Please state which area: Select One

AP&P GE Approved: _____ GE Not Approved: _____
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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: PSY 215

COURSE NAME: \*Psychology of Prejudice

COURSE UNITS: 3 COURSE HOURS: 3 Hours Weekly

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

Prerequisite: Completion of PSY 101

Advisory: Eligibility for College Level Reading and ENGL 101

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

A review of relevant psychological theories, research, and research tools that examine prejudice and discrimination. These tools will then be utilized to better understand historical victims of prejudice and discrimination, as well as others. Emphasis will also be given to the application of these theories in promoting positive change. Students will become aware of their own behavior as it relates to stereotypes and the gaining of tolerance. (CSU, UC, AVC)

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

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

1. Analyze and appraise appropriate social psychological theories of prejudice, stereotypes, and discrimination.
2. Recognize and evaluate the components of prejudice, stereotypes, and discrimination and appraise their impact on members of majority and minority groups.
3. Develop and evaluate research skills through understanding of various methods of research used in psychology.
4. Critically analyze perceptual myths that are ascribed to cultural minorities and the maintenance of stereotypes.
5. Compare and contrast situations producing prejudice and discrimination within a group, as well as within an individual.
6. Conduct literature review and write a paper(s) that examines a psychological phenemona within Psychology of Prejudice employing American Psychological Association (APA) format of writing.

First Reading  
12/10/09

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JUN 08 2009  
BY: [Signature] 5/20-4/11/08

ANTELOPE VALLEY COLLEGE  
ACADEMIC POLICIES & PROCEDURES

Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date Initial  
AP&P Representative: 06-04-09 [Signature]  
(indicates division review and approval)  
Division Dean/Director: [Signature] [Signature]

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

Faculty Name: (print) John Burns [Signature]

Date 10-5-09

COURSE SUBJECT & NUMBER: CA 171

COURSE TITLE: \*Introduction to Networking

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

\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
The course book and course content have been updated. Distance education proposal updated to the new form and to address accessibility requirements.

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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



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 171

COURSE NAME: \*Introduction to Networking

COURSE UNITS: 3 COURSE HOURS: 4 hours weekly

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

Advisory: Completion of CA 103 or CA 221, and Eligibility for ENGL 099, READ 099, and MATH 070.

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

This is a beginning course for the individual who would like to have a career in computer networking or for an individual who is majoring in management and needs to be able to make decisions where networks are concerned. The course will cover such topics as Local Area Networks (LANs), Wide Area Networks (WANs), Optical System Interconnection (OSI) model, protocols, physical topologies, logical topologies, network operating systems, network hardware, network troubleshooting, network maintenance, network security. This aids in the preparation for the Network+ exam. BEFORE ENROLLING, students should be able to manage files and folders using Windows Explorer. Students should be able to start programs within the Windows operating system and be able to browse the Internet.

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

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

1. Identify and describe the functions of seven layers of the OSI model.
- \* 2. Configure Transfer Control Protocol/Internet Protocol (TCP/IP) addressing on system connected to a network.
- \* 3. Install protocols on a Windows, Linux, and NetWare server.
4. Compare the physical and bandwidth characteristics of coaxial cable, Shielded Twisted Pair (STP), Unsheilded Twisted Pair (UTP), and fiber optic media.
5. Compare the basic and hybrid LAN physical topologies, their uses, advantages, and disadvantages.
6. Compare the different types of switching used in data transmission.
7. Compare the transmission methods, or logical topologies, underlying Ethernet and Token Ring.
- \* 8. Install and configure a network adaptor.
- \* 9. Describe the factors involved in choosing a network adaptor, hub, switch, or router.
10. Compare the functions and purpose of repeaters, hubs, bridges, switches, and gateways.
11. Compare a variety of WAN transmission and connection methods.
- \* 12. Perform a simple Windows, Novell, and Linux server installation.
- \* 13. Employ multiple TCP/IP utilities for network troubleshooting.
- \* 14 . Follow a systematic troubleshooting process to solve networking problems.

\* Denotes SCANS competencies.

First Reading  
12-10-09

RECEIVED  
JUN 18 2009  
BY: [Signature] 5/10/08

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL

**Academic Affairs Only**  
 New DE Course  
 Revised

COURSE SUBJ. & NO: CA 171      COURSE TITLE: Introduction to Networking

Instructor (print): John Burns

Division: Business, Computer Studies, and Economic Development

Required Signatures:

AP&P Representative: [Signature]      Date: 06-04-09  
(division approval required)

Division Dean: [Signature]      Date: 6/11/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)?      Yes      XNo

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

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

**Antelope Valley College  
DISTANCE EDUCATION FORM**

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

**COURSE SUBJ. & NO:** CA 171 **COURSE TITLE:** Introduction to Networking

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

*ITV*       *Online*       *Hybrid*

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

Many of the topics discussed in a networking class are supported by “real-life” examples linked throughout the Internet. Most of the up-to-date information about computer networking is provided by resources available on the Internet. Web links provided on the website and required student use of Internet search engines will expand on the concepts and technologies being discussed. This course, Introduction to Networking, introduces students to many new terms and acronyms that are learned primarily by reading and repeatedly taking online practice tests.

***2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?*** Although most students electing the online delivery of this course may be accessing the class from a home computer, the college currently provides computer labs. Some online resources are also available through the college website. The AVC’s course management system provided by the college includes messaging, announcements, e-mail, chat, quizzes, and links to online resources available on the Internet. A few examples are the networking links <http://howstuffworks.com>, and InetDaemon.Com

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

The course will be presented using AVC’s course management system. The students are given a CD that contains all of the PowerPoint slides and a set of PowerPoint slides with voice-over lectures.

***3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)*** Each student is given a CD with the software that is needed to perform labs and software they use to do network design. The students are enrolled in the Microsoft Software Developer’s Network (MSDN) and VMware’s software programs so that they have the ability to install operating systems at home.



**4. Explain how students' time in this course is *equivalent* to what students experience in the traditional classroom setting.** The online students use the same course Web site for practice tests and quizzes. The online students receive a CD with all the lectures used in the traditional course. The online students are required to submit the same labs as the traditional students and complete the final network design project. The online students also have full access to the instructor who reads and responds to student e-mail messages at least once a day, which may also include weekends.

**5. METHODS OF INSTRUCTION:**

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

The students can see their progress on practice tests and quizzes 24/7 by viewing the results on the course's Web site. Every student receives a response to every assignment submitted through AVC's course management system. Student progress is posted once a week using a grading program that allows grades to be posted on a Web page that only the individual student can access with his or her user name and password.

**b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)** The students meet with the instructor for the first class meeting. Access to AVC's course management system is explained. The students are given a CD with all the lecture materials and software needed to complete lab assignments. This meeting time enables the instructor to ensure that the students are able to access the Microsoft MSDN site to obtain software and are able to download VMware workstation for operating system installs. The instructor will also display examples of network design projects.

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

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

**Online:** For each chapter, students are required to research topics on the Internet and post summaries in the chapter discussion area. Students post questions and responses to other student postings. If the instructor chooses, online multiple-choice quizzes provide students with feedback on their progress. Students have continuous access to their progress through a progress report worksheet that is updated every week. Grades will be posted on the course Web site using grading software. Additionally, AVC's course management system has a grade book component that allows students to see their completed assignment scores, participation scores, and any test or quiz scores.

**Off-line:** Operating systems can be installed using VMware.

First Reading 12-10-09

RECEIVED  
OCT - 6 2009  
SLO-27-10-06  
BY: Maurer

ANTELOPE VALLEY COLLEGE  
ACADEMIC POLICIES & PROCEDURES

Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date Initial  
AP&P Representative: 10-06-09 [Signature]  
(indicates division review and approval)  
Division Dean/Director: 10-6-09 [Signature]

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

Faculty Name: (print) John Burns Date \_\_\_\_\_

COURSE SUBJECT & NUMBER: CA 176

COURSE TITLE: \*Windows Server Networking

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

\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
Changed name of course from Windows 2003 Networking to Windows Server Networking due to the fact that Microsoft changes the versions of their operating systems every few years. The division updates the operating systems as needed and specifying a version of software in the name of the course doesn't always reflect the version of software being taught.  
Updated Course Objectives and Course Content.  
Updated textbook.

SECTION II Course/Catalog Information

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE

Academic Affairs  
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 176

**COURSE NAME:** \*Windows Server Networking

**COURSE UNITS:** 3 **COURSE HOURS:** 4 hours weekly

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

Advisory: Eligibility for ENGL 099, READ 099, and Math 102

Prerequisite: Completion of CA 175

**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 trains network administrators and support professionals to design, implement, optimize, monitor and troubleshoot networking services on a Windows server. Students will also learn Transfer Control Protocol/Internet Protocol(TCP/IP) networking design, subnetting, and address resolution. Topics covered will also include Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), Windows Internet Naming Service (WINS), Remote Access Service (RAS), Internet Protocol (IP) routing and IP security.

**BEFORE ENROLLING** students should know how to install Microsoft Windows server, create and administer user and group accounts, set share permissions, set up network printing, and audit resources. (CSU,AVC)

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

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

- \* 1. Implement, configure, and troubleshoot networking protocols.
- \* 2. Create a sub-netting scheme for a given TCP/IP network address.
- 3. Install and configure a DHCP server service.
- 4. Install and configure a DNS server service.
- 5. Install and configure WINS.
- 6. Install and configure Routing and Remote Access Server (RRAS).
- \* 7. Configure static routing.
- \* 8. Manage, monitor, and troubleshoot network traffic.
- \* 9. Configure IP security.
- 10. Install and configure Network Address Translation (NAT).
- 11. Install and configure Internet Connection Sharing (ICS).

\* Denotes SCANS competencies

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

**RECEIVED**  
OCT 13 2009  
SHO 4-1808  
BY: M. Mawer

**SECTION I**

	Date	Initial
AP&P Representative:	<u>10-12-09</u>	<u>BY</u>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	<u>10-12-09</u>	<u>JLD</u>
Faculty Name: (print)	<u>John Burns</u>	

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

Date 10-12-09

**COURSE SUBJECT & NUMBER:** CA 182

**COURSE TITLE:** \*Network Security

- 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:*  
 Changed prerequisite of Completion of CA 171 or CA 176 to advisories. This course is "Network" Security, it would be helpful for the student to understand something about networking, but this is not required for the student to understand security concepts and fundamentals. Likewise, it would be helpful for the student to understand basic navigation of the server interface, but he will be able to complete all required assignments without this knowledge.

Updated course description, typical homework, and textbook.

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

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

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

**SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing**

**Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or**

**Advisories:**

(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

**(check only one):**

AVC Course only (Content Review Completed; attach COR from prerequisite course.)

Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)

***For pre or corequisites only:***

Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)

*Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one*

*under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)*

**1) Each applicable section(s) must be filled out completely, based upon the content and objectives listed on the COR of the prerequisite, corequisite, or advisory course. Attach COR from requisite course(s). Make sure information is consistent with boxes checked on page 10 and the COR.**

**a) PREREQUISITE:** *List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry-level requirements.*

**b) COREQUISITE:** *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

**c) ADVISORY:** *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*

Changed prerequisite of Completion of CA 171 or CA 176 to advisories.

This course is "Network" Security, it would be helpful for the student to understand something about networking, but this is not required for the student to understand security concepts and fundamentals. Likewise, it would be helpful for the student to understand basic navigation of the server interface, but he will be able to complete all required assignments without this knowledge.

**SECTION IV**

**1) Proficiency Recommendations:**

(Note: See pages 5, 6, or 7)

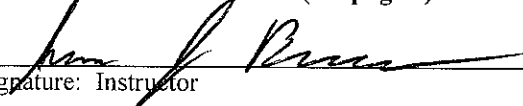
	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	Read 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENG 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Math placement level — Eligibility for:	MATH 102	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

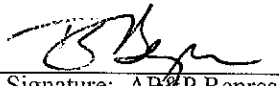
**2) Other Course Recommendations:**

(Note: See Section II a, b, or c on page 8.)

Completion of:	CA 171	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
or Concurrent Enrollment in:	CA 175	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9)  Yes

  
 Signature: Instructor \_\_\_\_\_ Date \_\_\_\_\_

 11-03-09  
 Signature: AP&P Representative \_\_\_\_\_ Date \_\_\_\_\_

 11-6-09  
 Signature: Dean \_\_\_\_\_ Date \_\_\_\_\_

Do not write below this line

**AP&P Approval**

Course Prerequisites: \_\_\_\_\_

Course Corequisites: \_\_\_\_\_

Course Advisories: \_\_\_\_\_

Limitations on Enrollment: \_\_\_\_\_

Signature: Cochair, AP&P Committee \_\_\_\_\_ Date \_\_\_\_\_



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 182

COURSE NAME: \*Network Security

COURSE UNITS: 3 COURSE HOURS: 4 hours weekly

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

Advisory: Completion of CA 171 or CA 175 and Eligibility for ENGL 099, READ 099, and Math 102

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

This course is designed to provide a comprehensive look at network security and provide students with an organized view of the field, and the tools and techniques necessary to safeguard computers and data. The course will provide preparation for the Computing Technology Industry Association (CompTIA) Security + Certification exam. BEFORE ENROLLING students should be familiar with Internet Protocol (IP) addressing. (CSU, AVC)

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

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

- \*1. Determine the factors involved in a secure network strategy.
2. Create strong passwords and store them securely.
- \*3. Explain the Kerberos authentication process.
4. Explain how digital certificates are created and why they are used.
5. Explain biometric authentication and processes and their strengths and weaknesses.
6. Explain how a computer virus works and what it does.
- \* 7. Draw a diagram of a complex, cross realm authentication system.
- \* 8. Analyze and develop your own personal password policy for a personal computer.
9. Explain denial-of -service (DOS) attacks.
10. Identify the major components used in a denial-of-service attack.
11. List the major attacks used against encrypted data.
12. Configure Remote Access Service on a Windows Server.
13. Implement Virtual Private Network (VPN) on a Windows Server.
- \*14. Compare, contrast, and determine the best use of Remote Authentication Dial-In User Service (RADIUS), Technical Access Controller Access Control System (ACACS), Point to Point Tunneling Protocol (PPTP), Level 2 Tunneling Protocol (L2TP), Secure Socket Shell (SSH), and Internet Protocol Securing (IPSec).
15. Explain the actions that can be taken to counter the dangers posed by email hoaxes and spam.
16. Explain the protocols related to Worldwide Web security and how to implement security on a Worldwide Web Server.
17. Conduct a wireless site survey.
- \*18. Compare and contrast the different types of technology used to secure a network connected through a router.
19. Identify some of the major characteristics of intrusion detection products.
- \*20. Create a disaster detailed security plan.

\* Denotes SCANS competencies

First Reading  
4.22.10

RECEIVED  
APR 15 2010  
BY:

Antelope Valley College

**DISTANCE EDUCATION PROPOSAL**

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

**COURSE SUBJ. & NO:** NF 102

**COURSE TITLE:** \*Nutrition and Food for Children

**Instructor (print):** Rona Brynin

**Division:** Health Sciences

**Required Signatures:**

**AP&P Representative:** *Linda Harmon*  
(division approval required)

**Date:** 4/15/10

**Division Dean:** *Walter K. Cowell*

**Date:** 2/15/10

**Notes for Reporting Purposes:**

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

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:** NF 102 **COURSE TITLE:** \* Nutrition Children

*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?** The course objectives can easily be met by a combination of an online delivery system and face to face meetings.. The three written assignments used in the traditional class can easily be accomplished online. The two oral presentations assignments will be scheduled as classroom meetings. The SLO's set for the traditional class can be met with the hybrid format. Discussion boards and live chat rooms will allow for frequent interaction with students.

**2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?** For instructors, there are hands-on workshops offered throughout the year for training in Antelope Valley College's course management system as well as webinar classes through CCC Confer. There is also 24/7 telephone support. For students, support is available in either the open computer labs or Learning Center.

**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)** Students will have access to an outline of the lecture notes, which will have a text equivalent, that contain the same lecture material as shown during the traditional lecture. Quizzes and written assignments will be administered through AVC's course management system. The Office for Students with Disabilities offers screen readers and magnifiers for those students needing this service. They also provide one-handed keyboards and track balls for those with limited use of their hands. They can convert standard print textbooks into large print, Braille or electronic text. For students requiring additional time to take quizzes, the online quizzes can be set to allow for this additional time.

**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.)** The two oral presentation assignments will be accomplished in scheduled class meetings.

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.** Students will spend the equivalent time reading the textbook, reviewing the provided lecture outlines and notes, and studying for quizzes. Time on assignments will also be comparable as they will be the same assignments offered in the traditional class.

Students will have the same opportunity for class discussions and questions via AVC's course management system, specifically through the discussion board and live chat rooms.

**5. METHODS OF INSTRUCTION:**

**a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)** Synchronous contact will be via regularly scheduled chat rooms. Students will also have an opportunity to contact the instructor by telephone or by visiting the instructor during scheduled office hours. Asynchronous contact will be via discussion boards and emails.

**b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)** The class will meet three times for 2 hours each in order to allow students to present their oral assignments to the class.

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

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

**Online:** The course objectives as stated on the existing COR will be evaluated in the same format for the online. Online evaluations will be via performance on quizzes and the final exam. Quizzes will be given throughout the term, with a cumulative final exam covering all chapters discussed during the term.

**Off-line:** The course objectives as stated on the existing COR will be evaluated in the same format for the online course. Off-line evaluations will be via performance on the three written assignments and two oral assignments. Students will be required to complete the same assignments as listed in the traditional course COR.. These assignments will require the students to research supporting information via the AVC library website, approved internet websites or the course textbook.

Students will also be required to read the course textbook and review the written lecture notes in preparation for quizzes and the final exam.

First Reading 4.22.10

ANTELOPE VALLEY COLLEGE  
ACADEMIC POLICIES & PROCEDURES

Course Proposal Form and Content Review Form for Credit Courses

RECEIVED  
OCT 13 2009  
OCT 3 2008  
BY: M. Auregui

SECTION I

Date Initial

AP&P Representative: 10/13/09 DR  
(indicates division review and approval)

Division Dean/Director: 10/3/09 [Signature]

Faculty Name: (print) Anne Rees

Date 10-12-2009

COURSE SUBJECT & NUMBER: READ 175

COURSE TITLE: Literacy Tutoring and Supervised Field Experience

- 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:

Numerous changes have been made to the course objectives, course content, and corresponding methods of evaluation in order to more accurately depict the course objectives and content. Major revisions include addition of objectives related to the student's tutoring, knowledge of literacy instruction and educational practices. These objectives were included throughout the revised COR in Course Content and Methods of Evaluation. Other changes are minor revisions of wording.

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:** READ 175

**COURSE NAME:** Literacy Tutoring and Supervised Field Experience

**COURSE UNITS:** 4.0 **COURSE HOURS:** 8 hours

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

Prerequisite: Completion of ENGL 101

Limitation on Enrollment: TB skin test within the past year. Fingerprints are required by the State of California.

**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 provides early, supervised field experience in the public schools to develop familiarity with literacy development, instruction, classroom management, and other necessary teaching skills. Students work one-on-one and in group settings with elementary school children, under the supervision of the classroom teacher. Recommended for students interested in teaching elementary school. (CSU, AVC)

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

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

1. Successfully work with an individual student or small groups of students on reading/writing in the elementary school setting.
2. Describe the elementary school setting.
3. Record and describe routine classroom activities, classroom management, and teaching activities utilized by a skilled teacher.
4. Describe the behavior of children in a classroom setting.
5. Plan, implement, and evaluate a reading/writing lesson in a specific subject area, incorporating vocabulary, comprehension, and study skills strategies, as appropriate.
6. Create a journal, recording daily activities student progress, and self-reflection.
7. Summarize and evaluate teaching ideas from educational journals and websites.
8. Define basic concepts related to basic literacy, phonemic awareness, and basic reading and writing instruction.
9. Describe strategies used to assess and teach phonemic awareness, beginning reading skills, vocabulary development, beginning writing skills, and content area reading which are used in the elementary classroom.

First Reading 3.11.10

RECEIVED  
DEC - 9 2009  
SLO -  
BY: M. Marraquin

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

SECTION I

Date Initial

AP&P Representative: 12/7/09 PM  
(indicates division review and approval)

Division Dean/Director: 12/8/09 MD

Faculty Name: (print) Joseph OWENS

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

Date 12-4-09

COURSE SUBJECT & NUMBER: ACRV 198

COURSE TITLE: \*Heating and Air Conditioning Seminars

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

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

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:** ACRV 198

**COURSE NAME:** \*Heating and Air Conditioning Seminars

**COURSE UNITS:** Variable    **COURSE HOURS:** Variable

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

Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*  
Short courses of varying duration on specialized topics in heating, air conditioning, and refrigeration systems, operations and repairs.

**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:**

Individual delineated performance based objectives will be provided for each seminar presented. The seminars will be designed to meet rapidly developing needs. Objectives may include:

1. Explain how the specific skills learned will enhance employability.
2. Apply learned skills and material toward career objectives.
3. Assess equipment for proper operation, installation, and maintenance needs.

**Course Subject & Number:** ACRV 198

**Course Name:** \*Heating and Air Conditioning Seminars

**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.)*

Course content will vary according to the specific needs of the individual seminar. Content may include:

- I. Manufactures Technical Bulletins
- II. Diagnosis of Equipment
- III. Operational Manuals
- IV. Installation Manuals
  - A. Electrical
  - B. Plumbing
  - C. Codes and standards
- V. Using Technical Support and Live Chat Forums

**Course Subject & Number:** ACRV 198  
**Course Name:** \*Heating and Air Conditioning Seminars

**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

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

Reading assignments will vary depending on the content of each seminar. These may include handouts and manufacturers' technical bulletins and manuals, as determined by the instructor and specified in course outline of record for each seminar.

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

Writing assignments will vary depending on the content of each seminar. These may include manufacturers' surveys and warranty documentation, as determined by the instructor and specified in course outline of record for each seminar.

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

Computational assignments will vary depending on the content of each seminar. These may include calculation of ice Product, air flow and heat load.

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

N/A

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

**Reading Assignments:** variable 1-3 hours

**Writing Assignments:** variable, 1-2 hours

**Computational Assignments:** variable 1-3 hours

**Other Assignments:** N/A



**Course Subject & Number:** ACRV 198

**Course Name:** \*Heating and Air Conditioning Seminars

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

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

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

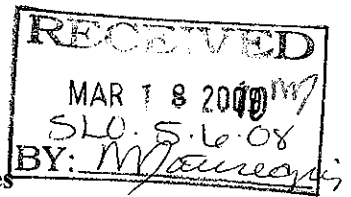
This may vary depending on content of each seminar, but will include multiple choice tests and instructor-prepared written and identification tests.

**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.)*

Varies with the content of each seminar. May include instructor and manufacturers' supplied reading and homework materials necessary for completion of the various seminars.

First Reading 4.22.10



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

SECTION I

Date Initial  
AP&P Representative: 3/18/10 R  
(indicates division review and approval)  
Division Dean/Director: 3/18/10 TD

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

Faculty Name: (print) Thomas Hutchison Date 3/18/2010

COURSE SUBJECT & NUMBER: FTEC 125  
COURSE TITLE: \*Haz Mat First Responder Operations

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

\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
Update course outline of record with addition of SCANS; Change in class maximum.

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: 25 Provide pedagogical rationale and/or discipline history; room size is not sufficient:  
This course is a California state specialized training course and state requires 25 student per instructor.

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:** FTEC 125

**COURSE NAME:** \*Haz Mat First Responder Operations

**COURSE UNITS:** 1.5    **COURSE HOURS:** 24 hours total

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

Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

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

Prepares the student to respond to hazardous materials incidents in a safe and competent manner at the operational level. Includes recognition and safety, containment and protective actions, scene management, legal aspects, and other information appropriate to this level of hazardous materials incident management. (CSU, AVC)

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

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

1. Evaluate a scenario and develop an action plan.
2. Assess a scene and propose the proper distance for isolation of the incident.
3. Assemble the proper equipment and locate it appropriate to an incident scene.
4. \*Set up a dialogue with responding agencies to work as a team.
5. \*Read, interpret, and apply proper State and Federal guidelines as set forth for containment procedures.
6. \*Document in writing, the action taken for hazardous materials incident mitigation.
7. Research and analyze the properties of commonly encountered hazardous materials.

\* Denotes application of SCANS Competencies.

**Course Subject & Number:** FTEC 125

**Course Name:** \*Haz Mat First Responder Operations

**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. Hazardous Materials Recognition and Safety
  - A. Visual evaluation
  - B. Testing equipment
  - C. Signs and placards
- II. Initial Actions
  - A. Safety concerns
  - B. Isolation
  - C. Notification
- III. Containment and Protective Actions
- IV. Command and Action Plans
- V. Protective Equipment
  - A. Self Contained Breathing Apparatus (SCBA)
  - B. Full encapsulation
- VI. Decontamination
  - A. The decontamination line
  - B. Biohazard containers
- VII. Disposal
- VIII. Documentation
- IX. Specific Planning and Agency Coordination
  - A. Incident Command System (ICS)
  - B. Mutual aid agreements
- X. Scene Management
  - A. Hot zone
  - B. Warm zone
  - C. Cold zone
- XI. Legal Aspects
- XII. Media Management
- XIII. Case Studies

**Course Subject & Number:** FTEC 125  
**Course Name:** \*Haz Mat First Responder Operations

**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:**  
Readings may include, but are not limited to, the assigned student guide, textbook, instructor-written material, handouts, and periodicals. Reading assignments 30 pages per day.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**  
Written assignments may include, but are not limited to, a composition, fill-in answers to instructor handout questions, completion of work in the student guide, and narrations for hazardous materials first responder operation's simulations, on a daily basis.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**  
Computational assignments daily may include, but are not limited to, calculations of square feet, acreage, distance on maps, and calculations of distance from a given point.

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

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

**Reading Assignments:** 1 hour

**Writing Assignments:** 1 hour

**Computational Assignments:** 1 hour

**Other Assignments:** N/A

**Course Subject & Number:** FTEC 125  
**Course Name:** \*Haz Mat First Responder Operations

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

Lectures, audio-visual aids, demonstrations, instructor led discussions, and group exercises.

**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.)*

Writing assignments will be graded based upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions. (Objectives 1-7)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the course through lecture and reading assignments. (Objectives 1-7)

Textbook questions and case studies are assigned and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-7)

A final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-7)

Classroom participation will be used to evaluate the students being properly prepared for class, participation in classroom discussion, taking notes, and the timely completion of assignments.

#### **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.)*

Hazardous Materials First Responder Operations Study Guide, State of California, 2007.

Emergency Response Guidebook, Department of Transportation, 2008.



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

**COURSE SUBJECT & NUMBER:** FTEC 125  
**COURSE NAME:** \*Haz Mat First Responder Operations  
**COURSE UNITS:** 1.5  
**COURSE HOURS:** 1.5

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

Prepares the student to respond to hazardous materials incidents in a safe and competent manner at the operational level. Includes recognition and safety, containment and protective actions, scene management, legal aspects, and other information appropriate to this level of hazardous materials incident management.

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

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

1. Evaluate a scenario and develop an action plan.
2. Assess a scene and propose the proper distance for isolation of the incident.
3. Assemble the proper equipment and locate it appropriate to an incident scene.
4. \*Set up a dialogue with responding agencies to work as a team.
5. \*Read, interpret, and apply proper State and Federal guidelines as set forth for containment procedures.
6. \*Document in writing, the action taken for hazardous materials incident mitigation.
7. \*Research and analyze the properties of commonly encountered hazardous materials.

\* Denotes application of SCANS competencies.

First Reading 4-22-10

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BY: M. [Signature]

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

SECTION I

Date Initial  
AP&P Representative: 3/18/10 [Signature]  
(indicates division review and approval)  
Division Dean/Director: 3/18/10 [Signature]  
Faculty Name: (print) ROBERT FALB

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

Date 3-18-10

COURSE SUBJECT & NUMBER: FTEC 129

COURSE TITLE: \*Wildland Public Information Office, Prevention and Investigation

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

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

SECTION II Course/Catalog Information

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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





ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

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

**COURSE SUBJECT & NUMBER:** FTEC 129

**COURSE NAME:** \*Wildland Public Information Officer, Prevention and Investigation

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

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

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*  
Presents information necessary to understand roles and functions of the Wildland Fire Information Officer, Wildland Fire Prevention Officer, and Wildland Fire Investigation Officer. Intended for students to pursue a career with a wildland fire suppression agency or for a specialty within a municipal fire control agency. (CSU, AVC)

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

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

1. List and examine the role, duties and responsibilities of the Wildland Public Information Officer.
2. Analyze the kinds and sources of information needed by an information officer.
3. List and examine fire prevention hazards, the fire prevention triangle, and the evolution of wildland fire prevention.
4. List and examine the role, duties, and responsibilities of the Fire Prevention Specialist.
5. Gather and inventory equipment and supplies required to conduct a wildfire investigation.
6. List and examine the role, duties, and responsibilities of the Wildfire Investigator.
7. Organize the process of gathering, safeguarding, preserving, and utilizing evidence.
8. Determine the origin and cause of a fire.
9. \*Write position descriptions, research fire codes and technical manuals, using a written scenario investigate where a fire started, develop inventory lists using the necessary fire prevention, investigation and information officer forms.

**Course Subject & Number:** FTEC 129

**Course Name:** \*Wildland Public Information Office, Prevention and Investigation

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

- I. Introduction
- II. Role and Responsibilities of Information Officer
  - A. Purpose and importance of incident information.
  - B. Duties and responsibilities of an information officer (Type 1/2/3) in incident management
  - C. Relationship to incident management organization
- III. Initial Stages of a Developing Incident
  - A. Initial information priorities
  - B. Initial information sources
  - C. Characteristics and affect on public and media interest
  - D. Developing strategy as the incident expands
- IV. Establishing an Information Center
  - A. Function of a Type 3 Information Officer
  - B. Elements of effective information center work location
  - C. Resources and equipment needed
- VI. Field Information Operations
  - A. Gathering and assembling information
  - B. Working with news media
  - C. Working with communities
- VI. Working with Internal Organizations
  - A. Importance and methods of internal communications
  - B. Internal communication tools and techniques
  - C. Importance and principles of working with cooperators incident information
- VII. Special situations.
  - A. Special situations and careful management
  - B. Techniques for responding to special situations
- VIII. Incident Simulation
- IX. Fire Prevention
  - A. Introduction
  - B. History
  - C. Statistics of fire occurrences
- X. Cooperative Forest Fire Prevention
- XI. Fire prevention Signs and Posters
  - A. Fire prevention sign program
  - B. Signs to convey a public information
  - C. Signs as representatives of the agency
- XII. Interagency Cooperation
  - A. Defined as collaboration or mutual assistance
  - B. Impacts from and recourse to declining budgets
- XIII. National Fire Danger Rating System
- XIV. California Campfire Permits
- XV. California Burning Permits
- XVI. Use of Smokey the Bear
  - A. Smokey Bear Act of 1952
  - B. Recognized fire prevention symbol
- XVII. Field Employee Safety
- XVIII. Inspecting Fire Prone Property
- XIX. Spark Arrestors
- XX. Industrial Inspections
- XXI. Type of Fire Prevention
  - A. Powerline
  - B. Railroad
- XXII. Introduction to the Media
- XXIII. Basic Fire Investigation
  - A. Identifying the problem
  - B. Preparation for investigation
  - C. Fire scene activities
  - D. Case preparation

**Course Subject & Number:** FTEC 129

**Course Name:** \*Wildland Public Information Office, Prevention and Investigation

**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:**

Readings may include, but not be limited to, the assigned student guide, textbook, instructor written material, handouts, and periodicals. Reading assignments will average 30 pages per week.

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

Written assignments may include, but are not limited to, a composition on some aspect of the course, fill in answers to instructor handout questions, completion of work in the student guide, and narrations for fire simulations on a weekly basis.

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

Computational assignments on a weekly basis may include, but are not limited to, calculations of square feet, acreage, distance on maps, and calculations of chains per hour of fueline construction.

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

Other types of assignments may include, but are not limited to, Internet research, out of class contact with the U.S. Forest Service and other agencies, and visits to sites where unusual fire scenarios have occurred.

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

**Reading Assignments:** 2 hours

**Writing Assignments:** 2 hours

**Computational Assignments:** 1 hour

**Other Assignments:** 1 hour

**Course Subject & Number:** FTEC 129

**Course Name:** \*Wildland Public Information Officer, Prevention and Investigation

**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.)*

Classroom lectures, demonstrated lecture outside the classroom, audio/visual presentations, and handouts.

**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.)*

Writing assignments will be graded based upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions. (Objectives 1-8)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the course through lecture and reading assignments. (Objectives 1-8)

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

A final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-8)

Classroom participation will be used to evaluate the students being properly prepared for class, participation in classroom discussion, taking notes, and the timely completion of assignments. (Objectives 1-8)

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

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

*I-200 Student Workbook, NFES 2828, National Wildfire Coordinating Group, 2006.*

*I-100 CD ROM, NFES 2786, National Wildfire Coordinating Group, 2006.*

*ICS Position Description & Responsibilities, NFES 2433, National Wildfire Coordinating Group. 1994 \**

\*This item has not been updated as the information has not changed.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: FTEC 129  
COURSE NAME: \*Wildland Public Information Officer, Prevention, and Investigation  
COURSE UNITS: 3  
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*  
Advisory: Eligibility for READ 099, ENGL 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.)*  
Presents information necessary to understand roles and functions of the Wildland Fire Information Officer, Wildland Fire Prevention Officer, and Wildland Fire Investigation Officer. Intended for students to pursue a career with a wildland fire suppression agency or for a specialty within a municipal fire control agency.

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. List and examine the role, duties and responsibilities of the Wildland Public Information Officer.  
\*Write a position description describing the position of the Public Information Officer.
2. Analyze the kinds and sources of information needed by an information officer.  
\*Research and analyze the effects of using undocumented or improper information.
3. List and Examine fire prevention hazards, the fire prevention triangle, and the evolution of wildland fire prevention.  
\*Research fire prevention codes, fire behavior technical manuals, and literature on the history of fire prevention.
4. List and examine the role, duties, and responsibilities of the Fire Prevention Specialist.  
\*Write a position description describing the position of the Fire Prevention Specialist.
5. Gather and inventory equipment and supplies required to conduct a wildfire investigation.  
\*Develop and inventory list of needed equipment and supplies.
6. List and examine the role, duties, and responsibilities of the Wildfire Investigator.  
\*Write a position description describing the position of the Wildfire Investigator.
7. Organize the process of gathering, safeguarding, preserving, and utilizing evidence.  
\*Using a written scenario and physical scene, show the step by step process of scene investigation using proper techniques
8. Determine the origin and cause of a fire.  
\*Using a written scenario and physical scene, investigate to determine where a fire started and the cause.

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

**RECEIVED**  
OCT 13 2009  
SLO-3-20-08  
BY: *M. Mauney*

**SECTION I**

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

AP&P Representative: 10/13/09 DR  
(indicates division review and approval)

Division Dean/Director: 10/13/09 [Signature]

Faculty Name: (print) KATHRYN MITCHELL

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

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

Date 10/13/09

**COURSE SUBJECT & NUMBER:** ENGL 256

**COURSE TITLE:** \*Chicano Literature

- 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:*

- Changes made in language of the Course Description;
- MLA format addition to the Course Content;
- Changes made in language for #2 of Assignments to reflect current SLO's;
- Addition to Methods of Instruction to reflect current SLO's;
- Clarification of #3 in Methods of Evaluation;
- Addition of publication information to Suggested Texts.

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**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:** 30      *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: \_\_\_\_\_

**SECTION III**

**1) Course Unit Value:** *See Carnegie Formula in course proposal guidelines*



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:** ENGL 256

**COURSE NAME:** \*Chicano Literature

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

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

Prerequisite: Completion of ENGL 101

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

This course will introduce students to an analysis and evaluation of the literary, social, and cultural aspects of novels, short stories, essays, poetry, and theater reflecting Mexican-American society. The course will explore the ways in which Mexican-Americans use their own cultural identity, in conjunction with the languages and literary forms of American culture, to create a unique and varied literature. (CSU, UC, AVC)

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

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

1. Examine the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and apply the language of literary criticism and literary terminology in discussions and writing.
3. Develop and use critical reading and writing skills.
4. Conduct library research (traditional and via the Internet); locate, evaluate, and synthesize source material, and compose analytical and/or research papers using MLA citations and format.
5. Recognize and discuss the attributes that make literary works distinct and enduring.
6. Explain, analyze, and write about literature using relevant support from various types of literary and critical texts.
7. Recognize and compare the issues of racism, sexism, and class as they are reflected in literary texts.
8. Articulate the literary and cultural contributions of Chicano/a writers.
9. Discuss a literary work objectively and recognize subjective responses to the works read.

**Course Subject & Number:** ENGL 256

**Course Name:** \*Chicano Literature

**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. Images and Voices of Chicano/as in Literature**

- A. Family
- B. Society
  - 1. Politics
  - 2. Religion
  - 3. Education
  - 4. Stereotypes
- C. Self-Images of Chicano/as
- D. Heritage
  - 1. Spanish
  - 2. Native American
  - 3. Culture clashes
- E. Chicano/as as Writers

**II. Literary Genres and Elements**

- A. Fiction
  - 1. Novels
  - 2. Short stories
  - 3. Poetry
  - 4. Drama
- B. Non-Fiction
  - 1. Autobiographies
  - 2. Biographies
  - 3. Journals
  - 4. Essays
- C. Standard Literary Elements
  - 1. Plot
  - 2. Character
  - 3. Theme
  - 4. Point of view
  - 5. Poetic techniques and figurative language

**III. Overview of MLA Format and Research Methodologies**



**Course Subject & Number:** ENGL 256  
**Course Name:** \*Chicano Literature

**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:**

Depending on the genre and assignment, the weekly reading assignments will include short stories, poems, chapters from novels, and/or non-fiction works, and may include supplemental material on the elements of fiction and poetry, as well as additional readings exploring the history, background, or critical theory surrounding the selected works.

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

Students will be required to write at least 6,500 words throughout all composition tasks, some of which will include practice of research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format.

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

Not applicable.

**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:**

Additional homework may include preparation for in-class presentations and participation in group work.

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

**Reading Assignments:** 3-4 hours per week

**Writing Assignments:** 2-3 hours per week

**Computational Assignments:** Not applicable

**Other Assignments:** 1-2 hours per week

**Course Subject & Number:** ENGL 256  
**Course Name:** \*Chicano Literature

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

Lectures  
Modeling of critical analysis  
Instructor-facilitated group discussions  
Audio/visual presentations

**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.)*

As each student completes writing assignments and participates in testing situations, class discussions, group work, or presentations, the instructor will be looking for the student's ability to:

1. Rigorously analyze and evaluate literary and critical texts. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, and 9)
2. Employ appropriate and precise literary and critical terminology. (Objectives 1, 2, 3, 5, 6, 7, 8, and 9)
3. Critically discuss and write about the relationship between Chicano culture and literature. (Objectives 1, 7, and 8)
4. Appropriately document essays incorporating outside research. (Objectives 4 and 6)

#### **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.)*

*Actos.* Luis Valdez. Cucaracha, 1971.  
*Always Running: La Vida Loca: Gang Days in L.A.* Luis J. Rodriguez. Touchtone, 2005.  
*Autobiography of a Brown Buffalo.* Oscar Acosta. Vintage, 1989.  
*Black Mesa Poems.* Jimmy Santiago Baca. New Directions, 1989.  
*Bless Me, Ultima.* Rudolfo Anaya. Quinto Sol, 1972.  
*The House on Mango Street.* Sandra Cisneros. Vintage, 1991.  
*A Natural Man.* Gary Soto. Chronicle, 1999.  
*Rain of Gold.* (2<sup>nd</sup> ed.) Victor Villasenor. Delta, 1992.  
*So Far From God.* Ana Castillo. Norton, 2005.  
*Where Sparrows Work Hard.* Gary Soto. U of Pittsburg P, 1981.  
*Wild Steps of Heaven.* Victor Villasenor. Delta, 1996.  
*Woman Hollering Creek.* Sandra Cisneros. Vintage, 1992.  
*Women Are Not Roses.* Ana Castillo. Arte Publico Press, 1984.  
*Zoot Suit and Other Plays.* Luis Valdez. Arte Publico Press, 1992.

\*Many of these works are older than five years; however, this course focuses on the literary contributions of Chicano/a writers, demonstrating various issues the culture has faced over time.



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

**COURSE SUBJECT & NUMBER:** ENGL 256  
**COURSE NAME:** \*Chicano Literature  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Prerequisite: Completion of ENGL 101.

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

An introductory analysis of the literary, social and cultural aspects of novels, short stories, essays, poetry and theater reflecting Mexican-American society. The course will study the contributions of Chicanos in literature and how various literary forms express their world view and culture. The course will deal with the Mexican-American in relation to American whites including issues of racism and sexism.

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

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

1. Examine the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and apply the language of literary criticism and literary terminology in discussions and writing.
3. Develop and use critical reading and writing skills.
4. Conduct library research (traditional and via the Internet); locate, evaluate, and synthesize source material, and compose analytical and/or research papers using MLA citations and format.
5. Recognize and discuss the attributes that make literary works unusual and timeless.
6. Explain, analyze, and write about literature using relevant support from various types of literary texts.
7. Recognize and compare the issues of racism, sexism, and class as they are reflected in literary texts.
8. Examine Chicano/as' contributions as writers.
9. Discuss a literary work objectively and recognize subjective responses to the works read.

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

**RECEIVED**  
OCT 13 2009  
20.3.20.08  
BY: *Mauregui*

**SECTION I**

	Date	Initial
AP&P Representative:	<i>10/13/09</i>	<i>DP</i>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	<i>10/13/09</i>	<i>[Signature]</i>
Faculty Name: (print)	<u>KATHRYN MITCHELL</u>	

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

Date 10/13/09

**COURSE SUBJECT & NUMBER:** ENGL 257

**COURSE TITLE:** \*Native-American Literature

- 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:*

- Changes made in language of the Course Description;
- MLA format addition to the Course Content;
- Changes made in language for #2 of Assignments to reflect current SLO's;
- Addition to Methods of Instruction to reflect current SLO's;
- Clarification of #3 in Methods of Evaluation.

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**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):**

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> AA/AS Degree | <input type="checkbox"/> Vocational Education (see page 4, section VIII) |
| <input type="checkbox"/> Transfer     | <input type="checkbox"/> 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:** ENGL 257

**COURSE NAME:** \*Native American Literature

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

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

Prerequisite: Completion of ENGL 101

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

This diversity course allows students to analyze and evaluate a variety of texts, including fiction, non-fiction, poetry and drama, by Native American authors and artists. Students will critically explore the ways in which Native American cultural identities and literatures challenge, complicate, and reinvent the languages and literary forms of dominant American culture. (CSU, UC, AVC)

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

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

1. Examine the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and apply the language of literary criticism and literary terminology in discussions and writing.
3. Develop and use critical reading and writing skills.
4. Conduct library research (traditional and via the Internet); locate, evaluate, and synthesize source material, and compose analytical and/or research papers using MLA citations and format.
5. Recognize and discuss the attributes that make literary works distinct and enduring.
6. Explain, analyze, and write about literature using relevant support from various types of literary and critical texts.
7. Recognize and compare the issues of racism, sexism, and class as they are reflected in literary texts.
8. Articulate the literary and cultural contributions of Native American writers.
9. Discuss a literary work objectively and recognize subjective responses to the works read.

**Course Subject & Number:** ENGL 257  
**Course Name:** \*Native American Literature

**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. Images and Voices of Native Americans in Literature

- A. Family
- B. Society
  - 1. Politics
  - 2. Religion
  - 3. Education
  - 4. Stereotypes
- C. The Oral Tradition and Myths
  - 1. Creation
  - 2. Trickster
  - 3. Hero
- D. Self-Images of Native Americans
- E. Native Americans as Writers

II. Literary Genres and Elements

- A. Fiction
  - 1. Novels
  - 2. Short stories
  - 3. Poetry
  - 4. Drama
- B. Non-Fiction
  - 1. Autobiographies
  - 2. Biographies
  - 3. Journals
  - 4. Essays
- C. Standard Literary Elements
  - 1. Plot
  - 2. Character
  - 3. Theme
  - 4. Point of view
  - 5. Poetic techniques and figurative language

III. Overview of MLA Format and Research Methodologies

**Course Subject & Number:** ENGL 257  
**Course Name:** \*Native American Literature

**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:**

Weekly reading assignments will include short stories, poems, chapters from novels, and/or non-fictional texts, and may include supplemental material on the elements of fiction and poetry, as well as additional readings exploring the history, background, or critical theory related to the selected works.

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

Students will be required to write at least 6,500 words throughout all composition tasks, some of which will include practice of research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format.

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

Not applicable.

**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:**

Additional homework may include preparation for in-class presentations and participation in group work.

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

**Reading Assignments:** 3-4 hours per week

**Writing Assignments:** 2-3 hours per week

**Computational Assignments:** Not applicable

**Other Assignments:** 1-2 hours per week

**Course Subject & Number:** ENGL 257  
**Course Name:** \*Native American Literature

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

Lectures  
Modeling of critical analysis  
Instructor-facilitated group discussions  
Audio/visual presentations

**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.)*

As each student completes writing assignments and participates in testing situations, class discussions, group work, or presentations, the instructor will be looking for the student's ability to:

1. Rigorously analyze and evaluate literary and critical texts. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, and 9)
2. Use appropriate and precise literary and critical terminology. (Objectives 1, 2, 3, 5, 6, 7, 8, and 9)
3. Critically assess the relationship between Native American culture and literature. (Objectives 1, 7, and 8)
4. Appropriately document essays incorporating outside research. (Objectives 4 and 6)

#### **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.)*

*American Indian Literature: An Anthology.* (2<sup>nd</sup> ed.) Alan R. Velie, ed., U of OK P, 1991.  
*The Cambridge Companion to Native American Literature.* Joy Porter, ed. Cambridge UP, 2005.  
*Ceremony.* Leslie Marmon Silko. Penguin, 1986.  
*Dark River.* Louis Owens. U of OK P, 2000.  
*House Made of Dawn.* N. Scott Momaday. HarperCollins (P.S. Series), 2010.  
*The Lone Ranger and Tonto Fistfight in Heaven.* Sherman Alexie. Grove / Atlantic, 2005.  
*Narrative Chance: Postmodern Discourse on Native American Indian Literatures.* Gerald Vizenor, ed. U of OK P, 1993.  
*Old Shirts and New Skins.* Sherman Alexie. U of CA, American Indian Studies Center, 1993.  
*The Powwow Highway.* David Seals. Penguin, 1990.  
*Reservation Blues.* Sherman Alexie. Grove / Atlantic, 2005.  
*She Had Some Horses.* Joy Harjo. Norton, 2008.  
*The Trickster of Liberty: Native Heirs to a Wilde Baronage.* Gerald Vizenor. U of OK P, 2005.  
*The Way to Rainy Mountain.* N. Scott Momaday. U of NM P, 2001.  
*Winter in the Blood.* James Welsh. Penguin, 2008.

\*Some of these texts are older than five years, but include pivotal and representationally important works that explore and reflect the history and cultural identity of various peoples.





ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ENGL 257  
**COURSE NAME:** \*Native American Literature  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Course Prerequisite: Completion of ENGL 101.

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

An introductory analysis of the literary, social, and cultural aspects of novels, short stories, essays, and poetry reflecting Native American society. The course will study the contributions of Native Americans in literature and how various literary forms express their world views and cultures. The course will deal with the Native American in relation to Western culture including issues of racism and sexism.

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

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

1. Examine the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and apply the language of literary criticism and literary terminology in discussions and writing.
3. Develop and use critical reading and writing skills.
4. Conduct library research (traditional and via the Internet); locate, evaluate, and synthesize source material, and compose analytical and/or research papers using MLA citations and format.
5. Recognize and discuss the attributes that make literary works unusual and timeless.
6. Explain, analyze, and write about literature using relevant support from various types of literary texts.
7. Recognize and compare the issues of racism, sexism, and class as they are reflected in literary texts.
8. Examine Native Americans' contributions as writers.
9. Discuss a literary work objectively and recognize subjective responses to the works read.
10. Recognize the literary impact and importance of the oral tradition to Native American literature.

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

**SECTION I**

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

AP&P Representative: 3/20/10 DR  
*(indicates division review and approval)*

Division Dean/Director: 3/17/10 [Signature]

Faculty Name: (print) MARK HOFFER

AP&P Approval: Date _____ V.P. Academic Affairs: Signature _____
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Date 3/17/10

**COURSE SUBJECT & NUMBER:** ENGL 299

**COURSE TITLE:** \*Special Topics in Literature

- 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, Course Objectives, Course Content; Typical Assignments, Methods of Instruction, Methods of Evaluation, and Suggested Texts have been updated.*

**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: _____
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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:** ENGL 299

**COURSE NAME:** \*Special Topics in Literature

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

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

Prerequisite: Completion of ENGL 101

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

This course is designed to allow students a focused and intensive study of a specific subject, theme, literary text or grouping of texts, literary period, movement, set of authors, or individual author. Students will critically read and write, responding to representative texts in both analytical and research-based assignments, as well as discuss course material with the intellectual depth and critical attention that this specialized course provides. (CSU, UC, AVC)

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

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

1. Analyze the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and employ literary terminology and the language of literary criticism.
3. Practice critical reading and writing skills.
4. Conduct library research (traditional and via the Internet): locate, evaluate, and synthesize source material from outside the given text in developing a written or oral project.
5. Recognize the attributes that make literary works multi-layered and enduring.
6. Discuss literature using relevant support from the text.
7. Analyze a work of literature by writing a critical essay.
8. Evaluate a literary work objectively, being able to understand and analyze subjective responses to the works read.
9. Recognize issues of race, gender, and class as they are reflected in the works read.
10. Demonstrate an understanding of the particular focus, meanings, and importance of the special topic considered.
11. Incorporate textual support as well as research material using proper MLA format in the composition of analytical and/or research papers.

**Course Subject & Number:** ENGL 299  
**Course Name:** \*Special Topics in Literature

**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. Critical Reading**

- A. Attention to Literary Genre
  - 1. Fiction
  - 2. Poetry
  - 3. Drama
- B. Attention to Social, Cultural, and/or Historical Context

**II. Critical Writing**

- A. Standard Literary Terminology
  - 1. Character
  - 2. Speaker
  - 3. Persona
  - 4. Point of View
  - 5. Plot
  - 6. Tone
  - 7. Symbol
  - 8. Theme
- B. Argumentation
  - 1. Summary vs. Analysis
  - 2. Subjective vs. Objective Responses

**III. Review of Research Methodologies and MLA Documentation**

Course Subject & Number: ENGL 299  
Course Name: \*Special Topics in Literature

**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:**

Weekly readings will include representative literary texts and may also be supplemented by readings exploring the history, social context, and/or critical reception of the selected work(s), author, period, subject, theme, or genre under study.

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

Students will be required to write at least 6,500 words throughout all composing tasks, some of which will include practice of research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format.

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

Not applicable

**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:**

Additional weekly assignments may include the practice of library research skills or preparation for in-class presentations or participation in group work.

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

**Reading Assignments:** 3-4 hours per week

**Writing Assignments:** 2-3 hours per week

**Computational Assignments:** Not applicable

**Other Assignments:** 1-2 hours per week

**Course Subject & Number:** ENGL 299  
**Course Name:** \*Special Topics in Literature

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

Lectures  
Class and/or Group Discussions  
Collaborative Assignments  
Audio/visual Materials

**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.)*

As each student does writing assignments and participates in class discussions, small group work, and class presentations, the instructor will be looking for the student's ability to:

- 1) Rigorously analyze and evaluate works of literature and literary criticism. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11)
- 2) Use appropriate and precise literary terms and critical terminology. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, and 9)
- 3) Logically discuss and write about the relationship between culture and literature. (Objectives 1, 3, 5, 9, and 10).
- 4) Appropriately document essays incorporating outside research. (Objectives 4 and 11)

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

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

*The Bedford Glossary of Critical and Literary Terms.* (3<sup>rd</sup> edition) Ross Murfin, ed. Bedford / St. Martin's, 2009.  
*The Norton Anthology of Theory and Criticism.* (2<sup>nd</sup> edition) Vincent B. Leitch, ed. Norton, 2010.  
*Writing about Literature with 2009 MLA Update.* (2<sup>nd</sup> edition) Janet E. Gardner, ed. Bedford / St. Martin's, 2009.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** Engl 299

**COURSE NAME:** \*Special Topics in Literature: The Literature of the Sea

**COURSE UNITS:** 3

**COURSE HOURS:** 3

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

Course Prerequisite: Completion of ENGL 101.

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

This course is designed to increase students' knowledge of texts in English that are set at, or near to, the sea/ocean and concern such motifs as storms, shipwrecks, castaways, pirates, slavery, sea monsters, whaling, and fishing. The course explores questions such as the following: What is our fascination with the sea? Why are we obsessed with its monsters? What is the appeal of pirates, and how have these dangerous outlaws become the stuff of children's literature and family entertainment? What is the sea's relationship to masculinity and femininity? The course adopts a cultural studies approach in that, in addition to covering classics of literary fiction, it gives legitimacy to non-fiction, popular culture, and film. It collects texts from Shakespeare's day to the present under one umbrella in order that they may converse with each other. Related texts may be grouped and analyzed under the lens of a relevant critical theory (such as postcolonial discourse theory, mythological criticism and psychoanalysis, gender criticism, and postmodernism).

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

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

1. Analyze the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and employ the language of literary criticism.
3. Practice critical reading skills.
4. Demonstrate the ability to research and synthesize material from outside the given text in developing an oral project, critical paper, or research paper in MLA format.
5. Recognize the attributes that make literary works multi-layered and enduring.
6. Demonstrate the ability to discuss literature using relevant support from the text.
7. Demonstrate the ability to analyze a work of literature using a critical essay.
8. Illustrate the ability to view a literary work objectively, being able to understand and analyze subjective responses to the works read.
9. Identify the issues of different cultures and social structures as they are reflected/constructed in the works read.
10. Demonstrate the ability to analyze the broad range of texts that constitutes the literature of the sea including (but not limited to) plays, novels (literary and popular), non-fiction prose (such as travel narratives or slave narratives), poetry, and film.

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

Course Outline  
Update 5/2000

**Course Number:** ENGL 299  
**Course Title:** \*Special Topics in Literature  
**Course Units:** 3  
**Course Hours:** 3

**Course Prerequisite:** Completion of ENGL 101.

**Course Description:** A special topics course allows a class to focus on a specific author, literary period, subject, theme, genre, or grouping of literary texts. Topics will vary with each offering and will encourage an in-depth approach to a literary subject that is rarely possible in a broad survey course. Students are also introduced to the practice of reading and writing critically and of responding to literature with some degree of intellectual objectivity.

**Course Objectives:** (Should be stated as performance-based, measurable, expected student outcomes, e.g., "The successful student will..." These objectives are common to all students completing the course and should be clearly related to course content and description).

A successful student will:

1. Understand the role of literature as a means of reflecting and shaping thought and behavior
2. Become familiar with and use the language of literary criticism
3. Develop and use critical reading and writing skills
4. Demonstrate the ability to research and synthesize material from outside the given text by developing a written or oral project
5. Learn to recognize the attributes that make literary works unusual and timeless
6. Develop the ability to discuss literature using relevant support from the text
7. Show his/her ability to analyze a work of literature by writing a critical essay
8. Demonstrate the ability to view a literary work objectively, being able to understand and analyze subjective responses to the works read
9. Show some acquaintance with the issues of race, gender, and class as they are reflected in the works read
10. Demonstrate an understanding of the particular focus, meaning, and importance of the special topic being considered

**Methods of Instruction:** Lecture, discussion, collaborative activities, audio-visual materials, field trips, guest speakers.

**Methods and Frequency of Student Evaluation:** (Describe specific methods used for determining whether students have met course objectives and how students' ability to work independently, organize material, take tests, etc., will be evaluated. Grades are based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective or essay tests, research papers, problem solving exercises, or skills demonstrations).

Although evaluation procedures will vary by topic and instructor, at a minimum students will write periodic essay-length papers, perform and report on research, and be tested on their comprehension of the material, including essay questions.

**Course Content:** (Describe/list course content in terms of a specific body of knowledge and approximate number of weeks allotted to each part. Course should be designed to meet the 16-week instructional calendar excluding the final exam).

Content will vary by specific topic; however, certain characteristics will be shared by all sections. Those are: emphasis on a specific body of related texts; lectures on the literary background of the era, region, writer, theme, subject, or genre being presented; the expectation that students will write developed, analytic essays in response to course texts; and the intentional articulation of the course content with the equivalent courses offered by the UC and CSU campuses.



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

SECTION I

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 3-22-10 DWC  
*(indicates division review and approval)*  
 Division Dean/Director: RTH 3/22/10  
 Faculty Name: (print) Rodney T. Schilling

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

Date 3/22/10

COURSE SUBJECT & NUMBER: HD 100

COURSE TITLE: Basic Strategies For College Success

- 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:  
 Page 1- Course Description.  
 Page 2- Course Content.  
 Page 3- Typical Homework Assignments Question 1, 3, 4 and estimated hours per week to complete assignments.  
 Page 4- Methods of Instruction, Methods of Evaluation, and Suggested Texts.

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE  
Academic Affairs  
Course Outline of Record

Academic Affairs Only

<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:** HD 100

**COURSE NAME:** Basic Strategies for College Success

**COURSE UNITS:** 1.5 **COURSE HOURS:** 24

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

Advisory: Eligibility for READ 099 and ENGL 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 is an intensive course designed to teach students the basic skills needed to manage their lives and be successful in college. An orientation to college services, programs, and policies is included, as well as educational counseling. The course also includes time-management, stress-management, study strategies, test-taking strategies, outlining, note taking, goal-setting, money management, instructor relations, assertiveness, and an orientation to the Library and Learning Center. (AVC)

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

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

1. Identify campus resources available for a multitude of student needs.
2. Identify educational programs available at Antelope Valley College and/or how AVC can assist them in the transfer process.
3. Explicate the psychological components that are essential for academic success and identify personal strengths/attributes and goals. Describe effective routines for academic success.
4. Discuss and demonstrate techniques and skills in the following areas: organization, time management, outlining, note taking, studying textbooks, listening, test-taking, stress management, money management, assertion, GPA computation, and communication with peers, faculty, and staff.

**Course Subject & Number:** HD 100

**Course Name:** Basic Strategies for College Success

**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. Orientation to College Services, Programs, and Policies
  - a. Review of campus services
  - b. Academic integrity
  - c. Classroom behavior
  - d. Campus tour
  - e. Library orientation/tour
  - f. Learning Center orientation/tour
  - g. GPA/satisfactory academic progress
  
- II. Group Counseling
  - a. Associate degree requirements
  - b. Transfer requirements
  - c. Programs of study (certificates and degrees)
  - d. Registration process
  
- III. Psychological Components of Effective Studying and Learning
  - a. Goal setting
  - b. Staying focused while studying
  - c. Learning styles
  
- IV. Study Strategies
  - a. How to study/develop a routine
  - b. Time management
  - c. Test taking
  - d. Outlining
  - e. Note-taking
  - f. Staying focused in class
  - g. Memory tips
  
- V. Life Management Skills
  - a. Stress management
  - b. Money management
  - c. Problem solving
  - d. Instructor relations/assertiveness

Course Subject & Number: HD 100  
Course Name: Basic Strategies for College Success

**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:*

Weekly reading assignments from the course text are required, along with selected readings from the Antelope Valley College Catalog.

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

Students are required to write short essay responses in a journal, chapter review, and self-assessment for each chapter that reflect self-evaluation. Students will write summaries of information presented by the various resource services from AVC.

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

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 help each other problem solve case studies that could occur during the time span of the course through participation in group conversations. Students calculate their reading speed. Students complete three study skills checklists in an analysis of their study habits.

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

*Reading Assignments: 1.5*

*Writing Assignments: 1*

*Computational Assignments: 0*

*Other Assignments: .5*

**Course Subject & Number:** HD 100  
**Course Name:** Basic Strategies for College Success

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

Lecture; Instructor-led group discussions; Videos; Tours; Small-group activities; Case studies

**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. Quizzes and chapter review questions will be used to evaluate student's proficiency of organization, time management, outlining, note taking, studying textbooks, listening, test-taking, study habits, memory, stress management, money management, assertion, GPA computation and communication with peers, faculty, and staff (Objectives 3 and 4).
2. Writing assignments such as essays, discussion board posts, chapter reviews, chapter outlines, and journals will be used to evaluate student's ability to identify campus services, educational programs, registration process, study strategies, campus policies and transfer requirements (Objectives 1, 2, and 4).
3. Students will be evaluated for their participation and completion of group work activities (Objectives 1, 2, 3, and 4).
4. A final objective examination will be used which will cover the content of the entire course (Objectives 1, 2, 3, and 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.)*

Staley, Constance (2010). Focus on Community College Success, 1<sup>st</sup> Ed. Wadsworth Publishing Co.



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision
- COR Update 5/31/2007
- Pre Req/Advisories
- Other Changes
- Effective Date

**COURSE SUBJECT & NUMBER:** \* HD 100

**COURSE NAME:** \*Basic Strategies for College Success

**COURSE UNITS:** 1.5 **COURSE HOURS:** 24

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

Advisory: Eligibility for READ 099 and ENGL 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 is an intensive course designed to teach students the basic skills needed to manage their lives and be successful in college. An orientation to college services, programs, and policies is included, as well as educational counseling. The course also includes the identification of strengths, self-esteem enhancement, time-management, stress-management, study strategies, test-taking strategies, outlining, note taking, goal-setting, money management, instructor relations, assertiveness, and an orientation to the Library and Learning Center. (AVC)

**COURSE OBJECTIVES:** *(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:**

- a. Identify campus resources available for a multitude of student needs.
- b. Identify educational programs available at Antelope Valley College and/or how AVC can assist them in the transfer process.
- c. Explicate the psychological components that are essential for academic success and identify personal strengths/attributes and goals. Describe effective routines for academic success.
- d. Discuss and demonstrate techniques and skills in the following areas: organization, time management, outlining, note taking, studying textbooks, listening, test-taking, stress management, money management, assertion, GPA computation, and communicating with peers, faculty, and staff.

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Academic Affairs Only

New DE Course

Revised

Antelope Valley College

**DISTANCE EDUCATION PROPOSAL**

**COURSE SUBJ. & NO:** HD 100      **COURSE TITLE:** Basic Strategies for College Success

**Instructor (print):** Rodney Schilling

**Division:** Counseling

**Required Signatures:**

**AP&P Representative:** *[Signature]*  
(division approval required)

**Date:** 2-25-10

**Division Dean:** *[Signature]*

**Date:** 2-25-10

**Notes for Reporting Purposes:**

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

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:** HD 100 **COURSE TITLE:** Basic Strategies for College Success

*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?** The HD 100 course is designed to teach students the basic skills needed to manage their lives and be successful in college. Course material includes an orientation to college services, programs, and policies, as well as time-management, stress-management, study strategies, test-taking strategies, money management, note-taking strategies, and memory tips. Information is learned through lecture, video, tours, group work, and individual assignments. Each one of these can effectively be transferred to the online format in an accessible manner. In addition, as students are discussing personal areas of weakness and areas of needed growth, the degree of anonymity of the virtual classroom creates a low-anxiety environment in which students are more free to share with both other classmates and the instructor.

**2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?** The course will utilize AVC's course management system. Students may access the course through a personal computer with an Internet connection. If a student does not have a personal computer available, they are able to access the course through the computer labs available at both Antelope Valley College and public libraries.

Students who need technical support for this class may access the 24 hour support available for both faculty and students through the course management system. There are also tutorials available for students as well as training for faculty.

**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)** In order to present the material in the same successful way as in a traditional classroom, multiple technological adaptations have been made. First, all lecture outlines and accompanying PowerPoint presentations will be available in the Web classroom. In addition to lecture notes and PowerPoint presentations, live links will be available to pertinent videos and webpages to further assist the student.

Antelope Valley College's Office for Students with Disabilities (OSD) program offers many services that make these adaptations comply with accessibility issues. First, visually impaired students can enlarge their screens and use Job Access With Speech (JAWS) software to convert text information and emails into audio format. Kurzweil 1000 and 3000 are also available in the high tech center, which reads text to students. If the need for a face-to-face meeting arises, deaf and hard of hearing students have access to interpreters. Finally, testing accommodations will be provided based on OSD requests. The course management system allows for flexibility in testing.



**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.)** This course consists of lectures, video, role play, tours, individual work and group work/discussion. Needed visual/audio demonstrations can be pre-recorded and provided via video upload. Individual and group work, as well as the required tours can be completed in an asynchronous format through written work as well as discussion forums. Therefore, no unique challenges need to be addressed.

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.** Students in the online course will be required to complete the same chapter reading assignments, short essays, chapter reviews, self-assessments, and quizzes that those in the traditional classroom are required to complete. Students will also participate in weekly discussions allowing for the equivalent discussion period as experienced by traditional classroom students. As in the traditional classroom setting, students will also be required to write summaries of information presented by the various resource services from AVC. By completing the assignments and required online interactive discussions mentioned above, the students' time in the online version of HD 100 will be equivalent to what those in the traditional classroom experience.

**5. METHODS OF INSTRUCTION:**

**a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)** Regular effective contact between instructor and student will be maintained through the use of the many features on the college course management system. Students and the instructor will be able to privately email. Discussion boards and chat rooms can be used to provide instructor feedback as well as answer questions. In addition, a separate discussion board will be created where students can post questions to the instructor and receive feedback. Finally, the instructor will be available by phone to address students' concerns and questions.

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

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

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

**Online:** Online students will be required to take the quizzes for the course. They will also be required to post short essays, discussion board responses, journals, chapter reviews, reflections from self-assessments, summaries from various sources, and will complete the final exam online. Students' grades will be posted after each assignment is completed along with any comments made.

**Off-line:** Offline, the students will be required to complete the assigned textbook reading. After completing the readings, the students will complete the assigned chapter review questions and chapter outline assignments and then submit them to the instructor online. The students will also write their Six Strategies for Success Essay and submit it to the instructor online.

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

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BY: *M. M. M.*

SECTION I

AP&P Representative: 3-22-10 DME  
(indicates division review and approval)

Division Dean/Director: [Signature] 3/22/10

Faculty Name: (print) Rodney T. Schilling Date 3/22/10

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

COURSE SUBJECT & NUMBER: HD 103

COURSE TITLE: Career Planning

- 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:  
Page 1- Course Description.  
Page 2- Course Content: Sections II. and IV.  
Page 3- Typical Homework Assignments Question 1 and estimated hours per week to complete assignments.  
Page 4- Methods of Instruction, Methods of Evaluation, and Suggested Texts.

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

- |  |
|--|
| <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:** HD 103

**COURSE NAME:** Career Planning

**COURSE UNITS:** 1.5 **COURSE HOURS:** 24

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

Advisory: Eligibility for READ 099 and ENGL 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# ).*

The primary objective of this course is to lead students through a process that will enable them to make satisfying career choices and conduct a successful job search. The course is designed to guide students in a self-exploration and assessment of values, interests, skills, abilities, and personal characteristics relative to career selection and develop the skills to secure a job in their chosen career field. Students will learn self-assessment, decision-making, goal-setting, job search, resume writing and interviewing skills.

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

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

1. Identify personal values, interests, abilities and personality characteristics
2. Select a career that is consistent with their values, interests, abilities and personality characteristics
3. Recognize societal and cultural norms and biases that may affect career choices
4. Collect career information from a variety of sources and analyze that information to determine appropriate careers to pursue
5. Identify different decision-making styles, determine their own style and demonstrate who to use differing decision-making styles
6. Conduct a job search using a variety of job search strategies
7. Analyze their skills and experiences and develop a resume
8. Evaluate the interviewing skills of classmates and demonstrate the use of a variety of interviewing techniques
9. Formulate a career plan based on the assessment of personal characteristics and careers researched

**Course Subject & Number:** HD 103

**Course Name:** Career Planning

**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. Career Resources
  - a. Career Center orientation/tour
  - b. Online career resources
  - c. Career information databases
- II. Self-assessment
  - a. Values, interest and ability assessment
  - b. Personality assessment
- III. Exposure to the World of Work
  - a. Diversity in the work place
  - b. Societal, gender and class influences on career choice
  - c. Twenty-first century career trends
  - d. Job growth trends
- IV. Skills Enhancement
  - a. Developing decision-making and goal setting skills
  - b. Synthesizing information from numerous sources
  - c. Developing career plan based on selfassessment and career research
- V. Conducting a Job Search
  - a. Developing a resume
  - b. Drafting a cover letter
  - c. Conducting informational interviews
  - d. Developing interview skills

Course Subject & Number: HD 103

Course Name: Career Planning

**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

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

Reading assignments are primarily from the assigned text. Students are required to read approximately one chapter per week, and may be required to read supplementary materials provided by instructor.

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

Most writing assignments will entail the completion of exercises from the text. Chapter exercises are assigned each week and students write a one-page reflection paper on multiple assessment inventories they complete. Students must also develop a letter-perfect resume and a two-page summarization of their career plan.

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

n/a

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

Students are required to collect career related articles from newspapers, magazines and internet to share with the class.

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

*Reading Assignments: 1.5*

*Writing Assignments: 1.5*

*Computational Assignments: n/a*

*Other Assignments: .5*

Course Subject & Number: HD 103

Course Name: Career Planning

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

Lecture, Instructor-led class discussion, role-playing, videos, exercises, and facilitating small-group activities.

**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. Quizzes will be used to evaluate knowledge of interests, abilities, personality, and how societal/cultural norms and biases ability to effect on career choices (Objectives 1 and 3).
2. Completed written assignments will be evaluated decision-making styles, ability to how well the student utilizes and integrates the results of self assessments and career research into their career decision-making and plan. Writing assignments such as resume and cover letter will be used to evaluate use of appropriate format, clarity of content, succinct summary of education and experience and visual appeal as well as ability to analyze skills and experiences (Objectives 2, 3, 4, 5, 7 and 9).
3. Materials and related comments posted to BlackBoard will be evaluated to examine ability to conduct effective job search strategies and ability to analyze such information to determine appropriate careers to pursue (Objective 6).
4. The student's interviewing skills will be evaluated by the appropriateness of their answers to interview questions via webcam through SKYPE, a free webcam software program. This will be done by individual online appointments (Objective 8).

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

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

Sukiennik, D., Bendat, W., Raufman, L. (2007). The Career Fitness Program, 8<sup>th</sup> Ed. Upper Saddle River, New Jersey: Prentice Hall, Inc.



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision
- X COR Update 5/31/2007
- Pre Req/Advisories
- Other Changes
- Effective Date

**COURSE SUBJECT & NUMBER:** HD 103

**COURSE NAME:** \*Career Planning

**COURSE UNITS:** 1.5 **COURSE HOURS:** 24

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

Advisory: Eligibility for READ 099 and ENGL 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.)*

The primary objective of this course is to lead students through a process that will enable them to make satisfying career choices and conduct a successful job search. The course is designed to guide students in a self-exploration and assessment of values, interests, skills, abilities, and personal characteristics relative to career selection and develop the skills to secure a job in their chosen career field. Students will learn self-assessment, self-esteem enhancement, decision-making, goal-setting, job search, resume writing and interviewing skills.

**COURSE OBJECTIVES:** *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

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

1. Identify personal values, interests, abilities and personality characteristics
2. Select a career that is consistent with their values, interests, abilities and personality characteristics
3. Recognize societal and cultural norms and biases that may affect career choices
4. Collect career information from a variety of sources and analyze that information to determine appropriate careers to pursue
5. Identify different decision-making styles, determine their own style and demonstrate who to use differing decision-making styles
6. Conduct a job search using a variety of job search strategies
7. Analyze their skills and experiences and develop a resume
8. Evaluate the interviewing skills of classmates and demonstrate the use of a variety of interviewing techniques
9. Formulate a career plan based on the assessment of personal characteristics and careers researched

RECEIVED

MAR 11 2009

Academic Affairs Only

New DE Course

Revised

Antelope Valley College

**DISTANCE EDUCATION PROPOSAL**

**COURSE SUBJ. & NO:** HD 103

**COURSE TITLE:** Career Planning

**Instructor (print):** Rodney Schilling

**Division:** Counseling

**Required Signatures:**

**AP&P Representative:** DeNeen Coleman-Coe **Date:** 2-25-10  
(division approval required)

**Division Dean:** Roslyn J Haley **Date:** 2-25-10

**Notes for Reporting Purposes:**

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

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:** HD 103 **COURSE TITLE:** Career Planning

***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?*** Human Development 103 is a course that leads that student through a process that will enable him or her to make satisfying career choices and conduct a successful job search. The course is designed to guide students through exercises that assist in discovering one's values, abilities, personality, and interests relative to career selection. Each of these aspects of the course is suited well to work with an online format. Particularly, due to the personal nature of self-assessment and the many fears individuals have regarding the future, this medium provides a great opportunity for students to express their concerns in a non-threatening setting, which may increase overall interaction and growth.

***2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?*** The course will utilize AVC's course management system. Students can access the course through a personal computer with an Internet connection. If a student does not have a personal computer available, he or she is able to access the course through the computer labs available at Antelope Valley College or public libraries.

Students who need technical support for this class can access the 24 hour support available for both faculty and students through the course management system. There are also tutorials available for students, as well as training for faculty.

***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)*** In order to present the material in the same successful way as in a traditional classroom, multiple technological adaptations have been made. First, all lecture outlines and accompanying PowerPoint presentations will be available in the Web classroom. In addition to lecture notes and PowerPoint presentations, live links will be available to pertinent videos and Web pages to further assist the student.

Antelope Valley College's Office for Students with Disabilities (OSD) program offers many services that make these adaptations comply with accessibility issues. First, visually impaired students can enlarge their screens and use Job Access With Speech (JAWS) software to convert text information and emails into audio format. Kurzweil 1000 and 3000 are also available in the high tech center, which reads text to students. If the need for a face-to-face meeting arises, deaf and hard of hearing students have access to interpreters. Finally, testing accommodations will be provided based on OSD requests. The course management system allows for flexibility in testing.

**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.)** This course consists of lectures, videos, small group activities, presentations and individual work and group work/discussion. Each of these activities can easily be completed in the online format with the use of video uploads, chat rooms, and discussion boards. Presentations will be completed by asynchronous postings via the Internet. Therefore, no unique challenges need to be addressed.

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.** Students in the online course will be required to complete the same reading assignments, exercises, reflection papers, assessments and quizzes that those in the traditional classroom are required to complete. Students will also participate in weekly online discussions allowing for the equivalent discussion period as experienced by traditional classroom students. Students will also be required to collect career related articles from various sources to share with the class and complete career research. Therefore, the students' time is equivalent to what the students experience in the traditional classroom setting.

**5. METHODS OF INSTRUCTION:**

**a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary) )** Regular effective contact between instructor and student will be maintained through the use of the many features on the college course management system. Students and the instructor will be able to privately email. Discussion boards and chat rooms can be used to provide instructor feedback as well as answer questions. In addition, a separate discussion board will be created where students can post questions to the instructor and receive feedback. Finally, the instructor will be available by phone to answer any student concerns or questions.

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

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

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

**Online:** Quizzes will be used to evaluate knowledge of interests, abilities, personality, and how societal/cultural norms and biases ability to effect on areer choices. The student's interviewing skills will be evaluated by the appropriateness of their answers to interview questions via webcam through SKYPE or CCC Confer, which both offer free webcam software capabilities. This will be done by individual online appointments. Body language and other non-verbal components will be evaluated through this visual medium.

**Off-line:** Written assignments will be completed and submitted for evaluation of decision-making styles, ability to how well the student utilizes and integrates the results of self assessments and career research into their career decision-making and plan. Writing assignments such as resume and cover letter will be used to

evaluate use of appropriate format, clarity of content, succinct summary of education and experience and visual appeal as well as ability to analyze skills and experiences. Materials and related comments posted to BlackBoard will be evaluated to examine ability to conduct effective job search strategies and ability to analyze such information to determine appropriate careers to pursue.

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

**RECEIVED**  
FEB 25 2009  
BY: *mlc*

**SECTION I**

	Date	Initial
AP&P Representative:	02-24-10	<i>[Signature]</i>
(indicates division review and approval)		
Division Dean/Director:	02-24-10	<i>[Signature]</i>

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

Faculty Name: (print) Tooraj Gordi Date 02-24-10

**COURSE SUBJECT & NUMBER:** MATH 135

**COURSE TITLE:** \*Plane Trigonometry

- 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: Change from "Advisory: Completion of MATH 102, or Eligibility for MATH 135 and Completion of MATH 080, and Eligibility for College Level Reading" to "Prerequisite: Completion of MATH 102 and MATH 080 or Eligibility for MATH 135, and Eligibility for College Level Reading." Please see attachments of several community colleges class schedules.*

Add Vectors in Course Objectives to help students prepare for physics and Upper Level Math courses.  
Delete Complex Numbers from the Course Objectives.

**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):**

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> AA/AS Degree | <input type="checkbox"/> Vocational Education (see page 4, section VIII) |
| <input type="checkbox"/> Transfer     | <input type="checkbox"/> 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: _____
--

## CONTENT REVIEW FORM

For Establishing Prerequisites, Corequisites, Advisories, and Limitations on Enrollment

Course Subject & Number: MATH 135

Course Name: \*Plane Trigonometry

### SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

#### A. Textbook Reading Level College level

Explain how level was determined: Based on personal experience. Plane Trigonometry requires skills and the ability to read independently fairly technical materials.

#### B. READING PROFICIENCY: (skills are cumulative from course to course) Upon entry into course, students should be able to (*check all that apply*):

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

Technical or Other Instructional Reading Materials (*please specify*): Students should be comfortable reading technical materials.

#### 2. WRITING PROFICIENCY: (skills are cumulative from course to course) Upon entry into course, students should be able to (*check all that apply*):

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

Mastering these skills indicates "eligibility" for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

Mastering these skills indicates "completion of" ENGL 101 on page 10

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)  
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

- Add, subtract, divide, and multiply whole numbers, fractions, and decimals
- Find the perimeter or area of a simple plane figure (rectangle, triangle, circle)
- Solve proportions
- Compute with percent notation, including applications
- Add, subtract, divide and multiply, with positive and negative numbers

Mastering these skills indicates "eligibility" for MATH 060 (see page 10)

Prealgebra (MATH 060)

- Add, subtract, multiply, and divide real numbers
- Solve proportions contain real numbers
- Solve linear equations contain real numbers
- Apply appropriate techniques to solve application problems
- Factor a polynomial expression by using the greatest common factor (GCF)
- Construct and interpret charts, graphs, or tables to solve medium-level problems
- Translate verbal statement to statements algebraic expressions

Mastering these skills indicates "eligibility" for MATH 070 (see page 10)

Elementary Algebra (MATH 070)

- Evaluate an algebraic expression
- Solve a linear equation or inequality in one variable
- Do calculations involving exponents and radicals
- Factor polynomials
- Solve a quadratic equation
- Graph a linear equation and calculate slope and intercepts of a line
- Add, subtract, multiply and divide with algebraic fractions
- Solve a system of two linear equations
- Solve word problems related to geometry, percent, interest/money, and motion

Mastering these skills indicates "eligibility" for MATH 080 and/or MATH 102 (see page 10)

Intermediate Algebra (MATH 102)

- Graph and interpret the graphs of basic functions and equations in two variables
- Calculate slopes from graphs, points or equations
- Find the domain, range or inverse of a function; find the composition of two functions
- Solve equations and inequalities in one variable, and systems of equations
- Simplify algebraic expressions by selecting the appropriate factoring method
- Perform basic operations on polynomials, rational expressions, radical expressions, complex numbers

- Analyze the properties of quadratic functions in order to graph them
- Evaluate expressions with function or logarithmic notation
- Use the properties of logarithms to simplify logarithmic expressions and equations
- Graph circles and construct their equations
- Select the appropriate methods, including choosing formulas, sketching and constructing equations in order to solve word problems

Mastering these skills indicates "eligibility" for MATH 115, 120, 125, and/or 130 (see page 10)

College Algebra (MATH 130)

- Find distance between two points and midpoint of a line segment
- Find the roots of a polynomial degree  $> 2$
- Solve a linear system in 3 or more variables
- Solve a system of nonlinear equations
- Graph non-linear inequalities in two variables
- Use the binomial theorem
- Recognize an arithmetic or geometric sequence and find the sum
- Use sigma notation correctly
- Identify a conic section from its equation
- Row reduce a matrix
- Compute the determinant of a matrix of order greater than 2
- Find the inverse of a matrix

Trigonometry (MATH 135)

- Use the trig functions to solve a triangle
- Graph the trig functions  $\sin x$ ,  $\cos x$ , and  $\tan x$
- Find the amplitude, period, and phase shift of a trig function
- Use the basic trig identities (reciprocal, ratio, Pythagorean)

Mastering the skills of College Algebra and Trigonometry indicates "eligibility" for MATH 150 (see page 10)

Calculus (MATH 150)

- Compute a derivative
- Find an antiderivative
- Evaluate a definite integral

Additional computational proficiencies (*please specify*):

**4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines** (for example: ENGL101 for PSY101; MATH102 for NS102)

**Note: Not required for advisories.**

**(check only one):**

- Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).
- New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

**SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:**  
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

- AVC Course only (Content Review Completed; attach COR from prerequisite course.)
- Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)

*For pre or corequisites only:*

- Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)  
*Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)*

1) Each applicable section(s) must be filled out completely, based upon the content and objectives listed on the COR of the prerequisite, corequisite, or advisory course. Attach COR from requisite course(s). Make sure information is consistent with boxes checked on page 10 and the COR.

a) **PREREQUISITE:** List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry-level requirements.

Students should be familiar with techniques in solving word problems and must be able to perform algebraic manipulations with ease.

Students should be familiar with techniques in proving geometric theorems and propositions. In particular they must know and be able to prove statements about angles, triangles specifically right triangles, and circles.

The following courses and grades are pre-requisite:

Completion of MATH 102, Intermediate Algebra, and MATH 080, Plane Geometry, with a grade C or higher.

or Eligibility for MATH 135

b) **COREQUISITE:** List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.

c) **ADVISORY:** List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.



**SECTION IV**

**1) Proficiency Recommendations:**

(Note: See pages 5, 6, or 7)

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level — Eligibility for:	CLR or	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Writing placement level — Eligibility for:	ENGL 099	<input type="checkbox"/>	<input type="checkbox"/>	
Math placement level — Eligibility for:	MATH 130/135	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—

**2) Other Course Recommendations:**

(Note: See Section II a, b, or c on page 8.)

Completion of:	MATH 102	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:	MATH 080	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3) Limitation on Enrollment (see page 9)  Yes**

*Terri Gosh* 04-14-10  
Signature: Instructor Date

*Terri Gosh* 04-14-10  
Signature: AP&P Representative Date

*Leslie A. Whay* 04-14-10  
Signature: Dean Date

Do not write below this line

**AP&P Approval**

Course Prerequisites: \_\_\_\_\_

Course Corequisites: \_\_\_\_\_

Course Advisories: \_\_\_\_\_

Limitations on Enrollment: \_\_\_\_\_

\_\_\_\_\_  
Signature: Cochair, AP&P Committee Date



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:** MATH 135

**COURSE NAME:** \*Plane Trigonometry

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

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

Prerequisite: Completion of Math 102 and MATH 080 or Eligibility for MATH 135, and Eligibility for College Level Reading or completion of ENGL 101

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

This course is for the student who is preparing for calculus, physics, engineering, and other applications requiring trigonometry. Topics include the trigonometric functions, basic identities, inverse trigonometric functions, solutions of triangles, trigonometric equations, and introduction to vectors.

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

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

1. Define the six trigonometric functions of an angle given that it is in standard position and that  $P(x,y)$  is a point on the terminal side.
2. State the reciprocal identities, the ratio identities, and the Pythagorean identities and use them to verify other identities.
3. Define the six trigonometric functions of an acute angle in terms of the ratio of the sides of a right triangle.
4. Define a radian, convert from degrees to radians and from radians to degrees, and define the circular functions.
5. Use trigonometric functions to solve application problems.
6. Sketch the graphs of trigonometric functions and various transformations.
7. Evaluate expressions involving inverse functions.
8. Use the formulas for the trigonometric functions of the sum and difference of two angles, for double angles, and for half angles to evaluate trigonometric expressions and prove identities.
9. Use trigonometric identities and algebraic methods to solve trigonometric equations.
10. State the laws of sines and cosines and use them to find the missing parts of a triangle.
11. Use trigonometric functions to find the area of a triangle.
12. Perform basic operations on vectors both geometrically and algebraically.

**Course Subject & Number: MATH 135**

**Course Name: \*Plane Trigonometry**

**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. The six Trigonometric Functions**

- a. Angles, degrees, special triangles
- b. The Rectangular Coordinate System
- c. Definition of Trigonometric Functions
- d. Introduction to Identities

**II. Right Triangle Trigonometry**

- a. Definition of Right Triangle Trigonometry
- b. Trigonometric Functions of an Acute Angle
- c. Solving Right Triangles
- d. Applications
- e. Vectors: A Geometric Approach

**III. Radian Measure**

- a. Reference Angle
- b. radians and Degrees
- c. Circular Functions
- d. Arc Length and Area of a Sector
- e. Velocity

**IV. Graphing and Inverse Functions**

- a. Basic Graphs
- b. Amplitude, Reflection, and Period
- c. Vertical Translation and Phase Shift
- d. Finding an Equation From its Graph
- e. Graphing Combinations of Functions
- f. Inverse trigonometric Functions

**V. Identities and Formulas**

- a. Proving Identities
- b. Sum and Difference Formulas
- c. Double-Angle and Half-Angle Formulas
- d. Additional Identities

**VI. Equations**

- a. Solving Trigonometric Equations
- b. Trigonometric Equations Involving Multiple Angles

**VII. Triangles**

- a. The Law of Sines
- b. The Law of Cosines
- c. The Area of a Triangle
- d. Vectors: An Algebraic Approach

Course Subject & Number: MATH 135

Course Name: \*Plane Trigonometry

**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

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

Reading and understanding the contents of the textbook including formulas, definitions, theorems, algorithms, and examples are required on a daily basis.

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

Students are asked to give short answers and explanations related to computational work and the meanings and applicability of theorems.

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

Computational assignments are made for most class meetings. Assignments usually consist of textbook exercises from one or two sections.

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

Students will analyze problems and select appropriate methods of solution, construct the equations, and evaluate their work as to completeness and accuracy. Students must correctly recognize the applicability or non-applicability of theorems by determining whether the conditions of the theorem have been met.

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

**Homework formula:** 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

**Reading Assignments:** 2 hours

**Writing Assignments:** 0.5 hour

**Computational Assignments:** 3 hours

**Other Assignments:** 0.5 hour

**Course Subject & Number:** MATH 135

**Course Name:** \*Plane Trigonometry

**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.)*

Methods of instruction may include, but not limited to, lecture, discussion, demonstration, board-work, and the use of technological resources.

**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.)*

Methods of evaluation critique both problem-solving methodology and accuracy and may include but not limited to:

1. Grading of examinations including the final exam that assess students' abilities to:
  - a. assimilate and recognize the applicability of the formulas, definitions, theorems, and algorithms, (Objective 1-12)
  - b. solve the acute triangle by using the six trigonometric functions, (Objectives 3, and 10)
  - c. verify the trigonometric identities, (Objectives 2, 8, and 9)
  - d. find the inverse trigonometric functions, (Objective 7)
  - e. describe the behavior of the trigonometric functions and graph them, (Objective 6)
  - f. solve trigonometric equations on a specific interval, (Objectives 5 and 8-11)
  - g. apply the laws of Sines and Cosines to solve application problems, (Objective 10)
  - h. calculate the area of a triangle using trigonometric formulas, (Objective 11)
  - i. perform vector operations. (Objective 12)
2. Grading of quizzes that assess students' initial comprehension of concepts that will be developed further. (Objectives 1-6 and 12)
3. Grading of homework assignments that assess students' math preparation and study habits. (Objectives 1-12)

**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.)*

Trigonometry by Charles McKeague and Mark Turner, Brooks/Cole Company, 2008, 6<sup>th</sup> Edition

Student Solution Manual by McKeague and Turner, Brooks/Cole Company, 2008, 6<sup>th</sup> Edition



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** MATH 135  
**COURSE NAME:** \*Plane Trigonometry  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

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

Advisory: Completion of MATH 102, or eligibility for MATH 135 and Completion of MATH 080, and eligibility for College Level Reading or completion of ENGL 101.

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

This course is for the student who is preparing for calculus, physics, engineering, and other applications requiring trigonometry. Topics include the trigonometric functions, basic identities, inverse trigonometric functions, solutions of triangles, and trigonometric equations.

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

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

1. Define the six trigonometric functions of an angle given that it is in standard position and that  $P(x,y)$  is a point on the terminal side.
2. State the reciprocal identities, the ratio identities, and the Pythagorean identities and use them to verify other identities.
3. Define the six trigonometric functions of an acute angle in terms of the ratios of the sides of a right triangle.
4. Define a radian, convert from degrees to radians and from radians to degrees, and define the circular functions.
5. Use trigonometric functions to solve application problems.
6. Sketch the graphs of trigonometric functions.
7. Evaluate expressions involving inverse functions.
8. Use the formulas for the trigonometric functions of the sum and difference of two angles, for double angles, and for half angles.
9. Use the trigonometric identities and algebraic methods to solve trigonometric equations
10. State the law of sines and the law of cosines and use them to find missing parts of triangles.
11. Use trigonometric functions to find areas of triangles.
12. Convert a complex number from rectangular form to trigonometric form and vice versa.
13. Find sums, differences, products, and quotients of complex numbers in trigonometric form.
14. Use DeMoivre's Theorem to find powers of complex numbers.
15. Find the  $n$ th roots of a complex number.

# El. Camino College

Section #	Time	Instructor	Room #
0382	8:00-12:15pm S Lecture	W. Chen	MCS 100A
Section 0382 meets on Saturdays. The first class meeting will be Saturday, February 14. Class will not meet on April 11, 2009. Section 0382 is a large lecture class.			
0386	8:30-9:45am MWF Lecture	S. Huang	MBBM 115
0390	8:30-9:45am MWF Lecture	P. Yun	MBBM 102
0392	8:30-10:35am FS Lecture	Staff	MBBM 106
Section 0392 meets on Fridays and Saturdays. The first class meeting will be Saturday, February 14. Class will not meet on April 11 and 17, 2009.			
0394	8:30-12:45pm S Lecture	W. Ferrell	INGC
Section 0394 meets on Saturdays from: February 14 to June 6, 2009, at the Inglewood Center, 110 South La Brea Avenue, #200, Inglewood, 90301. For more information, call (310) 330-4898. Class will not meet on April 11, 2009.			
0396	9:00-10:15am MWF Lecture	M. Glucksman	MCS 100A
Section 0396 is a large lecture class.			
0400	9:00-1:15pm Su Lecture	H. Ngo	MCS 205
Section 0400 meets on Sundays from February 15 to June 7, 2009. Class will not meet on April 12, 2009.			
0402	9:30-10:45am MWF Lecture	Z. Dammerna	MCS 215
0404	10:00-11:15am MWF Lecture	W. Chen	MBBM 102
0406	10:15-11:30am MWF Lecture	M. Bateman	MBBM 115
0410	10:30-12:35pm MW Lecture	B. Dovner	MCS 208
0412	10:30-11:45am MWF Lecture	Staff	MCS 100A
Section 0412 is a large lecture class.			
0414	10:30-12:35pm TTh Lecture	M. Formanes	MBBM 115
0416	10:45-12:50pm TTh Lecture	L. Beckett-Lemus	MCS 208
0422	11:00-12:15pm MWF Lecture	S. Huang	MCS 215
0424	11:30-12:45pm MWF Lecture	D. Westberg	MBBM 102
0426	12:00-2:05pm MW Lecture	A. Awainisyan	MCS 206
0430	12:00-2:05pm MW Lecture	G. Scott	MCS 100A
Section 0430 is a large lecture class.			
0432	2:00-4:05pm TTh Lecture	L. Beckett-Lemus	MCS 100A
Section 0432 is a large lecture class.			
0434	2:00-4:05pm TTh Lecture	G. Scott	MBBM 102
0436	3:30-5:35pm MW Lecture	R. Sibner	MBBM 113
0440	3:45-5:50pm TTh Lecture	L. Saakian	MBBM 136
0442	4:00-8:15pm F Lecture	M. Rahnavard	MCS 209
4830	See Distance Education Website	M. Roen	ONLINE
Section 4830 is a Distance Education course that includes on-campus class meetings. This section will meet on campus every Friday, from 9:15 a.m. to 11:10 a.m., in MCS 216. You must attend the first class meeting on Friday, February 20, from 9:15 a.m. to 11:10 a.m., in MCS 216 or you may be dropped from the course. You may consult the following website of the instructor: <a href="http://www.elcamino.edu/faculty/roen/index.html">http://www.elcamino.edu/faculty/roen/index.html</a> . Before the semester begins, you must obtain the Student Handbook for Online Courses available in the Distance Education Office or on the Distance Education website. For more information, visit the Distance Education website.			
<b>Evening Hours</b>			
0444	5:00-7:05pm MW Lecture	R. Bauman	MBBM 102
0446	5:00-7:05pm TTh Lecture	A. Gizaw	MBBM 102
0450	7:00-9:05pm MW Lecture	M. Robertson	MCS 100A
Section 0450 is a large lecture class.			
0452	7:30-9:35pm TTh Lecture	J. Gill	MCS 100A
Section 0452 is a large lecture class.			

## Mathematics 60 - 4 Units

### Elementary Geometry

Prerequisite: Mathematics 40 or Mathematics 41B or Mathematics 43 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) or assessment

Note: This course is equivalent to one year of high school geometry.

0478	8:00-10:05am TTh Lecture	S. Tummers Stocum	MBBM 105
0480	8:15-12:30pm S Lecture	H. Feiner	MCS 204
Section 0480 meets on Saturdays. The first class meeting will be Saturday, February 14. Class will not meet on April 11, 2009.			
0486	12:30-2:35pm MW Lecture	S. Tummers Stocum	ADM 209
0490	2:00-4:05pm TTh Lecture	A. Martinez	MCS 207

### Evening Hours

0492	5:30-7:35pm TTh Lecture	A. Sheynshteyn	MBBM 116
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## Mathematics 70 - 5 Units

### Intermediate Algebra

Prerequisite: Mathematics 40 or Mathematics 41B with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment

Note: You must have satisfied the course prerequisite at El Camino College or another accredited college. A transcript or grade slip is required for verification of a grade from another college.

0512	6:30-8:05am MWF Lecture	H. Feiner	MCS 206
0514	7:00-8:10am MTWTh Lecture	M. Seyedin	CHEM 133

Section #	Time	Instructor	Room #
0516	7:15-8:50am MWF Lecture	Z. Dammerna	MCS 204
0520	7:30-8:40am MTWTh Lecture	A. Seyedin	MCS 100B
Section 0520 is a large lecture class.			
0526	7:30-8:40am MTWTh Lecture	S. Taylor	MBBM 113
0522	7:30-10:00am TTh Lecture	P. Wozniak	MCS 207
0524	7:45-10:15am TTh Lecture	E. Morales	MBBM 102
0528	8:00-9:35am MWF Lecture	D. Westberg	MBBM 116
0530	8:00-10:30am TTh Lecture	S. Bickford	MCS 206
0532	8:00-1:20pm S Lecture	M. Semenov	MCS 100B
Section 0532 is a large lecture class. Section 0532 meets on Saturdays. The first class meeting will be Saturday, February 14. Class will not meet on April 11, 2009.			
0534	8:30-11:00am TTh Lecture	L. Wang	MCS 203
0536	8:45-11:15am MW Lecture	Staff	MCS 206
0540	9:00-10:10am MTWTh Lecture	M. Seyedin	MCS 100B
Section 0540 is a large lecture class.			
0546	9:00-11:30am TTh Lecture	G. Scott	MBBM 116
0550	9:00-11:30am FS Lecture	A. El-Abyad	MBBM 114
Section 0550 meets on Fridays and Saturdays. The first class meeting will be Saturday, February 14. Class will not meet on April 11 and 17, 2009.			
0552	9:00-2:20pm Su Lecture	J. Kamoun	MCS 215
Section 0552 meets on Sundays. The first class meeting will be Sunday, February 15. Class will not meet on April 12, 2009.			
0554	9:30-10:40am MTWTh Lecture	R. Lewis	MBBM 113
0556	10:00-11:35am MWF Lecture	L. Wang	MBBM 116
0560	10:00-12:30pm TTh Lecture	K. Laureano-Ribas	MCS 100A
Section 0560 is a large lecture class.			
0562	10:15-12:45pm TTh Lecture	D. Perinetti	MCS 207
0564	10:30-11:40am MTWTh Lecture	G. Fry	MCS 100B
Section 0564 is a large lecture class.			
0566	10:30-12:05pm MWF Lecture	L. Beckett-Lemus	MCS 204
0570	11:00-12:10pm MTWTh Lecture	K. Numrich	MCS 216
0572	11:00-12:10pm MTWTh Lecture	R. Lewis	MBBM 113
0574	11:30-2:00pm MW Lecture	A. Seyedin	ADM 208
0576	12:00-2:30pm MW Lecture	C. Broderick	MCS 100B
Section 0576 is a large lecture class.			
0580	12:30-3:00pm MW Lecture	D. Dammerna	MBBM 113
0582	12:30-3:00pm MW Lecture	G. Fry	MCS 215
0584	1:00-3:30pm MW Lecture	E. Morales	MCS 208
0586	2:00-4:30pm MW Lecture	M. Lopez	MBBM 102
0588	2:00-4:30pm TTh Lecture	D. Perinetti	MCS 100B
Section 0588 is a large lecture class.			
0590	2:00-4:30pm TTh Lecture	L. Beckett-Lemus	MBBM 114
0592	2:00-4:30pm TTh Lecture	J. Kasabian	MBBM 106
0594	2:15-4:45pm TTh Lecture	A. Sampson	MCS 209
0600	2:30-5:00pm MW Lecture	V. Avakyan	MCS 206
0602	2:30-5:00pm MW Lecture	A. Sampson	MCS 100A
Section 0602 is a large lecture class.			
0604	2:45-5:15pm MW Lecture	M. Furuya	MBBM 101
0605	3:00-5:30pm MW Lecture	E. Wang	MBBM 136
0608	3:15-5:45pm TTh Lecture	J. Evensizer	MCS 204
0610	3:45-6:15pm MW Lecture	M. Georgevich	MCS 205
<b>Evening Hours</b>			
0612	5:30-8:00pm TTh Lecture	C. Broderick	MBBM 101
0614	6:00-8:30pm TTh Lecture	J. Boerger	MCS 100B
Section 0614 is a large lecture class.			
0616	7:00-9:30pm MW Lecture	M. Granich	MCS 100B
Section 0616 is a large lecture class.			

## Mathematics 110 - 3 Units

### Structures and Concepts in Mathematics

Prerequisite: Mathematics 70 with a minimum grade of C or equivalent

0630	7:45-9:10am MW Lecture	E. Morales	MBBM 114
0632	11:15-12:40pm MW Lecture	E. Morales	MBBM 114
<b>Evening Hours</b>			
0634	5:15-6:40pm TTh Lecture	J. Kasabian	MBBM 114

## Mathematics 115 - 4 Units

### Probability and Statistics for Prospective Elementary School Teachers

Prerequisite: Mathematics 70 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment  
Recommended Preparation: eligibility for English 1A

0648	10:30-12:35pm TTh Lecture	J. Kasabian	MBBM 114
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SPRING

# El Camino College

Section #	Time	Instructor	Room #
<b>Mathematics 116 - 4 Units</b>			
<i>Geometry and Measurement for Prospective Elementary School Teachers</i>			
Prerequisite: Mathematics 60 and Mathematics 110 with a minimum grade of C in prerequisite or equivalent			
0652	3:30-5:35pm MW Lecture	S. Tummers	StocumMBBM 114
<b>Mathematics 120 - 3 Units (CAN MATH 2)</b>			
<i>Nature of Mathematics</i>			
Prerequisite: Mathematics 70 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment.			
Note: You must have satisfied the course prerequisite at El Camino College or another accredited college. A transcript or grade slip is required for verification of a grade from another college.			
0660	8:30-11:40am F Lecture	R. Ciccone	MCS 208
0662	9:30-10:55am TTh Lecture	R. Reece	MCS 215
0664	10:30-11:55am MW Lecture	R. Ciccone	MBBM 107
0672	2:00-3:25pm TTh Lecture	L. Ho	MBBM 101
<b>Evening Hours</b>			
0676	6:30-7:55pm TTh Lecture	Staff	MCS 207
<b>Mathematics 130 - 3 Units (CAN MATH 10)</b>			
<i>College Algebra</i>			
Prerequisite: Mathematics 70 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment.			
Note: No credit will be granted to students who have completed Mathematics 180. You must have satisfied the course prerequisite at El Camino College or another accredited college. A transcript or grade slip is required for verification of a grade from another college.			
0688	7:00-8:25am TTh Lecture	M. Bateman	MBBM 116
0690	7:45-9:10am MW Lecture	R. Ciccone	MBBM 101
0692	8:30-11:40am F Lecture	R. Sibner	MBBM 136
0694	8:30-11:40am S Lecture	T. Gibson	MCS 205
Section 0694 meets on Saturdays. The first class meeting will be Saturday, February 14. Class will not meet on April 11, 2009.			
0696	8:45-10:10am TTh Lecture	E. Shamash	CHEM 133
0700	9:30-10:55am MW Lecture	S. Martinez	MBBM 101
0702	9:30-10:55am TTh Lecture	L. Wapner	MBBM 101
0704	11:15-12:40pm MW Lecture	L. Wapner	MBBM 101
0706	11:15-12:40pm TTh Lecture	M. Seyedin	MBBM 101
0710	1:00-2:25pm MW Lecture	M. Georgevich	MBBM 101
0712	2:00-3:25pm TTh Lecture	M. Georgevich	MBBM 115
<b>Evening Hours</b>			
0716	4:45-6:10pm TTh Lecture	M. Georgevich	MCS 205
0720	6:00-7:25pm TTh Lecture	R. Ho	MBBM 113
0722	6:30-7:55pm MW Lecture	A. O'Leary	MBBM 116
<b>Mathematics 140 - 4 Units (CAN MATH 12)</b>			
<i>Finite Mathematics for Business and Social Sciences</i>			
Prerequisite: Mathematics 70 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment			
Note: You must have satisfied the course prerequisite at El Camino College or another accredited college. A transcript or grade slip is required for verification of a grade from another college.			
0730	8:00-10:05am MW Lecture	Staff	MBBM 137
0732	8:00-10:05am TTh Lecture	Staff	MBBM 114
0734	12:00-2:05pm MW Lecture	J. Evensizer	MBBM 116
<b>Evening Hours</b>			
0736	6:30-8:35pm TTh Lecture	R. Horvath	MCS 216
<b>Mathematics 150 - 4 Units (CAN STAT 2)</b>			
<i>Elementary Statistics with Probability</i>			
Prerequisite: Mathematics 70 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment.			
Note: You must have satisfied the course prerequisite at El Camino College or another accredited college. A transcript or grade slip is required for verification of a grade from another college.			
0748	7:00-8:15am MWF Lecture	L. Wapner	MCS 209
0752	8:00-10:05am TTh Lecture	A. Martinez	MBBM 115
0754	8:00-12:15pm S Lecture	J. Wan	MCS 215
Section 0754 meets on Saturdays. The first class meeting will be Saturday, February 14. Class will not meet on April 11, 2009.			
0756	8:30-9:45am MWF Lecture	L. Wang	MCS 203
0760	9:00-1:15pm Su Lecture	A. Minasian	MCS 208
Section 0760 meets on Sundays. The first class meeting will be Sunday, February 15. Class will not meet on April 12, 2009.			
0762	10:00-11:15am MWF Lecture	K. Laureano-Ribas	MCS 203
0764	10:30-12:35pm TTh Lecture	R. Horvath	MBBM 102

Section #	Time	Instructor	Room #
0766	11:30-12:45pm MWF Lecture	K. Laureano-Ribas	MCS 203
0770	1:00-3:05pm MW Lecture	A. Martinez	MCS 203
0772	2:00-4:05pm TTh Lecture	A. Khorram	MBBM 116
0774	3:30-5:35pm MW Lecture	S. Bickford	MCS 203
0776	3:45-5:50pm TTh Lecture	W. Miao	MCS 203
<b>Evening Hours</b>			
0778	6:00-8:05pm MW Lecture	R. Horvath	MCS 203
0780	6:45-8:50pm TTh Lecture	M. Zeitzev	MCS 203
4832	See Distance Education Website	W. Miao	ONLINE
Section 4832 is a Distance Education course that includes on-campus class meetings. This section will meet on campus every Friday, from 9:30 a.m. to 11:30 a.m., in MCS 208. You must attend the first class meeting on Friday, February 20, from 9:30 a.m. to 11:30 a.m., in MCS 208 or you may be dropped from the course. Before the semester begins, you must obtain the Student Handbook for Online Courses available in the Distance Education Office or on the Distance Education website. For more information, visit the Distance Education website.			
<b>Mathematics 160 - 4 Units (CAN MATH 30)</b>			
<i>Calculus for the Biological, Management and Social Sciences I</i>			
Prerequisite: Mathematics 130 or Mathematics 180 with a minimum grade of C			
Note: You must have satisfied the course prerequisite at El Camino College or another accredited college. A transcript or grade slip is required for verification of a grade from another college.			
0790	8:00-10:05am TTh Lecture	M. Glucksman	NATS 219
0792	8:45-10:50am MW Lecture	L. Ho	ADM 220
0794	1:30-3:35pm MW Lecture	L. Beckett-Lemus	MCS 209
<b>Evening Hours</b>			
0796	5:00-7:05pm TTh Lecture	H. Hamza	MCS 217
0798	6:30-8:35pm MW Lecture	D. Perinetti	MCS 205
<b>Mathematics 161 - 3 Units</b>			
<i>Calculus for the Biological, Management and Social Sciences II</i>			
Prerequisite: Mathematics 160 with a minimum grade of C			
Note: You must have satisfied the course prerequisite at El Camino College or another accredited college. A transcript or grade slip is required for verification of a grade from another college.			
0812	9:30-10:55am MW Lecture	E. Shamash	MBBM 114
0814	11:00-12:25pm TTh Lecture	L. Ho	MCS 215
<b>Evening Hours</b>			
0816	4:45-6:10pm TTh Lecture	M. Semenov	CHEM 133
<b>Mathematics 170 - 3 Units (CAN MATH 8)</b>			
<i>Trigonometry</i>			
Prerequisite: Mathematics 60 with a minimum grade of C and Mathematics 70 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment			
Note: You must have satisfied the course prerequisite at El Camino College or another accredited college. A transcript or grade slip is required for verification of a grade from another college.			
0820	7:45-9:10am TTh Lecture	P. Stoddard	MCS 215
0824	8:00-11:10am S Lecture	A. Minasian	MCS 203
Section 0824 meets on Saturdays. The first class meeting will be Saturday, February 14. Class will not meet on April 11, 2009.			
0826	9:00-10:25am MW Lecture	S. Taylor	MCS 209
0830	11:15-12:40pm TTh Lecture	J. Cohen	MCS 203
0832	2:00-3:25pm TTh Lecture	E. Shamash	MCS 203
0834	2:15-3:40pm MW Lecture	J. Cohen	MBBM 115
0836	4:00-5:25pm MW Lecture	A. O'Leary	MBBM 115
<b>Evening Hours</b>			
0840	6:30-7:55pm TTh Lecture	S. Smith	MBBM 115
<b>Mathematics 180 - 5 Units (CAN MATH 16)</b>			
<i>Pre-Calculus</i>			
Prerequisite: Mathematics 170 with a minimum grade of C			
Note: You must have satisfied the course prerequisite at El Camino College or another accredited college. A transcript or grade slip is required for verification of a grade from another college.			
0850	7:00-8:10am MTWTh Lecture	P. Yun	MCS 217
0852	10:00-11:10am MTWTh Lecture	D. Westberg	MCS 205
0854	11:30-12:40pm MTWTh Lecture	P. Wozniak	MCS 205
0856	1:00-3:30pm MW Lecture	J. Sims	MCS 205
0858	2:00-4:30pm TTh Lecture	J. Hyman	MCS 205
0860	3:30-6:00pm MW Lecture	A. Martinez	MCS 216
<b>Evening Hours</b>			
0864	6:30-9:00pm TTh Lecture	A. Sampson	MCS 205



67082	This class meets at the Canyon Country Campus on Sierra Highway. 11:10AM-01:35PM	TTH	A. Morrow	<u>CCC-502</u>
67086	This class meets at the Canyon Country Campus on Sierra Highway. 09:10AM-10:20AM	MTWTH	T. Lawrence	<u>ALLB-102</u>
67092	05:00PM-07:25PM	MW	K. Kubo	<u>TWSH-106</u>
67097	07:35PM-10:00PM	MW	J. Dichter	<u>SCOH-204</u>
67104	11:45AM-02:10PM 04/13/09-06/04/09	MTWTH	A. Grigoryan	<u>SCOH-204</u>
NOTE: This section is part of the PAL program. These sections are short-term, intensive sections. Students are required to enroll in MATH-058-67103 & COUNS-111-66679. For more information on the PAL program visit <a href="http://www.canyons.edu/PAL">www.canyons.edu/PAL</a> or call (661) 362-3525.				
67106	09:10AM-11:35AM 02/09/09-04/02/09	MTWTH	R. Baytaryan	<u>BYKH-115</u>
NOTE: This section is part of the PAL program. These sections are short-term, intensive sections. Students are required to enroll in MATH-070-67108 & COUNS-111-66681. For more information on the PAL program visit <a href="http://www.canyons.edu/PAL">www.canyons.edu/PAL</a> or call (661) 362-3525.				
67113	09:30AM-11:55AM 02/09/09-04/02/09	MTWTH	C. Gibson	<u>CCC-508</u>
NOTE: This section is part of the PAL program. These sections are short-term, intensive sections. Students are required to enroll in MATH-070-67143 & COUNS-111-67623. For more information on the PAL program visit <a href="http://www.canyons.edu/PAL">www.canyons.edu/PAL</a> or call (661) 362-3525. This class meets at the Canyon Country campus on Sierra Highway.				
67170	09:10AM-11:35AM	MW	M. Sherry	<u>BONH-301</u>
67173	11:45AM-02:10PM	TTH	L. Le	<u>ALLB-113</u>
67236	-	-	A. Palmer	<u>BONH-305</u>
HYBRID CLASS. On campus meetings (5:30 pm - 8:30 pm) on Monday, 2/9. Class will also meet 3/9, 3/30, 4/27, 5/18, 6/1. Recommend COUNS 070, Distance Learning and Strategies for Success.				
67238	-	-	C. Johnson	<u>CCC-305</u>
HYBRID CLASS. On campus meetings (7:30 pm - 9:50 pm) on Monday, 2/9. Class will also meet Saturdays (8:30 am - 12:00 pm) 3/14, 4/4, 5/2, 5/23, & 5/30 in CCC-401. Recommend COUNS 070, Distance Learning and Strategies for Success. This class meets at the Canyon Country Campus on Sierra Highway.				
69257	09:10AM-11:35AM	MW	M. Movsisyan	<u>EPEK-101</u>

## MATH 070 INTERMEDIATE ALGEBRA

Units: 5.00, May Be Taken Once for Credit

Prerequisite: MATH-060 or appropriate math placement as determined by the COC assessment process.

Examines higher degree and rational equations and inequalities, functions and graphs, systems of equations, exponential and logarithmic functions, introduction to sequences, and applications

67028	01:10PM-02:20PM This is a mediated math section.	MTWTH	C. Choate	<u>BONH-206</u>
67055	07:50AM-09:00AM	MTWTH	G. Barsegian	<u>TWSH-106</u>
67056	09:10AM-10:20AM	MTWTH	S. Shanks	<u>BONH-307</u>
67057	11:50AM-01:00PM	MTWTH	G. Barsegian	<u>TWSH-101</u>
67058	02:25PM-04:50PM	MW	K. Kubo	<u>TWSH-106</u>
67059	05:00PM-07:25PM	MW	T. Klein	<u>BONH-301</u>
67072	02:20PM-04:45PM This class meets at the Canyon Country Campus on Sierra Highway.	TTH	D. Silva	<u>CCC-202</u>
67076	11:10AM-01:35PM This class meets at the Canyon Country Campus on Sierra Highway.	MW	P. Pham	<u>CCC-502</u>
67078	07:35PM-10:00PM This class meets at the Canyon Country Campus on Sierra Highway.	MW	T. Ferguson	<u>CCC-502</u>
67099	10:30AM-11:40AM	MTWTH	G. Rhys	<u>ALLB-101</u>
67100	11:50AM-01:00PM	MTWTH	C. Reyes	<u>ALLB-101</u>
67101	02:25PM-04:50PM	MW	R. Baytaryan	<u>BYKH-115</u>
67102	05:00PM-07:25PM	TTH	L. Le	<u>SCOH-204</u>
67108	09:10AM-11:35AM 04/13/09-06/04/09	MTWTH	R. Baytaryan	<u>BYKH-115</u>
NOTE: This section is part of the PAL program. These sections are short-term, intensive sections. Students are required to enroll in MATH-060-67106 & COUNS-111-66681. For more information on the PAL program visit <a href="http://www.canyons.edu/PAL">www.canyons.edu/PAL</a> or call (661) 362-3525.				
67110	11:45AM-02:10PM 02/09/09-04/02/09	MTWTH	R. Tolar	<u>TWSH-106</u>
67126	01:10PM-02:20PM	MTWTH	C. Reyes	<u>ALLB-101</u>
67130	05:00PM-07:25PM	MW	M. Acuff	<u>ALLB-102</u>
67132	07:35PM-10:00PM	TTH	H. Atniel	<u>ALLB-102</u>
67143	09:30AM-11:55AM 04/13/09-06/04/09	MTWTH	C. Gibson	<u>CCC-508</u>

NOTE: This section is part of the PAL program. These sections are short-term, intensive sections. Students are required to enroll in MATH-060-67113 & COUNS-111-67623. For more information on the PAL program visit [www.canyons.edu/PAL](http://www.canyons.edu/PAL) or call (661) 362-3525. This class meets at the Canyon Country campus on Sierra Highway.

67146	11:10AM-01:35PM 02/09/09-04/02/09	MTWTH	M. Teachout	CCC-305
67152	02:25PM-04:50PM	TTH	S. Minyard	BONH-210
67191	09:10AM-11:35AM	MW	B. Hilst	TWSH-101
67193	11:45AM-02:10PM	TTH	M. Sherry	BONH-301
67237	-	-	K. Kubo	BONH-206
67239	HYBRID CLASS. On campus meetings (7:30 pm - 10:00 pm) on Monday 2/9. Class will also meet 3/2, 3/23, 4/20, 5/18, & 6/1. Recommend COUNS 070, Distance Learning and Strategies for Success.	-	G. Rhys	CCC-402
69254	02:25PM-04:50PM	TTH	J. Lee	BONH-307
69258	11:45AM-02:10PM	TTH	A. Simo	WPEK-108

**MATH 083 GEOMETRY**

Units: 5.00, May Be Taken Once for Credit

Prerequisite: MATH-060

Examines geometric theory and concepts and their application to the solutions of practical problems

67084	04:55PM-07:20PM This class meets at the Canyon Country Campus on Sierra Highway.	TTH	D. Silva	CCC-502
67154	07:35PM-10:00PM	TTH	W. Lam	SCOH-204
67203	02:25PM-04:50PM	MW	L. Le	BONH-301
69258	02:25PM-04:50PM	MW	T. Alikhanyan	ALLB-101

**MATH 102 TRIGONOMETRY**

Units: 3.00 - CSU, May Be Taken Once for Credit CAN MATH 8

Prerequisite: MATH-070 and MATH-083 or appropriate math placement as determined by the COC assessment process.

Examines circular and trigonometric functions and their inverses, identities, trigonometric equations, solutions of triangles, complex numbers, vectors, and applications

67049	08:00AM-12:00PM 02/21/09-05/30/09	S	R. Ciuca	BONH-307
67081	08:00AM-09:55AM This class meets at the Canyon Country Campus on Sierra Highway.	TTH	S. Zargaryan	CCC-502
67135	11:50AM-12:50PM	MTWTH	S. Shanks	BONH-307
67136	07:35PM-09:30PM	MW	W. Lam	BONH-301

**MATH 103 COLLEGE ALGEBRA**

Units: 4.00 - UC:CSU, May Be Taken Once for Credit CAN MATH 10

Prerequisite: MATH-070

Linear and non-linear algebraic relations and functions, conic sections, exponential and logarithmic functions, matrices and determinants, complex numbers and selected topics from theory of equations, sequences and series

67061	05:00PM-07:25PM	TTH	E. Chau	TWSH-106
67070	04:55PM-07:20PM This class meets at the Canyon Country Campus on Sierra Highway.	MW	S. Grigoryan	CCC-202
67075	08:00AM-10:25AM This class meets at the Canyon Country Campus on Sierra Highway.	MW	M. Teachout	CCC-502
67112	11:45AM-02:10PM 04/13/09-06/04/09	MTWTH	R. Tolar	TWSH-106
67139	10:30AM-11:40AM	MTWTH	S. Matsumoto	ALLB-102
67141	02:25PM-04:50PM	MW	S. Munoz	BONH-307
67156	11:50AM-01:00PM	MTWTH	M. Demerjian	BONH-210
67159	05:00PM-07:25PM	MW	R. Baker	SCOH-204
67161	07:35PM-10:00PM	MW	R. Erickson	BONH-210
67174	07:50AM-09:00AM	MTWTH	M. Mahn	BONH-210
67176	02:25PM-04:50PM	TTH	H. Atniel	BONH-301

# Pierce College

Pierce College

Spring 2009 Schedule of Classes

## Evening Classes

3275	3:45- 4:55	MTWTh	FEKRAT, P	VLGE 8204
3249	4:00- 6:30	M W	TRUJILLO, J S	MATH 1400
3257	4:00- 6:30	T Th	CAIN, C D	MATH 1401
3258	4:00- 6:30	T Th	PHAM, P	MATH 1416
3260	4:00- 6:30	T Th	SRICHOOM, N	MATH 1402
3423	4:00- 6:30	M W	SMALL, L	BEH 1308 (ADDED)

3272	4:30- 5:40	MTWTh	LEPOINT, O	IT 3641
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This course is recommended for students who have an interest or background in automotive service technology. This course is by add card only. To obtain an add card, please contact the Bridge to Success office at 818-710-4178, send an email to [bridge@piercecollege.edu](mailto:bridge@piercecollege.edu) or attend the first day of class.

3261	7:00- 9:30	M W	MCCARTHY, K L	MATH 1402
3382	7:00- 9:30	T Th	HARANDIAN, R	MATH 1402

3384	7:00- 8:25	Th	EPSTEIN, A L	COSC 1512
	And 3-Hrs, 35 min	TBA	EPSTEIN, A L	INTERNET

This is an on-line class - see instructor web page for details.

## MATHEMATICS 120—PLANE GEOMETRY - 5 UNITS

Prerequisite: Mathematics 115\*\* or appropriate skill level demonstrated through the Mathematics placement process, and equivalent high school preparation. (See \*Note)

PROOF OF ELIGIBILITY MUST BE ON FILE AT THE ASSESSMENT CENTER.

0457	8:00- 9:10	MTWTh	LAFOREST, V J	MATH 1403
0458	11:10-12:20	MTWTh	CAIN, C	MATH 1402

## Evening Classes

<del>3262</del>	<del>7:00- 9:30</del>	<del>M W</del>	<del>SMITH, S P</del>	<del>VLGE 8405</del>
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## MATHEMATICS 125—INTERMEDIATE ALGEBRA - 5 UNITS

Prerequisite: Mathematics 115\*\* with a grade of "C" or better, or appropriate skill level demonstrated through the Mathematics placement process, and high school preparation. (See \*Note)

PROOF OF ELIGIBILITY MUST BE ON FILE AT THE ASSESSMENT CENTER.

Note: A TI-83 or TI-84 graphing calculator is highly recommended for all sections of this course.

All sections of Math 125 will take the Math 125 MET Student Learning Outcomes and Objectives assessment test on Saturday morning, May 30, 2009 (test time TBA). Your instructor determines the score weight of the MET in your class.

0456	6:40- 7:50	MTWTh	PAULUS, C A	MATH 1403
0459	6:40- 7:50	MTWTh	NAVAB, M	MATH 1402
0460	8:00- 9:10	MTWTh	TADEVOSYAN, L	COSC 1512
0461	8:00- 9:10	MTWTh	SMITH B	MATH 1401
0462	8:00- 9:10	MTWTh	KAMIN, G	BUS 3206
0463	8:00- 1:20	F	ALIKHANYAN, T	MATH 1403
0464	8:00- 1:20	Sat	MARTINEZ, M E	MATH 1403
0465	8:00- 1:20	Sat	ALVARADO, N M	MATH 1413
0466	9:35-10:45	MTWTh	YOSHIWARA, K A	MATH 1402

0468	9:35-12:10	MTWTh	YODER, K A	MATH 1416
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This class is one component of the ASAP learning community. You must enroll concurrently in #0452 Math 115, #0468 Math 125 (by add card) and #0274 Personal Development 40 to take this class. Enrollment by add card only.

Supplemental Instruction is provided for this class.

(8 Week Class - Starts 4/13/2009, Ends 6/6/2009)

0467	9:30-11:05	T Th F	KORNBLUM, S L	VLGE 8407
0470	9:30-11:05	T Th F	NAVAB, M	BUS 3205

0471	9:35-11:00	T Th	TABATABAI, Z	COSC 1512
	And 2-Hrs, 5 min	TBA	TABATABAI, Z	INTERNET

This is an on-line class - see instructor web page for details.

0472	9:35-11:00	F	MARTINEZ, R M	COSC 1512
	And 3-Hrs, 35 min	TBA	MARTINEZ, R M	INTERNET

This is an on-line class - see instructor web page for details.

0473	11:10-12:20	MTWTh	FURMULY, R	MATH 1415
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Supplemental Instruction is provided for this class.

0519	11:10-12:20	MTWTh	TABATABAI, Z	MATH 1400
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And 2-Hrs, 30 min TBA WANG, Q INTERNET  
 This is an on-line class - see instructor web page for details.

**MATHEMATICS 238—CALCULUS FOR BUSINESS AND SOCIAL SCIENCE I (UC:CSU) - 5 UNITS**

Prerequisite: Mathematics 125\*\* with a grade of "C" or better, or equivalent high school preparation and appropriate skill level demonstrated through the Mathematics placement process. (See \*Note)

Recommended Preparation: Mathematics 245.

PROOF OF ELIGIBILITY MUST BE ON FILE AT THE ASSESSMENT CENTER.

A TI-83 or TI-84 graphing calculator is highly recommended for all sections of this course.

0475	8:00- 9:10	MTWTh	CAJUCOM, R K	PHYS 0915
0476	1:30- 4:00	M W	EVINYAN, Z	MATH 1416

**Evening Classes**

3226	4:00- 6:30	M W	ETTARO, C E	MATH 1402
3247	7:00- 9:30	M W	SHAHMELIKIAN, A	MATH 1416

**MATHEMATICS 240—TRIGONOMETRY (CSU) - 3 UNITS**

Prerequisite: Mathematics 120 and 125\*\* with grades of "C" or better, or equivalent high school preparation and appropriate skill level demonstrated through the Mathematics placement process. (See \*Note)

PROOF OF ELIGIBILITY MUST BE ON FILE AT THE ASSESSMENT CENTER.

A TI-83 or TI-84 graphing calculator is highly recommended for all sections of this course.

0644	8:00-11:10	Sat	MKRTCHYAN, T	MATH 1401
0478	9:35-11:00	M W	KAMIN, G	MUS 3400
0479	11:10-12:35	T Th	BASKAUSKAS, V A	AS 4114
0811	1:30- 2:55	T Th	LEPOINT, O	MATH 1416

**Evening Classes**

3276	3:45- 6:55	Th	REYNOLDS, W L	MATH 1415
3278	7:00-10:10	W	MONIZ, K	MATH 1412
3280	7:00-10:10	Th	KHARAGHANI, S	SOC 1108

**MATHEMATICS 245—COLLEGE ALGEBRA (UC:CSU) - 3 UNITS**

Prerequisite: Mathematics 120 and 125\*\* with grades of "C" or better, or equivalent high school preparation and appropriate skill level demonstrated through the Mathematics placement process. (See \*Note)

PROOF OF ELIGIBILITY MUST BE ON FILE AT THE ASSESSMENT CENTER.

Note: A TI-83 or TI-84 graphing calculator is highly recommended for all sections of this course.

0726	12:45- 2:10	T Th	ENRIQUEZ, M	BEH 1308
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**Evening Classes**

3245	4:00- 5:25	T Th	STAFF	MATH 1414
3281	7:00-10:10	M	YEN, C A	MATH 1412
3282	7:00-10:10	T	PEDERSEN, T B	MATH 1412

**MATHEMATICS 260—PRE-CALCULUS (UC:CSU) - 5 UNITS**

Prerequisite: Mathematics 240\*\* with a grade of "C" or better, or equivalent high school preparation and Appropriate skill level demonstrated through the Mathematics placement process. (See \*Note)

PROOF OF ELIGIBILITY MUST BE ON FILE AT THE ASSESSMENT CENTER.

A TI-83 or TI-84 graphing calculator is highly recommended for all sections of this course.

0481	8:00- 9:10	MTWTh	WANG, Q	MATH 1415
0482	9:35-10:45	MTWTh	SMITH, B	MATH 1401
0483	12:45- 3:15	T Th	LE, T B	MATH 1402
0484	1:30- 4:00	T Th	FURMULY, R	MATH 1403

**Evening Classes**

3283	4:00- 6:30	M W	PEDERSEN, T B	MATH 1416
3284	7:00- 9:30	T Th	JORJORIAN, G	MATH 1413

**MATHEMATICS 261—CALCULUS I (UC:CSU) - 5 UNITS**

Prerequisite: Mathematics 260\*\* with a grade of "C" or better, or equivalent high school preparation and appropriate skill level demonstrated through the Mathematics placement process. (See \*Note)

PROOF OF ELIGIBILITY MUST BE ON FILE AT THE ASSESSMENT CENTER.

A TI-83 or TI-84 graphing calculator is highly recommended for all sections of this course.

0485	8:00- 9:10	MTWTh	TABATABAI, Z	MATH 1400
0486	9:35-10:45	MTWTh	TISHLER, R G	MATH 1412
0487	11:10-12:20	MTWTh	FORKEOTES, A A	MATH 1412
0488	1:00- 3:30	M W	YODER, K A	MATH 1400

**RECEIVED**  
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 BY: *Maaregui*

**AP&P**  
**ANTELOPE VALLEY COLLEGE**  
**ACADEMIC POLICIES & PROCEDURES**

**Course Proposal Form and Content Review Form for Credit Courses**

**SECTION I**

AP&P Representative: 04-05-10 *MS*  
*(indicates division review and approval)*

Division Dean/Director: 4.6.10 *JAO*

Faculty Name: (print) DAVID N CHAMPAGNE

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

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

Date 3-31-10

**COURSE SUBJECT & NUMBER:** ACCT 113

**COURSE TITLE:** \*BOOKKEEPING II

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
 Updated course objectives, course content, typical homework assignments, methods of instruction, methods of evaluation, and suggested text.*

**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

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:** ACCT 113

**COURSE NAME:** \*Bookkeeping II

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

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

**COURSE PREREQUISITE:** Completion of ACCT 111 or ACCT 201

**COURSE ADVISORIES:** Eligibility for ENGL 099, READ 099, and MATH 070.

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

In this continuation course in bookkeeping, students will learn specifics on receivables and payables, inventory, plus fixed and intangible assets. Accounting for partnerships and corporations will also be studied along with the statement of cash flows, analysis of financial statements, and segmented and manufacturing accounting. NOTE: This course is mainly intended for those seeking to earn the Professional Bookkeeping certificate and it should not be used by business or economics majors transferring to a four-year institution. Please refer to ACCT 201 course description.

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

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

1. Estimate and record bad debt and account write-offs.
- \*2. Calculate and record interest for notes receivables and payables.
- \*3. Differentiate between perpetual and periodic interest and employ the use of different inventory valuation methods.
- \*4. Examine and record fixed and natural resource transactions plus apply various depreciation methods.
- \*5. Examine idiosyncroses of partnerships and calculate related transactions.
- \*6. Calculate and record equity and debt transactions pertaining to corporations.
7. Prepare statement of cash flows using both indirect and direct methods.
- \*8. Analyze basic financial statements and compute ratios, including writing a group report and organizing ideas for an oral presentation.
9. Explore departmental accounting and contribution margin.
10. Prepare manufacturing cost of goods manufactured statement and income statement and record manufacturing transactions.

\* Denotes SCANS competencies

Course Subject & Number: ACCT 113

Course Name: \*Bookkeeping II

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

- I. Accounting for bad debts and write-offs
  - A. Accounting vocabulary related to bad debts and write offs
  - B. Recording transactions estimating bad debt, writing off accounts, and recovering bad debt
- II. Notes receivables and notes payables
  - A. Determining interest calculations and maturity dates
  - B. Journalizing entries for renewal of notes, dishonoring notes, and receipt of payment
  - C. Discounting interest bearing notes and adjusting for interest exp and income
- III. Accounting for merchandising inventory
  - A. Understanding and journalizing transactions using the perpetual inventory method
  - B. Differentiating between the periodic and perpetual inventory methods
  - C. Calculating and using FIFO, LIFO, and weighted average inventory valuation methods
  - D. Estimating ending inventory using the retail and gross profit methods
- IV. Accounting for fixed assets and natural resources
  - A. Calculating the cost of a fixed asset and calculating depreciation using four different methods
  - B. Journalizing for disposal of fixed assets
  - C. Understanding and recording natural resource transactions
- V. Partnerships
  - A. Recording the formation of a partnership
  - B. Calculating partners' share of net income and loss
  - C. Recording admission and withdrawal of a partner and associated bonus computations
- VI. Corporations--equity transactions
  - A. Defining a corporation and understanding the advantages and disadvantages of a corporation
  - B. Journalizing issuing stock
  - C. Calculating dividends on preferred and common stock and recording cash and stock dividends
  - D. Calculating book value of stock
  - E. Recording treasury stock transactions
- VII. Corporations--debt transactions
  - A. Journalizing bonds and interest payments
  - B. Issuing and amortizing bonds with discounts and premiums
  - C. Journalizing year-end adjusting entries for bonds
- VIII. Statement of cash flows
  - A. Understanding the purpose for the statement of cash flows
  - B. Preparing the operating section using both the indirect and direct methods
  - C. Preparing a statement of cash flows
- IX. Analyzing financial statements
  - A. Analyzing comparative balance sheets
  - B. Using horizontal and vertical analysis techniques
  - C. Calculating and analyzing four different categories of ratios individually and in groups with written reports and oral presentations
- X. Departmental accounting
  - A. Income statements focused on gross profit by department
  - B. Income statements focused on departmental net income
  - C. Income statements focused on departmental contribution margin
- XI. Manufacturing accounting
  - A. Preparing a cost of goods manufactured schedule
  - B. Journalizing manufacturing accounting transactions

Course Subject & Number: ACCT 113

Course Name: \*Bookkeeping II

**TYPICAL HOMEWORK ASSIGNMENTS:** (Do not include in-class work, quizzes, or tests)

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

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

Students will be required to read and study approximately 20 pages per week from the textbook.

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

Students will be required to make written responses toward a group research project.

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

Students will be required to solve approximately 3 to 4 problems per week using specialized business math skills. Successful completion of the group research project will also require students to use computations.

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 are required to give an oral presentation as part of the group research project. Students will be preparing for this assignment as part of their homework.

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

*Reading Assignments: 2*

*Writing Assignments: 1*

*Computational Assignments: 3*

*Other Assignments: 1*



**Course Subject & Number:** ACCT 113  
**Course Name:** \*Bookkeeping II

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

Instructor will lecture, facilitate discussion of accounting topics, demonstrate problems, and facilitate group work.

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

Students will be evaluated on demonstrated proficiency in bookkeeping based on homework assignments, quizzes, objective tests, narrative short answer responses, and a group research paper and presentation. (Objectives 1 through 10)

Homework assignments typically include computational problems to assess comprehension of chapter material. (Objectives 1 through 10)

Quizzes are typically objective, but require computation and analysis. (Objectives 1 through 10)

Tests are primarily objective, but also include subjective sections, requiring computations, problem solving skills, and writing short answer narratives. Tests assess comprehension of chapter material based on accuracy of computations. (Objectives 1 through 10)

The group research paper and presentation are graded on demonstrated comprehension of accounting concepts, writing, analysis and presentation of accounting information. (Objective 8)

**Suggested Texts or Other Instructional Materials**

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

CUSTOM COLLEGE ACCOUNTING 13-25 WITH WORKING PAPERS, Jeffrey Slater, 11th edition, 2010



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ACCT 113

**COURSE NAME:** \*Bookkeeping II

**COURSE UNITS:** 3

**COURSE HOURS:** 3

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

**COURSE PREREQUISITE:** Completion of ACCT 111 or ACCT 201

**COURSE ADVISORIES:** Eligibility for ENGL 099, READ 099, and MATH 070.

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

In this continuation course in bookkeeping, students will learn specifics on receivables and payables, inventory, plus fixed and intangible assets. Accounting for partnerships and corporations will also be studied along with the statement of cash flows, analysis of financial statements, and segmented and manufacturing accounting. NOTE: This course is mainly intended for those seeking to earn the Professional Bookkeeping certificate and it should not be used by business or economics majors transferring to a four-year institution. Please refer to ACCT 201 course description.

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

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

- \*1. Calculate and record interest for notes receivables and payables.
- \*2. Differentiate between perpetual and periodic interest and employ the use of different inventory valuation methods.
- \*3. Record fixed and intangible asset transactions and apply various depreciation methods.
- \*4. Examine idiosyncroses of partnerships and calculate related transactions.
- \*5. Calculate and record equity and debt transactions pertaining to corporations.
- \*6. Prepare statement of cash flows using both direct and indirect methods.
- \*7. Analyze basic financial statements and compute ratios.
- \*8. Explore segmented accounting and contribution margin.
- \*9. Prepare manufacturing cost of goods manufactured statement and income statement.
- \*10. Identify flow of costs for a manufacturer and prepare related worksheet.

\* Denotes SCANS competencies.

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

**RECEIVED**  
 APR - 6 2010  
 SLO-4-30-08  
 BY: *M. [unclear]*

**SECTION I**

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

AP&P Representative: 04-05-10 [Signature]  
*(indicates division review and approval)*

Division Dean/Director: 4-6-10 [Signature]

Faculty Name: (print) DAVID N CHAMPAGNE

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

Date 3-31-10

**COURSE SUBJECT & NUMBER:** ACCT 205  
**COURSE TITLE:** \*MANAGERIAL 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:  
 Updated course objectives, course content, typical homework assignments, methods of instruction, methods of evaluation, and suggested text.*

**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

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:** ACCT 205

**COURSE NAME:** \*Managerial Accounting

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

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

Prerequisite: Completion of ACCT 201 within the past five years

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

Students will learn how to process, report, and communicate managerial accounting information both in written and oral format. They will be able to identify, explain, calculate, and use accounting information to make managerial decisions. BEFORE ENROLLING students should have a basic knowledge of spreadsheets and know how to use word processing. This course is primarily targeted for transfer students. Business or economics majors should take this class the next term after successfully completing ACCT 201.

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

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

- \*1 Employ the use of groups to solve and present the solutions to financial cases using word processing, presentation software, and spreadsheets.
- \*2. Examine and evaluate the importance of ethics in managerial accounting.
- \*3. Differentiate between financial and managerial accounting.
- \*4. Prepare and interpret a cost of goods manufacturing schedule.
5. Calculate and record job costing journal entries.
- \*6. Prepare and interpret process costing production reports.
- \*7. Analyze detail of cost behavior and the contribution format income statement
- \*8. Calculate and evaluate break-even and target sales using cost behavior techniques.
9. Calculate and reconcile net incomes using absorption and variable costing.
- \*10. Prepare and analyze activity-based costing data.
11. Prepare operating budgets both manually and using spreadsheets.
12. Examine and prepare flexible budgets.
- \*13. Calculate and analyze variances using standard costing.
- \*14. Examine and interpret decentralization by preparing segmented managerial reports.
- \*15. Employ and analyze relevant cost data for decision-making purposes.
- \*16. Explore and apply capital budgeting as it relates to present value concepts.

\* Denotes SCANS competencies.

**Course Subject & Number:** ACCT 205  
**Course Name:** \*Managerial 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. Presentation of group cases using word processing, presentation software, and spreadsheets.
  - A. Students organize in groups outside of class and assign specific parts of the case to solve.
  - B. Students use content from specific chapters to solve the cases using critical thinking.
  - C. Students assemble written reports and present their findings orally in the class using word processing, presentation software, and/or spreadsheets.
  
- II. The importance of ethics in managerial accounting
  - A. Identifying and explaining the 4 distinct principles of ethics in the business world.
  - B. Importance of the Sarbanes-Oxley Act as related to corporate ethics.
  - C. Examination of the Certified Management Accountant (CMA) certificate and its value in managerial accounting.
  
- III. Comparing financial and managerial accounting.
  - A. Understanding the specific differences between financial and managerial accounting.
  - B. Identifying the work of management and the need for managerial accounting information
  
- IV. The cost of goods manufacturing schedule
  - A. The three manufacturing costs used in the schedule
  - B. Differentiating product costs and period costs
  - C. Understanding in which financial statements manufacturing costs appear
  - D. Introduction to cost behavior
  
- V. Job-order costing
  - A. Measuring direct materials, direct labor, and manufacturing overhead
  - B. Problems of applying manufacturing overhead
  - C. Understanding the flow of costs
  - D. Recording journal entries and related financial statements
  
- VI. Process costing production reports
  - A. Differentiation of job costing and process costing.
  - B. Computing equivalent units of production, cost per equivalent unit, and assigning costs to the output
  - C. Examining a hybrid between job costing and process costing--operation costing.
  
- VII. Cost behavior and the contribution format income statement
  - A. Identify specific examples and the behavior of variable and fixed costs
  - B. Analysis of mixed costs including scattergraphs and the high-low method
  - C. Understand and prepare the contribution format income statement
  
- VIII. Cost-volume-profit relationships
  - A. Importance of contribution margin per unit and contribution margin ratio
  - B. Application of cost-volume-profit concepts
  - C. Computations dealing with break-even analysis and target profit
  - D. Dealing with sales mix and assumptions of cost-volume-profit analysis
  
- IX. Absorption and variable costing
  - A. Differentiating between absorption and variable costing
  - B. Computation of unit product costs and preparation of absorption and variable costing income statements
  - C. Reconciliation of variable costing net income with absorption costing net income
  
- X. Activity-based costing
  - A. Examining how costs are treated under activity based costing
  - B. Designing an activity based costing system
  - C. The mechanics of activity based costing
  - D. Comparing traditional and ABC product costs
  
- XI. Profit planning
  - A. Examining the framework of the operational budgeting process

- B. Preparing the master budget which includes the all-important cash budget
  - C. Preparation and submission of a spreadsheet-generated cash budget
- XII. Flexible budgets
- A. How flexible budgets work
  - B. Computing and analyzing flexible budget variances
- XIII. Standard costing and operating performance measures
- A. Setting standard costs
  - B. Direct material, direct labor, plus variable manufacturing overhead variances including comparing standard to actual costs
  - C. Computing delivery cycle, throughput time, and manufacturing cycle efficiency
- XIV. Decentralization and segmented financial reporting
- A. Understanding and preparation of segmented income statements
  - B. Evaluating investment center performance using return on investment and residual income
  - C. Examining the balanced scorecard and transfer pricing
- XV. Relevant costs for decision making
- A. Identifying relevant and irrelevant costs
  - B. Consideration of dropping a segment and make or buy decisions
  - C. Utilization of constrained resources and joint product costs
- XVI. Capital budgeting techniques
- A. Discounted cash flows--net present value method and internal rate of return method
  - B. Expanding net present value
  - C. Other approaches to capital budgeting decisions

**Course Subject & Number:** ACCT 205  
**Course Name:** \*Managerial 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 30 pages per week from the textbook. Students will independently research material in connection with course objectives.

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

Students will be required to reply in narrative format to at least 5 end-of-chapter questions per week plus make written responses to the narrative portions of exercises and problems. Students will also be required to make written responses toward out-of-class group case projects.

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

Students will be required to solve approximately 3 exercises and 3 problems per week, using specialized business math and algebra skills. One or more times during the semester students will be using their math skills to solve case problems in out-of-class groups and on an individual basis in conjunction with using technology software.

**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 are required to give oral presentations as part of group case projects. Students will be preparing for these assignments as part of their homework.

*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:** 4

**Other Assignments:** 1

**Course Subject & Number:** ACCT 205  
**Course Name:** \*Managerial 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.)*

Instructor will lecture, facilitate discussion of accounting topics, demonstrate exercises and problems, and facilitate group work.

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

Students will be evaluated on demonstrated proficiency in managerial accounting based on weekly homework assignments, quizzes, objective tests, essays, group case work with written reports and oral presentations, and an individual technology-based assignment. (Objectives 1 through 16)

Homework assignments typically include a writing component and computational problems to assess comprehension of chapter material. (Objectives 2 through 16)

Quizzes are typically objective, but require computation and analysis. (Objectives 2 through 16)

Tests are primarily objective, but also include subjective sections, requiring computations, problem solving skills, and writing brief essays. Tests assess comprehension of chapter material based on accuracy of computations. (Objectives 2 through 16)

The individual technology assignment is graded on demonstrated comprehension of the effective operation of spreadsheet software to prepare a cash budget and is graded on accuracy and completeness (Objective 11).

The group case work and oral presentations are graded on demonstrated comprehension of accounting concepts, writing, analysis and presentation of accounting information. (Objective 1)

#### **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.)*

MANAGERIAL ACCOUNTING, Garrison, Noreen, & Brewer, McGraw-Hill Irwin, Thirteenth Edition, 2010





ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: ACCT 205  
COURSE NAME: \*Managerial Accounting  
COURSE UNITS: 4  
COURSE HOURS: 4

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

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

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

Students will learn how to process, report, and communicate managerial accounting information both in written and oral format. They will be able to identify, explain, calculate, and use accounting information to make managerial decisions. BEFORE ENROLLING students should have a basic knowledge of spreadsheets and know how to use word processing. This course is primarily targeted for transfer students. Business or economics majors should take this class the next term after successfully completing ACCT 201.

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. Employ the use of groups to solve and present the solutions to financial cases using word processing, presentation software, and spreadsheets.
2. Differentiate between financial and managerial accounting.
- \*3. Prepare and interpret a Cost of Goods Manufacturing schedule.
- \*4. Calculate and Record Job Costing journal entries.
- \*5. Prepare and interpret process costing production reports.
- \*6. Calculate and evaluate break-even and target sales using cost behavior techniques.
- \*7. Calculate and reconcile net incomes using absorption and variable costing.
- \*8. Prepare and analyze activity-based costing data.
- \*9. Prepare operating budgets both manually and using spreadsheets.
- \*10. Use budgets to compare actual results with budgets.
- \*11. Calculate and analyze variances using standard costing.
12. Examine decentralization by preparing segmented managerial reports.
- \*13. Employ the use of relevant cost data for decision-making purposes.
- \*14. Explore and apply capital budgeting as it relates to present value concepts.

\* Denotes SCANS competencies.

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

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**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 04-05-10 AV  
(indicates division review and approval)

Division Dean/Director: 4.6.10 JLL

Faculty Name: (print) Stacey Adams

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

Date 4/1/10

**COURSE SUBJECT & NUMBER:** ACCT 201

**COURSE TITLE:** Financial 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:  
Changes made to content*

**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: _____
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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 201

**COURSE NAME:** \*Financial Accounting

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

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

Advisories: Completion of ENGL 101 and Eligibility for MATH 125 or MATH 130 ✓

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

Students will learn how to process, report, and communicate financial information both in written and oral format. They will record and analyze financial statement data in manual and computerized systems. This course focuses both on the preparation of accounting information and the use of accounting information to make decisions. THIS IS A SOPHOMORE-LEVEL course intended primarily for business administration or economics majors. Students planning to transfer to a four-year university should wait to take this course until the second to the last semester prior to transferring. (CSU, UC, AVC)

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

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

- \*1. Interpret financial statements and apply related business terminology.
2. Relate transactions to the financial statements using transaction-effects equations.
- \*3. Recognize, calculate, and record accruals and deferrals.
- \*4. Apply debit/credit bookkeeping process.
- \*5. Prepare and interpret transactions for merchandising businesses.
6. Discuss the purpose and usefulness of internal control.
- \*7. Reconcile external and internal cash records.
- \*8. Record transactions, adjustments, and corrections using manual and computerized formats.
- \*9. Prepare and analyze financial statements using manual and computerized formats.
10. Examine and apply accounting theory related to receivables and payables.
- \*11. Calculate and differentiate the various asset valuation methods.
- \*12. Calculate and record financing activity-related transactions.
- \*13. Calculate financial statement ratios and discuss their usefulness.
- \*14. Employ research techniques in groups to present corporate financial information.

\*Denotes SCANS competencies

**Course Subject & Number:** ACCT 201  
**Course Name:** \*Financial 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. Learning the basics of the income statement, statement of changes in stockholder's equity, balance sheet, and statement of cash flows
  - A. Specific accounts that are used in each financial statement
  - B. Accounting vocabulary as related to transactions and financial statements
  - C. Recording and analyzing transactions as they affect the various financial statements
  
- II. Accrual accounting, auditing, and ethics
  - A. Identifying accrual transactions and adjusting applicable accounts
  - B. Closing accounts after year end
  - C. Role of auditors and importance of ethics
  
- III. Deferral accounting and subsequent adjustments
  - A. Understanding the difference between accruals and deferrals
  - B. GAAP and the matching concept
  - C. Identifying deferral transactions and adjusting applicable accounts
  
- IV. Double-entry accounting system
  - A. Debit/credit terminology
  - B. T-accounts and the general journal
  - C. General ledger
  - D. Trial balance
  
- V. Merchandise business accounting
  - A. Accounting terminology
  - B. Perpetual inventory and periodic inventory systems
  - C. Recording transactions and preparing financial statements
  
- VI. Inventory accounting
  - A. Inventory cost flow methods
  - B. Fraud related to inventory
  
- VII. Understanding the importance of internal controls and cash procedures
  - A. Identify and explain features of internal control system
  - B. Prepare a bank reconciliation
  - C. Record petty cash transactions
  
- VIII. Receivables and payables
  - A. Allowance method for accounting for bad debts
  - B. Warranties
  - C. Credit card sales
  
- IX. Long-term assets
  - A. Depreciation of fixed assets, including straight-line, double-declining-balance, and units-of-production methods
  - B. Depletion of natural resources
  - C. Amortization of intangibles
  
- X. Long-term debt
  - A. Long-term notes and amortization of a loan
  - B. Line of credit
  - C. Bonds issued at face value, premium and discount
  
- XI. Equity transactions
  - A. Accounting for stock, including common stock, preferred stock and treasury stock
  - B. Accounting for dividends

XII. Statement of cash flows

- A. Direct method
- B. Indirect method

XIII. Financial ratios

- A. Calculate various financial ratios
- B. Compare, analyze and interpret ratios

XIV. Group research of corporations

- A. Use Internet and presentation software
- B. Access corporate 10-K reports
- C. Prepare group presentation and written report

XV. Computerized accounting

- A. Record transactions using accounting software
- B. Post adjustments and corrections
- C. Use computer to generate trial balance and financial statements

Course Subject & Number: ACCT 201  
Course Name: \*Financial 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 25 to 30 pages per week from the textbook. Students will independently research material in connection with course objectives.

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

Students will be required to reply in narrative format to approximately 5 end-of-chapter questions per week. Students will also be required to contribute written responses toward a group research paper.

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

Students will be required to solve approximately 3 exercises and 3 problems per week, using business math and basic algebra skills. Successful completion of the group project and computerized accounting project will require students to use computations as well.

**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 are required to individually complete an accounting simulation project using computerized accounting software, which requires several hours per week outside of class time. Additionally, students are required to give an oral presentation as part of the group research project. Students will be preparing for these assignments as part of their homework.

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

**Reading Assignments:** 2

**Writing Assignments:** 1

**Computational Assignments:** 4

**Other Assignments:** 2

**Course Subject & Number:** ACCT 201  
**Course Name:** \*Financial 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.)*

Instructor will lecture, facilitate discussion of accounting topics, demonstrate problems, and facilitate group work.

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

Students will be evaluated on demonstrated proficiency in financial accounting based on homework assignments, quizzes, objective tests, essays, computerized accounting simulation project and group research paper and presentation. (Objectives 1 through 14)

Homework assignments typically include a writing component and computational problems to assess comprehension of chapter material. (Objectives 1 through 13)

Quizzes are typically objective, but require computation and analysis. (Objectives 1 through 13)

Tests are primarily objective, but also include subjective sections, requiring computations, problem solving skills, and writing brief essays. Tests assess comprehension of chapter material based on accuracy of computations. (Objectives 1 through 13)

The computerized accounting simulation project requires students to use analytical and computational skills learned to complete a full accounting cycle. The project is graded on accuracy and completeness. (Objectives 8 and 9)

The group research paper and presentation are graded on demonstrated comprehension of accounting concepts, writing, analysis and presentation of accounting information. (Objective 14)

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

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

Fundamental Financial Accounting Concepts, by Edmonds, Edmonds, McNair and Olds, McGraw-Hills Irwin, Seventh Edition, 2010.



ANTELOPEVALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ACCT 201  
**COURSE NAME:** \*Financial Accounting  
**COURSE UNITS:** 4  
**COURSE HOURS:** 4

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

Advisories: Completion of English 101 and Eligibility for Math 125 or Math 130

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

Students will learn how to process, report, and communicate financial information both in written and oral format. They will record and analyze financial statement data in manual and computerized systems. This course focuses both on the preparation of accounting information and the use of accounting information to make decisions. **THIS IS A SOPHOMORE-LEVEL** course intended primarily for business administration or economics majors. Students planning to transfer to a four-year university should wait to take this course until the second to the last semester prior to transferring. (CSU, UC, AVC)

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

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

- \*1. Interpret financial statements and apply related business terminology.
- \*2. Relate transactions to the financial statements using transaction-effects equations.
- \*3. Recognize, calculate, and record accruals and deferrals.
- \*4. Apply debit/credit bookkeeping process.
- \*5. Prepare and interpret transactions for merchandising businesses.
- \*6. Discuss the purpose and usefulness of internal control.
- \*7. Reconcile external and internal cash records.
- \*8. Record transactions, adjustments, and corrections using manual and computerized formats.
- \*9. Prepare and analyze financial statements using manual and computerized formats.
- \*10. Examine and apply accounting theory related to receivables and payables.
- \*11. Calculate and differentiate the various asset valuation methods.
- \*12. Calculate and record financing activity-related transactions.
- \*13. Calculate financial statement ratios and discuss their usefulness.
- \*14. Employ research techniques in groups to present corporate financial information.

\*Denotes SCANS competencies.



RECEIVED  
APR - 6 2010  
SLC 43008  
BY: *Matthew*

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only  
 New DE Course  
 Revised

COURSE SUBJ. & NO: ACCT 201 COURSE TITLE: Financial Accounting

Instructor (print): Kathy Moore

Division: Business, Computer Studies, and Economic Development

Required Signatures:

AP&P Representative: *B. Beyn* Date: 04-05-10  
(division approval required)

Division Dean: *Thomas Friel* Date: 4-6-10

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:** ACCT 201 **COURSE TITLE:** Financial 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 or video or animation, 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, and all relevant information can be posted and shared with other students just 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. Plus, tutorials are available for faculty and students through our course management system. And, 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 ADA accessibility requirements.

Examples of ways content is made accessible include: graphics are described using ALT tags, video and audio 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."

Also, students are provided abundant online resources for information about material being covered, demonstrations of concepts and skills through video and animation and interactive games, plus "virtual guests" providing 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 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 use chat rooms during virtual Office Hours.

Faculty and students use discussion board forums that are developed for specific purposes. Examples include 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.)**

Face-to-face on campus meetings for hybrids include the following: one or two orientation meetings, exam reviews, exams, individual or group presentations.

**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.

**Offline:**

Students will be required to read and study approximately 25 to 30 pages per week from the textbook.

Students are required to individually complete an accounting simulation project using computerized accounting software, which requires several hours per week outside of class time.

Additionally, students are required to give an oral presentation as part of the group research project.

**Online:**

Students will independently research material in connection with course objectives.

Students will be required to reply in narrative format to approximately 5 end-of-chapter questions per week. Students will also be required to contribute written responses toward a group research paper.

Students will be required to solve approximately 3 exercises and 3 problems per week, using business math and basic algebra skills. Students will be preparing for these assignments as part of their homework.

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

**RECEIVED**  
MAR 29 2010  
SLO 5-1-08  
BY: *Maureen*

**SECTION I**

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

AP&P Representative: 03-23-10 BY  
(indicates division review and approval)

Division Dean/Director: 3-24-10 Jal

Faculty Name: (print) Beverly Beyer

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

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

Date 03-23-10

**COURSE SUBJECT & NUMBER:** BUS 113

**COURSE TITLE:** \*Business Communications

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison: Minor changes made to the following areas to reflect current instructional practices and to conform to current AP&P requirements: description, objectives (# 1, 2, 3, 4, 6, 8, and 9), methods of instruction, methods of evaluation, and textbook.*

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE  
Academic Affairs  
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:** BUS 113

**COURSE NAME:** \*Business Communications

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

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

Prerequisite: Completion of ENGL 101

Advisory: Completion of BUS 111

**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 presents the principles and techniques of effective written and oral business communications in a global environment. Students will discuss, critique, and practice business-writing strategies to produce messages, letters, reports, presentations, and collaborative projects, while developing critical research and thinking skills. Social media applications used in the workplace are explored. Basic computer keyboarding and word processing skills are highly recommended. (CSU, AVC)

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

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

1. Explain the nature of business communication including its importance, goals, and patterns.
2. Compose clear, concise, and effective business communication.
3. Analyze business situations to originate routine, positive, negative, and persuasive messages.
- 4.\* Use appropriate strategies and correct writing mechanics in composing business messages such as blogs, e-mail, letters, memos, proposals, presentations, résumés, and reports.
5. Apply sound psychological principles to communicate the appropriate tone and adapt business messages to the audience.
6. Practice effective written, verbal, and nonverbal business communication.
- 7.\* Compose effective analytical business reports using business memo report format, while displaying critical thinking skills and the ability to evaluate, synthesize, and incorporate outside source material.
- 8.\* Work collaboratively to compose, analyze, proofread, and revise business messages.
- 9.\* Describe and/or employ current technologies used in business communications such as blogs, instant messaging, e-mail, text messaging, and collaborative workspaces.
- 10.\* Demonstrate editing and composing abilities which will enhance confidence and effectiveness in academic and career fields.

\* Denotes SCANS competencies

**Course Subject & Number:** BUS 113  
**Course Name:** \*Business Communications

**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. Foundations of Business Communication**

- A. Understanding business communication
- B. Listening, working in teams, and understanding nonverbal communication
- C. Communicating interculturallly

**II. The Writing Process**

- A. Choosing words, developing sentences, and forming paragraphs
- B. Using correct subject/verb agreement, pronoun/antecedent agreement, parallelism, sentence structure variety, and unbiased language
- C. Understanding format and layout of business communication
- D. Planning, organizing, and revising audience-centered business messages

**III. Types of Business Messages**

- A. Brief message formats
- B. Longer message formats
- C. Writing routine and positive messages
- D. Writing negative messages
- E. Writing persuasive messages

**IV. Information and Technology**

- A. Communicating information through the Internet and other technologies
- B. Finding, evaluating, and processing information
- C. Communicating information through visuals

**V. Reports and Oral Presentations**

- A. Planning, researching, organizing, writing, and revising reports and proposals
- B. Documenting report sources
- C. Giving oral presentations

**VI. Employment Communication**

- A. Writing résumés and application letters
- B. Interviewing for employment and following up

**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:**

The weekly reading assignment is in excess of 30 pages. The student independently researches answers to discussion questions and prepares to critique business documents in class.

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

The goal-oriented writing requirements are progressive in length and complexity. Writing applications are assigned outside of class and in class. The student is responsible for the content, organization, and grammatical accuracy of each writing assignment. Formatting, spelling, word choice, sentence structure, and paragraphing are individually critiqued and scored. Techniques of emphasis, such as subordination and parallelism, and organization, such as inductive and deductive, are assigned and evaluated. Psychological strategies of communication and persuasion appropriate to business are applied in student-originated documents.

Students will be required to work individually or collaboratively on an analytical business report using business memo report format. This report will be between five-to-eight pages in length and will contain at least one chart and one table.

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

N/A

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

Students will be required to make a presentation to the class, either individually or as a member of a group, in which at least one visual aid is used. As such, students must prepare for the presentation outside of class.

*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:* 3

*Computational Assignments:* 0

*Other Assignments:* 2

**Course Subject & Number:** BUS 113  
**Course Name:** \*Business Communications

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

Lecture and discussion

Case studies

Instructor-facilitated role-playing and small group exercises

Audiovisual materials such as DVDs and electronic slide presentations

With guidance from instructor, students will critique business documents from homework, in-class assignments, and from industry.

**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.)*

Instructors will evaluate the following:

- Student's completion of assigned business compositions such as blogs, memos, e-mails, letters, proposals, research reports, and job applications, using appropriate strategies and correct writing mechanics. (Objectives 1 through 10)
- Student's results of examination and random quizzes that are based upon the textbook and lecture material. Examinations and quizzes may include true/false, multiple choice, fill in, and matching questions as well as business editing and composition. (Objectives 1 through 10)
- Classroom participation in discussion of textbook and lecture material. Classroom participation of experiential exercises will also be evaluated. (Objectives 1 through 10)
- Student's ability to effectively participate in group assignments such as role-playing; analyzing and editing documents; researching and writing a business report; and composing collaborative communication. (Objectives 6, 8, and 9)
- Student's ability to make an oral presentation of a business report. (Objectives 4, 6, and 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.)*

Business Communication Essentials, 4th ed. Bovee and Thill. Prentice Hall, 2010.





ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** BUS 113  
**COURSE NAME:** \*Business Communications  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Prerequisite: Completion of ENGL 101

Advisory: Completion of BUS 111

**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 presents the principles and techniques of effective written and oral business communications. Students will discuss, critique, and practice business-writing strategies to produce messages, letters, reports, and presentations, while developing critical thinking skills. Basic computer keyboarding and word processing skills are highly recommended. (CSU, AVC)

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

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

1. Explain the nature of business communication including its importance, goals, and patterns.
2. \* Compose clear, concise, and effective business correspondence.
3. Analyze business situations and originate routine, goodwill, good-news, persuasive, and bad-news messages.
4. \* Use appropriate strategies and correct grammar in writing business documents (memos, e-mails, letters, proposals, and reports).
5. Apply sound psychological principles to communicate the appropriate tone and adapt business messages to the audience.
6. \* Practice effective written, verbal, and nonverbal business communication.
7. \* Compose effective analytical business reports using business memo report format, while displaying critical thinking skills and the ability to evaluate, synthesize, and incorporate outside source material.
8. \* Work collaboratively to compose, analyze, proofread, and revise business correspondence.
9. \* Describe and/or employ current technologies used in business communications.
10. \* Demonstrate editing and composing abilities which will enhance confidence and effectiveness in academic and career fields.

\* Denotes SCANS competencies

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

RECEIVED  
APR - 1 2010  
SLO 4-10-08  
BY: M. [Signature]

SECTION I

Date Initial

AP&P Representative: 03-29-10  
(indicates division review and approval)

Division Dean/Director: 331-10 [Signature]

Faculty Name: (print) Beverly Berger

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

Date 03-29-10

**COURSE SUBJECT & NUMBER:** BUS 212

**COURSE TITLE:** \*Women in Organizations

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison: Minor changes made to the following areas to reflect current instructional practices and to conform to current AP&P requirements: description, objectives, content, homework, methods of instruction, methods of evaluation, and textbook.*

SECTION II Course/Catalog Information

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

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

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

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

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

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

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



**ANTELOPE VALLEY COLLEGE**  
**Academic Affairs**  
**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:** BUS 212

**COURSE NAME:** \*Women in Organizations

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

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

ADVISORY: Eligibility for College Level Reading and ENGL 101

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

This transfer-level course is designed to identify and compare differences in gender communication and workplace diversity in an organizational setting. Awareness of the differences in both genders is emphasized to improve interaction between genders in business settings. The effects of gender communication and workplace diversity on the specific ethnic groups of African American, Asian American, Latino, and Native American women are examined. Special emphasis is placed on how gender impacts the outlook regarding work in organizations, the differences in work/life prioritization, and evaluation of work performance based on gender-specific criteria. The course will evaluate the role of women in such areas as enhanced employee relations, goal setting, networking, competing, sexism, mentoring, and career leadership planning.

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

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

- \*1. Recognize the common organizational/social problems faced by both men and women and describe coping tools used in overcoming these problems.
- \*2. Identify and explain the major issues facing women in traditionally male-dominated organizational cultures.
3. Discuss the differences in male and female leadership, communication, and problem-solving styles to appreciate women as an integral part of the organization.
4. Examine the cultural norms that both support and deter women in organizational settings.
5. Examine the specific challenges faced by the African American, Asian American, Latina, and Native American women in organizational settings.
- \*6. Identify and apply legal issues/rights affecting employment diversity, including sexism.
7. Explain the historical role women have played both inside and outside the organization.
- \*8. Develop effective group techniques through participation in work team activities.
9. Demonstrate an awareness of organizational cultures and workforce diversity.
- \*10. Develop analytical and problem solving skills by using the case analysis method of learning.

\*Denotes SCANS competencies

**Course Subject & Number:** BUS 212  
**Course Name:** \*Women in Organizations

**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. Barriers to Advancement in Male-Dominated Organizations

- A. Stereotyping and Gender Roles
- B. The Glass Ceiling
- C. Organizational Costs and Lost Opportunities

II. Communication Style Differences Between Men and Women

- A. Statistically-Based Communication Differences
- B. Common Perceptions Among Men and Women about Communication Issues

III. Cultural Norms Associated with Gender

- A. Nature vs. Nurture
- B. Important Influences on Gender Development
- C. Male vs. Female Socialization Patterns
- D. Male vs. Female Definitions of Success and Desirability

IV. Special Issues Confronting Ethnic Minorities in Organizations

- A. African American Women
- B. Asian American Women
- C. Latino Women
- D. Native American Women

V. Legal Implications of Sex Discrimination in Employment

- A. Overview of Discrimination Law
- B. Discussion of Specific Sex Discrimination Statutes

VI. Working in Diverse Teams

- A. Mixed-Sex vs. Same-Sex
- B. Influences of Team Composition on Individual Members
- C. Making the Mixed-Sex Team Effective

VII. Male vs. Female Leadership Styles

- A. Historical Perspectives of Female Leadership Roles
- B. The Male, Female, and Androgynous Leadership Styles

VIII. Common Issues in Home vs. Work Life

- A. Balancing Work and Family
- B. The Societal Impact of Career Decisions vs. Family Options
- C. Coping Mechanisms

IX. Strategies for Success

- A. Alternative Career Options
- B. Entrepreneurship
- C. Work-at-Home Careers

X. Leaving a Legacy to Help Others

- A. The Burden of Success
- B. Reaching Out
- C. Networking and Mentoring

XI. The Changing Nature of Work and Employment Attitudes

XII. Skills Necessary for Today's Work Force

Course Subject & Number: BUS 212  
Course Name: \*Women in Organizations

**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:**

Weekly reading assignments from assigned textbooks, articles, Web sites, and independent reading as necessary, equal to approximately 40 pages.

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

Writing assignments are required and may include but are not limited to case analyses, reflections on relevant topics, article reviews, and discussion of textbook material.

One research paper will be required. The instructor will provide appropriate guidance for students in how to write a college-level research paper. Suggestions for research paper topics include but are not limited to the following: Dealing with Sexuality in the Workplace, Media and Gender Role Development, Profile of a Successful Woman in a Nontraditional Role, and Differences in Male and Female Communication Patterns in the Workplace.

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

N/A

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

Group projects may be required, such as oral presentations or role playing. As such, the students will work outside of class on these projects.

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

**Reading Assignments:** 3

**Writing Assignments:** 3

**Computational Assignments:**

**Other Assignments:** 1

**Course Subject & Number:** BUS 212  
**Course Name:** \*Women in Organizations

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

Lecture and class discussions  
Case studies  
Instructor-facilitated experiential exercises and role-playing  
Instructor-facilitated small group exercises  
Audiovisual aids such as DVDs and electronic slide presentations

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

Grades will be determined by a student's ability to demonstrate understanding and retention of the basic concepts of women in organizations as evidenced by his or her completion of textbook exercises, case analyses, class participation, quizzes, exams, oral presentations, and written reports. Instructors will evaluate the following:

Students' individual participation in class discussions, exercises, and activities such as experiential exercises and role-playing, which will demonstrate understanding and application of concepts. (Objectives 1 through 10)

Students' results of quizzes and examinations that are based upon the textbook, other reading assignments, and lecture material, as well as homework exercises, to assess their knowledge, retention, and application. Quizzes and examinations may include true/false, multiple choice, fill-in, matching, and short essay questions. (Objectives 1 through 10)

Students' completion of case analyses, essays, and/or oral and written reports on specific topics to determine ability to demonstrate understanding and apply concepts appropriately. (Objectives 1, 2, 3, 4, 5, 6, 7, 9, and 10)

Students will be individually assessed as to the effectiveness of their part in assigned group projects through instructor-observed participation noted in class and in online group forums, through oral presentations, and/or through written reports. (Objectives 8 and 9)

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

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

Women and Men in Management, by G. Powell (with L. Graves). 4<sup>th</sup> edition. Sage Publication 2010

Gender in the Workplace: A Case Study Approach, by J. DeLaat 2<sup>nd</sup> edition. Sage Publication 2007



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: BUS 212  
COURSE NAME: \*Women in Organizations  
COURSE UNITS: 3  
COURSE HOURS: 3 hours weekly

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

COURSE ADVISORY: Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101.

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

This transfer-level course is designed to identify and compare differences in gender communication in an organizational setting and raise awareness of the differences in both genders to improve interaction between genders in business settings. Special emphasis is placed on how gender impacts the outlook regarding work in organizations, the differences in work/life prioritization, and evaluation of work performance based on gender-specific criteria. The course will evaluate the role of women in such areas as enhanced employee relations, goal setting, networking, competing, sexism, mentoring, and career leadership planning.

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. Explain the common organizational/social problems faced by both men and women and describe coping tools used in overcoming them.
- \*2. Identify and explain the major issues facing women in traditionally male-dominated organizational cultures.
3. Discuss the differences in male and female leadership, communication, and problem-solving styles to appreciate women as an integral part of the organization.
4. Examine the cultural norms that both support and deter women in organizational settings.
- \*5. Identify and apply legal issues/rights affecting employment diversity, including sexism.
6. Explain the historical role women have played both inside and outside the organization.
- \*7. Develop effective group techniques through participation in work team activities.
8. Demonstrate an awareness of organizational cultures and workforce diversity.
- \*9. Develop analytical and problem solving skills by using the case analysis method of learning.

\*Denotes SCANS competencies

RECEIVED  
APR - 1 2010  
*ES: M. Kuregi*

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL

**Academic Affairs Only**

New DE Course

Revised

COURSE SUBJ. & NO: BUS212      COURSE TITLE: Women in Organizations

Instructor (print): Beverly Beyer

Division: Business, Computer Studies, and Economic Development

Required Signatures:

AP&P Representative: *B. Beyer*      Date: 03-29-10  
(division approval required)

Division Dean: *Thomas Quill*      Date: \_\_\_\_\_

**Notes for Reporting Purposes:**

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

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:** BUS212      **COURSE TITLE:** Women in Organizations

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

*ITV*               *Online*               *Hybrid*

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

In the BUS212 course, students will learn to develop awareness and appreciation of diversity in the 21<sup>st</sup> Century workforce. Learning about historical and current roles of men and women in organizations while interacting in a virtual environment will support concepts discussed throughout the course such as communication, sexual harassment, work/life prioritization, goal setting, competing, and mentoring. By offering BUS212 in an online format, students will be exposed to virtual organizational networks and teams that are now present in the global workforce.

In an online environment, students are likely to participate more readily, such as in the discussion forums, than in a traditional face-to-face classroom setting. Because students do not see one another, they may be able to participate in discussions without the hindrance of gender bias.

Many of the topics discussed in this course are supported by real-world social and business examples linked throughout the Internet. Students will be able to explore topics during their studies by accessing links to sites that further explain concepts and best practices being studied.

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

Antelope Valley College has a course management system, which is available wherever there is Internet access. Students may access the course site from their own computers, from AVC's open labs, or from any Internet-ready site. Instructors as well as students have access to 24/7 support if issues arise with the classroom site. Tutorials are available for faculty and students. Antelope Valley College regularly provides training for faculty on the use of the system.

**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)**

Weekly lessons are posted within the course management system and may include lectures, additional readings, assignments, and discussion forum topics. Lectures are posted using text and graphics. Any graphic includes alternative text. Additional resources such as Internet Web sites and articles are linked that support the topic being studied.

Group pages may be used to facilitate any team projects or exercises and may include the use of group tools such as the following: discussion forum, chat room, file exchange, journal, blog, and e-mail.

**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 exist in this course. Lectures are text-based with graphics having alternative text. Any audios or videos will have equivalent transcripts available.

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

Assignments are equivalent to an on-campus course. Students must read the textbook, lecture, and any additional material. Students must then complete assignments and compose responses to the weekly discussions. Discussion forums allow students to interact with each other as well as with the instructor while reflecting upon and reacting to the ideas presented by the class. A group project may be required in that students will work collaboratively to complete each project element as well as the final project. Quizzes and examinations are taken online.

**5. METHODS OF INSTRUCTION:**

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

Students will have access to the instructor using synchronous and asynchronous methods: e-mail, discussion forum posting, chat session, and telephone. On-campus office visits are also available throughout the semester.

Weekly announcements provide students with information regarding current and upcoming activities and exercises. Reviews and discussion are ongoing due to the nature of online classes. Weekly feedback is provided through the grading program within the course management system, which allows comments and file attachments for individual responses.

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

N/A

**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.*

As with the on campus course, grades will be determined by a student's ability to demonstrate understanding and retention of the basic concepts of women in organizations as evidenced by his or her completion of textbook exercises, case analyses, class participation, quizzes, exams, presentations, and written reports.

Instructors will evaluate the following:

**Online:** Students' individual participation in class discussions, exercises, and activities such as experiential exercises and role-playing, which will demonstrate understanding and application of concepts. (Objectives 1 through 10)

Students' results of quizzes and examinations that are based upon the textbook, other reading assignments, and lecture material, as well as homework exercises, to assess their knowledge, retention, and application. Quizzes and examinations may include true/false, multiple choice, fill-in, matching, and short essay questions. (Objectives 1 through 10)

Students' completion of case analyses, essays, and/or written reports on specific topics to determine ability to demonstrate understanding and apply concepts appropriately. (Objectives 1, 2, 3, 4, 5, 6, 7, 9, and 10)

Students will be individually assessed as to the effectiveness of their part in assigned group projects through instructor-observed participation noted in class discussion forums and in online group forums, through presentations, and/or through written reports. (Objectives 8 and 9)

**Off-line:** Students will compose responses to exercises, discussion topics, presentations, essays, reports, and case studies. Students will read from the assigned textbooks and articles. Examinations are presented in a take-home format whereby the students must research and compose appropriate responses to short essay questions.

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

**RECEIVED**  
APR - 1 2010  
SLO 6-2508  
Signature: *M. J. ...*

**SECTION I**                      Date                      Initial

AP&P Representative:    03-29-10                      BJ  
(indicates division review and approval)

Division Dean/Director:    3.31.10                      *[Signature]*

Faculty Name: (print)    Beverly Berger

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

Date 03-29-10

*OK*

**COURSE SUBJECT & NUMBER:** MGT 121

**COURSE TITLE:** \*Human Resources Management

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

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

Minor changes made to the following areas to reflect current instructional practices and to conform to current AP&P requirements: description, objectives (# 4, 6, 7, 8, 10, and 15), homework, methods of instruction, methods of evaluation, and textbook.

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE  
Academic Affairs  
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:** MGT 121

**COURSE NAME:** \*Human Resources Management

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

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

Advisory: Completion of MGT 101, and Eligibility for ENGL 099, READ 099, and MATH 070

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

This course introduces the principles and methods related to effective and efficient utilization of human resources in organizations. Understanding human resources processes including the recruitment, selection, and placement of employees with regard to their knowledge, skills, and abilities is discussed. Other areas of human resources processes covered include compensation, labor relations, organizational development, and legal issues. Discussions, illustrations, practical exercises, and case studies are used to develop effective techniques in dealing with human resources situations.

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

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

1. Trace the evolution of the human resources function from a historical perspective.
2. Explain the various roles performed by the human resources manager.
- \*3. Recognize unique communication patterns and identify causes of individual and group behaviors.
4. Compare and contrast the trait and situational approaches to the analysis of leadership.
- \*5. Explain the relationship of human resources to the entire organization and how human resources planning relates to organizational strategic planning.
6. Identify and explain the techniques used within the staffing subsets of recruitment, selection, placement, orientation, and performance appraisal.
7. Explain the difference between job analysis, job evaluation, and job design.
8. Discuss the similarities and differences between the concepts of training, development, education, and learning.
9. Discuss several training and development methods and list those that are most common in practice.
10. Explain the principal issues and problems associated with wage and salary administration.
11. Discuss the concept of motivation and the incentives, monetary and non-monetary, used to influence individuals and groups to become motivated.
12. Describe several group incentive compensation systems.
13. Explain the nature and extent of unlawful discrimination in the workplace. Review pertinent law including Title VII of the Civil Rights Act of 1964.
14. Explain the nature and extent of workplace safety and health problems and discuss the major features of the Occupational Safety and Health Act (OSHA) of 1970.
15. Define the major aspects of collective bargaining and its impact on effective human resources management.

16. Trace the evolution of labor unions and labor law in the U.S. from 1800 to the present.

\*Denotes SCANS competencies.

**Course Subject & Number:** MGT 121

**Course Name:** \*Human Resources Management

**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. Overview of Human Resources Management
  - A. Introduction to Human Resources Management
  - B. History of American Human Resources Management
  - C. Change: Environment of Human Resources Management
  - D. Key Factors in Organizational Performance
  
- II. Equal Employment and Human Resources Planning
  - A. Equal Employment Law and Other Regulations
  - B. Human Resources Planning
  
- III. Job Design and Staffing
  - A. Job Design
  - B. Work Rules and Schedules
  - C. Recruitment and Selection
  - D. Career Transitions
  
- IV. Development and Appraisal
  - A. Skills Training
  - B. Management and Career Development
  - C. Performance Appraisal and Review
  
- V. Compensation and Reward
  - A. Wage and Salary Management
  - B. Incentive Plans
  - C. Employee Benefits
  
- VI. Employee Protection and Representation
  - A. Safety and Health Management
  - B. Labor Organizations and Unionization
  - C. Negotiating and Administering the Labor Agreement
  - D. Rights, Responsibilities, and Justice
  
- VII. The Future of Human Resources Management
  - A. Participative Strategies for Organizational Improvement
  - B. International Human Resources Management
  - C. Looking Ahead in Human Resources Management

**Course Subject & Number:** MGT 121  
**Course Name:** \*Human Resources Management

**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:**

To prepare for weekly class discussion and participation in practical exercises such as labor/management negotiations, students are expected to read the assigned chapters (approximately 50 pages per week) from the textbook and any cases or materials handed out/identified.

As a current event arises, students may also be required to find articles on the Internet. Students may be required to read and analyze an article or case that may arise during the semester. They may also be asked to view a website or publication to give them exposure to that source of information.

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

Students are required to write two 5- to 7-page research papers on human resources issues. The instructor will provide appropriate guidance for students in how to write a college-level research paper.

Students are also required to write a concept application paper in which they use the concepts discussed in class to analyze an experience they have had with a human resources process.

Students may also be asked to write a practical exercise response, such as an interviewing exercise in which they must note the responses and demeanor of a job applicant.

Written responses to human resources case studies may also be assigned.

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

Students are required to calculate percentages, pay increases, and the cost of compensation during mock labor negotiations. They may also be required to assign and add points when using a point factor method of job classification.

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

N/A

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

**Reading Assignments:** 3

**Writing Assignments:** 3

**Computational Assignments:** 1

**Other Assignments:**

**Course Subject & Number:** MGT 121  
**Course Name:** \*Human Resources Management

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

Lecture and class discussions  
Case studies  
Instructor-facilitated role-playing and small group exercises  
Audiovisual materials such as DVDs and electronic slide presentations

**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.)*

The final grade is based on the instructor's evaluation of the student's mastery of human resources concepts. This is evaluated using the following methods:

Written quizzes and examinations to determine mastery of human resources concepts. These quizzes and examinations may include true/false, multiple choice, fill in, matching, and short essay. (Objectives 1 through 16)

Participation in classroom activities, written and oral, to determine how well the student can apply the material learned. (Objectives 1 through 16)

Research papers to develop the student's ability to research a human resources topic and to professionally present that topic in an informational or analytical manner (Objectives 2 through 15 )

Practical exercise response and concept application paper to recognize and analyze a personal experience with a human resources process and apply the concepts learned to that experience (Objective 2 through 15)

**Suggested Texts or Other Instructional Materials**

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

Human Resource Management, R. Wayne Mondy, 11th ed., Prentice Hall, 2009





ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** MGT 121  
**COURSE NAME:** \*Human Resources Management  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

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

Advisory: Completion of MGT 101, and Eligibility for ENGL 099, READ 099, and MATH 070.

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

This course introduces the principles and methods related to effective and efficient utilization of human resources in organizations. Understanding of human resources processes including the recruitment, selection, and placement of employees with regard to their knowledge, skills, and abilities is discussed. Other areas of human resources processes covered include compensation, labor relations, organizational development, and legal issues. Discussions, illustrations, practical exercises, and case studies are used to develop effective techniques in dealing with human resources situations.

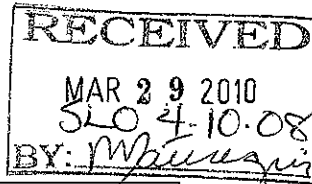
**COURSE OBJECTIVES:** *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

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

1. Trace the evolution of the human resources function from a historical perspective.
2. Explain the various roles performed by the human resources manager.
- \*3. Recognize unique communication patterns and identify causes of individual and group behaviors.
- \*4. Compare and contrast the trait and situational approaches to the analysis of leadership.
- \*5. Explain the relationship of human resources to the entire organization and how human resources planning relates to organizational strategic planning.
- \*6. Identify and explain the techniques used within the staffing subsets of recruitment, selection, placement, orientation, and performance appraisal.
- \*7. Explain the difference between job analysis, job evaluation, and job design.
- \*8. Discuss the similarities and differences between the concepts of training, development, education, and learning.
9. Discuss several training and development methods and list those that are most common in practice.
- \*10. Explain the principal issues and problems associated with wage and salary administration.
11. Discuss the concept of motivation and the incentives, monetary and non-monetary, used to influence individuals and groups to become motivated.
12. Describe several group incentive compensation systems.
13. Explain the nature and extent of unlawful discrimination in the workplace. Review pertinent law including Title VII of the Civil Rights Act of 1964.
14. Explain the nature and extent of workplace safety and health problems and discuss the major features of the Occupational Safety and Health Act (OSHA) of 1970.
- \*15. Define the major aspects of collective bargaining and its impact on effective human resources management.
16. Trace the evolution of labor unions and labor law in the U.S. from 1800 to the present.

\*Denotes SCANS competencies.

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



**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 03-25-10 [Signature]  
*(indicates division review and approval)*

Division Dean/Director: 3-25-10 [Signature]

Faculty Name: (print) Cheryl Rose

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

Date 3/24/2010

**COURSE SUBJECT & NUMBER:** MKTG 101

**COURSE TITLE:** \*Principles of Marketing

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison.*  
 Minor changes made to the following areas to reflect current instructional practices and to conform to current AP&P requirements: objectives (# 5), homework, methods of instruction, methods of evaluation, and textbook.

*Description changes  
objective #3*

**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:** MKTG 101

**COURSE NAME:** \*Principles of Marketing

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

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

Advisory: Eligibility for College Level Reading and ENGL 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 is an introduction to the business activities in the field of marketing. The ideas and concepts presented will focus on increasing one's understanding of marketing and the business activities required to serve a selected target market: product planning, pricing, distribution, and promotion. Emphasis will be placed on raising awareness and assimilating these ideas and concepts into serving present and potential customers within the current legal, competitive, and socio-economic environment.

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

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

1. Explain the various components and importance of marketing.
2. Describe the fundamentals of marketing research and sales forecasting.
- 3.\*Apply the marketing concept to an appropriate perception of consumer behavior.
4. List, explain, and apply the basic elements of the marketing mix: product, price, distribution, and promotion.
- 5.\*Design a basic marketing plan and be able to identify the target market.
6. Distinguish between strategic and tactical planning.
- 7.\*Illustrate examples and benefits of ethical behavior and social responsibility.
8. Discuss E-Commerce and global dimensions of marketing.

\* Denotes SCANS competencies

**Course Subject & Number:** MKTG 101  
**Course Name:** \*Principles of Marketing

**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. The Contemporary Marketing Environment
  - A. Customer-driven marketing
  - B. Marketing environment, ethics, and social responsibility
  - C. Global dimensions of marketing
  
- II. Managing Technology
  - A. E-Commerce: electronic marketing and the Internet
  - B. Using relationship and database marketing
  
- III. Marketing Planning, Information, and Segmentation
  - A. Marketing planning and forecasting
  - B. Developing a marketing plan
  - C. Marketing research and decision-support system
  - D. Market segmentation, targeting, and positioning
  
- IV. Customer Behavior
  - A. Consumer behavior
  - B. B2B: Business-to-Business marketing
  
- V. Product Strategy
  - A. Product strategies
  - B. Brand management
  - C. New product planning
  
- VI. Distribution Strategy
  - A. Marketing channels and logistics management
  - B. Retailing, wholesaling, and direct marketing
  
- VII. Promotional Strategy
  - A. Integrated marketing communications
  - B. Advertising, sales promotion, and public relations
  - C. Personal selling and sales force management
  
- VIII. Pricing Strategy
  - A. Price determination
  - B. Managing the pricing function

**Course Subject & Number:** MKTG 101  
**Course Name:** \*Principles of Marketing

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

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

Students will be required to read approximately 30 to 50 pages from the textbook weekly. Additional reading assignments may include relevant articles and review of examples of various marketing and advertising strategies, as well as online sites.

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

Writing assignments will be frequent and will include:

- Assigned textbook problems and exercises
- Marketing plan describing and demonstrating the importance and functionality of the activities involved in marketing

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

N/A

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

Required: A group or individual project is required to demonstrate comprehension of marketing concepts. Students will design a basic marketing plan and identify the target market for a specific product or service. This product or service must be preapproved by the instructor. Students will be required to work outside of class on this project.

Required: Oral presentation of the marketing plan project using appropriate visual aids. Therefore, students will be required to prepare for this presentation outside of class.

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

**Reading Assignments:** 3

**Writing Assignments:** 2

**Computational Assignments:** 0

**Other Assignments:** 1

**Course Subject & Number:** MKTG 101

**Course Name:** \*Principles of Marketing

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

Lecture and discussion

Instructor-facilitated individual and small group assignments in class

Guest speakers

Audiovisual aids such as DVDs and electronic slide presentations

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

Students' grades will be determined by their ability to demonstrate understanding and retention of the basic elements of marketing, as evidenced by their completion of textbook exercises, class participation, quizzes, and exams. (Objectives 1 through 8)

Students will be graded on their demonstrated proficiency in "problem solving exercises" based on their outside observations and differentiation of marketing methods and techniques. (Objectives 1 through 8)

A group or individual marketing plan project and oral presentation will be required by the end of the semester. The marketing plan will identify the target market for a specific product or service. (Objective 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.)*

Contemporary Marketing 2011, by Boone and Kurtz. 14th edition. South-Western—Cengage Learning, 2011



**ANTELOPEVALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** MKTG 101  
**COURSE NAME:** \*Principles of Marketing  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

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

Advisory: Eligibility for College Level Reading and ENGL 099, or satisfactory completion of ENGL 101

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

This course is an introduction to the business activities in the field of marketing. The ideas and concepts presented will focus on increasing understanding of marketing and the business activities required to serve a selected target market: product planning, pricing, distribution, and promotion. Emphasis will be placed on raising awareness and assimilating these ideas and concepts into serving present and potential customers within the current legal, competitive, and socio-economic environment.

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

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

- \*1. Explain the various components and importance of marketing.
- \*2. Describe the fundamentals of marketing research and sales forecasting.
- \*3. Explain the marketing concept and apply this concept to an appropriate perception of consumer behavior.
- \*4. List, explain, and apply the basic elements of the marketing mix: product, price, distribution, and promotion.
- \*5. Design a basic marketing plan and be able to identify the target market after being given a particular product.
- \*6. Distinguish between strategic and tactical planning.
- \*7. Illustrate examples and benefits of ethical behavior and social responsibility.
- \*8. Discuss E-Commerce and global dimensions of marketing.

\* Denotes SCANS competencies.

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

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 04-14-10 [Signature]  
*(indicates division review and approval)*

Division Dean/Director: 4.14.10 [Signature]  
 Faculty Name: (print) Donna Meyer

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

Date 4-14-10

**COURSE SUBJECT & NUMBER:** BUS 101

**COURSE TITLE:** \*Introduction to Business

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

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

Update required by AP & P, methods of evaluation updated to correspond to course objectives, textbook updated, changes in SCANS competencies

**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:** BUS 101

**COURSE NAME:** \*Introduction to Business

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

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

Advisory: Eligibility for College Level Reading and ENGL 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 is an introduction to the organization, principles, and practices of business as it operates within the current economic and governmental environment.

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

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

1. Explain how private enterprises are owned, organized, managed, controlled, and operated.
2. Explain the internal organizational structure of business.
3. Discuss the concepts of business ethics and social responsibility.
4. Analyze the importance of human resource management, leadership, and motivation in a successful business.
5. Discuss the fundamentals of marketing and analyze strategies of customer-driven marketing.
6. Examine the role of technology in managing business information.
7. Understand production and operations management in business.
8. Examine the role financial management plays in a successful business.
- \*9. Interpret government regulations and legislation as it affects business.
10. Use the language of business in writing, reading, and discussion sessions.

\*Denotes SCANS Competencies.

**Course Subject & Number:** BUS 101  
**Course Name:**\* Introduction to 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. THE FOUNDATIONS OF AMERICAN BUSINESS**

- A. The nature and challenge of business
- B. Ethics and social responsibility of business
- C. Global markets

**II. STRUCTURE OF AMERICAN BUSINESS**

- A. Entrepreneurship
- B. Small Business and Franchising
- C. Forms of Business Ownership
- D. Electronic Commerce: The Internet and Online Business

**III. MANAGING PEOPLE AND OPERATIONS**

- A. Management, Leadership, and the Internal Organization
- B. Human Resource Management and Motivation
- C. Labor-Management Relations

**IV. MARKETING GOODS AND SERVICES**

- A. Marketing Functions and Strategies
- B. Product Developing and Pricing
- C. Wholesaling, Retailing, Logistics, and Physical Distribution

**V. DECISION-MAKING TOOLS AND TECHNIQUES**

- A. Technology to Manage Information
- B. Accounting and Financial Statements for Decision Making

**VI. MANAGING FINANCIAL RESOURCES**

- A. Money, Banking, and Financial Management
- B. Securities Markets

Course Name: \*Introduction to 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:**

Students will read approximately 35-45 pages per week and may also be required to read a variety of business publications.

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

Students will complete a writing assignment that may consist of several short writing assignments, a longer report, a typical business plan, and/or a stock research project. All essays/writing assignments will be graded for grammar and writing as well as content.

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

n/a

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

Students may be required to make an oral presentation on a topic covered by one or more writing assignments or as assigned by the instructor.

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

**Reading Assignments:** 3.0

**Writing Assignments:** 1.0

**Computational Assignments:** 0

**Other Assignments:** 2.0

**Course Subject & Number:** BUS 101  
**Course Name:** \*Introduction to 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.)*

Instructor-led class discussion, lecture, instructor-facilitated group exercises, films, guest speakers, case analyses, classroom demonstrations, or Internet examples.

**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.)*

Objectives 1-9

Students will take quizzes and tests to assess their knowledge of business practices. Questions may include true/false, multiple choice, fill-in, short answer, and/or essay.

Objective 10

Writing assignments and oral presentations will also be evaluated using instructor-developed rubrics to ascertain the level of student understanding of the concept reinforced by the assignments. Meaningful participation in class discussions evidenced by questions and comments relevant to the topic and indicative of concept understanding will be evaluated. In-class group projects will also be evaluated based on the depth and completeness of project requirements.

#### **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.)*

*Contemporary Business 2009, 13<sup>th</sup> edition*

Louis E. Boone and David L. Kurtz

Wiley Publishing 2009



ANTELOPEVALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: BUS 101  
COURSE NAME: \*Introduction to Business  
COURSE UNITS: 3  
COURSE HOURS: 3

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

Advisory: Eligibility for College Level Reading and ENGL 099, or satisfactory completion of ENGL 101.

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

This course is an introduction to the organization, principles, and practices of business as it operates within the current economic and governmental environment.

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. Explain how private enterprises are owned, organized, managed, controlled, and operated.
- \* 2. Explain the internal organizational structure of business.
- \* 3. Discuss the concepts of business ethics and social responsibility.
- \* 4. Analyze the importance of human resource management, leadership, and motivation in a successful business.
- \* 5. Discuss the fundamentals of marketing and analyze strategies of customer-driven marketing.
- \* 6. Examine the role of technology in managing business information.
- \* 7. Understand production and operations management in business.
- \* 8. Examine the role financial management plays in a successful business.
- \* 9. Interpret government regulations and legislation as it affects business.
- \* 10. Use the language of business in writing, reading, and discussion sessions.

\* Denotes SCANS Competencies

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

**RECEIVED**  
MAR 23 2010  
SLO-4-12-10  
BY: *M. [unclear]*

**SECTION I**

	Date	Initial
AP&P Representative:	<u>03-22-10</u>	<u>[Signature]</u>
(indicates division review and approval)		
Division Dean/Director:	<u>3-22-10</u>	<u>[Signature]</u>
Faculty Name: (print)	<u>Donna Meyer</u>	

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

Date 3-16-10

**COURSE SUBJECT & NUMBER:** OT 113

**COURSE TITLE:** \*Advanced Microsoft Word

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*  
Update required by AP & P, methods of evaluation updated to correspond to course objectives, textbook updated  
SCANS updated.

**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:** OT 113

**COURSE NAME:** \*Advanced Microsoft Word

**COURSE UNITS:** 3 **COURSE HOURS:** 4 weekly

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

Prerequisite: Completion of CA 111 and OT 102 (40 wpm).

Advisory: Completion of BUS 111 or BUS 113 and Eligibility for ENGL 099 and 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 is designed for students who wish to develop advanced skills in creating and editing business documents using Microsoft Word. Topics include advanced formatting with templates and macros, tables, charts, outlines, columns, graphics, styles, merging, sorting and selecting, fill-in forms, tables, and indexes. This vocationally-oriented course will serve students seeking a certificate, associate degree, or desiring to transfer to a four-year institution. **BEFORE ENROLLING** student should have used Microsoft Word to create, format, and edit documents. An understanding of file management, cutting and pasting, creating headers and footers, using footnotes and endnotes, and standard letter and punctuation styles is important.

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

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

1. Identify Microsoft Word commands and explain the use of advanced word processing principles.
- \*2. Operate computers and demonstrate the ability to use Microsoft Word software in the preparation of complex business documents such as tables, charts, forms, and bulk mailings.
3. Demonstrate proofreading and editing skills in tests and assignments. Recognize and correct grammar errors.
4. Analyze difficult assignments and determine the most efficient method to complete the task with the correct advanced word processing feature.
5. Continuously utilize new Microsoft Word functions to complete, evaluate, and revise intricate assignments.
6. Demonstrate marketable word processing skills as measured by performance tests and lab assignments.

\*Denotes SCANS competencies.

**Course Subject & Number:** OT 113  
**Course Name:** \*Advanced Microsoft Word

**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. CUSTOMIZING ADVANCED MICROSOFT WORD DOCUMENTS

- A. Merging Documents, Envelopes, and Labels
- B. Creating and Formatting Tables
- C. Creating Internet Links in Documents

II. ADDING VISUAL APPEAL TO COMPLEX DOCUMENTS

- A. Adding Borders to Paragraphs and Pages
- B. Inserting Clip Art Images
- C. Using Microsoft Draw
- D. Customizing WordArt Images
- E. Creating a Web Page
- F. Creating Text Boxes and Rotating Text

III. ENHANCING THE PRESENTATION OF TEXT

- A. Creating Charts
- B. Formatting with Macros
- C. Formatting with Styles

IV. ORGANIZING TEXT IN DOCUMENTS

- A. Sorting and Selecting
- B. Creating Fill-in Forms
- C. Creating Outlines
- D. Working with Shared Documents
- E. Creating Specialized Tables and Indexes



**Course Subject & Number:** OT 113  
**Course Name:** \*Advanced Microsoft Word

**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:**

Weekly reading assignments of approximately 20-30 pages will include textbook materials, assignment descriptions provided by instructors, and excerpts from a variety of business publications.

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

Writing assignments may consist of several short writing assignments using Microsoft Word.

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

When creating tables with math, students will review basic addition, subtraction, multiplication, and division operations. Typical computations may include the following: sum of numbers in a column or row, average test score, and/or the difference between income and expenses.

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

Students will be required to create letters, tables, memos, and reports using Microsoft Word software.

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

Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

**Reading Assignments:** 3.0

**Writing Assignments:** 1.0

**Computational Assignments:** 1.0

**Other Assignments:** 1.0

**Course Subject & Number:** OT 113  
**Course Name:** \*Advanced Microsoft Word

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

Lecture, class discussion, demonstration, Internet examples, questions and answers, and/or hands-on computer work.

**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.)*

Objectives 1-5

Students will take quizzes and tests to assess their knowledge of word processing principles and features of Microsoft Word. Questions may include true/false, multiple choice, fill-in, short answer, and/or essay.

Objective 6

Time-based performance tests requiring document production will be used to assess Microsoft Word skill level.

#### **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.)*

*Microsoft Word 2007 – Signature Series with CD-ROM*  
Nita Rutkowsky and Audrey Rutkowsky-Roggenkamp  
Paradigm Publishing, 2008



ANTELOPEVALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: OT 113  
COURSE NAME: \*Advanced Microsoft Word  
COURSE UNITS: 3  
COURSE HOURS: 4

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

Prerequisite: Completion of CA 111/OT 111 and OT 102 (or the ability to type 40 wpm).

Advisory: Completion of BUS 111 or BUS 113, and Eligibility for ENGL 099 and 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 is designed for students who wish to develop advanced skills in creating and editing business documents using Microsoft Word. Topics include advanced formatting with templates and macros, tables, charts, outlines, columns, graphics, styles, merging, sorting and selecting, fill-in forms, tables and indexes. This vocationally-oriented course will serve students seeking a certificate, associate degree, or desiring to transfer to a four-year institution. Before Enrolling students should have used Microsoft Word to create, format, and edit documents. An understanding of file management, cutting and pasting, creating headers and footers, using footnotes and endnotes, and standard letter and punctuation styles 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. Identify Microsoft Word commands and explain the use of advanced word processing principles.
- \*2. Operate computers and demonstrate the ability to use Microsoft Word software in the preparation of complex business documents (i.e., tables, charts, forms, and bulk mailings).
- \*3. Demonstrate proofreading and editing skills in tests and assignments. Recognize and correct grammar errors.
- \*4. Analyze difficult assignments and determine the most efficient method to complete the task with the correct advanced word processing feature.
- \*5. Continuously utilize new Microsoft Word functions to complete, evaluate, and revise intricate assignments.
- \*6. Demonstrate marketable word processing skills as measured by performance tests and lab assignments.

\* Denotes SCANS competencies.

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

**RECEIVED**  
APR 30 2010  
SLO 4.10.08  
BY: *Maurice*

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 04-29-10 BS  
(indicates division review and approval)

AP&P Approval: Date _____ V.P. Academic Affairs: Signature _____
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Division Dean/Director: 4/28/10 kc/10

Faculty Name: (print) Janna Meyer Date 4-28-10

**COURSE SUBJECT & NUMBER:** OT 201

**COURSE TITLE:** \*Administrative Office Procedures

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
Update required by AP & P, methods of evaluation updated to correspond to course objectives, textbook updated, revised SCANS*

**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: _____
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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:** OT 201

**COURSE NAME:** \*Administrative Office Procedures

**COURSE UNITS:** 3 **COURSE HOURS:** 3 weekly

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

Advisory: Completion of OT 101 (30 wpm) and Eligibility for College Level Reading and ENGL 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 is designed to focus on preparing administrative professionals for the technology-driven office environment. Through this course, students will acquire the knowledge, skills, and qualities that allow them to become a valued part of any organization. Students will be introduced to state-of-the-art technology used in offices today, along with various software applications. This course will also present how to prepare for meetings and conferences, make travel arrangements, complete job applications and resumes, perform filing operations (both computerized and manual), purchase equipment and office supplies, and how to solve day-to-day problems within the role of the administrative professional.

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

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

1. Identify the roles and responsibilities of the administrative professional.
2. Develop and use effective verbal and nonverbal communication skills.
3. Fully utilize computer and Internet technology to become more productive and efficient.
4. Develop and use proper telephone and email communication techniques.
5. Identify and use records storage systems and basic indexing rules.
6. Understand the importance of ethical behavior within an organization.
7. Identify stress, the causes of stress, and how to utilize time management techniques to help reduce stress.
- \*8. Create memos, business letters, reports, meeting minutes, and agendas.

\*Denotes SCANS competencies.

**Course Subject & Number:** OT 201

**Course Name:** \*Administrative Office Procedures

**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. UNDERSTANDING THE CHANGING WORKPLACE

- A. Work Environment
- B. Communication Skills

II. MASTERING TECHNOLOGY

- A. Telework
- B. Computer Hardware and Software
- C. Telecommunication
- D. Records Management

III. SUCCEEDING IN THE WORK ENVIRONMENT

- A. Ethical Behavior
- B. Stress, Anger, and Time Management

IV. WRITING AND PRESENTING SUCCESSFULLY

- A. Letters, Memos, and Reports
- B. Oral Presentations
- C. Workplace Visitors

V. HANDLING TRAVEL, MEETINGS, AND MAIL

- A. Travel Arrangements
- B. Meetings and Conferences
- C. Mail Procedures

VI. PLANNING AND MANAGING YOUR CAREER

- A. Career Paths
- B. Leadership Possibilities

**Course Subject & Number:** OT 201

**Course Name:** \*Administrative Office Procedures

**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:**

Weekly reading assignments of approximately 20-30 pages will include textbook materials, assignment descriptions provided by instructors, and excerpts from a variety of business publications.

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

Writing assignments may consist of several short writing assignments, a longer research report, and/or administrative report preparation to include letters and memos.

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

N/A

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

Students may be required to give an oral presentation on a topic covered by one or more writing assignments or as assigned by the instructor.

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

Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

**Reading Assignments:** 3.0

**Writing Assignments:** 1.0

**Computational Assignments:**

**Other Assignments:** 2.0

**Course Subject & Number:** OT 201

**Course Name:** \*Administrative Office Procedures

**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.)*

Class discussion, lecture, instructor-facilitated group exercises, films, guest speakers, case analyses, Internet examples, or demonstrations.

**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.)*

Objectives 1-7

Students will take quizzes and tests to assess their knowledge of business practices. Questions may include true/false, multiple choice, fill-in, short answer, and/or essay.

Objective 8

Writing assignments to be evaluated using instructor-developed rubrics to ascertain the level of student understanding of the concept reinforced by the assignments.

**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.)*

*Technology and Procedures for Administrative Professionals, 14<sup>th</sup> edition*  
Patsy Fulton-Calkins  
Thomson/South-Western, 2010.





ANTELOPEVALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: OT 201  
COURSE NAME: \*Administrative Office Procedures  
COURSE UNITS: 3  
COURSE HOURS: 3

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

Advisory: Completion of Beginning Computer Keyboarding (30 wam), and Eligibility for College Level Reading and ENGL 099 or satisfactory completion of ENGL 101.

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

This course is designed to focus on preparing administrative professionals for the ever-challenging, constantly changing office environment. Through this course, students will acquire the knowledge, skills, and qualities that allow them to become a valued part of any organization.

Students will be introduced to state-of-the-art technology used in offices today, along with various software applications. This course will also present how to prepare for meetings and conferences, make travel arrangements, complete job applications and resumes, perform file operations (both computerized and manual), purchase equipment and office supplies, and how to solve day-to-day problems within the role of the administrative professional.

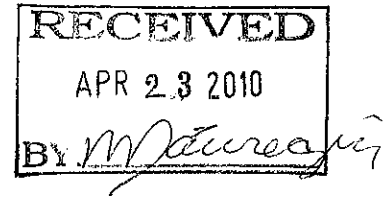
COURSE OBJECTIVES: *(Should be stated as performance-based, measurable, expected student outcomes. Use Bloom's taxonomy to help you formulate clear and concise objectives. These objectives are common to all students and should be clearly related to course content and methods of evaluation.)*

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

1. Identify the role and responsibilities of the administrative professional.
- \*2. Develop and use effective verbal and nonverbal communication skills.
- \*3. Fully utilize computer and Internet technology to become more productive and efficient.
- \*4. Develop and use proper telephone and email communication techniques.
- \*5. Identify and use records storage systems and basic indexing rules.
6. Understand the importance of ethical behavior within an organization.
7. Identify stress, the causes of stress, and how to utilize time management techniques to help reduce stress.
- \*8. Create memos, business letters, reports, meeting minutes, and agendas.

\*Denotes SCANS competencies

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL



**COURSE SUBJ. & NO:** CIS 101      **COURSE TITLE:** Introduction to Computer Information Science

**Instructor (print):** Richard Hoffman

**Division:** BCSED

**Required Signatures:**

**AP&P Representative:** *[Signature]*      **Date:** 04-21-10  
(division approval required)

**Division Dean:** *K. Cawell for T. O'Neil*      **Date:** 4-22-10

**Notes for Reporting Purposes:**

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

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:** CIS 101 **COURSE TITLE:** Introduction to Computer Information Science

**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?** This is an introductory course in computer information science designed for students with basic computer knowledge who are interested in being a computer scientist. This course is designed with lecture notes, lab assignments, test and online communications such as announcements, chats, emails and discussion boards in order to effectively communicate between students and instructors.

**2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?** Open computer labs with software and lab assistants are available to the students in order to provide them access to computers, software and the Internet. The CIS 101 course materials are available online through the Antelope Valley College course management system to assist in the training of the students and to assist in completing the required assignments, test and to communicate with the instructor.

**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)** CIS 101 course materials are posted on the Antelope Valley College course management system and are accessible to anyone worldwide through the Internet. Text and graphics are used to illustrate important components and topics related to computers and computer programming, along with instructions for using Internet browsers to execute programs written by the students. Graphics components will include alternate text attributes for explanation.

**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 single method of communication is used to communicate between the student and the instructor. Students have access to various communications methods to communicate with the instructor, such as announcements, email, discussion boards, and chat.

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.** The text book used for the online course is the same text used for all CIS 101 courses at Antelope Valley College, as are the Student Learning Objectives. However, the lecture notes, lab assignments, and online quizzes created for this online only course enhance the learning process, as do the additional material provided through links to other materials related to specific topics to supplement that

**5. METHODS OF INSTRUCTION:**

a) *Explain how “regular effective contact” between instructor and student will be maintained throughout the course via technology. (See glossary) Students have access to various communications methods to communicate with the instructor, such as telephone, announcements, email, discussion boards, and chat.*

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.*

**Online:** This course is an entirely online course with required reading over two thirds of the course schedule, six lab assignments focusing on application of material provided in the reading of the CIS 101 text as well as lecture and lab notes, quizzes to assist in preparing for three tests. Three of the labs focus on programming applications for problem solving in order to provide a foundation to writing object oriented programming languages toward an eventual computer science degree. The COR for this online course map to the Student Learning Objectives identified for all CIS 101 courses.

**Off-line:**



**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:** CIS 101

**COURSE NAME:** \*Introduction to Computer Information Science

**COURSE UNITS:** 3 **COURSE HOURS:** 4 hours weekly

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

Advisory: Eligibility for ENGL 099, READ 099, and MATH 102

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

A beginning course designed to acquaint the student with the general concepts and basic vocabulary of computers and information systems. Includes introduction to the organization and functions of basic components of computers and information processing systems. Instruction in programming procedures and programming logic is provided. Other topics include Internet and networking fundamentals as well as basic computer software such as spreadsheets and database applications. Appropriate for the student with a general interest in this area as well as for the student desiring to pursue further training in computer science or information systems.

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

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

1. Manage problem complexity, anticipate and deal with changes in information technology through the use of abstraction.
- \*2. Test a solution.
- \*3. Organize and navigate information structures and evaluate information.
  4. Use common strategies for dealing with unexpected results.
- \*5. Describe and explain the functions and uses of components of general purpose computers, information systems, and networks, focusing on microcomputers.
  6. Describe the digital representation of information.
  7. Solve problems using algorithmic thinking and programming.
- \*8. Create a simple Web page using HTML.
- \*9. Explain the societal impact and describe the limitations of information technology.
- \*10. Assemble and connect components of a basic computer system.
- \*11. Use basic operating system features to monitor system functions, identify software related problems, and execute applications.
- \*12. Connect a computer to a network.
- \*13. Use the Internet to find information and resources.
- \*14. Use a computer to communicate with others.

- \*15. Use a spreadsheet to model simple processes or financial tables.
- \*16. Use a database system to set up and access useful information.
- \*17. Use instructional materials to learn how to use new applications or feature.

\* Denotes SCANS competencies

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

**RECEIVED**  
APR - 1 2010  
SLO: 6-25-08  
BY: *M. J. ...*

**SECTION I**

Date Initial

AP&P Representative: 04-01-10 BJ  
*(indicates division review and approval)*

Division Dean/Director: 4.1.10 ALD

Faculty Name: (print) Ronald Mumman

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

Date 3.30.10

**COURSE SUBJECT & NUMBER:** CIS 113

**COURSE TITLE:** \*Data Structures

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

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

- Updated to new form.
- Updated textbook
- Updated homework page
- updated scans

**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: CIS 113

COURSE NAME: \*Data Structures

COURSE UNITS: 3 COURSE HOURS: 4 hours weekly

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

Prerequisite: Completion of CIS 111 or CIS 161

Advisory: Eligibility for ENGL 099, READ 099 and MATH 130, and Completion of CIS 121

**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 continues the introduction to programming and algorithms begun in CIS 111, with a particular focus on the ideas of data abstraction and object-oriented programming. Topics include object-oriented programming, fundamental data structures, design and implementation of abstract data types, common types of collections (such as stacks, queues, lists, graphs, trees and sets), algorithm analysis and complexity, search and sort algorithms, and the use of recursion. Students plan and create programs using data structures and collection types to solve problems frequently encountered by professional computer scientists. This course is intended for students majoring in CIS. (Engineering and Science majors consult counselors.)

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

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

1. Explain the philosophy of object-oriented design and the concepts of encapsulation, inheritance, and polymorphism.
  2. \* Design, implement, test, debug, and document user-defined data structures in an object-oriented programming language.
  3. \* Determine the time and space complexity of simple algorithms and express them in big-O (order of work) notation.
  4. Discuss the computational efficiency of the principle algorithms for sorting, searching, and hashing.
  5. \* Compare alternative implementations of abstract data types with respect to performance.
  6. \* Evaluate the tradeoffs between time and space efficiencies when implementing an algorithm.
  7. \* Choose the appropriate type of collection for modeling a given problem.
  8. Describe common applications for each type of collection.
  9. \* Solve problems using the fundamental data structures and the common collection types and write programs to implement those solutions.
  10. Explain the value of application programming interfaces (APIs) in software development.
  11. Describe the divide-and-conquer and backtracking approaches to solving problems.
  12. \* Demonstrate different traversal methods for trees and graphs.
  13. Describe how iterators access the elements of a collection.
- ... \*Denotes SCANS competencies.



Course Subject & Number: CIS 113

Course Name: \*Data Structures

**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.)*

<p>I. Overview of Object-Oriented Programming</p> <ul style="list-style-type: none"><li>A. Brief survey of some types of languages:<ul style="list-style-type: none"><li>1. procedural</li><li>2. functional</li><li>3. object-oriented</li></ul></li><li>B. Abstraction mechanisms<ul style="list-style-type: none"><li>1. modules</li><li>2. procedures</li><li>3. functions</li><li>4. user-defined types</li></ul></li><li>C. Design of abstract data types (ADTs)</li><li>D. Properties of variables<ul style="list-style-type: none"><li>1. type</li><li>2. address</li><li>3. value</li><li>4. scope</li><li>5. persistence</li><li>6. size</li></ul></li><li>E. Separate behavior and implementation</li><li>F. Encapsulation and information-hiding</li></ul> <p>II. Object-Oriented Language Used for Course</p> <ul style="list-style-type: none"><li>A. Classes</li><li>B. Methods</li><li>C. Class variables</li><li>D. Instance variables</li><li>E. Interfaces</li><li>F. Inheritance</li><li>G. Polymorphism</li><li>H. Error handling</li><li>I. Class hierarchies</li><li>J. Language's class libraries</li><li>K. Collection classes</li><li>L. Iteration protocols</li><li>M. Internal representation:<ul style="list-style-type: none"><li>1. objects</li><li>2. methods</li></ul></li><li>N. Runtime storage management</li><li>O. Implementing abstract data types</li></ul> <p>III. Complexity of Algorithms</p> <ul style="list-style-type: none"><li>A. Basic algorithm analysis</li><li>B. Big O notation</li><li>C. Standard complexity classes</li><li>D. Performance measurement</li><li>E. Time/space tradeoffs</li></ul>	<p>IV. Fundamental Computing Algorithms</p> <ul style="list-style-type: none"><li>A. Search algorithms<ul style="list-style-type: none"><li>1. Sequential searching</li><li>2. Binary searching</li></ul></li><li>B. Sorting algorithms<ul style="list-style-type: none"><li>1. Selection</li><li>2. Insertion</li><li>3. Quicksort</li><li>5. Mergesort</li></ul></li><li>C. Hashing strategies</li><li>D. Traversal strategies</li><li>E. Recursive algorithms<ul style="list-style-type: none"><li>1. Simple recursive procedures</li><li>2. Divide-and-conquer strategies</li><li>3. Backtracking strategies</li></ul></li></ul> <p>V. Data Structures</p> <ul style="list-style-type: none"><li>A. Arrays<ul style="list-style-type: none"><li>1. Static</li><li>2. Dynamic</li></ul></li><li>B. Linked structures</li><li>C. Hashing into arrays</li><li>D. Graph representations<ul style="list-style-type: none"><li>1. Adjacency list</li><li>2. Adjacency matrix</li></ul></li></ul> <p>VI. Collection Abstract Data Types</p> <ul style="list-style-type: none"><li>A. Stacks</li><li>B. Queues</li><li>C. Lists</li><li>D. Trees</li><li>E. Heaps</li><li>F. Graphs</li><li>G. Sets</li><li>H. Bags</li><li>I. Maps</li></ul> <p>VII. Software Engineering</p> <ul style="list-style-type: none"><li>A. Software development cycle</li><li>B. Object-oriented analysis and design</li><li>C. Design patterns</li><li>D. Design for reuse</li><li>E. Application programming interfaces</li><li>F. Class browsers and related tools</li></ul>
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Course Subject & Number: CIS 113

Course Name: \*Data Structures

**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

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

Each week students will be required to read 30 to 60 pages of technical information from the textbook and will be guided to apply what they have learned from their reading to the creation of software plans, programs, and documentation.

Students are also required to read the documentation supplied by the compiler manufacturer which describes in detail the contents of their software library, the operation of their compiler, and the meaning of most error messages.

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

Students will be given weekly written assignments that will require filling in blanks, writing sentences and writing short paragraphs.

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

Students will use algebraic and Boolean logic to develop algorithms to solve problems. They will express these solutions in a computer programming language approved by the instructor.

Laboratory measurements and computational techniques will be used to express the complexity of algorithms in terms of run-time and memory space efficiencies.

**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:**

NA

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

**Reading Assignments: 1**

**Writing Assignments: 2**

**Computational Assignments: 2**

**Other Assignments: 0**

**Course Subject & Number:** CIS 113  
**Course Name:** \*Data Structures

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

Lecture, demonstration, and instructor led discussion.  
Instructor led hands-on activities.  
Present audio/visual materials.  
Use of individual lab assistance.

**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.)*

Final grade is based on the instructor's evaluation of the student's mastery of the course content as demonstrated by:

1. The degree to which programming assignments are designed to meet the problem's requirements, correctly implement the techniques for choosing appropriate types of collections, and contain clearly written documentation. (2, 7, 9)
2. Graded final exam and one or more mid-term level exams. Grades are based on the student's ability to correctly describe the concepts of object-oriented design, determine the complexity of simple algorithms, choose the correct types of collections for specified algorithms, traverse given tree structures, and describe the space and time tradeoffs for different types of algorithms. (1, 3, 4, 5, 6, 7, 8, 10, 11, and 12)
3. Graded written homework assignments consisting of selected review questions from the textbook. (1, and 3-13)
4. Students are expected to participate in class discussions and exercises for their participation grade. (1, and 3-13)

**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.)*

Data Structures Using Java, Malik, Course Technology, 2003 (concepts in this area have not changed drastically since this book was published)



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** CIS 113  
**COURSE NAME:** \*Data Structures  
**COURSE UNITS:** 3  
**COURSE HOURS:** 4

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

Prerequisite: Completion of CIS 111 or CIS 161

Advisory: Eligibility for ENGL 099, READ 099 and MATH 130, and Completion of CIS 121

**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 continues the introduction to programming and algorithms begun in CIS111, with a particular focus on the ideas of data abstraction and object-oriented programming. Topics include object-oriented programming, fundamental data structures, design and implementation of abstract data types, common types of collections (such as stacks, queues, lists, graphs, trees and sets), algorithm analysis and complexity, search and sort algorithms, and the use of recursion. Students plan and create programs using data structures and collection types to solve problems frequently encountered by professional computer scientists. This course is intended for students majoring in CIS. (Engineering and Science majors consult counselors.)

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

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

1. \* Explain the philosophy of object-oriented design and the concepts of encapsulation, inheritance, and polymorphism.
2. \* Design, implement, test, debug, and document user-defined data structures in an object-oriented programming language.
3. \* Determine the time and space complexity of simple algorithms and express them in big-O notation.
4. \* Discuss the computational efficiency of the principle algorithms for sorting, searching, and hashing.
5. \* Compare alternative implementations of abstract data types with respect to performance.
6. \* Evaluate the tradeoffs between time and space efficiencies when implementing an algorithm.
7. \* Choose the appropriate type of collection for modeling a given problem.
8. \* Describe common applications for each type of collection.
9. \* Solve problems using the fundamental data structures and the common collection types and write programs to implement those solutions.
10. \* Explain the value of application programming interfaces (APIs) in software development.
11. \* Describe the divide-and-conquer and backtracking approaches to solving problems.
12. \* Demonstrate different traversal methods for trees and graphs.
13. \* Describe how iterators access the elements of a collection.

\* Denotes SCANS competencies.

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

RECEIVED  
80-01-4-07S  
APR - 1 2010  
BY: [Signature]

**SECTION I**

AP&P Representative: 04-01-10 BJ  
(indicates division review and approval)  
Division Dean/Director: 4-1-10 [Signature]  
Faculty Name: (print) Ronald Mummau

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

Date 3.31.10

**COURSE SUBJECT & NUMBER:** CIS 123

**COURSE TITLE:** \*Assembly Language and Computer Architecture

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

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

- Updated to new form.
- Updated textbook
- Updated homework page
- Slightly revised description to remove references to IBM

**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: _____
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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:** CIS 123

**COURSE NAME:** \*Assembly Language and Computer Architecture

**COURSE UNITS:** 3 **COURSE HOURS:** 4 hours weekly

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

Advisory: Completion of CIS 111, and Eligibility for ENGL 099, READ 099 and MATH 102.

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

This course introduces assembly language programming and computer architecture to enable students to understand how programs are actually executed at the machine level. Students will use Intel-compatible personal computers for the detailed study of the Intel IA-32 processor instruction set and architecture and to develop programs using a macro assembler. Both 32-bit Windows console programming and 16-bit real-mode programming are covered. Topics include machine/assembly level programming, instruction formats, internal data representation, addressing modes, procedure call and return mechanisms, and how high-level language constructs are implemented at the machine level, basic microcomputer organization, instruction execution cycle, memory segmentation and paging, and details of programming the processor in both protected-mode and in real-mode. **BEFORE ENROLLING:** students should be proficient in writing programs in a high-level language.

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

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

- \* 1. Plan, code, run, debug, and document programs written in assembly language.
- 2. Describe the internal representation of numerical and nonnumeric data.
- 3. Demonstrate how fundamental high-level programming constructs are implemented at the machine-language level.
- \* 4. Select the best mode of addressing when accessing different types of data from memory.
- \* 5. Choose the appropriate call-return mechanism when interfacing to high-level language code.
- 6. Explain how interrupts are used to implement I/O control, data transfers, and "calls" to system procedures.
- 7. Describe the components of a microcomputer system.
- 8. Describe the processor's fetch, decode, and execute cycle and indicate how an interrupt is handled.
- 9. Explain the concept of virtual memory and how it is realized in hardware and software.
- 10. Describe the reason for and use of cache memory and instruction pipelining.

\* Denotes SCANS competencies.

Course Subject & Number: CIS 123

Course Name: \*Assembly Language and Computer Architecture

**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.)*

<p>I. Basic Concepts</p> <ul style="list-style-type: none"><li>A. Components of a microcomputer</li><li>B. Virtual machine concept</li><li>C. Boolean operations</li><li>D. Truth tables</li><li>E. Binary integer arithmetic</li></ul> <p>II. Assembly language programming</p> <ul style="list-style-type: none"><li>A. Assembling, linking, and executing</li><li>B. Instructions vs. directives</li><li>C. Instruction format</li><li>D. Defining data and structures</li><li>E. Data addressing modes</li><li>F. Using the processor's instructions<ul style="list-style-type: none"><li>1. Data transfers</li><li>2. Integer arithmetic</li><li>3. Branching and looping</li><li>4. Conditional operations</li><li>5. "String" instructions</li><li>6. Bit manipulation instructions</li></ul></li><li>G. Procedures<ul style="list-style-type: none"><li>1. Defining procedures</li><li>2. Call-return mechanisms</li><li>3. Linking to a library</li><li>4. Stack operations</li></ul></li><li>H. High-level language interface</li><li>I. Directives that control assembling</li><li>J. Defining segments</li><li>K. Defining macros</li><li>L. Debugging techniques</li></ul> <p>III. Microprocessor Architecture</p> <ul style="list-style-type: none"><li>A. Instruction execution cycle</li><li>B. Functional organization<ul style="list-style-type: none"><li>1. Data buses</li><li>2. Control unit and clock</li><li>3. Arithmetic/logical unit</li><li>4. Instruction pipelining</li></ul></li><li>C. Memory organization<ul style="list-style-type: none"><li>1. Segmentation</li><li>2. Paging</li></ul></li><li>D. Protected-mode vs. real-mode</li><li>E. Program execution registers</li><li>F. Instruction representation</li><li>G. Complex vs. reduced instruction set</li><li>H. Internal data representation</li><li>I. Input, output, and interrupts</li><li>J. Floating-point processor</li></ul>	<p>IV. Operating System Interface</p> <ul style="list-style-type: none"><li>A. 32-bit Windows console programming</li><li>B. 16-bit Disk Operating System (DOS) programming<ul style="list-style-type: none"><li>1. Interrupt handling</li><li>2. Basic Input Output System (BIOS) hardware interface</li></ul></li></ul>
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Course Subject & Number: CIS 123

Course Name: \*Assembly Language and Computer Architecture

**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

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

Each week students will be required to read 30 to 60 pages of technical information from the textbook and will be guided to apply what they have learned from their reading to the creation of software plans, programs, and documentation.

Students are also required to read the documentation supplied by the assembler manufacturer which describes in detail the operation and use of their assembler and the meaning of most error messages.

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

Students will be given weekly written assignments that will require filling in blanks, writing sentences, and writing short paragraphs.

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

Students will use algebraic and Boolean logic to develop algorithms to solve problems. They will express these solutions by writing assembly language programs.

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

NA

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

**Reading Assignments:** 1

**Writing Assignments:** 2

**Computational Assignments:** 2

**Other Assignments:**



**Course Subject & Number:** CIS 123

**Course Name:** \*Assembly Language and Computer Architecture

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

Lecture, demonstration, and discussion.

Hands-on activities.

Present audio/visual materials.

Use of individual lab assistance.

**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.)*

Final grade is based on the instructor's evaluation of the student's mastery of the course content as demonstrated by:

1. The degree to which programming assignments meet the problem's requirements, correctly implement the techniques covered, and contain clearly written documentation. (1, 3, 4, and 5)
2. Graded final exam and one or more mid-term level exams. (2-10)
3. Graded written homework assignments. (1, 3, 4, and 5)
4. Students are expected to participate in the class by asking questions and by answering questions asked by another student or by the instructor. (1-10)

**Suggested Texts or Other Instructional Materials**

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

Assembly Language For Intel-Based Computers, Fifth Edition, by Kip R. Irvine, Prentice Hall/Pearson Education, 2010

ISBN 0-13-602212-X

Please  
Remove



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** CIS 123  
**COURSE NAME:** \*Assembly Language and Computer Architecture  
**COURSE UNITS:** 3  
**COURSE HOURS:** 4

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Advisory: Completion of CIS 111, and Eligibility for ENGL 099, READ 099 and MATH 102.

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

This course introduces assembly language programming and computer architecture to enable students to understand how programs are actually executed at the machine level. Students will use IBM-compatible personal computers for the detailed study of the Intel IA-32 processor instruction set and architecture and to develop programs using a macro assembler. Both 32-bit Windows console programming and 16-bit real-mode programming are covered. Topics include machine/assembly level programming, instruction formats, internal data representation, addressing modes, procedure call and return mechanisms, and how high-level language constructs are implemented at the machine level, basic microcomputer organization, instruction execution cycle, memory segmentation and paging, and details of programming the processor in both protect-mode and in real-mode. Before enrolling, students should be proficient in writing programs in a high-level language.

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

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

- \* 1. Plan, code, run, debug, and document programs written in assembly language.
2. Describe the internal representation of numerical and nonnumeric data.
- \* 3. Demonstrate how fundamental high-level programming constructs are implemented at the machine-language level.
- \* 4. Select the best mode of addressing when accessing different types of data from memory.
- \* 5. Choose the appropriate call-return mechanism when interfacing to high-level language code.
- \* 6. Explain how interrupts are used to implement I/O control, data transfers, and "calls" to system procedures.
7. Describe the components of a microcomputer system.
- \* 8. Describe the processor's fetch, decode, and execute cycle and indicate how an interrupt is handled.
9. Explain the concept of virtual memory and how it is realized in hardware and software.
10. Describe the reason for and use of cache memory and instruction pipelining.

\* Denotes SCANS competencies.

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

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**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 04-29-10 RSW  
(indicates division review and approval)

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

Division Dean/Director: 4/28/10 KE/TD

Faculty Name: (print) Ronald Mummaw

Date 4.28.10

**COURSE SUBJECT & NUMBER:** CIS 141

**COURSE TITLE:** \*Introduction to BASIC Programming

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

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

- Updated to new form.
- Updated textbook
- Updated homework page
- Removed all references to QBASIC to avoid being restricted to that particular version of BASIC.
- Updated course content.

**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:** CIS 141

**COURSE NAME:** \*Introduction to BASIC Programming

**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 CIS 101, and Eligibility for ENGL 099, READ 099, and MATH 102.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*  
 This course is an introduction to the structure of the BASIC (Beginners All-Purpose Symbolic Instructional Code) programming language, syntax, coding, program logic, and program testing. Students will learn the fundamentals of computer programming, problem specification, algorithm design, and the elements of the BASIC programming language. The course will include reading, writing, debugging, and verifying BASIC programs. This course will prepare students for entry-level programming jobs and upper division courses requiring BASIC programming experience. Engineering and Science majors should consult counselors.

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

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

1. \* Demonstrate a practical working knowledge of BASIC programming.
2. \* Create computer programs in the BASIC programming language.
3. \* Formulate algorithms to express problem solutions.
4. \* Analyze and assess BASIC programs for correctness.
5. \* Test, debug, and revise BASIC programs.
6. \* Document program functionality.

\* Denotes SCANS competencies.

**Course Subject & Number:** CIS 141

**Course Name:** Introduction to BASIC Programming

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

- I. Introduction to Computers and BASIC
  - A. Introduction to computers
  - B. Using secondary storage and the Disk Operating System (DOS)
- II. Problem Solving
  - A. Program development cycle
  - B. Programming tools
- III. Fundamentals of Programming in BASIC
  - A. Numbers
  - B. Strings
  - C. Data input
  - D. Built-in functions
  - E. Screen placement and formatting
- IV. Procedures
  - A. Subprograms
  - B. Functions
  - C. Modular design
- V. Decisions
  - A. Relational and logical operators
  - B. IF blocks
  - C. SELECT CASE blocks
- VI. Repetition
  - A. DO loops
  - B. Processing lists of data with DO loops
  - C. FOR/NEXT loops
- VII. Arrays
  - A. Creating and accessing arrays
  - B. Sorting and searching
  - C. Two-dimensional arrays
- VIII. Sequential Files
- IX. Random-Access Files
  - A. Data types
  - B. Using random-access files

**Course Subject & Number:** CIS 141  
**Course Name:** Introduction to BASIC Programming

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

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**  
Students will be required to read an average of 40 pages of material from a combination of the textbook, project manuals, and programming reference books each week.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**  
Students are required to write computer code containing descriptive comments. Students may be required to submit descriptive analysis papers, analyzing the process of programming and effectiveness of the product.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**  
Students will develop multiple computational algorithms each week, depending on the complexity of the programming projects. For example, students will develop computational algorithms to calculate interest and finance charges, checkbook balancing solutions, incremental counters, and numeric accumulators.

**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:**  
Preparation for oral presentation and/or demonstration outlining individual projects.

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

**Reading Assignments:** 1

**Writing Assignments:** 2

**Computational Assignments:** 2

**Other Assignments:** 0

**Course Subject & Number:** CIS 141

**Course Name:** Introduction to BASIC Programming

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

Lecture, demonstration, and instructor led discussion.

Instructor led hands-on activities.

Present audio/visual materials.

Use of individual lab assistance.

**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.)*

Instructors will evaluate the following:

1. Results of examination and random quizzes that are based upon the textbook and lecture material. Examinations and quizzes may include multiple choice questions as well as demonstration of programming competency. (1-6)
2. Classroom participation in discussion of textbook and lecture material. (1-5)
3. Student's completion of assigned programming problems. (1-6)
4. Student's ability to effectively participate in group assignments (such as analyzing and debugging a program). (1-6)
5. Student's ability to make an oral presentation of a programming report. (1-6)
6. Student's demonstration of programming project. (1-6)

#### **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.)*

QBasic by Example Special Edition, Greg Perry / Que/Pearson, 1993 (There is not a more recent textbook that covers this material)



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** CIS 141  
**COURSE NAME:** \*Introduction to BASIC Programming  
**COURSE UNITS:** 3  
**COURSE HOURS:** 4

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Advisory: Completion of CA 103 or CIS 101, and Eligibility for ENGL 099, READ 099, and MATH 102.

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

This course is an introduction to the structure of BASIC (Beginners All-Purpose Symbolic Instructional Code) programming language, syntax, coding, program logic, and program testing. Students will learn the fundamentals of computer programming, problem specification, algorithm design, and the elements of the QBASIC programming language. The course will include reading, writing, debugging, and verifying QBASIC programs. This course will prepare students for entry-level programming jobs and upper division courses requiring BASIC programming experience. Engineering and Science majors should consult counselors.

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

1. \* Demonstrate a practical working knowledge of BASIC programming.
2. \* Create computer programs in the QBASIC programming language.
3. \* Formulate algorithms to express problem solutions.
4. \* Analyze and assess QBASIC programs for correctness.
5. \* Test, debug, and revise QBASIC programs.
6. \* Document program functionality.

\* Denotes SCANS competencies.



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

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 05-06-10 [Signature]  
*(indicates division review and approval)*  
 Division Dean/Director: 05-06-10 [Signature]

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

Faculty Name: (print) RICHARD DONNER Date MAY 6 / 2010

**COURSE SUBJECT & NUMBER:** ENGR 210

**COURSE TITLE:** Statics

- 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:*  
 -Placement of the COR onto the new form.  
 -Decrease reading pages from 20 to 8 pages per week.  
 -Update of Suggested Textbook to current edition.  
 -Change of Advisory to Corequisite.

**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: _____
--

**SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:**  
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

**(check only one):**

- AVC Course only (Content Review Completed; attach COR from prerequisite course.)
- Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)

**For pre or corequisites only:**

- Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)  
*Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)*

**1)** Each applicable section(s) must be filled out completely, based upon the content and objectives listed on the COR of the prerequisite, corequisite, or advisory course. **Attach COR from requisite course(s).** Make sure information is consistent with boxes checked on page 10 and the COR.

**a) PREREQUISITE:** List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry-level requirements.

**b) COREQUISITE:** List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.

A problem solving session for ENGR 210 Statics, which augments the theoretical lecture session with necessary "hands-on" experience.

**c) ADVISORY:** List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.





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:** ENGR 210

**COURSE NAME:** Statics

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

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

**PREREQUITE:** Completion of MATH 150 and PHYS 110.

**COREQUISITE:** Concurrent enrollment in ENGR 210PS.

**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#).*

Analytical and graphical study of force systems, concurrent and non-concurrent, coplanar and non-coplanar. Centroids, principal moment of inertia, trusses, frames, friction, virtual work, potential energy will be studied; vector methods and calculus will be used as appropriate. (CSU, UC, AVC)

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

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

1. \*Set up freebody diagrams for two and three dimensional structures.
2. \*Calculate vector cross and scalar products to find moments about points and lines.
3. \*Calculate reactions and internal loads of frames, trusses and beams.
4. \*Draw and compute shear and bending moment diagrams.
5. \*Use virtual work to find static solutions to mechanism's.
6. \*Calculate centroids and principal moment of inertia of area and mass.
7. \*Solve for impending motion of block and wedge problems.
8. \*Read and apply technical literature to analysis of technical problems.
9. \*Listen to technical lectures and apply these lectures to technical problems.

10.\*Increase learning skills.

\*Denotes application of SCANS competencies.

**Course Subject & Number:** ENGR 210  
**Course Name:** Statics

**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. Two dimensional statics
- II. Vector analysis
  - A. Cross product
  - B. Dot product
  - C. Triple product
- III. Trusses
- IV. Frames
- V. Moment of inertia of
  - A. Area
  - B. Mass
- VI. Virtual work
- VII. Friction
  - A. Wedges
  - B. Blocks
- VIII. Principal moment of inertia of
  - A. Area
  - B. Mass

Course Subject & Number: ENGR 210  
Course Name: Statics

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

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

Reading may include approximately 8 pages from the textbook per week

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

N/A

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

Most of the assignments involve calculations utilizing algebra and trigonometry. Some calculations utilize elementary calculus of integration and differentiation.

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

N/A

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

*Reading Assignments:* 3

*Writing Assignments:* 0

*Computational Assignments:* 7

*Other Assignments:* 0

**Course Subject & Number:** ENGR 210  
**Course Name:** Statics

**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.)*

Mainly lecture with some demonstrations .

**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.)*

Evaluation will be through the use of tests and homework (Objectives 1-9).

Assignments will be evaluated based on correctness of answers (Objectives 1-9).

**Suggested Texts or Other Instructional Materials**

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

Title: Engineering Mechanics Statics, 12 edition

Author: Hibbeler

Publisher: Pearson Prentice-Hall, 2010



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** ENGR 210

**COURSE NAME:** Statics

**COURSE UNITS:** 3

**COURSE HOURS:** 3 hours weekly

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

**PREREQUISITE:** Completion of MATH 150 and PHYS 110.

**ADVISORY:** Concurrent enrollment in ENGR 210PS.

**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).*

Analytical and graphical study of force systems, concurrent and non-concurrent, coplanar and non-coplanar. Centroids, principal moment of inertia, trusses, frames, friction, virtual work, potential energy will be studied; vector methods and calculus will be used as appropriate. [CAN ENGR 8] (CSU, UC, AVC)

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

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

1. \*Set up freebody diagrams for two and three dimensional structures.
2. \*Calculate vector cross and scalar products to find moments about points and lines.
3. \*Calculate reactions and internal loads of frames, trusses and beams.
4. \*Draw and compute shear and bending moment diagrams.
5. \*Use virtual work to find static solutions to mechanism's.
6. \*Calculate centroids and principal moment of inertia of area and mass.
7. \*Solve for impending motion of block and wedge problems.
8. \* Read and apply technical literature to analysis of technical problems.
9. \* Listen to technical lectures and apply these lectures to technical problems.
10. \* Increase learning skills.

\*Denotes application of SCANS competencies.



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

**RECEIVED**  
APR - 2 2010  
OLO: 410 OK  
BY: *M. McCreary*

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 4/1 DN  
(indicates division review and approval)

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

Division Dean/Director: 04-01-10 MLL

Faculty Name: (print) Jeffery Cooper

Date 1-April-2010

**COURSE SUBJECT & NUMBER:** CHEM 205

**COURSE TITLE:** Quantitative Analysis

- NEW COURSE**       **\*REVISED COR**       **\*Other Course Revisions**  
(description, objectives, content, etc.)      (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:  
This is an update of an inactive course. Very minor changes have been made to the Course Description, Content, Methods of Instruction and Texts.*

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

- |   |
|---|
| <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:** CHEM 205

**COURSE NAME:** Quantitative Analysis

**COURSE UNITS:** 4 **COURSE HOURS:** 6 (3 hours lecture, 3 hours lab)

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

Prerequisite: Completion of ENGL 101 and CHEM 120.

Advisory: Eligibility for CLR and Math 150.

**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#).*  
Quantitative, gravimetric, volumetric, and instrumental methods of analysis. Stoichiometric calculations and applications of principles of chemical equilibrium to analytical problems. Laboratory accuracy required. The theory and practice of some of the more modern techniques of instrumental method are studied. This course is applicable for students interested in working in a variety of careers including biotechnology, research, environmental laboratories, medical laboratories, crime laboratories, and government agency laboratories. (CSU, AVC)

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

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

1. Collect, process and analyze real samples.
2. Obtain, manipulate and statistically analyze data from real samples.
3. Choose between classical methods of analysis to decide the best method of analysis.
4. Run several different types of analysis on samples.
5. Perform analysis on samples using standard laboratory instruments.
6. Interpret the data obtained by running different methods of analysis.
7. Perform statistical evaluations on data.
8. Prepare a properly formatted laboratory report.

**Course Subject & Number:** CHEM 205

**Course Name:** Quantitative Analysis

**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.)*

1. Introduction to the subject of chemical analysis.
2. Evaluation of analytical data
  - a. Tools of analysis
  - b. Obtaining samples
  - c. Preparation of solutions
  - d. Ways of expressing accuracy
3. Gravimetric analysis
4. Titrimetric analysis
  - a. Simple acid/base systems
  - b. Complex acid/base systems
  - c. Complex formation
5. Instrumental methods
  - a. Spectroscopy
  - b. Chromatography
6. Formal lab report
  - a. Components
  - b. Content

Course Subject & Number: CHEM 205

Course Name: Quantitative Analysis

**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:**

Weekly reading assignments from the textbook. Along with the in class lecture, students will have the chance to enhance their learning by reading from specific chapters of the textbook and/or reading pertinent information from specific web sites. Approximately two chapters per week will be assigned, and the instructor may provide hard copies for students with no access to the Internet.

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

Weekly homework assignments that require explicitly written solutions of context rich problems. Weekly laboratory reports and prelaboratory reports. Along with weekly assignments, students will have the opportunity to write a research paper on a specific topic from the course.

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

Daily basic arithmetic and algebraic operations. Students will be assigned homework problems on a weekly basis where algebraic operations are needed. These calculations require knowledge of algebraic addition, subtraction, multiplication, division, simplification of fractions, solving equations with one unknown, and basic graphing. Students will be required to perform statistical analysis on data using a spreadsheet program. Students will need to understand the statistical value of a gaussian curve.

**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 be required to bring samples from home to test in lab.

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

**Reading Assignments:** 1 hour

**Writing Assignments:** 2 hours

**Computational Assignments:** 2.85 hours

**Other Assignments:** 0.15 hours for sample collection. Students will only be required to collect the samples at home. All sample preparation will be completed in class.

**Course Subject & Number:** CHEM 205  
**Course Name:** Quantitative Analysis

**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.)*

Traditional lecture.

Active learning methods which may include demonstrations, computer simulations, discovery-based hands-on activities, collaborative problem solving.

The instructor will present material covering common analytical techniques and will assist students with the use of analytical instruments and techniques.

**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.)*

Grading of midterm and final exams to assess the students' abilities to: a) statistically evaluate the accuracy of data (3, 6, 7, 8), b) determine the proper method of analysis for samples (1, 2, 3, 4, 5), c) properly describe and evaluate the various methods of analysis used in quantitative analysis (4, 5, 6, 7, 8).

Grading of weekly homework assignments will demonstrate student comprehension and problem solving ability (4, 6, 7, 8).

Grading of laboratory reports that are designed to test the students' accuracy and their ability to complete a written laboratory report (2, 4, 5, 6, 7, 8).

Grading of an optional research project designed to assess the students' abilities to design and complete testing of a real world sample. The project will culminate with a formal report written according to the specifications given in class (1, 2, 3, 5, 6, 7, 8).

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

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

"Fundamentals of Analytical Chemistry", Skoog, West, and Holler, Brooks/Cole, 2004, 8<sup>th</sup> ed. 2004.

This is the latest edition of a standard text.



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

X New Course 11-8-2007

COR Revision

COR Update

X Pre Req/Advisories 11-8-07

Other Changes

X Effective Date 200850

**COURSE SUBJECT & NUMBER:** CHEM 205

**COURSE NAME:** Quantitative Analysis

**COURSE UNITS:** 4 **COURSE HOURS:** 6 (3 hours lecture, 3 hours lab)

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

Prerequisite: Completion of ENGL 101 and CHEM 120.

Advisory: Eligibility for CLR and Math 150.

**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.)*

Quantitative, gravimetric, volumetric, and instrumental methods of analysis. Stoichiometric calculations and applications of principles of chemical equilibrium to analytical problems. Laboratory accuracy required. The theory and practice of some of the more modern techniques of instrumental method are studied. This course is applicable for students interested in working in a variety of careers including biotechnology, research, environmental laboratories, medical laboratories, crime laboratories, and government agency laboratories. (CSU, AVC)

**COURSE OBJECTIVES:** *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

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

1. Collect and handle real samples.
2. Obtain data from real samples.
3. Choose between classical methods of analysis to decide the best method of analysis.
4. Run several different types of analysis on samples.
5. Perform analysis on samples using standard laboratory instruments.
6. Interpret the data obtained by running different methods of analysis.
7. Perform statistical evaluations on data.
8. Prepare a properly formatted laboratory report.

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

RECEIVED  
MAY - 3 2010  
SLO 52708  
BY: [Signature]

SECTION I  
Date Initial  
AP&P Representative: 5/3/10 [Signature]  
(indicates division review and approval)

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

Division Dean/Director: 4/29/10 [Signature]

Faculty Name: (print) KAREN STENBACK Date 4-30-10

COURSE SUBJECT & NUMBER: MOA 101 [Signature]

COURSE TITLE: Beginning Medical Terminology

- 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.  
Clarify that course can be offered as a hybrid course. This was the intent when the course was submitted for distance education in 2007.

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:** MOA 101

**COURSE NAME:** Beginning Medical Terminology

**COURSE UNITS:** 3 **COURSE HOURS:** 3

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

Advisory: Eligibility for ENGL 099 and 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#).*

Basic terms commonly used in the medical field with emphasis on prefixes, suffixes and word roots. An introduction to anatomy and physiology will be used as an applied learning tool. (OSU, AVC)

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

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

1. Describe body systems using medical terms.
2. Describe disorders of body systems using medical terms in oral and written formats.
3. Interpret medical terms found in medical reports and laboratory results.
4. Pronounce and use medical terms correctly.
5. Analyze professional literature, case studies and other health information.



**Course Subject & Number:** MOA 101  
**Course Name:** Beginning Medical Terminology

**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. Review of basic word structure, prefixes and suffixes
  - a. Medical word structure
  - b. Structural organization of the body
  - c. Prefixes
  - d. Suffixes
- II. Application of terminology related to the digestive system
  - a. Combining forms related to the digestive system
  - b. Common diagnostic and laboratory tests related to the digestive system
  - c. Disorders of the digestive system
  - d. Treatments for digestive system disorders
- III. Application of terminology related to the urinary and reproductive systems
  - a. Combining forms related to the urinary and reproductive systems
  - b. Common diagnostic and laboratory tests related to the urinary and reproductive systems
  - c. Disorders of the urinary and reproductive systems
  - d. Treatments for urological and reproductive disorders
- IV. Application of terminology to the nervous system
  - a. Combining forms related to the nervous systems
  - b. Common diagnostic and laboratory tests related to the nervous system
  - c. Disorders of the nervous system
  - d. Treatments for nervous system disorders
- V. Application of terminology to the cardiovascular system
  - a. Combining forms related to the cardiovascular system
  - b. Common diagnostic and laboratory tests related to the cardiovascular system
  - c. Disorders of the cardiovascular system
  - d. Treatments for cardiovascular system disorders
- VI. Application of terminology to the respiratory system
  - a. Combining forms related to the respiratory system
  - b. Common diagnostic and laboratory tests related to the respiratory system
  - c. Disorders of the respiratory system
  - d. Treatments for respiratory disorders
- VII. Application of terminology to the blood, lymph and immune systems
  - a. Combining forms related to blood, lymph and immune systems
  - b. Common diagnostic and laboratory tests related to blood, lymph and immune systems
  - c. Disorders of the blood, lymph and immune systems
  - d. Treatments for blood, lymph and immune disorders
- VIII. Application of terminology to the musculoskeletal systems
  - a. Combining forms related to the musculoskeletal system
  - b. Common diagnostic and laboratory tests related to the musculoskeletal systems
  - c. Disorders of the musculoskeletal system
  - d. Treatments for musculoskeletal disorders
- IX. Application of terminology to the integumentary system
  - a. Combining forms related to the integumentary system
  - b. Common diagnostic and laboratory tests related to the integumentary system
  - c. Disorders of the integumentary system
  - d. Treatments for integumentary system disorders
- X. Application of terminology to the endocrine system
  - a. Combining forms related to the endocrine system
  - b. Common diagnostic and laboratory tests related to the endocrine system
  - c. Disorders of the endocrine system
  - d. Treatments for endocrine disorders
- XI. Application of terminology to special medical situations
  - a. Cancer medicine
  - b. Radiology
  - c. Nuclear medicine
  - d. Pharmacology
  - e. Psychiatry

**Course Subject & Number:** MOA 101  
**Course Name:** Beginning Medical Terminology

**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:*

Ten to twenty pages of reading assignments from textbook and other medical sources weekly

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

One 3 to 4 page research paper per semester

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

None

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:*

Homework assignments in workbook, reading medical articles and documents, and presentation of a journal article.  
Presentation of the research paper or journal article.

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

*Reading Assignments:* 3

*Writing Assignments:* 4

*Computational Assignments:* 0

*Other Assignments:* 2

**Course Subject & Number:** MOA 101  
**Course Name:** Beginning Medical Terminology

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

Lecture, audio-visuals, discussion, small group work, worksheets

**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.)*

Examinations and quizzes that include multiple choice, true-false, matching and short answer to evaluate Objectives #1-3.  
Completion of written homework assignments and worksheets to evaluate Objective #2.  
Written paper to determine ability to evaluate Objective #5  
Oral presentation of a journal article via webcam or in person to evaluate Objective #4.  
Completion of a written paper to evaluate Objective #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.)*

Gyls, B. & Wedding, M.E. Medical Terminology: A Body Systems Approach, 6<sup>th</sup> Ed. F.A. Davis, 2009.  
Stedman's Concise Medical Dictionary, T.L. Stedman (ed.), 2008, 6th ed. (recommended)



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** MOA 101

**COURSE NAME:** \*Beginning Medical Terminology

**COURSE UNITS:** 3

**COURSE HOURS:** 3 hours per week

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

Advisory: Eligibility for ENGL 099 and 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).*

Basic terms commonly used in the medical field with emphasis on prefixes, suffixes, and word roots. An introduction to anatomy and physiology will be used as an applied learning tool.

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

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

- \*1. Recognize and identify the basic structure and word elements in medical terminology.
- \*2. Identify, define and recall medical terms utilizing the word elements of prefixes, suffixes, word roots, and combining forms.
- \*3. Formulate, interpret, and demonstrate the correct usage of medical terms from basic word structures and component parts.
- \*4. Identify, define, and recall word elements which describe anatomical structures, disease processes and diagnostic procedures, and locate and differentiate terms with regard to body systems.
- \*5. Develop and employ skills in using medical dictionaries and pharmaceutical references to locate and identify appropriate medical terminology.
- \*6. Apply knowledge in the discussion, assessment and review of medical case studies, videos and articles.

\*Denotes SCANS competencies.

RECEIVED  
MAY - 3 2010  
BY: *M. Kucinski*

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL

**Academic Affairs Only**

New DE Course

Revised

COURSE SUBJ. & NO: VN 110      COURSE TITLE: Self-Care: Fundamentals and Pharmacology

Instructor (print): AJones/CMartin

Division: Health Sciences

Required Signatures:

AP&P Representative: *Linda Harmon*      Date: 4/26/10  
(division approval required)

Division Dean: *Baron W. Cowell*      Date: 4/22/10

Notes for Reporting Purposes:

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

Is 51% or more of instruction for this course provided on line?      Yes    X 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:** VN 110      **COURSE TITLE:** Self-Care: Fundamentals and Pharmacology

***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?***

Currently, all the vocational nursing lectures are podcasted, which the students have the option to view. With the hybrid course, the students would be required to listen to a portion of the lecture hours each week on podcasts prior to coming on-campus. The podcasts would be traditional style lecturing from the textbooks and other class materials, but without interaction from the students. This podcast would be followed up with an on-campus lecture that is designed to apply the knowledge the students received via the podcasts. Application would be done via scenarios, role-playing, discussion groups, and other teaching methods that would encourage the use of critical thinking. By strengthening the students' critical thinking skills, the students should be more successful with the examinations.

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

The IMC has the equipment and resources for podcasting. Faculty of the Vocational Nursing Program have been podcasting lectures for two years, working closely with IMC staff such as Shirlene Thatch and Joseph West. Both Shirlene and Joseph have been instrumental in working out the 'bugs' so that the podcasts are regularly available to the students. This summer, Annette and I will begin podcasting our lectures in advance for the fall semester so that they are ready for the students. Also, students are supplied with MP3 players via a Perkins grant obtained by faculty.

***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)***

IMC has worked closely with both instructors and students with assisting them to upload or download their podcasts. IMC has developed an AVC website that the students go to, to download iTunes and their podcasts. They are provided written instructions regarding how to do this. If a student is still unsuccessful, he/she may bring his laptop to IMC and Joseph or some other staff will assist with the download. The actual download and installation of iTunes is a 'one time thing.' Their podcasts are automatically downloaded from that point on when iTunes is opened.

***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 are anticipated since the podcasts will be strictly lecture.

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

The length of the podcasts is approximately one-half of the scheduled lecture time each week. Students will spend one half the lecture listening to the podcasts at their convenience, and then spend the second half of the lecture in a traditional classroom with an instructor. Therefore, the second half of the lecture is equivalent to a traditional classroom, but will have more application time since the students have already listened to the material.

**5. METHODS OF INSTRUCTION:**

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

Synchronous contact will be via regularly scheduled traditional classroom each week as well as traditional office hours five hours a week on campus. Students can also contact the instructor via phone or email.

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

This class will meet twice during the first week of class to orient the students to podcasting and to ensure they have the equipment they need. Because assignments, examinations, and other tasks will be done as in a traditional classroom, students will be assured that the podcasting is for listening to lecture only, and does not replace other traditional class room activities.

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

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

**Online:** None

**Off-line:** As stated in the COR, student assignments and evaluations will be completed in the traditional classroom, and not with podcasting.



**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 checked="" type="checkbox"/>	COR Revision 3/25/10
<input checked="" type="checkbox"/>	Pre Req/Advisories 201070
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs

**COURSE SUBJECT & NUMBER:** VN 110 VN 110 CL

**COURSE NAME:** Self-Care: Fundamentals and Pharmacology

**COURSE UNITS:** 12.5 **COURSE HOURS:** 362 Total – 147 lecture, 215 clinical

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

Limitation on Enrollment: Formal admission to the Vocational Nursing Program.

Corequisite: Concurrent enrollment in BIOL 100 or completion with a grade of "C" or better. Concurrent enrollment in VN 109 unless exempt.

Advisory: Eligibility for MATH 070, READ 099, and ENGL 099.

Instructional materials fee required for this course; must be paid at registration.

**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#).*

Fundamental nursing principles of adult patient care, basic principles of the nursing process, self-care theory, nutrition, pharmacology, gerontology, and adult growth and development are integrated throughout the course.

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

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

1. Demonstrate basic nursing skills for the hospitalized geriatric patient to promote self-care agency with instructor supervision.
- \*2. Communicate changes in a patient's condition to the team leader to restore an optimal level of self-care agency with instructor assistance.
3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision.
4. Demonstrate knowledge of patient's rights with instructor assistance.
5. Demonstrate ethical nursing with instructor supervision.
6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
- \*7. Collaborate with team leader to identify geriatric patient's self-care deficit based on the accumulated assessment data with instructor assistance.
- \*8. Collaborate with team leader to identify geriatric patient's nursing diagnosis based on the client's self-care deficit with instructor assistance.
- \*9. Collaborate with team leader to formulate geriatric patient's expected outcomes with instructor assistance.
10. Implement nursing interventions related to the geriatric patient's expected outcomes with instructor assistance.
11. Evaluate nursing interventions related to the geriatric patient's expected outcomes with instructor assistance.
12. Demonstrate therapeutic communication with instructor assistance.
13. Contribute to the patient's teaching plan with instructor assistance.

\*Denotes SCANS competencies



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

MAR 29 2010  
5:10:56 PM

BY: Maurice

SECTION I

	Date	Initial
AP&P Representative:	<u>3/16/10</u>	<u>S.W.L.</u>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	<u>3/22/10</u>	<u>CAF</u>
Faculty Name: (print)	<u>Scott</u>	<u>W. Lee</u>

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

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

Date 3/16/10

COURSE SUBJECT & NUMBER: LIB 107

COURSE TITLE: \*Information Literacy

- 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 title was changed, course description, course objectives, and course content was re-written. Typical homework assignments and homework hours were changed. Methods of evaluation were changed.*

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: \_\_\_\_\_



**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:** LIB 107

**COURSE NAME:** \*Information Literacy

**COURSE UNITS:** 3 **COURSE HOURS:** 3

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

Advisory: Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101.

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

This course follows the guidelines of the "Information Literacy Competency Standards for Higher Education" by the Association of College and Research Libraries. Students will learn how information is organized, how to search for and retrieve information, and how to evaluate information. Students will learn to use traditional reference sources as well as online tools and how to search, not just surf, the Internet. Students will learn the steps of completing a research paper, but will develop a bibliography of properly cited and annotated information resources (print and electronic). This course is designed to satisfy the Information Literacy requirements that may be found at many colleges and universities. (CSU, AVC)

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

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

- 1) Identify and define a need for information.
- 2) Identify formats and types of information resources.
- 3) Analyze and select appropriate information resources based on a stated information need.
- 4) Develop and use effective search strategies.
- 5) Locate, access and retrieve electronic and print information.
- 6) Extract, record, and manage information from multiple sources.
- 7) Evaluate information for accuracy, authority, timeliness, and bias.
- 8) Use proper documentation styles.
- 9) Explain copyright, fair use and intellectual property.
- 10) Define plagiarism and explain methods to avoid it.

**Course Subject & Number:** LIB 107

**Course Name:** \*Information Literacy

**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. What is Information Literacy
- II. Organization & Management of Libraries
- III. Selecting a Topic
  - a. Understanding guidelines and restrictions
  - b. Consulting topic selection resources
- IV. Developing a Thesis Statement & Outline
- V. Refining the Topic
  - a. Using introductory resources
  - b. Understanding scope
  - c. Developing a search vocabulary
- VI. Information Technology
  - a. Databases
  - b. Search engines
  - c. Personal computers
  - d. Web technologies
- VII. Information Formats
- VIII. Periodicals
  - a. Accessing and using periodicals
  - b. Popular and scholarly journals
- IX. Citation Formats
- X. Evaluating Information
- XI. Locating and Using Statistics
- XII. Information Law and Ethics
- XIII. Developing a Bibliography
- XIV. Presenting Information

Course Subject & Number: LIB 107  
Course Name: \*Information Literacy

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

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

Students will read, on a weekly basis, assigned pages from the textbook, journal articles, or Internet articles on the research process, research skills, information evaluation, information access tools, and information law and ethics. All reading assignments are required.

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

Students will, on a weekly basis, write small papers on evaluating libraries or information search tools, or write summaries of information resources. Students will develop an initial search project which will include a summary of topics and a search vocabulary. They will develop a thesis and outline. They will develop an annotated bibliography on a topic. All writing assignments are required.

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

None

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

Students will complete all library tutorials. Completing the library tutorials is required.

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

*Reading Assignments:* 3

*Writing Assignments:* 3

*Computational Assignments:* 0

*Other Assignments:* .5

Course Subject & Number: LIB 107  
Course Name: \*Information Literacy

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

Lecture  
Demonstration  
Multimedia presentations  
In-class/hands-on activities  
Class discussion

**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.)*

Objectives 1, 2, 5, 8, 10: These objectives will be evaluated using exam questions that allow students to demonstrate their knowledge and understanding of the concepts.

Objectives 3, 4, 5, 6, 7, 8, 9, 10: These objectives will be evaluated using a project that allows students to demonstrate their ability to apply these concepts in the creation of a new information.

Objectives 9, 10: These objectives will be evaluated using small papers that allows students to demonstrate their knowledge and understanding of the concepts.

#### **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.)*

Bolner, Myrtle S. The Research Process: Books and Beyond. 4<sup>th</sup> Edition. Kendall Hunt. 2006.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** LIB 107  
**COURSE NAME:** \*Information Competency  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Advisory: Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101.

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

The course follows the guidelines of the "Information Competency/Literacy Standards for Higher Education" by the Association of College and Research Libraries. Students will learn how information is organized, how to search for and retrieve information, and how to evaluate information. Students will learn to use traditional reference sources as well as online tools and how to search, not just surf, the Internet. Students will learn the steps required for doing a research paper, including the search strategy, preparation of a bibliography, and how to properly cite the information resources (print and electronic). This course is designed to satisfy the Information Competency/Literacy requirements in many colleges and universities in California and nationwide. Students will also produce a presentation using presentation software.

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

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

I Standard One

- 1 Identify and clearly state a need for information.
- 2 Locate and use general (introductory) information sources.
- 3 Identify key concepts and terms.
- 4 Identify different formats of information and determine its value based on need.
- 5 Identify the difference between popular and scholarly information.
- 6 Plan a research assignment based on the amount of information needed and the time available.

II Standard Two

- 1 Select appropriate print and non-print materials based on information need.
- 2 Access and use print and electronic research tools to locate information.
- 3 Explain the basic organization of catalogs and databases.
- 4 Develop a search vocabulary based on information need.
- 5 Access and use Internet search tools.
- 6 Manage information for a research project
- 7 Distinguish information needed for citations based on citation format and type of information source.

III Standard Three

- 1 Paraphrase main ideas and concepts from written text.
- 2 Examine and compare information for accuracy, authority, timeliness, and bias.
- 3 Judge if information acquired is sufficient in quantity and quality to meet information need and review search strategy as necessary.

IV Standard Four

- 1 Synthesize information from several sources into a single product.

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MAR 29 2010  
5:10-5:16-08  
BY: *M. M. M.*

Antelope Valley College  
DISTANCE EDUCATION PROPOSAL

**Academic Affairs Only**

New DE Course

Revised

COURSE SUBJ. & NO: LIB 107

COURSE TITLE: \*Information Literacy

Instructor (print): Scott W. Lee

Division: IRES

Required Signatures:

AP&P Representative: *Scott W. Lee*  
(division approval required)

Date: 3/16/10

Division Dean: *[Signature]*

Date: 3/22/10

**Notes for Reporting Purposes:**

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

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:** LIB 107      **COURSE TITLE:** \*Information Literacy

*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?**

This course is heavily focused on the use of electronic resources that are available on the Internet such as databases, search engines, library catalogs, and online information resources. Students will need access to a library building to complete one of the assignments, however, any library can be used and not just the AVC library.

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

The college has a Course Management System (CMS) that allows instructors to create, organize and distribute instructor-created resources to all registered students. The college also has computer labs on campus and wireless options through a third party provider, which would allow students to access both the CMS and the Internet from campus.

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

The AVC CMS will be used to hold lecture pages, discussion groups, and Internet links to support and enhance lecture materials. Any electronic slide presentations or other such files will be uploaded to the CMS for students to download. Print versions of the presentation slides will be available in Adobe PDF format. Most course materials will be in a text format that can be understood by screen readers and adaptation software. Any non-text materials will have a text equivalent or text tags attached. Any outside websites that students are required to use will be checked by an automated web accessibility evaluation tool. Also the Office for Students With Disabilities will be consulted when needed.

**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.)**

There are no unique challenges to this course.

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.** Students will be required to complete the same assignments as students in the classroom course. They will have the same textbook assignments and be exposed to the same course content week by week through lecture notes and other materials. All assignments required of those in the classroom will be required of those students taking the course through the AVC CMS including homework assignments, discussions, and the final project. They will, through discussion boards, have the ability to communicate with each other and, through discussion boards and email, communicate with the instructor.



**5. METHODS OF INSTRUCTION:**

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

The AVC CMS provides tools for instructor-student and student-student contact through discussion boards, email, and feedback forms for when assignments are turned in. Students may also contact the instructor through email, telephone, and personal visits during office hours or by appointment.

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

N/A

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

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

**Online:** Assignments: Students will read course hand-outs and/or information from web sites, Internet databases, and journal articles. Students will participate in discussion boards. Students will complete the library tutorials.

Evaluation: Students will be evaluated through exam questions.

**Off-line:** Assignments: Students will read assigned chapters in the textbook and journal articles. Students will work on the course projects.

Evaluation: Students will be evaluated through completing the class projects.

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

RECEIVED  
MAY 04 2009  
BY: JS SLO 4/14/09

SECTION I

AP&P Representative: 5/4/09 DN  
(indicates division review and approval)  
Division Dean/Director: [Signature]  
Faculty Name: (print) Donet Leighton

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

Date 5/1/09

COURSE SUBJECT & NUMBER: THA 102

COURSE TITLE: \*Introduction to Stagecraft

- 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:  
Revisions made to course objectives and methods of evaluation

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:** THA 102

**COURSE NAME:** \*Introduction to Stagecraft

**COURSE UNITS:** 3 **COURSE HOURS:** 2 Hours Lecture weekly, 48 Hours total Lab

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

Advisory: Eligibility for MATH 070 and Eligibility for College Level Reading and ENGL 099 or satisfactory completion of ENGL 101.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*  
A broad-based introduction to the physical stage. Included are the physical theatre and organization of the modern technical theatre, with a focus on the tools, materials, methods and decision-making procedures used in the creating and moving of scenery and stage properties. Also included is an introduction to the basic elements of scenic design which allows the student to develop an aesthetic understanding and an ability to make value judgments regarding the design and execution of scenic elements for theatrical productions. (R1)

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

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

1. Identify, define, and discuss the different physical forms in which theatre is presented and the organization of various technical personnel involved in a theatrical production.
2. Recognize and identify the different types of scenery and properties used in the theatre, including methods of categorization and construction, and the methods by which scenery is supported and moved.
3. Identify, compare, and contrast the different tools and materials used in the construction and painting of scenery and properties.
4. Analyze the process of selection of the best tool/materials for the job, as well as formulate alternate solutions to methods of fabrication.
5. Identify, define, and discuss styles of scenic design.
6. Recognize and analyze some of the basic problems facing the theatrical set designer, and how these problems may be solved (artistically and technically).

**Course Subject & Number:** THA 102  
**Course Name:** \*Introduction to Stagecraft

**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. PHYSICAL FORMS OF THEATRE
  - a. Vocabulary of theatrical spaces
  - b. Proscenium, Thrust, Arena and Flexible Space Theatres
- II. TYPES OF SCENERY
  - a. 2 Dimensional
  - b. 3 Dimensional
  - c. Drafting conventions for the scenic elements
- III. MATERIALS AND TOOLS USED IN CONSTRUCTING SCENERY
  - a. Wood and woodworking tools
  - b. Metal and other materials
  - c. Fabrics
  - d. Hardware
- IV. CONSTRUCTING SCENERY
  - a. Drops and Drapes
  - b. Framed Scenery
  - c. Platforms, Ramps and Steps
  - d. Non-weight bearing structures
- V. PAINTING SCENERY
  - a. Textured and Sculptured surfaces
  - b. Components of paint and identification
  - c. Painting tools
  - d. Methods & procedures of painting
  - e. Texturing with paint
- VI. STAGE PROPERTIES
  - a. Categorization of props
  - b. Prop acquisition and fabrication
- VII. HANDLING SCENERY
  - a. Types of Scene Shifts
  - b. Methods of moving scenery
- VIII. SCENE DESIGN AND THE THEATRE
  - a. Scene Design as a Visual Art
  - b. Considerations for the Scenic Designer

**Course Subject & Number:** THA 102  
**Course Name:** \*Introduction to Stagecraft

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

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**  
Students are required to read approximately 30 pages of textbook material each week and/or material written above the 10<sup>th</sup> grade level.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**  
Assignments may include essays or short answers to questions on quizzes and the final.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**  
Basic math skills - simple addition, subtraction, division and multiplication of whole numbers and fractions, throughout the semester.

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

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

**Reading Assignments:** 3

**Writing Assignments:** 1

**Computational Assignments:** less than 1/2

**Other Assignments:** 2

**Course Subject & Number:** THA 102  
**Course Name:** \*Introduction to Stagecraft

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

Lecture, demonstration, multimedia presentations, directed group work, class discussions and critiques.

**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.)*

Objective tests to determine completion of reading materials and material covered in lectures and lab.

Objective examinations will demonstrate students' abilities to identify, analyze and compare theatrical personnel organizations, physical forms, specific materials and tools used to build and paint scenery, methods of supporting and moving scenery. (1,2,3)

Completion of lab exercises will determine students' ability to select and utilize the best tools/materials and construction techniques for building and moving various units of scenery. (4,6)

Additional written assignments may include the identification, definition and discussion of styles of scenic design. (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.)*

Scene Design and Stage Lighting, W. Oren Parker, Cengage Learning, May 2008, 9<sup>th</sup> Edition

Theatrical Design and Production, J. Michael Gillette, McGraw-Hill Companies, October 2007, 6<sup>th</sup> Edition

**ANTELOPE VALLEY COLLEGE**  
Academic Affairs Office

Course Outline Update  
September 2000

**COURSE NUMBER:** THA 102  
**COURSE TITLE:** \*Introduction to Stagecraft  
**COURSE UNITS:** 3  
**COURSE HOURS:** 2 hours lecture weekly  
48 hours total laboratory

**ADVISORY:** Eligibility for MATH 100 and Eligibility for College Level Reading and ENGL 100 or satisfactory completion of ENGL 101.

**COURSE DESCRIPTION:**

A broad-based introduction to the physical stage. Included are the physical theatre and organization of the modern technical theatre, with a focus on the tools, materials, methods and decision-making procedures used in the creating and moving of scenery and stage properties. Also included is an introduction to the basic elements of scenic design which allows the student to develop an aesthetic understanding and an ability to make value judgments regarding the design and execution of scenic elements for theatrical productions. (R1)

**COURSE OBJECTIVE:** (Stated as performance objectives. These objectives are common to all students enrolled in the course and include all sections.)

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

1. Identify, define and discuss the different physical forms in which theatre is presented and the organization of various technical personnel involved in a theatrical production. Students will apply their understanding of the characteristics of these physical forms and roles of personnel during class discussions, examinations, and incorporation into a writing assignment.
2. Recognize and identify the different types of scenery and properties used in the theatre, including methods of categorization and construction, and the methods by which scenery is supported and moved, including self supporting scenery, wagons, rigging and grips. Students will apply their understanding of the characteristics of each type to examples of scenery and properties during class discussions, lab assignments, examinations, and incorporation into a writing assignment.
3.
  - a. Identify, compare and contrast the different tools and materials used in the construction and painting of scenery and properties.
  - b. Students will analyze the process of selection of the best tool/materials for the job, as well as formulate alternate solutions to methods of fabrication. Students will collect and construct projects using the proper tools and materials during lab assignments, and will define and discuss the proper tools and materials for stagecraft projects during class discussions, examinations, and incorporation into a writing assignment.
4. Identify, define and discuss styles of scenic design, recognize and analyze some of the basic problems facing the theatrical set designer, and how these problems may be solved (artistically and technically). Students will apply their understanding of the solutions designers produce through during class discussions and within a writing assignment.

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

RECEIVED  
MAY 04 2009  
BY: JD 4/19/09

SECTION I

AP&P Representative: 5/4/09 DN  
(indicates division review and approval)

Division Dean/Director: 5/4/09 [Signature]

Faculty Name: (print) Janet Leighton

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

Date 5/1/09

COURSE SUBJECT & NUMBER: THA 103

COURSE TITLE: \*Introduction to Stage Lighting

- 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:  
Revisions made to course objectives and methods of evaluation

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:** THA 103

**COURSE NAME:** \*Introduction to Stage Lighting

**COURSE UNITS:** 3 **COURSE HOURS:** 2 Hours Lecture weekly, 48 Hours total Lab

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

Advisory: Eligibility for MATH 070 and Eligibility for College Level Reading and ENGL 099 or satisfactory completion of ENGL 101.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*  
A broad based introduction to lighting the stage. Included are elements of physical theatre as they relate to lighting, and organization of the modern technical theatre. The course focuses on the fundamentals of electricity as it applies to the theatre technician, light sources, instruments and their components, usage of dimmers and control consoles, interconnect systems, color media and selection. These technical elements are incorporated into an introduction to the basic elements of lighting design, which allows the student to develop an aesthetic understanding and an ability to make value judgments regarding the design of theatrical productions. (R1)

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

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

1. Identify, define, and discuss the different physical forms in which theatre is presented and the organization of various technical personnel involved in a theatrical production.
2. Define and discuss the fundamentals of electricity as it applies to the theatre technician.
3. Recognize and identify different lighting instruments, including their components and typical accessories.
4. Recognize and identify various types of dimmers and control consoles found in theatres.
5. Identify, define, and discuss the most common color media used for stage lighting, and basic color theory as it applies to light.
6. Identify, define, and discuss styles of lighting design.
7. Recognize and analyze the basic problems facing the theatrical lighting designer, and possible solutions (artistically and technically).

**Course Subject & Number:** THA 103

**Course Name:** \*Introduction to Stage Lighting

**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.)*

1. PHYSICAL FORMS OF THEATRE
  - a. Vocabulary of theatrical spaces
  - b. Proscenium, Thrust, Arena and Flexible Space Theatres
2. QUALITIES OF LIGHT
  - a. Intensity
  - b. Distribution
  - c. Color
  - d. Movement
3. STYLES OF LIGHTING
  - a. Visibility
  - b. Motivated Lighting
  - c. Non-Motivated Lighting
4. ELECTRICITY
  - a. Electric Units of Measurement
  - b. The Power Formula
  - c. Circuits
  - d. Conductors & Insulators
  - e. Cable & Connectors
5. LIGHT SOURCES
  - a. Incandescent & Tungsten Halogen
  - b. Part of the Lamp - Bulb, Base & Filament
6. INSTRUMENTS
  - a. Ellipsoidal Reflector Spotlights
  - b. Fresnel Spotlights
  - c. PAR Cans
  - d. Strip lights
  - e. Followspots
  - f. Floodlights
  - g. Automated Fixtures
7. INTENSITY CONTROL
  - a. Dimmers
  - b. Control Consoles
8. COLOR AND LIGHT
  - a. Color and Design
  - b. Color Theory and Light
  - c. Color Mixing
  - d. Color Media
9. LIGHTING DESIGN AND THE THEATRE
  - a. Lighting Design as a Visual Art
  - b. Considerations for the Light Designer
10. THE LIGHT PLOT
  - a. Graphic Standards of Lighting Design
  - b. How to Read and Hang a Light Plot

**Course Subject & Number:** THA 103  
**Course Name:** \*Introduction to Stage Lighting

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

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**  
Students are required to read approximately 30 pages of textbook material each week and/or material written above the 10<sup>th</sup> grade level.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**  
Assignments may include essays or short answers to questions on quizzes and the final.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**  
Basic math skills - simple addition, subtraction, division and multiplication of whole numbers and fractions, throughout the semester.

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

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

**Reading Assignments:** 3

**Writing Assignments:** 1

**Computational Assignments:** less than 1/2

**Other Assignments:** 2

**Course Subject & Number:** THA 103

**Course Name:** \*Introduction to Stage Lighting

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

Lecture, demonstration, multimedia presentations, directed group work, class discussions and critiques.

**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.)*

Objective tests to determine completion of reading materials and material covered in lectures and lab.

Objective examinations will demonstrate students' abilities to identify, analyze and compare theatrical personnel organizations, physical forms, fundamentals of electricity, and components of the interconnect system. (1,2,3, 4, 5)

Completion of lab exercises will determine students' ability to identify and use the components of the interconnect system. (2,3,4,5,7)

Additional written assignments may include the identification, definition and discussion of styles of lighting design. (7)

#### **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.)*

Scene Design and Stage Lighting, W. Oren Parker, Cengage Learning, May 2008, 9<sup>th</sup> Edition

Theatrical Design and Production, J. Michael Gillette, McGraw-Hill Companies, October 2007, 6<sup>th</sup> Edition



ANTELOPE VALLEY COLLEGE

Academic Affairs Office

COURSE SUBJECT & NUMBER: THA 103  
COURSE NAME: \*Introduction to Stage Lighting  
COURSE UNITS: 3 units  
COURSE HOURS: 5 hours weekly

Advisory: Eligibility for MATH 050 and Eligibility for College Level Reading or satisfactory completion of ENGL 101.

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

A broad based introduction to lighting the stage. Included are elements of physical theatre as they relate to lighting, and organization of the modern technical theatre. The course focuses on the fundamentals of electricity as it applies to the theatre technician, light sources, instruments and their components, usage of dimmers and control consoles, interconnect systems, color media and selection. These technical elements are incorporated into an introduction to the basic elements of lighting design, which allows the student to develop an aesthetic understanding and an ability to make value judgments regarding the design of theatrical productions..□□

**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 - Identify, define and discuss the different physical forms in which theatre is presented and the organization of various technical personnel involved in a theatrical production. Students will demonstrate their understanding during class discussions, examinations, and incorporation into a writing assignment.
- 2 - Define and discuss the fundamentals of electricity as it applies to the theatre technician, and will demonstrate their understanding during class discussions, lab assignments, and examinations.
- 3 - Recognize and identify different lighting instruments, including their components and typical accessories. Students will compare and contrast instruments, and analyze the light produced by each type of instrument and it's typical use by the designer. Students will apply their understanding of these lighting instruments during class discussions, lab assignments, examinations, and incorporation into a writing assignment.
- 4 - Recognize and identify various types of dimmers and control consoles found in theatres, with an in-depth study of at least one model, and will demonstrate their understanding during class discussions, lab assignments, and examinations.
- 5 - Identify, define and discuss the most common color media used for stage lighting, and basic color theory as it applies to light. Students will identify and select color media during class discussions, lab assignments, examinations, and incorporation into a writing assignment.
- 6 - Identify, define and discuss styles of lighting design, recognize and analyze the basic problems facing the theatrical lighting designer, and possible solutions (artistically and technically). Students will apply their understanding design solutions through during class discussions and incorporation into a writing assignment.

□□

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

RECEIVED  
APR 28 2010  
BY: [Signature]

SECTION I

AP&P Representative: <sup>Date</sup> 4/28/10 <sup>Initial</sup> DN  
(indicates division review and approval)  
Division Dean/Director: N.C. 4-29-10

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

Faculty Name: (print) JOHN MARK BRANNER Date 4-12-2010

COURSE SUBJECT & NUMBER: THA 120D

COURSE TITLE: \* Rehearsal and Performance: Children's Theater

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

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

Updated information to make it consistent with other THA 120 courses. Updated suggested/required textbooks. Matched descriptions to current standards. Updated language for course content, methods of evaluation, etc. ✓

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)

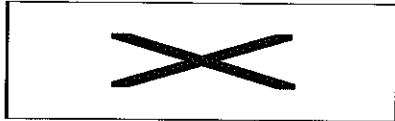
3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

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: \_\_\_\_\_



**Academic Affairs  
Course Outline of Record**

**Academic Affairs Only**

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

**COURSE SUBJECT & NUMBER:** THA 120D

**COURSE NAME:** \* Rehearsal and Performance: Children's Theater

**COURSE UNITS:** 1-3 **COURSE HOURS:** 54-162

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

Limitation on Enrollment: Audition Required.

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

Students will participate in a departmental production, performing a role in a children's theater play or serving in a specific production-related function assigned by the director. The number of units awarded is based on the total time required for the assigned role or function. (R3) (CSU, AVC)

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

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

1. Examine stylistically appropriate choices for the components of a particular production: character, plot, language, music, spectacle, and theme.
2. Value the discipline required to respond to the unpredictable conditions of rehearsal preparation, technical rehearsals, and live performance.
3. Formulate his/her role in the production in response to the set, lighting, costumes, props, and theater environment.
4. Appraise the characteristics of each audience and how the performers respond to those characteristics.
5. Assess the collaboration required for ensemble work with other actors and production staff.

**Course Subject & Number:** THA 120D

**Course Name:** \* Rehearsal and Performance: Children's Theater

**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. Production Preparation

- A. Research
- B. Exploring Design Elements

II. Performance Preparation

- A. Stretching and Physical Preparation
- B. Vocal Exercises

III. Interpretation of Direction

- A. Character Development
- B. Plot Analysis
- C. Stylization
- D. Clarification of Character's Objectives and Psychological State

IV. Acting Techniques

- A. Line Interpretations
- B. Physical Characterization
- C. Sense of "Belief"

V. Disciplines Required

- A. Memorization of Lines
- B. Character Research
- C. Create Belief

VI. Technical Skills

- A. Blocking Notation
- B. Personal Character Makeup
- C. Costume Maintenance
- D. Personal Props Maintenance

VII. Stage Techniques

- A. Cheating the Action
- B. Projection



Course Subject & Number: THA 120D

Course Name: \* Rehearsal and Performance: Children's Theater

**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 through the entire play by the end of the first rehearsal.

Students will be required to read and study all scenes in which his/her character appears in the play.

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

Students may be required to write a character analysis. Additional writing assignments may include a beat analysis for all the scenes in which his/her character appears in the play, a score of the play, and/or a design concept.

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

Not applicable.

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

Students will be required to memorize all portions of the play which apply to his/her character. Students will also be required to memorize the blocking or choreography of each scene that applies to their character. Students may research the style of the play, including time, setting, costume elements, etc.

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

*Reading Assignments:* 1 hour

*Writing Assignments:* 0-1 hours

*Computational Assignments:* n/a

*Other Assignments:* 6 hours (rehearsals, memorization, etc.)

**Course Subject & Number:** THA 120D

**Course Name:** \* Rehearsal and Performance: Children's Theater

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

Lectures, demonstrations, and rehearsals.

**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.)*

Evaluation will be based on:

1. Critiques of regular and active participation (Objective 4 & 5).
2. Critiques of student involvement in rehearsals and performances (Objectives 1 & 3).
3. Critiques of student discipline and focus throughout the rehearsal and performance process (Objective 2).
4. Critiques of student choices in the preparation and performance of a theatrical role or production duty (Objectives 1 & 3).
5. Critiques of student effort in collaborating with all members of the project and the theatrical production team (Objective 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.)*

Creating Life on Stage: A Director's Approach to Working with Actors. M. Mason. Heinemann Drama, 2006.

Between Director and Actor: Strategies for Effective Performance. M. Rees, J. Staniunas. Heinemann Drama, 2002 (Rationale: This is a useful text that has not been updated in the last five years.)

Creating a Role. C. Stanislavsky. Theatre Arts Books, reprint edition, 1989. (Rationale: This is the definitive text on acting from the early 1900s; this version is the latest modern reprint and translation.)

**ANTELOPE VALLEY COLLEGE**  
Academic Affairs Office

Course Outline  
Update 5/2000

**COURSE NUMBER:** THA 120D  
**COURSE TITLE:** \*Rehearsal and Performance: Children's Theatre  
**COURSE UNITS:** 1-3  
**COURSE HOURS:** 54-162 hours total

**ADVISORY:** Eligibility for ENGL 100 and READ 099.  
**LIMITATION ON ENROLLMENT:** Audition required.

**COURSE DESCRIPTION:**

Students will participate in a departmental production by performing a role in a Theatre for Young audiences production or by serving in a specific production related function as assigned by the director. The number of units awarded is based on the total time required for the assigned role or function. (R3)

**COURSE OBJECTIVES:** (Stated as performance objectives. These objectives are common to all students enrolled in the course and include all sections.)

1. Demonstrate an understanding of the parameters of children's theatre including a working definition, differences and similarities between "adult" theatre and children's, a delineation of the purpose's of children's theatre, and its place in both the world of theatre in general, and the world of its specific audience, children. This understanding will be demonstrated in class discussions and rehearsals.
2. Recognize and demonstrate an understanding of the methodology and techniques employed in children's theatre by the active participation in some aspect of an actual theatre production. This understanding will be demonstrated in written assignments as well as in rehearsals.
3. Recognize and demonstrate an understanding of the characteristics of the child audience and how the presentation of theatre for that audience can respond to those characteristics. These understandings will include, but not be limited to, the following:
  - a. Attention spans of various age groups
  - b. The use of action for the young audience
  - c. Language considerations as they relate to age groups
  - d. The use of audience involvement in children's theatre.
4. Create an appropriate level of stage concentration for a specific production. This ability will be demonstrated by student's ability to remember lines, create belief, and clarify the character's objectives and psychological state of being.

**METHODS OF PRESENTATION:**

Lecture-discussion, demonstration, individual and group laboratory exercises.

**METHODS AND FREQUENCY OF EVALUATION FOR DETERMINING WHETHER THE STUDENT**

**OBJECTIVES HAVE BEEN MET BY STUDENTS:** (Grades are based on demonstrated proficiency in subject matter and ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the instructor deems them to be appropriate, problem solving exercises or skills demonstrations by students.)

Students will receive feedback from the director at every rehearsal. The instructor regularly assesses the level to which the articulated objectives are being met.

**COURSE CONTENT:** (Describe course content in terms of a specific body of knowledge and the approximate number of weeks allotted to each part. Course should be designed to meet the 16-week instructional calendar excluding the final exam.)

Weeks

- |   |   |
|---|---|
| 1 | Play analysis and character interpretation. Background research and discussion of the play, author and specific issues pertinent to the production. |
| 5 | Blocking/staging and rehearsal of production.   |
| 1 | Technical rehearsal.  |
| 1 | Performances.   |

**SUGGESTED TEXTS OR OTHER INSTRUCTIONAL MATERIALS (OR EQUIVALENT):**

Various scripts depending on the specific Theatre for Young Audience project.

**RECEIVED**  
 APR 23 2010  
 SLO 3:20-08  
 BY: *M. Murrell*

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

**SECTION I**

	Date	Initial
AP&P Representative:	<i>4/21/10</i>	<i>JDO</i>
(indicates division review and approval)		
Division Dean/Director:	<i>4.21.10</i>	<i>JDO</i>
Faculty Name: (print)	<i>Fredy Aviles</i>	

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

Date *4/20/10*

**COURSE SUBJECT & NUMBER:** PSY 235

**COURSE TITLE:** \*Child Psychology

- 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:*

1. Numbered Course Objectives.
2. Allowing Pass/No Pass option.
3. Updated textbooks to reflect current editions.
4. *Changes to Homework & Methods of Evaluation*
5. *Changes to Typical Homework Assignments*

**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):

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> AA/AS Degree | <input type="checkbox"/> Vocational Education (see page 4, section VIII) |
| <input type="checkbox"/> Transfer     | <input type="checkbox"/> 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: Area 4
- 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:** PSY 235

**COURSE NAME:** \*Child Psychology

**COURSE UNITS:** 3 **COURSE HOURS:** 3 Hours Weekly

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

Prerequisite: Completion of PSY 101.

Advisory: Eligibility for College Level

Reading and ENGL 101.

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

Introduction to the psychological development of the person from prenatal period through adolescence. A survey of current psychological theories, such as cognitive, behavioral and social cognitive, and psychoanalytic will be examined regarding the emotional, physical, and social development of the child. (CSU, UC, AVC)

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

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

1. Assess structure, organization, and process of development by being able to identify, typify, and discuss the phases of development: prenatal, infancy, childhood, and adolescence.
2. Compare and contrast major theories within Child Psychology to be able to identify and understand normal growth patterns for children from birth through adolescence.
3. Critically distinguish the description and explanation of changes in an individual's behavior that are a result of maturation and experience.
4. Differentiate the various research methodologies such as correlational, experimental, and naturalistic observation.
5. Conduct literature review and write a research paper(s) that examines a psychological phenomena within Child Psychology utilizing American Psychological Association (APA) format of writing.

**Course Subject & Number:** PSY 235

**Course Name:** \*Child Psychology

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

I. Introduction: Child Psychology

- A. Historical influences
- B. Major themes

II. Major Research Tools:

- A. Descriptive methods
- B. Inferential methods
- C. Review of American Psychological Format of writing

III. Grand Theories

- A. Psychoanalytic
- B. Cognitive
- C. Learning

IV. Recent Theoretical Perspectives

- A. Vygotsky's sociocultural theory
- B. Ecological systems theory
- C. Information-processing theory

V. Prenatal Development

- A. Environmental influences
- B. Genetic foundations
- C. Childbirth

VI. Infancy

- A. Physical
- B. Perception
- C. Learning
- D. Cognitive
- E. Socialization

VII. Early Childhood

- A. Physical
- B. Perception
- C. Learning
- D. Cognitive
- E. Socialization

VIII. Middle Childhood

- A. Physical
- B. Perception
- C. Learning
- D. Cognitive
- E. Socialization

IX. Adolescence

- A. Physical
- B. Perception
- C. Learning
- D. Cognitive
- E. Socialization

Course Subject & Number: PSY 235  
Course Name: \*Child Psychology

**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

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

Students will read at least one chapter per week (average 35 pages) from course text book(s).  
Students will read at least four (4) research articles from current psychological (APA approved) journals related to course content.  
Students will read additional readings provided by instructor: short readings, and handouts.

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

Students will research and develop a literature review paper using psychological journal articles employing American Psychological Association (APA) format of writing.  
As part of a research paper students will research and prepare a brief annotated bibliography for literature review topic  
Students will write two experiential exercises on course material and class observations.  
Two short term papers (no more than 4 pages each) examining a specific topic related to course.

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

N/A

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

Instead of research paper other types of assignments could be:  
A personal reflection of one's childhood as explained by a major theory.  
Preparation for an oral presentation of literature reviewed.  
Students will observe a child and write an interpretation of behavior using a psychological theory (for example observations could be at a playground or a preschool environment).

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

**Reading Assignments:** 2-3 hours

**Writing Assignments:** 2-3 hours

**Computational Assignments:** N/A

**Other Assignments:** 2 hours

**Course Subject & Number:** PSY 235

**Course Name:** \*Child Psychology

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

Lecture and discussion  
Group activities and discussion  
Audio Visual  
Outside speakers (optional)  
Field Trips (optional)

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

Students knowledge of terminology and ability to integrate information in the field of Child Psychology will be evaluated through examinations and quizzes that include both objective and essay questions (Objectives 1, 2, 3, and 4). Classroom participation will be evaluated through class writing assignments and instructor observation of participation (Objectives 2 & 3). Research reports will be evaluated by assessment of student's ability to research, organize, and integrate ideas (Objective 5). Students knowledge of research report will also be assessed by oral presentation and the students ability to answer questions posed by instructor and classmates (Objective 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.)*

Child Development (8th), Laura E. Berk, Allyn and Bacon, 2009.  
The Developing Child through Childhood, Kathleen Berger (8th), Worth Publishing, 2009.  
Annual Edition: Psychology, McGraw Hill (40<sup>th</sup>), 2009-2010.





**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** PSY 235  
**COURSE NAME:** Child Psychology  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Prerequisite: Completion of Psy 101

Advisory: Eligibility for College Level Reading and English 101 or satisfactory completion of English 101

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

Introduction to the psychological development of the person from prenatal period through adolescence. A survey of current psychological theories, such as Cognitive, Behavioral and Social Cognitive, and Psychoanalytic will be examined regarding the emotional, physical, and social development of the child.

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

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

Assess structure, organization, and process of development by being able to identify, typify, and discuss the phases of development: prenatal, infancy, childhood, and adolescence.

Compare and contrast major theories within Child Psychology to be able to identify and understand normal growth patterns for children from birth through adolescence.

Critically distinguish the description and explanation of changes in an individual's behavior that are a result of maturation and experience.

Differentiate the various research methodologies such as correlational, experimental, and naturalistic observation.

Conduct literature review and write a research paper(s) that examines a psychological phenomena within Child Psychology utilizing American Psychological Association (APA) format of writing.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: CEMD-006
TITLE: Medical Transcription (Online)
INSTRUCTOR: Doug Webb (academic partner and contact)
HOURS: 640 hrs. NUMBER OF MEETINGS: Independent Study
ENROLLMENT FEE: \$2,415 MATERIALS/SUPPLIES FEE: Included in fee

Text / CDs / DVDs / Handouts - Materials offered online
Incl. foot pedal.
Materials provided for review: [X] N

ENROLLMENT EXPECTED: No limit (link is provided to the student after payment is received)

DESCRIPTION OF OFFERING: Target audience: Women ages 35-50, and stay-at-home spouses.
Recommended advisories/pre-requisites/instructor approval: 30 wpm/GED or High School Diploma

Course description: If you are looking for a second career that will allow you to work out of your home, then this class is for you! Obtain your Medical Transcription certificate through this online program presented by Career Step. You will learn about software and hardware products developed for the healthcare environment; keyboard basics, medical word building; basic human structures and the major body systems; medical language; basic pharmacology; and medical and diagnostic reports. You will focus on the fundamentals of transcription and gain practical experience transcribing clinic notes and basic acute care dictation files, and you will be provided information and exercises for tracking and improving productivity. A midterm and final exam are included, along with administrative and marketing support, program benefits, and program materials. PREREQUISITE: 30 wpm typing; GED/High School Diploma.

INSTRUCTOR BIOGRAPHY: Andrea Anaya, Founder and Board Member of Career Step, began her career as a medical transcriptionist in 1986. Believing the medical transcription industry lacked a quality training program at an affordable price; Andrea developed the Career Step medical transcription program in 1992. In June 1999, the online version of the medical transcription training program was launched, revolutionizing education in the industry. Under Andrea's vision and direction, Career Step has developed thriving relationships with industry employers and partnerships with academic institutions. Additionally, a quality medical coding program was introduced in 2004.

SPECIAL NEEDS:

Facilities:
Audio/Video:
Other: The student will be provided with a link.
Need software installed: N/A
ITS notified:

Date Signature

ONLINE CLASS:

How offered? Independent study [X]
Online instructor [X] Support Services [X] (during normal business hours)
Synchronous Only
Synchronous and Asynchronous
Asynchronous only [X]
Number of required sessions: At student's pace (21 modules total)
Hybrid [ ] No
Number of required sessions online vs. face-to-face
Portal used, web address listed: Proprietary for program (based on signed agreement)
Enrollment: Start dates [ ] Open enrollment [X] N



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING

RECEIVED  
APR 30 2010  
*M. Macerangia*

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

Course No. CEMD-006  
Course Title: Medical Transcription (Online)

Instructor (print): Career Step-Company

Division Faculty Review

*Donna Mc*  
Faculty Review Signature

OT  
Discipline

4-14-10  
Date

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

Reason \_\_\_\_\_

*Mary Anne Holcomb*  
Faculty Review Signature

Business  
Discipline

4-14-2010  
Date

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

Reason \_\_\_\_\_

*B. Byn*  
Faculty Review Signature

Business  
Discipline

04-15-10  
Date

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

Reason need clarification of instructor

\_\_\_\_\_  
Faculty Review Signature

\_\_\_\_\_  
Discipline

\_\_\_\_\_  
Date

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

Reason \_\_\_\_\_

*B. Byn*  
AP&P Representative Signature

04-15-10  
Date

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

Reason \_\_\_\_\_

*Thomas Gierl*  
Division Dean Signature

4.15.10  
Date

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

Reason \_\_\_\_\_



# ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING

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

Course No. CEMD-006  
Course Title: Medical transcription - Online

Instructor (print): Career Step (company)

### Division Faculty Review

*Tommy Hoek*  
Faculty Review Signature

*Math*  
Discipline

*04-30-10*  
Date

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

Reason \_\_\_\_\_

\_\_\_\_\_  
Faculty Review Signature

\_\_\_\_\_  
Discipline

\_\_\_\_\_  
Date

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

Reason \_\_\_\_\_

\_\_\_\_\_  
Faculty Review Signature

\_\_\_\_\_  
Discipline

\_\_\_\_\_  
Date

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

Reason \_\_\_\_\_

\_\_\_\_\_  
Faculty Review Signature

\_\_\_\_\_  
Discipline

\_\_\_\_\_  
Date

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

Reason \_\_\_\_\_

*Tommy Hoek*  
AP&P Representative Signature

*04-30-10*  
Date

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

Reason \_\_\_\_\_

*Leah Alkay*  
Division Dean Signature Date

*04-30-10*

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

Reason \_\_\_\_\_

1. Target Audience:

Career Step's Medical Transcription Training program's main audience is women (97%) in the mid-thirties to early fifties. Transcription is typically a second career or additional income in the family. Roughly 85% of all transcriptionists work from home.

2. Prerequisites:

30 words per minute typing  
GED/High school graduate

3. Detailed Course outline

a. See Attached

4. Text or Materials Required

- a. BenchMark KB – Full suite of Stedman's books (included in tuition cost)
- b. Footpedal (included in tuition cost, \$14.95 shipping)



Medical Transcription Syllabus

## Program Outline

The Career Step Medical Transcription online training program consists of 21 modules, or course subjects, which prepare students to work as medical transcriptionists. Numerous exercises and skill assessments throughout each module ensure students master each skill before moving on to the next concept, and knowledgeable student support specialists are available to help from program start to finish.

### Program Orientation

In this module the student will be introduced to the medical transcription industry, medical transcription training program, and become oriented to the online program. A syllabus for each of the modules in the program is presented. Information for navigating, using the features and functions of the online program, and understanding tests and feedback is presented. Skills necessary to be a successful medical transcriptionist are outlined. A host of available resources is presented along with a detailed study guide designed to enable a successful learning experience.

### Technology and the Medical Professional

The purpose of this module is to teach basic computer skills, including using hardware, software, peripherals, and wireless technology; utilizing the Internet as a resource; and operating various facilities for data storage and networking. The student will learn about the many software and hardware products developed specifically for the healthcare environment.

### Keyboard Kinetics

The purpose of this module is to teach the student keyboard basics—which fingers are supposed to touch which keys—and help the student gain efficiency on the keyboard. In other words, this module should help the student type faster!

### Medical Word Building

The purpose of this module is to teach medical word building, including root words, combining forms, prefixes, and suffixes.

### Grammar and Punctuation

This module is a refresher of basic English grammar and punctuation rules. Upon completion, the student will be able to recognize and identify proper usage and correctly punctuate sentences.

### Anatomy and Disease

The purpose of this module is to introduce the student to basic human anatomical structures and the various diseases that affect them. The student will be introduced to disease entities, diagnoses, and treatments.

### Pathophysiology

The purpose of this module is to familiarize the student with the major body systems—the digestive, respiratory, endocrine, reproductive, excretory, cardiovascular, nervous, and musculoskeletal systems—and the diseases associated with them.

### Mastering Medical Language

The purpose of this module is to educate the student in the specialized vocabulary used by healthcare providers and to familiarize the student with a variety of nuances specific to medical language. Specifically, this module will cover word differentiation, abbreviations, plurals, foreign terms, and slang and jargon in medical language.

### Pharmacology

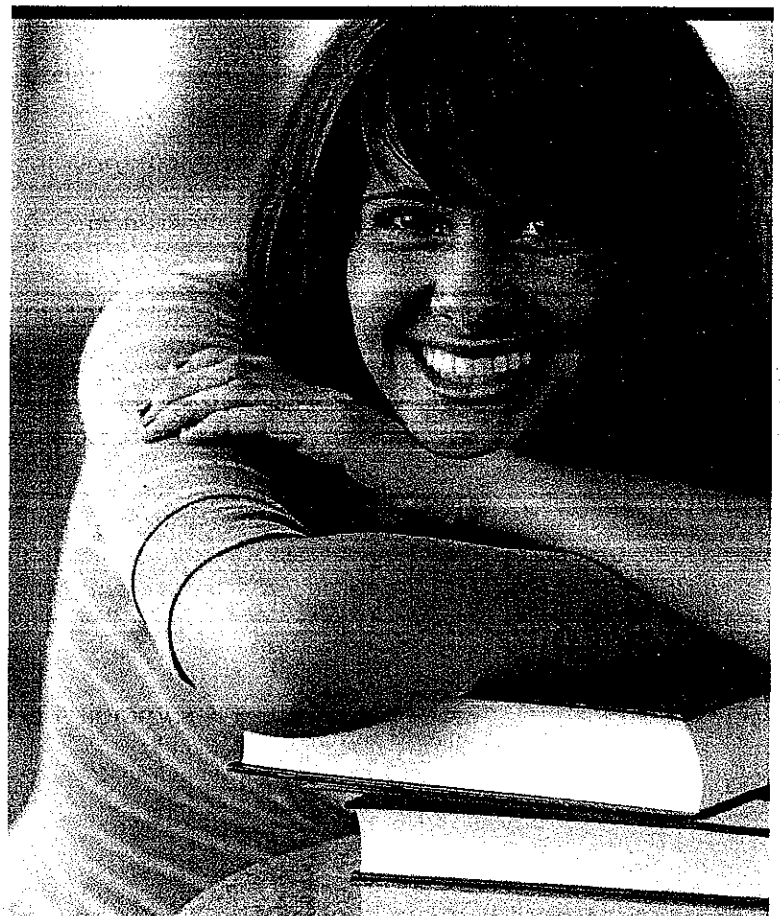
The purpose of this module is to introduce the student to the science of pharmacology and to provide an overview of basic pharmacology, including drug actions and effects, absorption, distribution, metabolism and excretion, and drug classifications and formulary. This module also gives the student the opportunity to see and reference pharmaceutical terms in the context of medical reports with exposure to commonly prescribed drugs.

### Building the Medical Record

The purpose of this module is to educate the student on how to build the medical record. Specifically, the module will cover report types, report components, formatting rules, and effective resources. The physical exam and laboratory data report components will be studied in detail in this module.

### Diagnostic Reports

The purpose of this module is to expose the student to diagnostic reports. The student will take an in-depth look at emergency medicine, physical medicine, radiology, and pathology. Each unit will contain terminology, headings, exercises, and sample reports.



## Focus on Medical Specialties

The purpose of this module is to introduce the student to the various types of reports transcribed as a medical transcriptionist and provide an opportunity to study reports in-depth across every major medical specialty. This module will expose the student to specialty-specific information including terminology, abbreviations, types of reports, and document formatting through sample reports, varied exercises, targeted curriculum, and word lists.

## Midterm

The purpose of this module is to provide an opportunity for self-assessment after completion of the objective modules and before moving on to the practical components of the training program.

## Perfect the Text

The purpose of this module is to improve editing skills by reviewing related editing and proofreading problem areas, including commonly misspelled words, fragments and run-on sentences, punctuation, capitalization, incorrect words, and dictation that needs to be "cleaned up."

## Introduction to Transcription

The purpose of this module is to provide the student with the fundamentals of transcription, with tips and exercises designed to facilitate a smoother transition into the transcription practicum portion of the program. In addition, this module includes a brief preparatory transcription practicum to help the student gradually step into medical transcription.

## Clinic Notes

The purpose of this module is to provide practical experience transcribing authentic clinic note dictation. This module includes a wide variety of clinic notes and progress notes across various specialties including, but not limited to, cardiology, dermatology, endocrinology, otorhinolaryngology, gastrointestinal, genito-urinary, neurology, OB/GYN, oncology, ophthalmology, orthopedic, pediatrics, podiatry, primary care, and psychology.

## Basic Acute Care

The purpose of this practicum module is to provide practical experience transcribing authentic acute care dictation files. This module includes basic hospital reports, including radiology, emergency room (ER), multispecialty clinic, discharge summaries, operative reports, procedure notes, consultations, and history and physicals, with account instructions to follow.

## Enhancing Productivity

The purpose of this module is to provide information and exercises for tracking and improving productivity, along with tips for preparing to be productive on the job after graduation. This module also provides extensive descriptions of productivity tools, software commonly used in the medical transcription industry, and a four-month free trial of a word expander software to be used in the training program.

## Approximate Unit Completion Hours

Program Orientation	1
Technology and the Medical Professional	10
Keyboard Kinetics	10
Medical Word Building	15
Grammar and Punctuation	20
Anatomy and Disease	25
Pathophysiology	20
Mastering Medical Language	5
Pharmacology	15
Building the Medical Record	10
Diagnostic Reports	20
Focus on Medical Specialties	30
Midterm	.5
Perfect The Text	25
Introduction to Transcription	20
Clinic Notes	130
Enhancing Productivity	3
Basic Acute Care	120
Advanced Acute Care	150
Final Exam Preparation	.5
Speech Recognition	10
TOTAL	640

## Advanced Acute Care

The purpose of this practicum module is to expose the student to a wide sampling of account instructions and acute care files with a high level of difficulty. The module is broken down into an in-depth account instructions unit, verbatim instructions unit, radiology unit, complex account instructions unit, and an extremely advanced acute care unit. All dictation is authentic, and the full spectrum of dictator accents and dictation style is covered. The practicum files cover radiology reports, operative reports, consultations, history and physicals, ER reports, discharge summaries, procedure notes, and progress notes.



## Final Exam Preparation

The purpose of this module is to provide final exam information, including an overview of the final, tips for preparing for the final, scheduling the final, and accessing the final examination.

## Speech Recognition

The purpose of this module is to educate the student regarding speech recognition technology's role in the health information management industry. This module addresses common myths associated with the emergence of SRT, the history of SRT, and how SRT works. This is a conceptual module designed to give the student a working understanding of the speech recognition engine and how medical transcriptionists and medical editors fit into SRT.

## Academic Partner Program Benefits

### Administrative Support

- Training on enrollment process and student tracking.
- Complete access administrative logins to track student grades and progress reports.
- Additional complimentary program access for administrators and support staff.
- Academic partner newsletter with support and information taking full advantage of your Career Step relationship and increasing enrollments.
- Complimentary subscription to BenchMark KB, a database of online medical transcription resources, and a complete text companion and CD companion set.

### Marketing Support

- Marketing kit including successful promotion ideas and sample marketing literature.
- Monetary support for the program's initial launch.
- An open house information session hosted at your school by Career Step representatives to generate awareness and excitement for your new program. The Career Step representative will be able to answer questions on both the program and the industry opportunities.
- Additional focused marketing materials and support as needed to increase interest and drive enrollments.

### Customization Options

- Private labeled programs.
- Modules can be renamed to support desired nomenclatures.
- Multiple enrollment options including open enrollment, semesters, or trimesters.
- Flexibility to offer program for college credit, continuing education, or private institution certification.

### Student Program Benefits

- Comprehensive student and technical support.
- Unlimited access to student chat rooms and online forum (with over 16,000 registered users), including the opportunity to attend moderated chats with career counselors, industry experts, and employers.
- Free issues of the Career Step *Stepping Up* newsletter.
- Full access to Career Step job search assistance, including resume review, reference letters, graduate consultations, and other resources.

### Student Program Materials

- Collection of reference materials including: a 15-month subscription to Benchmark KB (an online database of online medical transcription resources), a 15-month membership to the Association for Healthcare Documentation Integrity (AHDI), and a transcription foot pedal (device used to control audio playback).
- One year access to online curriculum.



*For more information on gaining these benefits for your institution, please contact an Academic Partner representative at 1-888-355-4144 or [acadpartner@careerstep.com](mailto:acadpartner@careerstep.com).*



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PDIM-010
TITLE: Back to Basics Traffic School
INSTRUCTOR: Sonia Hicks
HOURS: 8 hrs. per session NUMBER OF MEETINGS: 1
12hrs. per session 2
(Hours required are determined by the court - mandating either 8 or 12 hours be taken)

ENROLLMENT FEE: \$15 (8 hrs.) MATERIALS/SUPPLIES FEE: \$15
\$22.50 (12 hrs.) (Fee for State issued Certificate)
Text / CDs / DVDs / Handouts - N/A
Materials provided for review: Y
(Certificates issued after completion)

ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: Target audience: General public needing to attend traffic school.
Recommended advisories/pre-requisites/instructor approval: N/A
Course description: Have you found yourself in the position of having to go to a court ordered traffic school (except for a DUI)? Back to Basics Traffic School's professional instructors will give you the basics regarding the rules of the road, and provide you with a certificate to immediately present to the court. Whether you need to attend for 8 or 12 hours, this is the class for you.

INSTRUCTOR BIOGRAPHY: Ms. Sonia Hicks has been living and working in the Antelope Valley since 1993. She owned a Day Care business for 4 years, and became a traffic school instructor in 1999. With her love of teaching, came the desire to open her own successful traffic school. While employed with Los Angeles County as a community worker, she completed her degree in Public Administration. Having achieved her goal, Ms. Hicks is now offering her school through the Antelope Valley Community Services program, continuing where she left off; teaching traffic school.

SPECIAL NEEDS: DMV will approve facility upon course approval.

Facilities: Classrooms and computer labs

Audio/Video: Computer, Projector/Screen, VCR

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

RECEIVED  
APR 28 2010  
BY: *[Signature]*



# ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING

AP&P Approval:  
Date: \_\_\_\_\_

AP&P Denial:  
Date: \_\_\_\_\_  
Reason: \_\_\_\_\_

Course No. PDIM-010  
Course Title: Back To Basics Traffic School

Instructor (print): SONIA HICKS

### Division Faculty Review

*[Signature]*  
Faculty Review Signature

A.J.  
Discipline

4/24/10  
Date

Approved  Denied \_\_\_\_\_

Reason PENDING DMV APPROVAL - SEE PAPERWORK

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

*[Signature]*  
AP&P Representative Signature

4.26.10  
Date

Approved  Denied \_\_\_\_\_

Reason \_\_\_\_\_

*[Signature]*  
Division Dean Signature

4/27/10  
Date

Approved  Denied \_\_\_\_\_

Reason \_\_\_\_\_

General Table of Contents

Topic I	The Common Sense of Driving.....	20 Minutes
Topic II	Safety Equipment.....	20 Minutes
Topic III	Defensive Driving.....	60 Minutes
Topic IV	Established Speed Laws.....	15 Minutes
Topic V	Proper Lane Use.....	15 Minutes
Topic VI	Backing Up Safely.....	10 Minutes
Topic VII	Interacting at Intersections.....	20 Minutes
Topic VIII	Passing.....	15 Minutes
Topic XI	Demands of City Driving.....	30 Minutes
Topic X	Demands of Freeway Driving.....	30 Minutes
Topic XI	Driving on an Open Highway.....	20 Minutes
Topic XII	Hazardous Conditions.....	30 Minutes
Topic XIII	Alcohol and Other Drugs.....	45 Minutes
Topic XIV	Responsibility.....	20 Minutes
Topic XV	Traffic Signs, Signals, and Controls.....	30 Minutes
Topic XVI	Licensing Control measures.....	20 Minutes
<b>TOTAL</b>		<b>400 Minutes</b>



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PDIM-009
TITLE: Conditioning for the Sport of Football
INSTRUCTOR: Perry Jehlicka
HOURS: 20.8 hrs. total NUMBER OF MEETINGS: 16
1.3hrs. per session
ENROLLMENT FEE: \$ 20 MATERIALS/SUPPLIES FEE: N/A
Text / CDs / DVDs / Handouts
Materials provided for review: Y N
ENROLLMENT EXPECTED: 10-30
DESCRIPTION OF OFFERING: Target audience: High School Seniors
Recommended advisories/pre-requisites/instructor approval: High School
students interested in coming to AVC and play football.

Course description: The course will introduce the skills and techniques
necessary for playing the sport of football at the collegiate level. The following areas will be covered in the course:
individual techniques as it pertains to specific positions on offense, defense, and special teams; skills and strategies
for offense, defense, and special teams. Physical conditioning and why it is important in the sport of football will
also be covered.

INSTRUCTOR BIOGRAPHY: Perry Jehlicka is a Physical Education instructor, as well as the Marauder
football head coach at AVC.

SPECIAL NEEDS:

Facilities: Athletic facility/fields

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



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING

AP&P Approval:  
Date: \_\_\_\_\_

AP&P Denial:  
Date: \_\_\_\_\_  
Reason: \_\_\_\_\_

Course No. PDIM-009  
Course Title: Conditioning for the Sport of Football

Instructor (print): Perry Jehlicka

**RECEIVED**  
APR 23 2010  
BY: *M. J. ...*

Division Faculty Review

*Cindy Pittfield*  
Faculty Review Signature

*DANCE*  
Discipline

*4/15/10*  
Date

Approved  Denied \_\_\_\_\_

Reason *It is needed for students who are transitioning from HS to college.*

*Perry Jeh*  
Faculty Review Signature

*Physical Education*  
Discipline

*4/27/2010*  
Date

Approved  Denied \_\_\_\_\_

Reason *Prepares students for fall season*

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

AP&P Representative Signature

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

*Neeter Clebert*  
Division Dean Signature

Date *4-21-10*

Approved  Denied \_\_\_\_\_

Reason \_\_\_\_\_

**Course Description:**

The course will introduce the skills and techniques necessary for playing the sport of football and the collegiate level. The following areas will be covered in the course: individual techniques as it pertains to specific positions on offense, defense, and special teams, skills and strategies for offensive, defensive, and special teams. The other area that will be covered in the course is physical conditioning and why it is important in the sport of football.

**Target Audience:**

The target audience is high school seniors that are considering coming to Antelope Valley College and playing football. This course will allow them the opportunity to get a first hand look at what is involved in playing football at the collegiate level. They will learn the necessary skills and techniques that we use in all phase of the game on offense, defense, and special teams. They will also get the chance to get to know the coaching staff and how they teach and interact with players.

**Prerequisites:**

None

**Detailed Course Outline:****Week 1**

Introduction to Program Philosophy in Offense, Defense, Special Teams

**Week 2**

Break into specific position groups and work techniques as it pertains to the student's specific position. We will also incorporate speed and conditioning as it pertains to their position

**Week 3**

We will continue to work in our individual groups and start to introduce working together with other groups as it pertains to the plays that are being introduced to the students. We will work on conditioning in offensive and defensive groups. It's a competitive situation and involves the students learning the importance of team work.



#### Week 4

We will progress to work as whole groups as it pertains to offense or defense. We will put the students in competitive drills that will teach them the value of teamwork and the importance of everyone's worth on their side of the football.

#### Week 5

Our next progression in developing the team concept is to work against each other on offense and defense. This will allow them to see the importance of what we have been working on and how it all ties together. We will go against each other and at the end we will incorporate a conditioning drill which allows the offense and defense to work together and not against each other. We always want them to understand we go against each other a lot in practice but when that over we are on the same team with the same common goal and that's to help each other become better and win football game together.

#### Week 6

We will start to work the third and what we think is the most important phase of football and that's special teams. We will work our long snappers, kickers, punter, and returners separately. We will also work out Punt Team and Kick of Cover Team this week. WE feel these are the two most important special teams and we must be very good on these teams. Our conditioning will incorporate special teams this week.

#### Week 7

We will continue to work special teams. The kickers, punters and returners continue to work separate. We will now incorporate our kick off return team and punt return team. These two teams will be stressed because they incorporate a large amount of field position that is up for grabs when a ball is kicked. We will continue to work conditioning within our focus of special teams.

#### Week 8

We will tie everything together and review what we have gone over and the importance of it. We will emphasize this week the complete team and how we must all be on one page if we are to be successful. Our conditioning this week will encompass the team as a whole which will allow everyone to help and encourage each other no matter what position or role they have played throughout the course.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PFBS-025
TITLE: Math Pre-Screening Assessment Workshop for Pharmacy Technician Training Program
INSTRUCTOR: Deborah Sinness
HOURS: 4 hrs. per session NUMBER OF MEETINGS: 1
ENROLLMENT FEE: No fee MATERIALS/SUPPLIES FEE: None
Text / CDs / DVDs / Handouts None
Materials provided for review: Y

ENROLLMENT EXPECTED: 10/25

DESCRIPTION OF OFFERING: Target audience: Candidates for AVC's Pharmacy Technician Program
Recommended advisories/pre-requisites/instructor approval: None

Course description: Oftentimes, test-taking anxiety prevents prospective students from demonstrating their knowledge on important entrance exams. At this workshop, attendees will learn important test-taking strategies and tips for the Pharmacy Technician Training pre-screening math assessment. Additionally, the workshop will cover basic math skills that will be presented on the pre-screening exam, including valuable techniques for performing operations with fractions, decimals, and percents as well as obtaining numerical data from charts and descriptive statements.

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.

SPECIAL NEEDS:

Facilities:

Audio/Video: Projector/Screen

Other: Computer

Need software installed: N/A

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

AP&P Approval:  
Date: \_\_\_\_\_

AP&P Denial:  
Date: \_\_\_\_\_  
Reason: \_\_\_\_\_

Course No. PFBS -025  
 Course Title: Math Pre-screening Assessment Workshop for Pharmacy  
 Technician Training

Instructor (print): Magdalena Caprotti, PhD  
*Deborah Sinness*

RECEIVED  
 APR 30 2010  
 BY: *M. [unclear]*

Division Faculty Review

*M Caprotti*  
 Faculty Review Signature

*Mathematics*  
*Math Learning Specialist*  
 Discipline

*4/28/2010*  
 Date

Approved  Denied \_\_\_\_\_

Reason *(see attached)*

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

*[Signature]*  
 AP&P Representative Signature

*4/30/10*  
 Date

Approved  Denied \_\_\_\_\_

Reason *Approved by subject area faculty.*

*[Signature]*  
 Division Dean Signature

*4/29/10*  
 Date

Approved  Denied \_\_\_\_\_

Reason *faculty approval*

I reviewed the Math Pre-Screening Assessment Workshop for Pharmacy Technician Training regarding its content and method of delivery proposed to be offered by the Community Service and I consider that it is appropriate and useful regarding the entrance in the Pharmacy Technician Training class.

The students who apply for this class are members from the community not attending AVC' classes, therefore they have no access to the AVC Learning Resources especially to Learning Center / Math Center's workshops, tutoring, etc. The only preparation that these future students can receive for the Pharmacy Technician Training class is through this proposed workshop offered by the Corporate Community Education.



Professor, Magdalena Caproiu, PhD  
Math Learning Specialist  
(661)722-6576  
mcaproiu@avc.edu

# Math Magicians, Inc.

42202 50th Street West, Suite D  
Quartz Hill, California 93536  
[www.mmtutor.com](http://www.mmtutor.com) (661) 718-3699

## Math Pre-Screening Assessment Workshop for Pharmacy Tech Training Program Candidates

### Course Description

#### I. Target Audience

- a. Candidates for AVC's Pharmacy Tech Training Program

#### II. Prerequisites

- a. None

#### III. Course Description (4-hour workshop)

##### a. First Hour – Introduction and Test-Taking Strategies

1. Students will learn techniques for alleviating test-taking anxiety.

- i. Students will learn how to alleviate stress physically, including topics such as diet, sleep, breathing exercises, and mental preparation.
- ii. Students will learn important test-taking strategies such as how to use scratch paper, how to remember important concepts, identifying answers that are outliers, process of elimination, and common errors.

##### b. Second Hour – Basic Operations

Students will learn and practice the following:

1. Addition/Subtraction
2. Multiplication/Long Division

### 3. Decimals/ Fractions/Percents

#### c. Third Hour – Numerical Information from Charts/Tables/Descriptive Statements and Time Computation

1. Students will learn and practice problems involving charts, tables and descriptive statements as well as time computation.

2. Students will learn and practice strategies for attacking word problems with money and measurement.

#### d. Fourth Hour – Review and Additional Practice



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



RECEIVED  
1 APR 30 2010  
BY: *M. M. M.*



# ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING

AP&P Approval:  
Date: \_\_\_\_\_

AP&P Denial:  
Date: \_\_\_\_\_  
Reason: \_\_\_\_\_

Course No. TBD  
Course Title: Security Guard Training Requirement – Additional 16 hours

Instructor (print): Sgt. Bruce Rowe

### Division Faculty Review

*[Signature]*  
Faculty Review Signature

*A-J.*  
Discipline

*4/28/2010*  
Date

Approved  Denied \_\_\_\_\_

Reason \_\_\_\_\_

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

Faculty Review Signature

Discipline

Date

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Reason \_\_\_\_\_

*[Signature]*  
AP&P Representative Signature

*4.29.10*  
Date

Approved  Denied \_\_\_\_\_

Reason \_\_\_\_\_

*[Signature]*  
Division Dean Signature

*4/29/10*  
Date

Approved  Denied \_\_\_\_\_

Reason \_\_\_\_\_

## Security Guard Training Requirement – Additional 16 hours

### Course Outline

- I. PUBLIC RELATIONS - 3 hours
  - A. Mediation and Conflict Resolution
  - B. Officer Image: appearance; diction; tone; demeanor
  - C. Protocols for local law enforcement/emergency services contact
  - D. Discretion in disseminating information
- II. COMMUNICATION TECHNOLOGY - 3 hours
  - A. Demonstration of common communications technologies
  - B. Proper use and maintenance of communications equipment
  - C. On-air protocol
  - D. Call codes
- III. OBSERVATION AND REPORTING - 3 hours
  - A. Assessing and preserving a scene
  - B. How to gather information from suspects and witnesses
  - C. How to handle and process evidence
  - D. Report writing techniques: format; organization; spelling/grammar; tense fluency; legal implications
- IV. HANDS-ON TRAINING: RESTRAINT TECHNIQUES - 4 hours
  - A. Legal boundaries and implications
  - B. Handcuffing

V. OFFICER SAFETY - 3 hours

- A. Observation skills
- B. Body armor
- C. Good Samaritan Law
- D. Body mechanics
- E. CPR/First Aid protocol
- F. Blood borne pathogens
- G. Body language; mirroring; vocal cues



**ANTELOPE VALLEY COLLEGE**  
**Business, Computer Studies,**  
**and Economic Development Division**  
 (661) 722-6370 • Fax (661) 722-6372

RECEIVED  
 APR - 1 2010  
 BY: *Maurique*

**MEMORANDUM**

DATE: March 25, 2010

TO: Academic Policies and Procedures Committee

FROM: Dr. Tom O'Neil, Dean *TOE*  
 Beverly Beyer, Faculty

SUBJECT: Changes in the Computer Networking Certificates

Please change requirements and electives for the Computer Networking Certificates as outlined below. One reason for the change is that CA 173 is obsolete, effective March 11, 2010. It was replaced by CIS 159.

**CURRENT COMPUTER NETWORKING CORE CERTIFICATE REQUIREMENTS**

Required Courses	units
CA 103, Intro. to Microcomputers	3
CA 107, Microcomputer Hardware and Software Support	3
CA 151, Microcomputer Operating Systems	3
CA 153, Windows Installation and System Support	3
CA 171, Intro. to Networking	3
CA 173, Novell Netware System Administration <b>or</b> CA 175, Administering Windows 2003 Server <b>or</b> CIS 157, Intro. to LINUX	3
	<b>Total 18</b>

**NEW COMPUTER NETWORKING CORE CERTIFICATE REQUIREMENTS**

Required Courses	units
CA 107, Microcomputer Hardware and Software Support	3
CA 151, Microcomputer Operating Systems	3
CA 171, Intro. to Networking	3
CA 175, Administering Windows 2003 Server	3
CA 176, Windows 2003 Networking	3
CA 182, Network Security	3
	<b>Total 18</b>

*Antelope Valley College. . . Imagine the Possibilities*

**CURRENT COMPUTER NETWORKING  
MULTI-PLATFORM CERTIFICATE REQUIREMENTS**

<b>Required Courses</b>	<b>units</b>
CA 103, Intro. to Microcomputers	3
CA 107, Microcomputer Hardware and Software Support	3
CA 151, Microcomputer Operating Systems	3
CA 153, Windows Installation and System Support	3
CA 171, Intro. to Networking	3
CA 173, Novell Netware System Administration	3
CA 175, Administering Windows 2003 Server	3
CIS 157, Intro. to LINUX	3
Program Electives	<u>6</u>
	<b>Total 30</b>

<b>Program Electives:</b>	<b>units</b>
Select six units from the following networking program electives.	
CA 131, Microcomputer Database Management	3
CA 132, Oracle SQL Database Management	3
CA 133, Oracle PL/SQL Programming	3
CA 176, Windows 2003 Networking	3
CA 177, Microsoft Internet Information Server	3
CA 182, Network Security	3
CIS 111, Introduction to Programming and Algorithms	3
CIS 113, Data Structures	3
CIS 123, Assembly Language and Computer Architecture	3
CIS 141, Introduction to Basic Programming	3
CIS 145, Intro. to Visual BASIC.NET Programming	3
CIS161, Introduction to C Programming	3
CIS 173, Introduction to C++ Programming	3
CIS 175, Java Programming	3

**NEW COMPUTER NETWORKING  
MULTI-PLATFORM CERTIFICATE REQUIREMENTS**

<b>Required Courses</b>	<b>units</b>
CA 107, Microcomputer Hardware and Software Support	3
CA 151, Microcomputer Operating Systems	3
CA 171, Intro. to Networking	3
CA 175, Administering Windows 2003 Server	3
CA 176, Windows 2003 Networking	3
CA 182, Network Security	3
CIS 157, Intro. to LINUX	3
CIS 159, SUSE Linux Server Administration	3
Program Electives	<u>6</u>
	<b>Total 30</b>

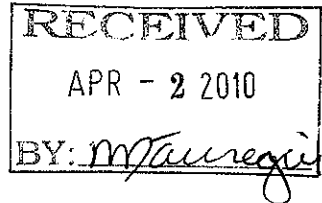
**Program Electives:**

Select six units from the following networking program electives:

CA 103, Intro. to Microcomputers	3
CA 131, Microcomputer Database Management	3
CA 132, Oracle SQL Database Management	3
CA 133, Oracle PL/SQL Programming	3
CA 153, Windows Installation and System Support	3
CA 177, Microsoft Internet Information Server	3
CIS 111, Introduction to Programming and Algorithms	3
CIS 113, Data Structures	3
CIS 123, Assembly Language and Computer Architecture	3
CIS 141, Introduction to Basic Programming	3
CIS 145, Intro. to Visual BASIC.NET Programming	3
CIS 161, Introduction to C Programming	3
CIS 173, Introduction to C++ Programming	3
CIS 175, Java Programming	3



ANTELOPE VALLEY COLLEGE



DATE: February 9, 2010

TO: Maria Clinton, co-chair, AP&P  
Sharon Lowry, co-chair, AP&P

FROM: Dr. Karen Cowell, Dean, Health Sciences *kc*  
Linda Harmon, AP&P representative for Health Sciences Division *LH*  
Ann Volk, faculty, nutrition and foods *AV*  
Melanie Parker, faculty, child and family education *mp*

SUBJECT: Family and Consumer Education degree options

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Attached are recommended revisions to the Family and Consumer Education degree option.

The FACE degree has not been updated for many years. The current degree options include courses that are not part of core knowledge for the discipline. Courses in the current Consumer Education (Consumer Services) option include courses that are not transferable to the major in colleges that are in the California State University system.

The proposed changes have been discussed with the faculty of the Business, Computer Studies and Economic Development Division (October 27, 2009 meeting). The proposal has also been disseminated to the faculty of the Technical Education Division disciplines involved in this degree: Clothing and Textiles and Interior Design. The faculty of the Health Sciences Division approved the changes (February 8, 2010 meeting). Suggestions from the faculty have been incorporated into the changes.

This proposal also establishes Program Learning Outcomes for the FACE degree.

Family and Consumer Education degree: Proposed changes

**The following describes the discipline in the Taxonomy of Programs:**

**1301.00 – Family and Consumer Sciences, General**

General programs in family and consumer sciences, including life management, how individuals develop and function in family, work, and community settings, and how they relate to their physical, social, emotional, and intellectual environments. Prepares individuals to balance personal, family and work responsibilities throughout the life cycle. May include introductory courses in fashion, nutrition and foods, interiors, family studies, child development. Programs may lead to transfer or to practical and occupational outcomes.

**1301.10 – Consumer Services**

Programs intended to prepare directly for employment related to consumer communication and services in the public sector or businesses, such as finance, retail, utilities, and telecommunications. Includes responding to consumer problems and trends and providing information. Generally includes courses in business and well as courses in family and consumer sciences

The proposed changes to the degree are:

1. Change name of degree option from Family and Consumer Education to Family and Consumer Sciences.

Rationale: Discipline name in California Community College Taxonomy of Programs is Family and Consumer Sciences (TOP Code 1301.00).

2. Change name of Consumer Education option to Consumer Services.

Rationale: Discipline name in California Community College Taxonomy of Programs is Consumer Services (TOP Code 1301.10).

3. Change required and elective courses in the current curriculum to courses that are transferable to the Consumer Affairs major in the CSU system. Courses in the current degree option for Consumer Education include some courses that are not transferable to the major in the CSUs. The CFE course would be changed to the introductory course in order for students to get an overview of the discipline.

For the Child and Family Development option, some courses would be changed. At least nine units must be taken from this area if the student wants to complete the FACS degree with the Child and Family Development option.

Current Curriculum	Proposed Courses
CFE 101, Intro to Early Childhood Ed (elective)	CFE 101, Intro to Early Childhood Ed (required)
CFE 103, The Child in Family/Community Relationships (required)	CFE 103, The Child in Family/Community Relationships (required)
CFE 104, Literature for Children (required)	CFE 104, Literature for Children (elective)
CFE 105, Discovery-Based Ed. For Children (elective)	CFE 105, Discovery-Based Ed. For Children (elective)



CFE 106, Creative Experiences for Children (elective)	CFE 106, Creative Experiences for Children (elective)
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For the Consumer Services option, the current additional required course (CT 110, Clothing Construction I) and electives would be replaced by the proposed electives. At least nine units of electives must be selected from the area of emphasis if the students wants to complete the FACS degree with the Consumer Services option.

Current Curriculum	Proposed Electives
ACCT201, Financial Accounting	MKTG 101 Principles of Marketing
COMM 101, Intro to Public Speaking	ECON 102 Principles of Microeconomics
ID 105, Designing Residential Interiors	BUS 111 Business Communications
PHOT 101, Photography	BUS 121 Investment Fundamentals
PSY 101, General Psychology	BUS 201 Business Law
CT 110, Clothing Construction I (required)	BUS 203 Business Law
	COMM 105 Introduction to Mass Communication
	COMM 125 Public Relations Communication
	COMM 109 Small Group Communication

#### 4. Establish Program Learning Outcomes for Family and Consumer Sciences degree.

The degree needs PLOs that cover the five disciplines within FACS: clothing and textiles, interior design, child and family education, nutrition, consumer sciences. The suggested PLOs were adapted from learning outcomes that are suggested in the California Community Colleges Family and Consumer Sciences Program Plan (2009 edition).

Analyze factors that enhance the quality of life for individuals and families. (AVC ILO #1—with a stretch).

Relate opportunities for advanced education and lifelong learning in the field of family and consumer sciences. (AVC ILO #2)

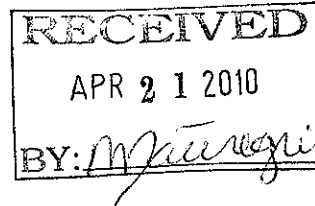
Integrate general education knowledge and experience with family and consumer sciences content to understand the relationship between individual decisions and global responsibility. (AVC ILO #3)

Apply the role of the consumer, government and industry to family and consumer issues using communication skills, critical thinking skills, planning and decision making skills, information literacy, and technology. (AVC ILO #4)

Manage personal, social and economic resources. (AVC ILO #5)

Identify career opportunities in the family and consumer sciences disciplines. (AVC ILO #6)

Assessment: To be determined



ANTELOPE VALLEY COLLEGE  
DIVISION OF MATHEMATICS, SCIENCE and ENGINEERING

**MEMO**

April 20, 2010

To: Academic Policies and Procedures Committee  
From: Dr. Les Uhazy, Dean  
Dr. David Newman, Associate Professor of Chemistry

A handwritten signature in cursive, appearing to read "Les Uhazy".

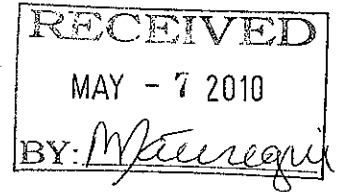
**Re: Declaration of CHEM 222 Organic Chemistry Support Laboratory as Obsolete**

Following discussion with other chemistry faculty members, Dr. Newman has requested that because of inactivity, CHEM 222 Organic Chemistry Support Laboratory be designated as obsolete. It is, however, anticipated that in the future this course will be reactivated.





ANTELOPE VALLEY COLLEGE  
Visual and Performing Arts Division



**MEMORANDUM**

TO: AP&P Committee  
FROM: Newton Chelette, Dean  
Division of Visual and Performing Arts  
DATE: May 5, 2010  
SUBJECT: Request to Obsolete Course

Dear Committee:

I would like to request that the following course be made obsolete:

THA 105 – Introduction to Lighting Design

The above course, since being in the schedule of classes, has been unsuccessful at meeting the minimum requirements; therefore, we ask that the above request be granted without hesitation.

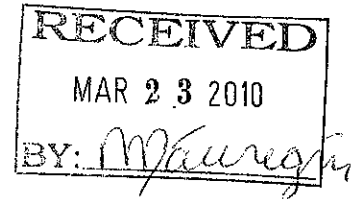
If you have any questions, please do not hesitate contacting the division office.

Respectfully

cc: David Newby, AP&P Representative  
Jonet Leighton, Faculty  
Mark Branner, Faculty

**Antelope Valley College  
Business, Computer Studies, and Economic  
Development Division**

# Memo



**To:** Beverly Beyer, Academic Policies and Procedures Representative  
**From:** Donna Meyer, Instructor *DM*  
**Date:** 3/17/2010 *DM*  
**Re:** Obsolete OT 107

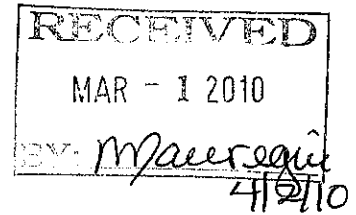
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Please remove the course listed below from the college course offerings. It has not been taught in several semesters, and we have no plans to teach it again.

OT 107, Keyboarding Speed and Accuracy



ANTELOPE VALLEY COLLEGE



Date: January 21, 2010

To: AP&P Committee

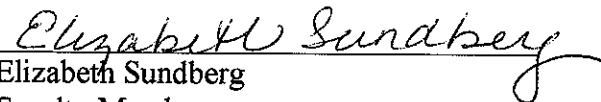
From: Health Sciences Division  
Dr. Karen Cowell  
Linda Harmon  
Elizabeth Sundberg  
Bonnie Curry

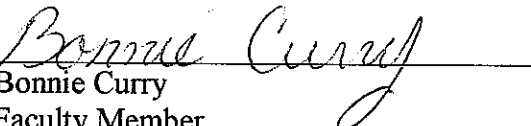
Re: Obsolete Course


After consideration during the November 16, 2009 Associate Degree Nursing Faculty Meeting, the faculty determined that the following course needs to be deleted from the catalog.

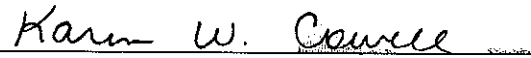
NS 199 Work Experience

Thank you for your consideration.

  
Elizabeth Sundberg  
Faculty Member

  
Bonnie Curry  
Faculty Member

  
Linda Harmon  
Faculty Member  
AP&P Representative

  
Dr. Karen Cowell  
Dean

RECEIVED  
APR 15 2010  
BY: *M. Maurer*

ANTELOPE VALLEY COLLEGE  
DIVISION OF MATHEMATICS, SCIENCE and ENGINEERING

**MEMO**

April 14, 2010

To: Academic Policies and Procedures Committee  
From: Dr. Les Uhazy, Dean *Les Uhazy*  
Greg Dluzak, Adjunct Instructor, Water Treatment

**Re: Declaration of Water Treatment Non-credit Courses as Obsolete**

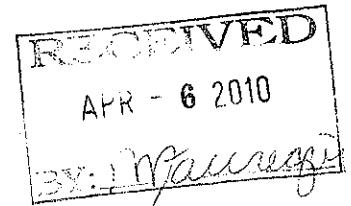
With the presentation of the new Credit Water Treatment Courses:  
WDTO 101 Applied Water Treatment and Distribution Mathematics  
WDTO 105 Basic Water Supply Science  
WDTO 110 Water Chemistry and Quality  
WDTO 115 Water Distribution I  
WDTO 116 Water Distribution II  
WDTO 120 Water Treatment I  
WDTO 130 Water Treatment II

The Division would like to declare as Obsolete the following Non-credit courses:

WDTO 901  
WDTO 905  
WDTO 910  
WDTO 915  
WDTO 916  
WDTO 920



**ANTELOPE VALLEY COLLEGE**  
**Health Sciences Division**



DATE: April 5, 2010  
TO: AP&P Committee  
FROM: Dr. Karen Cowell, Dean, Health Sciences *KC*  
SUBJECT: Request to Obsolete Disciplines

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After consultation with the Health Sciences Division faculty, I am requesting that the disciplines listed below be made obsolete.

Culinary Arts  
Nurse Aide and Home Health Aide