

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	Ed Beyer
Maria Clinton, Cochair	Mrs. Sharon Lowry, V. P. Academic Affairs	Sheronda Myers, Voting ASO	Dexter Cummins
De'Nean Coleman-Carew, Faculty	Rick Motawakel, Faculty	David Newby, Faculty	Robert Falb
Margaret Drake, Dean	David Newman, Faculty	Les Uhazy, Dean	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

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**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 She requested that faculty be notified now of their outdated courses so that there is plenty of time to revise the courses and submit the necessary paperwork.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 student's 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.*

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

TO: Beverly Beyer  
Maria Clinton  
De'Nean Coleman-Carew  
Maggie Drake  
Tooraj Gordi  
Lee Grishman  
Linda Harmon

Scott Lee  
Cynthia Littlefield  
Sharon Lowry  
Rick Motawakel  
David Newby  
David Newman

Duane Rumsey  
LaDonna Trimble  
Darcy Wiewall  
Les Uhazy  
Sheronda Myers, ASO voting  
TBD, ASO non-voting

FROM: Ms. Clinton/Mrs. Lowry  
DATE: April 16, 2010  
SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting  
**Thursday, April 22, 2010, TE7 Rm. 103 – Computer Lab, 3:00-5:30pm**

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**2009-2010**  
**Academic Policies & Procedures Committee Meeting No. 10**  
**AGENDA**

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR**
- 3. APPROVAL OF MINUTES** – March 25, 2010
- 4. INFORMATIONAL ITEMS (5 minutes each)**
  - a. CurricUNET Update and Training Schedule
  - b. Repeatability for the ESL courses not permitted by Title 5
- 5. REPORTS (10 minutes each)**
  - a. Mission Statement Feedback from Division Representatives
  - b. Catalog Feedback from Division Representatives
- 6. DISCUSSION ITEMS (10 minutes each)**
  - a. Cooperative Work Experience Education
  - b. SLO incorporated in syllabus
  - c. Catalog Rights Statement Amendment
- 7. ACTION ITEMS**
  - a. Mission Statement
  - b. Recommendation for a 2 year printed catalog
- 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
  - 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
  - e. AJ 208 – Introduction to Forensic Science 3 units, 3 hours weekly
  - f. CA 131 – \*Relational Database Management and Design 3 units, 4 hours weekly
  - g. FTEC 102 – \*(I-200) Basic Incident Command System 1 units, 16 hours total
  - h. FTEC 111 – \*Fire Protection Organization 3 units, 3 hours weekly

- i. FTEC 112 – \*Fire Prevention Technology 3 units, 3 hours weekly
  - j. FTEC 113 – \*Fire Protection Equipment and Systems 3 units, 3 hours weekly
  - k. FTEC 114 – \*Building Construction for Fire Protection 3 units, 3 hours weekly
  - l. FTEC 115 – \*Fire Behavior and Combustion 3 units, 3 hours weekly
  - m. FTEC 120 – \*(S-212) Wildfire Powersaws 2 units, 32 hours total
  - n. FTEC 122 – \*Wildland Firefighter 4 units, 5 hours weekly
  - o. FTEC 125 – Haz Mat First Responder Operations 1.5 units, 24 hours total
  - p. FTEC 126 – \*Wildland Fire Behavior 3 units, 3 hours weekly
  - q. FTEC 127 – \*Wildland Firefighter Dafety and Survival 3 units, 3 hours weekly
  - r. FTEC 128 – \*Wildland Fire Operations 3 units, 3 hours weekly
  - s. FTEC 129 – Wildland Public Information Office, Prev & Inv 3 units, 3 hours weekly
  - t. FTEC 130 – \*Wildland Fire Logistics, Finance and Planning 3 units, 3 hours weekly
  - u. FTEC 131 – \*(L-280) Followership to Leadership 1 units, 16 hours total
  - v. FTEC 132 – \*(S-131) Advanced Firefighter Training 0.5 units, 8 hours total
  - w. FTEC 137 – \*(S-211) Portable Pumps and Water Use 1 units, 16 hours total
  - x. FTEC 138 – Wildland Engine Firefighter 4 units, 5 hours weekly
  - y. FTEC 142 – \*(P-151) Wildland Fire Origin & Cause Det 1.5 units, 27 hours total
  - z. FTEC 150 – \*(S-270) Basic Air Operations 0.5 units, 16 hours total
  - aa. FTEC 240 – \*Fuel Management and Fire Use 1.5 units, 24 hours total
  - bb. READ 150 – \*Speed Reading 2 units, 3 hours weekly
  - cc. READ 175 – Literacy Tutoring and Supervised Field Experience 4 units, 8 hours weekly
  - dd. OT 105 – Beginning Keyboarding Technique 1 units, 30 hours total
- 9. DISCUSSION ITEMS – Revised Courses**
- a. NF 100 – \*Nutrition 3 units, 3 hours weekly – Third Reading
  - b. NF 100 DE – \*Nutrition 3 units, 3 hours weekly – New Hybrid First Reading
  - c. NF 102 – \*Nutrition and Food for Children 3 units, 3 hours weekly – Third Reading
  - d. NF 102 DE – \*Nutrition and Food for Children 3 units, 3 hours weekly – New Hybrid First Reading
- 10. DISCUSSION ITEMS – Degree/Certificate Change Request – First Reading**
- a. Computer Networking Certificate
- 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

**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

**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

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

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

**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

### NON-DISCRIMINATION POLICY

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ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

DATE: March 25, 2010  
LOCATION: TE7 103 – Computer Room  
TIME: 3:05 p.m.

<b><u>MEMBERS PRESENT</u></b>		<b><u>MEMBERS ABSENT</u></b>	<b><u>GUESTS PRESENT</u></b>
Beverly Beyer, Faculty	Scott Lee, Faculty	Cynthia Littlefield, Faculty	Ed Beyer
Maria Clinton, Cochair	Mrs. Sharon Lowry, V. P. Academic Affairs	Rick Motawakel, Faculty	Diane Flores-Kagan
De’Nean Coleman-Carew, Faculty	David Newby, Faculty	Sheronda Myers, Voting ASO	Rosa Hall
Margaret Drake, Dean	David Newman, Faculty		MaryAnn Holcomb
Tooraj Gordi, Faculty	Mike Rios (Proxy)		Kevin Mawhorter
Lee Grishman, Articulation	Duane Rumsey, Faculty		Joseph Owens
Linda Harmon, Faculty	LaDonna Trimble, Dean		Christos Valiotis
Tom Hutchinson (Proxy)	Les Uhazy, Dean		Dorothy Williams
	Darcy Wiewall, Faculty		

**2009-2010**  
**Academic Policies & Procedures Committee Meeting No. 10**  
**MINUTES**

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

A motion was made and seconded to call the March 25, 2010 AP&P Committee Meeting to order at 3: p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:11 p.m. Motion carried.

*Ms. Clinton requested a motion to amend the agenda to add Open Comment from the Public as an item and LAC 900 and LAC 901 under Discussion Items-Revised Courses. At the instructors request remove ENGL 256 and ENGL 257 under Discussion Items-Revised Courses. Also remove item 9a and b at the departments request since the instructors are unable to attend. A motion was made and seconded to amend the agenda as stated. Motion carried.*

**2. OPENING COMMENTS FROM THE PUBLIC**

Ms. Mary Ann Holcomb was present to comment on the Cooperative Work Experience Education program. She stated that she has been an instructor for this program for over thirteen years and want to pose the following questions even though the committee at this time cannot offer an answer:

1. Who determines the appropriate number of students enrolled per faculty or class maximum?
2. Is the faculty responsible to visit the workplace of a student regardless of previous visits?

Ms. Holcomb offered an answer to question number 2. She stated that according to title 5, yes the instructor is required to visit the workplace of a student even if the instructor had visited that site in a previous semester. She also wanted to address the concern regarding this program being shifted to independent study. She stated that the program could not be shift to independent study due to overload concerns.

Mrs. Sharon Lowry offered clarification on the issue of LHE. She stated that this program is not the same as LHE and the class size needs to be set by AP&P. According to title 5, 125 students is 1 FTE or 15 LHE and is not the recommended number of students per instructor. Ms. Maria Clinton requested that additional comments and concerns be held until the committee addresses item number 7b. She stated that in keeping in compliance with the Brown Act, discussions and queries from Open Comments from the Public are not allowed. If the committee wanted to have a discussion then that topic/individual would need to come back to the agenda as a discussion item.

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

Ms. Maria Clinton stated that the first beta testing group met on March 12, 2010. Due to phone difficulties, this group will meet again on March 30, 2010. Ms. Maria Clinton passed out a CurricUNET Beta Testing memo and requested that committee members sign up for a testing date. It was decided that on April 15, 2010 Joe Owens, Duane Rumsey, Beverly Beyer, Linda Harmon and Tooraj Gordi will meet in BE 311 to critique the CurricUNET program. On April 16, 2010 Lee Grishman, Maggie Drake, David Newman, De’Nean Coleman-Carew, LaDonna Trimble and Mike Rios will meet to review the program.

**4. APPROVAL OF MINUTES –**

a. February 25, 2010

A motion was made and seconded to approve the February 25, 2010 Academic Policies and Procedures committee meeting minutes. Motion carried.

b. March 11, 2010

A motion was made and seconded to approve the March 11, 2010 Academic Policies and Procedures committee meeting minutes. Mrs. Beverly Beyer requested that item 6b, third sentence, be revised to read “The business division felt the language in the policy is too vague and allows instructors to create their own policy.” Motion carried as amended.

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

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

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

a. Mission Statement – Maria Clinton

Ms. Maria Clinton stated that Dr. Ed Beyer was present to offer some insight on what the ACCJC looks for when reviewing the colleges mission statement. With the assistance of a PowerPoint and handouts, Dr. Ed Beyer explained that the current statement is very through and can possibly be split into two parts. The first paragraph being the mission statement and the rest would be identified as either Mission’s Breadth of Offerings or Offerings within the Mission. Dr. Beyer stated that the accreditation team will use a guide when reviewing our mission and asked who makes the recommendation to change the statement. Ms. Maria Clinton stated that Board Policy 1200 allows the AP&P Committee to open discussion on the mission statement and make revision recommendations to the senate for approval. She requested that the AP&P Representatives take the mission statement back to their divisions with the recommended heading for the second part and collect feedback. Ms. Maria Clinton stated that representatives should be prepared to share their findings when this item returns to AP&P on April 22, 2010.

b. Cooperative Work Experience Education

Ms. Maria Clinton stated that Title 5 language mandates that the faculty makes an initial visit to the work site prior to the student being approved to enroll in the CWEE program. This visit does need to be made for each student in case work conditions have changed. Dr. Lee Grishman asked how faculty are to determine a safe work environment. Dr. Tom O’Neil stated that the faculty and students are given a packet outlining OSHA regulations. After a brief discussion, it was decided that since this is a Title 5 issue, the faculty need to evaluate the work site in person prior to student enrollment and all subsequent visits to discuss student goals and progress can be done through another form of communication. Ms. Clinton also passed out a memo outlining the enrollment in this program in previous semesters. She stated that 96% of faculty have had 10 or less students enrolled in CWEE in the Spring 2006 and Spring 2008 semesters. As for Fall 2006, Spring 2007, Fall 2007, Fall 2008, and Spring 2009, 98% of faculty had 10 students or less enrolled in CWEE. Ms. Clinton asked the representatives to report any comments or concerns that were expressed by instructors from their division, the following was said:

- Business – One faculty stated 125 students per faculty would be reasonable while another instructor stated 60 and yet another stated 20 students per faculty.
- Counseling – 40 students to one faculty, however this may need to be flexible for each division
- Math – No response from faculty
- Health Sciences – No response from faculty
- Instructional Resources – Needs more time to collect comments
- Physical Education – Felt 30-36 students per instructor was reasonable
- Technical Education – 10 students to one faculty
- Visual and Performing Arts – No response from faculty
- Science – No response from faculty
- Language Arts – 15 students to one faculty was appropriate for Deaf Studies, no interest apart from this area
- Social Science – Needs more time to collect comments

After a lengthy discussion, Ms. Maria Clinton stated that these responses were so wide spread that we need to narrow down an actual class maximum for this program. She felt that 15 students to one faculty would be reasonable given the average number of students enrolled per faculty in previous semesters.

*Ms. Clinton requested a motion to amend the agenda to add an action item for Cooperative Work Experience Education. Motion carried.*

c. Upper Division Units Form – Lee Grishman

Dr. Lee Grishman stated that after reviewing the current forms used by the campus, he feels that it is not necessary to create a new form in order for students to request the use of upper division units in satisfying an Associate degree

requirement. The Request for Equivalencies / Substitutions form can be used for such a request since it asks for all pertinent information. After a brief discussion, Ms. De'Nean Coleman-Carew requested that a clear and concise document be created delineating student requirements for submitting this type of request. Mr. Duane Rumsey reminded the committee that in a previous meeting it was decided that a maximum/minimum number be placed on the use of upper division units in acquiring a degree from the campus. Ms. Maria Clinton stated that would not be necessary since the campus already has clear language on the number of units that need to be taken on campus before a degree can be awarded.

d. SLO incorporated in syllabus

A motion was made and second to table Discussion item 7d, SLO incorporated in syllabus. Ms. Maria Clinton stated that this item needed to be tabled because she is waiting for information from Ms. Melanie Parker. She also stated that the accreditation committee may require the SLO be included in the syllabus. It was also identified that Mrs. Maggie Drake and Mr. Rick Motawakel serve on both the AP&P and the SLO committees. Motion carried.

e. Catalog

Ms. Maria Clinton asked the committee to consider making a recommendation to the Senate to print the college catalog every two years rather than every year. She stated that other campuses have adopted this practice in an effort to save money. She continued to state that those campuses will post an addendum to the catalog online if significant changes have been made. Dr. Lee Grishman stated that he has been making this recommendation for years now and that this change would not affect articulation. De'Nean Coleman-Carew stated that she was not sure whether or not this would adversely affect Counseling so she will discuss this with her area and report back at the next AP&P meeting. Ms. Maria Clinton requested all representatives to take this back to their divisions and collect comments/concerns and be ready to report back on April 22, 2010.

## 8. ACTION ITEMS

a. Attendance Policy Vote

A motion was made and seconded to approve the recommended revisions to the Attendance Policy. Motion carried.

b. Cooperative Work Experience Education

A motion was made and seconded to approve a class size of 15 students to one faculty member for the Cooperative Work Experience Education course. Motion carried.

## 9. DISCUSSION ITEMS – Revised Courses – First Reading

a. AUTO 113 – \*Automotive Engine Rebuilding (Advanced) 4 units, 8 hours weekly  
Prerequisite: Completion of AUTO 110 or AUTO 111 and AUTO 112.

**Revise to:**

*Prerequisite: Completion of AUTO 110, or **Completion of both** AUTO 111 and AUTO 112.*

A motion was made and seconded to approve the revisions made to the Course Outline of Record for AUTO 113, Automotive Engine Rebuilding (Advanced). Mr. Kevin Mawhorter 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 repeatability be changed to 1. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 2, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for AUTO 113, Automotive Engine Rebuilding (Advanced). Motion carried.

b. (CCA) AUTO 276 – \*California Clean Air Car Course 8 units, 140 hours total  
Advisory: Completion of AUTO 100, AUTO 150, AUTO 176 and AUTO 177. Eligibility for ENGL 099, READ 099, and MATH 070.

**Revise to:**

*Advisory: Completion of AUTO 150, AUTO 176 and AUTO 177. Eligibility for ENGL 099, READ 099, and MATH 070.*

A motion was made and seconded to approve the revisions made to the Course Outline of Record for AUTO 276, California Clean Air Car Course. Mr. Kevin Mawhorter 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. A motion was made and seconded to approve the Course Content Review for AUTO 276, California Clean Air Car Course. Motion carried.

c. COMM 215 – Public Relations Communication 3 units, 4 hours  
Change course hours to 3

A motion was made and second to table item 9c, COMM 215, Public Relations Communication. Ms. Maria Clinton stated that this item needed to be tabled due to the absence of the instructor and dean. Motion carried.

- d. ACRV 198 - \*Heating and Air Conditioning Seminars Variable units, Variable hours  
A motion was made and second to approve the revisions made to the Course Outline of Record for ACRV 198, Heating and Air Conditioning Seminars. Mrs. Maggie Drake was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested the division to take another look at the Course Outline of Record for ACRV 198. The material provided is too vague and needs to be expanded upon. Ms. Maria Clinton requested that Melissa Jauregui pull all previously approved CORs for ACRV 198 and forward them to Technical Education for consideration in the review process. Motion failed.
- e. ~~ENGL 256 - \*Chicano Literature~~ 3 units, 3 hours weekly  
Postponed to later agenda per motion above.
- f. ~~ENGL 257 - \*Native American Literature~~ 3 units, 3 hours weekly  
Postponed to later agenda per motion above.
- g. LAC 900 – Supervised Tutoring Average of 20-50 hours total  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for LAC 900, Supervised Tutoring. Dr. Rosa Hall, Ms. Diane Flores-Kagan and Ms. Dorothy Williams were 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.
- h. LAC 901 – Supervised Learning Assistance Average of 10-30 hours total  
A motion was made and seconded to approve the revisions made to the Course Outline of Record for LAC 901, Supervised Learning Assistance. Dr. Rosa Hall, Ms. Diane Flores-Kagan and Ms. Dorothy Williams were 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.

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

- a. ~~How to Become a Debt Free Real Estate Investor – Seewung Yee~~
- b. ~~Busy Mom’s Book Club – Ellen Coleman~~  
Postponed to a later agenda per motion above.

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

- a. ACRV 215 – Commercial Refrigeration Systems and Controls
- b. ACRV 225 – Commercial Air Conditioning Controls and Systems  
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.

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

**Business and Computer Studies**

- a. ACCT 113 – Bookkeeping II
- b. ACCT 121 – Microcomputer Accounting
- c. ACCT 201 – Financial Accounting
- d. ACCT 205 – Managerial Accounting
- e. BUS 101 – Introduction to Business (Rcvd 3/23/10)
- f. BUS 105 – Business Mathematics
- g. BUS 113 – Business Communications
- h. BUS 212 – Women in Organization
- i. CA 121 – Microcomputer Spreadsheets
- j. CA 131 – Microcomputer Database Management (Rcvd 3/11/10; Tech rev. 3/18/10)
- 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
- q. CIS 113 – Data Structures
- r. CIS 123 – Assem Lang & Computer Architect
- s. CIS 141 – Intro Basic Programming
- t. CIS 175 – Java Programming
- u. MGT 121 – Human Resources Management
- v. MKTG 101 – Principles of Marketing

- w. OT 105 – Beginning Keyboarding Technique (Rcvd 3/23/10)
- x. OT 113 – Adv MS Word (No SLO; Rcvd 3/23/10)
- y. OT 201 – Admin Office Procedures (Rcvd 3/23/10)

#### **Instructional Resources**

- a. LIB 107 – Information Competency

#### **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 (Technical review 10/27/09; Pending revisions 3/16/10)
- e. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
- f. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)

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

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

#### **Noncredit**

- a. LAC 900 – Supervised Tutoring (Technical review 2/08/10; Pending rev 3/03/10; Rcvd 3/23/10)
- b. LAC 901 – Supervised Learning Assistance (Technical review 2/08/10; Pending rev 3/03/10; Rcvd 3/23/10)
- c. LAC 939 – Prep for Success in Corp Train (No SLO)
- d. LAC 941 – Special Topics in WFDV (No SLO)
- e. LAC 942 – Learning Skills Lab for WFDV (No SLO)
- f. WDTO 901 – App Water Treat & Dist Math I & II (Pending Obsolete Memo)
- g. WDTO 905 – Basic Water Supply Science (Pending Obsolete Memo)
- h. WDTO 910 – Water Chemistry and Quality (Pending Obsolete Memo)
- i. WDTO 915 – Water Distribution I (Pending Obsolete Memo)
- j. WDTO 916 – Water Distribution II (Pending Obsolete Memo)
- k. WDTO 920 – Water Treatment I (Pending Obsolete Memo)

#### **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; In process)
- b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09; In process)
- c. FTEC 102 – (I-200) Bas Incd Comm Sys (Rcvd 3/18/10; Tech Rev 3/23/10)
- d. FTEC 120 – (S-212) Wildfire Powersaws (Rcvd 3/18/10; Tech Rev 3/23/10)
- e. FTEC 122 – Wildland Firefighter (Rcvd 3/18/10; Tech Rev 3/23/10)
- f. FTEC 125 – Haz Mat First Responder Operations (Rcvd 3/18/10; Tech Rev 3/23/10)
- g. FTEC 126 – Wildland Fire behavior (Rcvd 3/18/10; Tech Rev 3/23/10)
- h. FTEC 127 – Wildland Firefighter Safety and Survival (Rcvd 3/18/10; Tech Rev 3/23/10)
- i. FTEC 128 – Wildland Fire Operations (Rcvd 3/18/10; Tech Rev 3/23/10)
- j. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation (Rcvd 3/18/10; Tech Rev 3/23/10)
- k. FTEC 130 – Wildland Fire Logistics, Finance and Planning (Rcvd 3/18/10; Tech Rev 3/23/10)
- l. FTEC 131 – (L-280) Followership to Leadership (Rcvd 3/18/10; Tech Rev 3/23/10)
- m. FTEC 132 – (S-131) Advanced Firefighter Training (Rcvd 3/18/10; Tech Rev 3/23/10)
- n. FTEC 137 – (S-211) Portable Pumps and Water Use (Rcvd 3/18/10; Tech Rev 3/23/10)
- o. FTEC 138 – Wildland Engine Firefighter (Rcvd 3/22/10; Tech Rev 3/23/10)
- p. FTEC 150 – (S-270) Basic Air Operations (Rcvd 3/18/10; Tech Rev 3/23/10)
- q. FTEC 240 – Fuel Management and Fire Use (Rcvd 3/18/10; Tech Rev 3/23/10)

**Visual & Performing Arts**

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

**13. ADJOURNMENT**

A motion was made and seconded to adjourn the March 11, 2010 AP&P Committee Meeting at 5:22 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 Valiotis, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate’s Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.*



Office of Enrollment Services  
Office of Career/Transfer Resources & Articulation

## Revision of AVC's Catalog Rights Statement

An interesting discussion has emerged among our CC colleagues in the State concerning catalog rights. The question arose...

"If a student began his/her coursework at one particular college before the 'Intermediate Algebra' competency requirement was imposed and maintained continuous enrollment; then transferred to another community college after the Intermediate Algebra requirement was implemented...would 'your' college require him/her to take the Intermediate Algebra course?"

Some colleges said "yes" but most said "no." According to the Catalog Rights statement in the College's 2009-1010 for AVC:

### Catalog Rights Policy

"Provided that continuous attendance is maintained, AVC students may elect the degree requirements in effect at:

1. The time they begin their study at a California Community College, a CSU campus, or a UC campus

(Page 59)

The General Counsel from the CCC Chancellor's Office rendered an opinion on this issue in November, 2009 and concluded:

"Many of our students attend multiple institutions and there is interest in allowing students who have pre-Fall 2009 catalog rights at one college to exercise those rights at a subsequent college. The legal answer to this question is clearly no because, under contract law principles, the new college does not have an obligation to recognize catalog rights gained at another institution. The student has catalog rights at the new college based on the written catalog in effect when the student enters the college. Thus, the second or subsequent college is not required to recognize catalog rights from another college."

(Legal Opinion 09-04; November 24, 2009)

In light of the CCCCCO General Counsel's opinion, and to have a clear and concise AVC policy, #1 under the *Catalog Rights Policy* will be removed from the 2010-2011 catalog.



To: AP&P Committee  
From: Maria Clinton AP&P Co Chair  
Date: March 23 2010  
Subject: Mission Statement

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The Current Mission Statement is available in the college catalog page 8.

### **Proposed Minor Revision to the College Mission:**

#### **Mission**

##### Mission Statement

The mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment. Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

##### Mission Narrative?

We offer: *Associate Degree Programs*

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

##### *Career Technical Programs*

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

Certificates of Proficiency.

##### *Transfer/General Education Courses*

Transfer/general education courses in communication and critical thinking, the physical

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

##### *Basic Skills Courses*

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

##### *Student Support and Instructional Support*

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

##### *Workforce Preparation and Economic Development*

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

##### *Personal Enrichment and Professional Development*

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

## **Accreditation Questions regarding the Mission Statement**

### Standard I

A. The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

o What does the institution's mission statement say about its educational purposes? Are these purposes appropriate to an institution of higher learning?

o Who are the college's intended students? How does the institution determine its intended population? Is the identified population a reasonable match for the institution's location, resources, and role in higher education?

o What processes does the institution use to foster college-wide commitment to student learning? Does the mission statement express this commitment?

### **Samples of other institutions mission statements:**

#### *Riverside Community College District Mission Statement*

Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve.

To advance this mission, our colleges and learning centers provide educational and student services to meet the needs and expectations of their unique communities of learners.

To support this mission, District Offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning.

#### *Orange Coast College Mission Statement*

Orange Coast College is committed to student learning and personal improvement. We provide associate degrees, transfer preparation, certificates in career and technical education, as well as instruction in basic skills and English as a Second Language. The college serves the economic and workforce development needs of the local community and develops globally aware citizens.

#### *Fresno City College Mission Statement*

Fresno City College is a comprehensive community college offering innovative instructional programs in anticipation of and responsive to the life-long learning needs of our diverse population. Fresno City College provides a wide variety of supportive services to assist our students in achieving their educational goals. Moreover, we are dedicated to working collaboratively with our community to enhance the economic and social development of the region.

#### *Long Beach City College Mission Statement*

Long Beach City College is a comprehensive community college that provides open and affordable access to quality associate degree and certificate programs, workforce preparation, and opportunities for personal development and enrichment. The college develops students' college-level skills and expands their general knowledge, enables their transfer to four-year institutions, prepares them for successful careers or to advance in their current careers, and fosters their personal commitment to lifelong learning. Based upon a commitment to excellence, college programs foster and support the intellectual, cultural, economic and civic development of our diverse community.

**RECEIVED**  
 OCT 13 2009  
 SLO 3:20:08  
 BY: M. Auregui

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

**SECTION I**

Date: 10/12/09 Initial: DR  
 AP&P Representative: DR  
 (indicates division review and approval)  
 Division Dean/Director: 10/13/09 [Signature]  
 Faculty Name: (print) TOM GRAVES

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

Date 2 Oct. 09

**COURSE SUBJECT & NUMBER:** comm  
COM 215

**COURSE TITLE:** Public Relations Communication

- 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:*  
 Reduced the course units from 4 to 3 and the course hours from 4 to 3. Updates to course content and updated the format for the new forms. Included an updated book.

*units already 3  
 \* Need to fill out Section III on CPF ✓*

*Page 2  
 Additional 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: \_\_\_\_\_

**SECTION III**

1) **Course Unit Value:** See *Carnegie Formula in course proposal guidelines*

Student hours per week lecture: 3 equals 3 units

Student hours per week lab: equals units

**TOTAL UNITS: 3**

2) **Faculty Workload/LHE:** See "Methods of Instruction" on COR; also see *Course Proposal Guidelines and/or faculty contract for formula and definitions. Choose only one of the following:*

Lecture: 60% or more of class meeting time per semester is in direct interaction with entire class at the same time:

Total Weekly Hours: 3 x 1.0 factor = 3 LHE

Lab: Less than 25% of class meeting time per semester is in direct interaction with entire class at the same time:

Total Weekly Hours: x .67 factor = LHE

Lecture/Lab: Between 25-59% of class meeting time per semester is in direct interaction with entire class at the same time:

Total Weekly Hours: x .825 factor = LHE

**NOTE: Formula for Short-Term Course Only:** Total Hours / 17.5 = Equivalent Total Weekly Hours (place above).

Short Term Course Total Hours:

Short Term Course Total Units:

**SECTION IV Course Support:** Please note, special expenditures and/or costs for library support are not reasons for acceptance or denial of a course by the AP&P committee; nor does course approval mean monies will be available.

**Expenditures:**

- a. Will there be any special expenditures (supplies or capital outlay) incurred in offering this course?  No  Yes
- b. If yes, provide estimate of costs: \$ Explain

Note: This is not for a "materials fee"; if there is a "materials fee" for this course, please fill out and attach necessary form.

**Library Resources:** To be filled out and signed by librarian after division approval.

Contact the collection development librarian for your area early in the process; allow a minimum of one week for librarian to conduct the review and complete the "Worksheet for Library Support." After your division has approved the course, return this form to the library to be completed by the librarian; allow one week for this last process.

- a. Does the Library have adequate support material for this course?  Yes  No  N/A
- b. If "yes," briefly explain types of support material available:

c. If "no," outline a brief plan (based upon the "worksheet") identifying materials necessary for adequate course support

I Book Collection:

Estimated Cost:

Alternative source:

II Periodical and Index Collection:

Estimated Cost:

Alternative source:

III Electronic Databases/Equipment/Other:

Estimated Cost:

Alternative source:

Library Signature: \_\_\_\_\_

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:** COMM 215  
**COURSE NAME:** Public Relations Communication  
**COURSE UNITS:** 3 **COURSE HOURS:** 3

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
 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 introduces theory-based communication concepts (such as Source-Message-Channel-Receiver) and presents methods for disseminating information to the public. Composition methods for print, electronic, and graphic communication media are taught. Skill in basic math computation, public speaking, art, and computer literacy are recommended. The course is applications-based and designed for students pursuing an AA degree, and/or those desiring practical public communication applications training and study. (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. Understand theory-based communication concepts.
2. Relate communication concepts to public relations objectives.
3. Discuss communication theory in relation to specific organizations' public information needs.
4. Research and interpret specific communication strategies applicable to diverse communication media.
5. Analyze communication methods and media to produce preferred approaches for public information communication.
6. To write print media material, including press release, backgrounder, and bio sketch.
7. Write broadcast media material, including radio and TV ad scripts, and storyboard.
8. Design and develop a point of purchase (POP) display in terms of appropriate page design and layout
9. Investigate media and production costs for a specific project and develop the costs into an acceptable budget.
10. Develop a performance and evaluation review table (PERT) for a communication plan timeline.
11. To evaluate the effectiveness of the communication plan as it is implemented as a public information strategy.
12. Write a comprehensive report of the communication plan which includes a strategy base, actual materials employed in the public information communication plan, a budget, a PERT, and research references.
13. Present the comprehensive communication plan in a 10 minute professional speech.

**Course Subject & Number:** COMM 215

**Course Name:** Public Relations Communication

**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 Process of Communication**

- A. Discussion of the Source-Message-Sender-Receiver communication model
- B. Application to public information.

**II. Public Relations**

- A. Defined
- B. Historical perspectives
- C. Applications
- D. Communication theory considerations

**III. Communication Media Methods and Development**

- A. Writing for print media
- B. Writing for electronic media
- C. Point of purchase (POP) display
- D. Storyboard script

**IV. Developing the Public Relations Communication Plan**

- A. Researching the organizational needs and objectives
- B. Writing the communication strategy
- C. Developing the budget
- D. Developing the PERT
- E. Developing the evaluation method

Course Name: Public Relations Communication

**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:**

Assigned readings necessary to develop the required course assignments. Course topics include communication theory, print writing, radio writing, television writing and visual design, advertising costs and budget development, and evaluation methods for public information strategies. Readings will be weekly through the term.

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

Writing assignments correlate to the development of the communication plan. The assignments flow from the reading assignments described in #1, above. There are four (4) weekly written assignments based on the readings.

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

One budget computation assignment is required to be included in the communication plan.

**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 employ critical thinking skills for differentiating theory and application concepts of public information strategies which will be evaluated by using standards-based criteria (e.g., is the newspaper story written in appropriate form; is the print page layout done according to visual design criteria, etc.).

Students will be required to have a basic understanding and functions of a digital camera, as well as having the ability of uploading pictures to a computer. Homework assignments and a portfolio project will incorporate these techniques.

An 8 to 10 minute oral Public Relations presentation will be required of all students.

*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 ½ hrs.

**Writing Assignments:** 2 ½ hrs.

**Computational Assignments:** 1 hr.

**Other Assignments:**

**Course Subject & Number:** COMM 215  
**Course Name:** Public Relations Communication

**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 - utilizing varied presentation methods, e.g., TV & film, hard copy, overhead, PowerPoint, internet

Discussion -instructor with all students and with smaller "buzz" groups

Laboratory - hand on, in-class production of assignments, excluding the communication plan

**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 and subjective examinations on communication and public information concepts.

Objectives 1, 2, 3, 4, 5

Instructor evaluation of assignments using standards-based criteria, e.g., is correct grammar and punctuation used, are page layouts done in the top left/bottom right format, is the TV storyboard timed to 60 seconds, etc. Objectives 6, 7, 8, 9

Communication plan presents the minimum required research references with correct MLA format for proposed methodologies. Objectives 1, 11, 12

Correct budget computations. Objective 9

Are assignment materials completed in accordance with professional media standards, e.g., newspaper style guide, public relations society media guidelines, etc. Objectives 6, 7, 8,9, 10, 11, 12, 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.)*

Seitel, Fraser P. (2006). *The Practice of Public Relations*, 10th ed. Englewood Cliffs, NJ: Pearson-Prentice-Hall, Inc. (Website: My Comp Lab).





ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: COMM 215 JOUR 215

COURSE NAME: Public Relations Communication

COURSE UNITS: 3

COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*  
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 introduces theory-based communication concepts (such as Source-Message-Channel-Receiver) and presents methods for disseminating information to the public. Composition methods for print, electronic, and graphic communication media are taught. Skill in basic math computation, public speaking, art, and computer literacy are recommended. The course is applications-based and designed for students pursuing an AA degree, transfer to the UC and/or CSU systems, and/or those desiring practical public communication applications training and study.

**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. To understand theory-based communication concepts.
2. To relate communication concepts to public relations objectives.
3. To discuss communication theory in relation to specific organizations' public information needs.
4. To research and interpret specific communication strategies applicable to diverse communication media.
5. To analyze communication methods and media to produce preferred approaches for public information communication.
6. To write print media material, including press release, backgrounder, and biosketch.
7. To write broadcast media material, including radio and tv ad scripts, and storyboard.
8. To design and develop a point of purchase (POP) display in terms of appropriate page design and layout
9. To investigate media and production costs for a specific project and develop the costs into an acceptable budget.
10. To develop a performance and evaluation review table (PERT) for a communication plan timeline.
11. To evaluate the effectiveness of the communication plan as it is implemented as a public information strategy.
12. To write a comprehensive report of the communication plan which includes a strategy base, actual materials employed in the public information communication plan, a budget, a PERT, and research references.
13. To present the comprehensive communication plan in a 10 minute professional speech.

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

**RECEIVED**  
OCT 13 2009  
SLO-3-2008  
BY: *M. M. M.*

**SECTION I**

Date 10/13/09 Initial DR  
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 hrs/wk

**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 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.

**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 (politics, religion, education, stereotypes, etc.)
- C Self-Images
- D Heritage (Spanish, Native American, culture clashes)
- E Chicano/as as Writers

**II. Literary Genres**

- A Fiction (novels, short stories, poetry, drama)
- B Non-Fiction (autobiographies, biographies, journals, essays)

**III. Basic Literary Elements of Fiction and Poetry**

- A Plot, character, theme, point of view, symbol, etc.
- B Poetic techniques and figurative language

**IV. 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 the following:

- a.) short stories, poems, chapters from novels, and non-fiction works
- b.) supplemental material (instructor handouts) on the elements of fiction and poetry
- c.) additional readings (instructor handouts) exploring the history, background, critical theory, and analysis of 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 or research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format. Writing tasks will focus on evaluation and analysis to meet current SLO's. At least one writing assignment will include research to meet the current SLO's.

**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 report , possibly using visual media.

*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/week

**Writing Assignments:** 2-3 hours/week

**Computational Assignments:**

**Other Assignments:** 1 hour/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.)*

May include lecturing, modeling of correct critical analyses, leading group and small group work, provide audio and video materials related to the readings, and arranging for guest speakers. Must include class discussion that allows students to orally judge, appraise, and debate literature.

**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. Short answer and short essay exams will demonstrate students' knowledge of literary texts and their ability to recognize, identify, and explain literary techniques/terminology as they apply to the readings. (Objectives 2, 3, & 6)
2. Participation in class discussions and group work will demonstrate students' ability to discuss and compare Chicano/as in society, and how Chicano/as are represented in literary works. (Objectives 1, 2, 3, 5, 7, 8, & 9)
3. Research paper will demonstrate the students' ability to analyze and evaluate literary works (fiction and non-fiction) and literary criticism, using textual support and research, incorporate scholarly sources from related fields (history, art, sociology, psychology, mass media, etc.), compose a thesis-driven essay, synthesize source material, and correctly use MLA format. (Objectives 1, 3, 4, 6, 8, & 9)
4. Short analytical or response essays will demonstrate students' ability to analyze and evaluate literary texts. (Objectives 1, 3, 4, 5, & 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.)*

**Fiction:**

Rudolfo Anaya	Bless Me, Ultima, Quinto Sol Publisher, 1972
Ana Castillo	Women Are Not Roses, Arte Publico Press, 1984
	So Far From God, Norton, 2005 (1993)
Sandra Cisneros	The House on Mango Street, Vintage, 1991
	Women of Hollering Creek, Vintage, 1992

**Non-Fiction:**

Oscar Acosta	Autobiography of a Brown Buffalo, Vintage, 1989
Luis J. Rodriguez	Always Running: La Vida Loca: Gang Days in L.A., Touchstone, 2005 (1993)
Victor Villasenor	Rain of Gold, Delta, 2 <sup>nd</sup> ed., 1992
	Wild Steps of Heaven, Delta, 1996

**Poetry:**

Gary Soto	Where Sparrows Work Hard, U of Pittsburg, 1981
	A Natural Man, Chronicle Books, 1999
Jimmy Santiago Baca	Black Mesa Poems, New Directions, 1989

**Drama:**

Luis Valdez	Actos, Cucaracha Publications, 1971
	Zoot Suit and Other Plays, 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  
SLO-3-20-08  
BY: *Mauregui*

**SECTION I**

	Date	Initial
AP&P Representative: <i>(indicates division review and approval)</i>	<i>10/13/09</i>	<i>DP</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: _____
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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 257

**COURSE NAME:** \*Native American Literature

**COURSE UNITS:** 3 **COURSE HOURS:** 3 hrs/wk

**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 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 American contributions as 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 (politics, religion, education, stereotypes, etc.)
  - C. Oral Tradition/Myths (creation, trickster, hero, etc.)
  - D. Self-Images
  - E. Native Americans as Writers
  
- II. Literary Genres
  - A. Fiction (novels, short stories, poetry, drama)
  - B. Non-Fiction (autobiographies, biographies, journals, essays)
  
- III. Basic Literary Elements of Fiction and Poetry
  - A. Plot, character, theme, point of view, symbol, etc.
  - B. Poetic techniques and figurative language
  
- IV. 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:*

Depending on the genre and assignment, the weekly reading assignments will include the following:

- a.) short stories, poems, chapters from novels and non-fiction works
- b.) supplemental material (instructor handouts) on the elements of fiction and poetry
- c.) additional readings (instructor handouts) exploring the history, background, critical theory, and analysis of 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 or research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format. Writing tasks will focus on evaluation and analysis to meet current SLO's. At least one writing assignment will include research to meet the current SLO's.

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 report, possibly using visual media.

*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/week

**Writing Assignments:** 2-3 hours/week

**Computational Assignments:**

**Other Assignments:** 1 hour/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.)*

May include lecturing, modeling of correct critical analyses, leading group and small group work, provide audio and video materials related to the readings, and arranging for guest speakers. Must include class discussion that allows students to orally judge, appraise, and debate literature.

**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. Short answer and short essay exams will demonstrate students' knowledge of literary texts and their ability to recognize, identify, and explain literary techniques/terminology as they apply to the readings. (Objectives 2, 3, & 6)
2. Participation in class discussions and group work will demonstrate students' ability to discuss and compare Native Americans in society, and how Native Americans are represented in literary works. (Objectives 1, 2, 3, 5, 7, 8, & 9)
3. Research paper will demonstrate the students' ability to analyze and evaluate literary works (fiction and non-fiction) and literary criticism, using textual support and research, incorporate scholarly sources from related fields (history, art, sociology, psychology, mass media, etc.), compose a thesis-driven essay, synthesize source material, and correctly use MLA format. (Objectives 1, 3, 4, 6, 8, & 9)
4. Short analytical or response essays will demonstrate students' ability to analyze and evaluate literary texts. (Objectives 1, 3, 4, 5, & 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.)*

##### **Anthologies:**

Gerald Vizenor, ed.	Native American Literature, Harper Collins, 1995
Alan R. Velie, ed.	American Indian Literature: An Anthology, 2 <sup>nd</sup> ed., U of OK

##### **Fiction:**

Leslie Marmon Silko	Ceremony
James Welsh	Winter in the Blood
	Death of Jim Loney
Gerald Vizenor	Heir of Columbus
	The Trickster of Liberty
N. Scott Momaday	House Made of Dawn
	The Way to Rainy Mountain
Sherman Alexie	The Lone Ranger and Tonto Fistfight in Heaven
	Reservation Blues
	Indian Killer
Louis Owens	Dark River
David Seals	Pow Wow Highway

##### **Poetry:**

Sherman Alexie	Old Shirts and New Skins
Joy Harjo	She Had Some Horses
	How We Became Human

\*Many of these texts are older than 5 years. This course explores literature that spans time, reflecting 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 _____

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

<b>AP&amp;P</b>
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 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  
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.



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).*

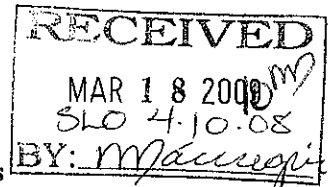
This course is designed to increase students' knowledge of texts in English that are set at, or near to, the sea/ocean and concern such motifs as storms, shipwrecks, castaways, pirates, slavery, sea monsters, whaling, and fishing. The course explores questions such as the following: What is our fascination 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 POLICIES & PROCEDURES  
Course Proposal Form and Content Review Form for Credit Courses**



**SECTION I**

	Date	Initial
AP&P Representative:	3/16/10	<i>[Signature]</i>
(indicates division review and approval)		
Division Dean/Director:	3/17/10	<i>[Signature]</i>

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

Faculty Name: (print) Willard Howard Date 3/17/10

**COURSE SUBJECT & NUMBER:** AJ 208  
**COURSE TITLE:** Introduction To Forensic 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:  
Updated current COR form and added newer textbook.*

**SECTION II Course/Catalog Information**

1. Pass/No Pass 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 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:** AJ 208

**COURSE NAME:** Introduction to Forensic Science

**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#).*

An introduction to the field of Forensic Science and the integrated role it plays in the detection and conviction of criminal suspects. Topics will include the protection and investigation of crime scenes; the collection analysis, and storage of evidence; and courtroom testimony. Students will explore the different techniques used to identify criminal suspects from the circumstances and facts found at a crime's location. This class is intended for those students who wish to work in a non-traditional role in law enforcement and for those students who wish to have a broader perspective of the criminal investigative process. (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 actions to be taken by the first responders when appraising a crime scene.
2. List and explain the types of equipment used to analyze a crime scene.
3. Detail and formulate plans for the processing of crime scenes.
4. Discuss methods used to test and examine various types of evidence.
5. Discuss proper handling, collection and storage of evidence.
6. Identify specific methods used to deal with blood and other biological evidence.
7. Collect and evaluate fingerprint impressions.
8. Detail specific handling and inspection requirements for firearms and ammunition.
9. Prepare written reports, charts and diagrams of information and evidence found.
10. Develop a design for the reconstruction of a crime scene for evaluative and courtroom appraisal.
11. Discuss proper courtroom demeanor and testimony.

**Course Subject & Number:** AJ 208

**Course Name:** Introduction to Forensic Science

**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 Physical Evidence
  - A. Types of evidence
  - B. Laboratory analysis of physical evidence
  - C. Legal requirements of evidence collection
  - D. Scientific requirements of evidence
  
- II. Initial Crime Scene Search Principles
  - A. Action and duties of first responders
  - B. Investigative duties
  - C. Search methods
  - D. Securing of evidence
  
- III. Aspects of Crime Scene Procedure
  - A. Crime scene photography
  - B. Latent fingerprints
  - C. Hair and fibers
  - D. Biological fluids
  - E. Firearms
  
- IV. Homicide Investigations
  - A. Personnel requirements
  - B. Precautions
  - C. Condition and protection of body
  - D. Postmortem examination
  
- V. Other Investigations
  - A. Burglary
  - B. Robbery
  - C. Vehicular
  - D. Sexual assault
  
- VI. Report Writing and Courtroom Testimony
  - A. Accuracy and clarity of reports
  - B. Sketches, photos and evidence lists
  - C. Courtroom procedures
  - D. Preparation for testimony

**Course Subject & Number:** AJ 208

**Course Name:** Introduction to Forensic Science

**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 a minimum of 20-25 pages weekly. Assignments will include the text, local newspapers, magazines and/or journals.

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

Students will be responsible for an in class course project of no less than ten (10) pages involving the investigation of a crime scene to be worked on during the semester.

**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:**

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:** 4 hours

**Writing Assignments:** 2 hours

**Computational Assignments:** N/A

**Other Assignments:** N/A



**Course Subject & Number:** AJ 208

**Course Name:** Introduction to Forensic Science

**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, guest speakers, instructor led group participation and discussion, and audio-visual aids.

**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. Mid-Term and final examinations, and occasional quizzes containing objective and essay questions for determining the student's knowledge of course terminology and subject matter. (Objectives 1-11)
2. An in class course project involving the application of crime scene procedures and techniques leading to a final disposition of a case. (Objectives 1-3, 5, 9, 11)
3. Problem solving exercises showing the application of crime scene methodology involving specific types of evidence. (Objectives 6-8)

**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.)*

Crime Scene Investigation and Reconstruction, 2<sup>nd</sup> edition, by Robert R Ogle Jr., Prentice Hall Publishing, 2007.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** AJ 208  
**COURSE NAME:** Introduction to Forensic Science  
**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 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 introduction to the field of Forensic Science and the integrated role it plays in the detection and conviction of criminal suspects. Topics will include the protection and investigation of crime scenes; the collection, analysis and storage of evidence; and court room testimony. Students will explore the different techniques used to identify criminal suspects from the circumstances and facts found at a crime's location. This class is intended for those students who wish to work in a non-traditional role in law enforcement and for those students who wish to have a broader perspective of the criminal investigative process.

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

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

1. Identify actions to be taken by the first responders when appraising a crime scene
2. List and explain the types of equipment used to analyze a crime scene
3. Detail and formulate plans for the processing of crime scenes
4. Discuss methods used to test and examine various types of evidence
5. Discuss proper handling, collection and storage of evidence
6. Identify specific methods used to deal with blood and other biological evidence
7. Collect and evaluate fingerprint impressions
8. Detail specific handling and inspection requirements for firearms and ammunition
9. Prepare written reports, charts and diagrams of information and evidence found
10. Develop a design for the reconstruction of a crime scene for evaluative and courtroom appraisal
11. Discuss proper courtroom demeanor and testimony

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

RECEIVED  
MAR 11 2009  
BY: *Maurin*

SECTION I

Date Initial  
AP&P Representative: 03-09-10 BJ  
*(indicates division review and approval)*  
Division Dean/Director: 3-9-10 ALL  
Faculty Name: (print) DR. ED BEYER

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

Date 09 MAR 10

COURSE SUBJECT & NUMBER: CA 131

COURSE TITLE: \*Relational Database Management and Design

- 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 course name to more accurately describe course content.
2. Revised course description for flow and clarity.
3. Revised Homework Assignment sections 1 through 4 for clarity.
4. Updated estimated hours to reflect single values rather than a range.
5. Revised methods of instruction to reflect course objectives.
6. 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)

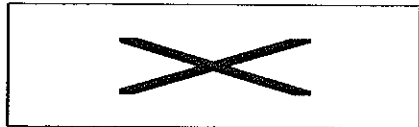
3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

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: \_\_\_\_\_



**Academic Affairs  
Course Outline of Record**

**Academic Affairs Only**

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

**COURSE SUBJECT & NUMBER:** CA 131

**COURSE NAME:** \*Relational Database Management and Design

**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 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#).*)

Database management systems (DBMS) concepts and designs are explored using Microsoft Access. The relational model of database management, which is commonly used on micro and larger computers, is emphasized. The course covers database design, building a model using computer software, application generators, programming in database software, structured query language, and database administration. BEFORE ENROLLING students should have used the Microsoft Access database software to create a structure, enter records, reorder records, save, and print. Students should also possess an understanding of how personal computers, software, and peripherals work together.

**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 relational and other models of database management design.
2. Explain the essential concepts of database design.
- \*3. Design and build a multiple table database system including tables and data-entry forms.
- \*4. Operate the Access table, form, and report wizards (application generators).
- \*5. Modify applications produced by the application generators.
- \*6. Create tables, forms, and reports without the assistance of any application generators.
7. Define the roles and purpose of the database administrator.
8. Compare and contrast the role of a database administrator to that of a database user and data-input person.
- \*9. Apply database skills taught in one situation to another case.

\* Denotes SCANS competencies.

**Course Subject & Number:** CA 131

**Course Name:** \*Relational Database Management and Design

**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. Relational database concepts and design
  - A. Relational and other database management models
    - 1. The relational database model
    - 2. Other database models
  - B. Database design and normalization
  
- II. Microsoft Access relational database
  - A. Introduction to queries
  - B. Input screens (forms)
    - 1. Simple one-table forms
    - 2. Complex multiple-table forms
    - 3. Tabbed forms
  - C. Output reports
    - 1. Report wizard
    - 2. Advanced report design
  - D. Advanced queries
    - 1. Query wizard
    - 2. Advanced query design
    - 3. Using Structured Query Language (SQL) in Microsoft Access
  
- III. Microsoft Access database applications
  - A. Command mode and files
    - 1. Macros
    - 2. Visual Basic for applications
  - B. Application generators
  - C. Modifying programs from the application generator
  
- IV. Microsoft Access security and database administration

**Course Subject & Number:** CA 131

**Course Name:** \*Relational Database Management and Design

**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:**

This course uses a combination textbook and lab manual. Reading assignments with questions are assigned from both lab and appendix sections of the text. Students must read and execute the step-by-step instructions in the lab manual portion. Students will read approximately 25 to 30 pages per week.

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

Writing requirements in this database course consists of short answers to weekly reading assignment questions. Answers typically range in length from one word to several sentences. In the final chapter of the lab manual, students will write short programs using Visual Basic code, which may include comments. Students submit short-answer writing assignments based on weekly readings, and submit 10 lab assignments that demonstrate mastery of lab manual topics.

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

Students will need to calculate sums, percentages, and averages.

**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 assigned a Lab Practicum where they must design and build a new database, populate the data tables, and create screens used for data input.

*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:** 2 hours

**Other Assignments:** 1 hour

**Course Subject & Number:** CA 131

**Course Name:** \*Relational Database Management and Design

**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.)*

Students are taught through lecture, instructor demonstration, question-and-answer sessions, and written step-by-step lab exercises. Individual assistance is provided by the instructor during lab-time.

**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 through an evaluation of the following (objectives listed in parenthesis).

Lab assignments will be used to evaluate a student's ability to design and build databases, and modify applications produced by application generators. (3, 5)

Class participation will be used to evaluate a student's understanding of database management concepts and his or her ability to differentiate between the various roles associated with database management. (1, 2, 7, 8)

Short writing assignments will be used to evaluate a student's understanding of database management design concepts. (1, 7, 8, 9)

A lab practicum will be used to evaluate a student's ability to design, build, modify, and operate a well-designed database. (3, 4, 5, 6)

A comprehensive final examination will be used to evaluate a student's understanding of design concepts, model differentiation, role participation, and necessary skills required for managing a database system. (1, 2, 7, 8, 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.)*

New Perspectives on Microsoft Office Access 2007, Comprehensive. Joseph J. Adamski , Kathy T. Finnegan  
Publisher: Cengage Learning, Inc



ANTELOPEVALLEY COLLEGE  
Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: CA 131  
COURSE NAME: \*Microcomputer Database Management  
COURSE UNITS: 3  
COURSE HOURS: 4

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

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

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

Database management systems are covered using Microsoft Access. The relational model of database management, which is commonly used on micro and larger computers, is emphasized. The course covers database design, building a model using computer software, application generators, programming in database software, structured query language, and database administration. BEFORE ENROLLING students should have used Microsoft Access database software to create the structure, enter records, reorder records, save, and print, as well as an understanding of how PCs, software and peripherals work together.

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. Define relational and other models of database management design.
2. Explain the essential concepts of database design.
- \*3. Design and build a multiple table database system including tables and data-entry forms.
- \*4. Operate the Access Table, Form and Report Wizards (application generators).
- \*5. Modify applications produced by the application generators.
- \*6. Create Tables, Forms and Reports without the assistance of any application generators.
7. Define the roles and purpose of the database administrator.
- \*8. Compare and contrast the role of a database administrator to that of a database user and data-input person.
- \*9. Apply database skills taught in one situation to another case.

\* Denotes SCANS competencies.



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

RECEIVED  
MAR 18 2010  
5:05:08 PM  
BY: Maura

**SECTION I**

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

AP&P Representative: 3/18/10 PH  
(indicates division review and approval)

Division Dean/Director: 3/18/10 MD

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

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

Faculty Name: (print) Thomas Hutchison Date 3/18/2010

**COURSE SUBJECT & NUMBER:** FTEC 102

**COURSE TITLE:** \*(I-200) Basic Incident Command System

- 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 course outline of record with addition of SCANS and 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

<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 102

**COURSE NAME:** \*(I-200)Basic Incident Command System

**COURSE UNITS:** 1    **COURSE HOURS:** 16 hours total

**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 as (R#).* This course is the first in the Incident Command System series and is a prerequisite for the next level class. Teaches the basic features of the Incident Command System. Topics include: orientation, principles and features, organization, incident facilities, incident resources, and common responsibilities. Intended for students to pursue a career in the fire service. (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. Describe the principle features which constitute the Incident Command System (ICS) and their individual specific functions.
2. \*Diagram the organizational structure and function of the Incident Command System positions.
3. \*Describe in writing the principle Incident Facilities and their function.
4. Relate the common responsibilities associated with ICS assignments.

\*Denotes SCANS Competencies.

**Course Subject & Number:** FTEC 102

**Course Name:** \*(I-200) Basic Incident Command System

**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
- II. History of Incident Command System (ICS)
  - A. Perceived need for a system
  - B. Initial development of ICS
  - C. Evolution of ICS
- III. Principles and Features of ICS
- IV. Organizational Overview
- V. Incident Fatalities
  - A. Deaths linked to incident command breakdown
  - B. Modification of command structure to prevent incident breakdown
- VI. Incident Resources
  - A. Resource inventory
  - B. Resource ordering
  - C. Resource application
- VII. Common Responsibilities
  - A. Standardization of terminology
  - B. Adoption by various agencies
  - C. Minimum position requirements

Course Subject & Number: FTEC 102  
Course Name: \*(I-200)Basic Incident Command System

**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, 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 on a weekly basis may include, but are not limited to, a composition, fill in answers to instructor hand-out questions, completion of work in the student guide, and narrations for fire simulations.

**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:**

Not applicable

*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:** N/A

**Other Assignments:** N/A

**Course Subject & Number:** FTEC 102

**Course Name:** \*(I-200)Basic Incident Command System

**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 demonstrations, participation in classroom simulation exercises, handouts, and audio visual aids.

**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. Written assignments will be graded upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions. (Objectives 1-4)
2. Workbook studies and chapter review questions are assigned for each chapter and will be used to measure students mastery of learning objectives as they are covered. (Objectives 1-4)
3. Quizzes, and final exam will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-4)

**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.)*

I-200 Student Workbook, NFES 2828, by, National Wildfire Coordinating Group, 2006.

I-100 CD ROM NFES 2786, National Wildfire Coordinating Group, 2006.

ICS Position Description & Responsibilities, NFES 2433, by, 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 102  
COURSE NAME: \*(I-200) Basic Incident Command System  
COURSE UNITS: 1  
COURSE HOURS: 1

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).*

Teaches the basic features of the Incident Command System. Topics include: orientation, principles and features, organization, incident fatalities, incident resources, and common responsibilities. Intended for students to pursue a career with a wildland fire suppression agency or for a specialty with 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. Analyze the principle features which constitute the Incident Command System.  
\*Identify the reasons for each feature and how they relate in incident management.
2. Illustrate the organizational structure of the Incident Command System.  
\*Differentiate between the levels of command through construction of an organizational chart.
3. Contrast the six principles of ICS fatalities.  
\*Describe the differences and similarities between the principles and how they relate to incident activities.
4. Examine the resource status keeping function.  
\*Categorize the resource status keeping function and describe how it fits with and affects other incident activities.
5. Relate the common responsibilities associated with ICS assignments.  
\*Describe how the responsibilities associated with ICS assignments work to interact toward a successful conclusion.
6. Examine the situation status keeping function.  
\*Categorize the situation status keeping function and describe how it fits with and affects other incident activities.

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 BY: Maureggi

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]

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

Faculty Name: (print) Thomas Hutchison Date 3/18/2010

COURSE SUBJECT & NUMBER: FTEC 111

COURSE TITLE: \*Fire Protection Organization

- 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 and 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

<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 111

COURSE NAME: \*Fire Protection Organization

COURSE UNITS: 3 COURSE HOURS: 3 hours weekly

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

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

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

Provides an introduction to fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics. (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. \*Differentiate between a certificate, two year, four-year degree programs, and state certification.
2. Identify and discuss the educational requirements, duties, and information sources for various occupations in fire protection.
3. \*Identify the basic components of fire as a chemical reaction, the major phases of fire, and the main factors that influence fire spread and fire behavior.
4. \*Examine the effects of fire in the civilized environment and the historical efforts made to protect society.
5. Identify the major organizations that contribute to fire protection.
6. Define and describe the purpose and scope of fire departments.
7. Identify the types of common fire department apparatus, equipment, and personal safety equipment used for fire fighting.
8. Identify the various codes, standards, ordinances, and regulations that affect fire protection.
9. Identify the various types of public and private fire protection equipment and systems.
10. Define the common elements of a fire prevention bureau.
11. Identify the various applications of computers in the fire service.
12. Distinguish between fire fighting strategy and tactics and describe how they are related.
13. Describe the basic elements of fire fighter safety and survival.

\*Denotes SCANS competencies



**Course Subject & Number:** FTEC 111  
**Course Name:** \*Fire Protection Organization

**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 Fire Technology
  - A. Scope and content of fire technology curriculum
  - B. Career potential assessment
  - C. Affirmative action
    - 1. Definition
    - 2. Cultural differences
    - 3. Equal Employment Opportunity Commission
- II. Fire Protection Career Opportunities
  - A. Public careers
  - B. Private careers
- III. Public Fire Protection
  - A. History
  - B. Fire losses
  - C. Purpose and scope of fire agencies
  - D. Defense planning
- IV. Public and Private Support Organizations
  - A. Types
  - B. Advisory and regulatory agencies
  - C. Private fire suppression organizations
  - D. Proprietary services
- V. Chemistry and Introduction to Characteristics of Fire Behavior.
- VI. Fire Department Resources
  - A. Department facilities
  - B. Types of apparatus and functions
  - C. Equipment and tools carried on apparatus
  - D. Personal safety equipment
- VII. Operational Functions of a Fire Department
  - A. Emergency operations
  - B. Fire prevention
  - C. Training
  - D. Administration
  - E. Non-emergency operations
- VIII. Emergency Operations
  - A. Personnel
  - B. Alarm systems
  - C. Standard operating procedures
- IX. Fire Prevention
  - A. Personnel and positions
  - B. Responsibilities of Fire Prevention Bureau
  - C. Company inspection programs
  - D. Fire information reporting systems
- X. Training
  - A. Personnel and positions
  - B. Skill development and maintenance
  - C. Performance standards
- XI. Fire Administration
  - A. Personnel and positions
  - B. Functions
  - C. Relationship between fire department and other agencies
  - D. Rules and regulations
  - E. Internal and external influences
- XII. Codes and Ordinances
  - A. Federal, state and local
  - B. Responsibility for enforcement
  - C. Relationship between codes and standards
  - D. Relationship between federal, state and local regulations
- XIII. Fire Protection Systems and Equipment
  - A. Public and private systems
  - B. Extinguishing agents
- XIV. Emergency Incident Management
  - A. Introduction to strategy development
  - B. Relationship of strategy to tactics
  - C. Incident Command System

Course Subject & Number: FTEC 111  
Course Name: \*Fire Protection Organization

**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, hand-outs 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, fill-in answers to instructor hand-out questions, completion of work in the student guide, answer review questions from textbook and narrations for topical simulations weekly. Student will prepare a written Job Application and Resume for a fire service position.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**  
Computational assignments may include, but are not limited to, calculations of square feet, calculations of acreage, calculations of distance on maps, calculations of chains per hour, and computations for time keeping.

**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 fire 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 111  
**Course Name:** \*Fire Protection Organization

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

Lecture, instructor led discussions, and audio visual aids.

**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, an application of logic to draw conclusions. (Objectives 1-13)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-13)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-13)

A mid-term and final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-13)

**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.)*

Introduction to Fire Protection, 3<sup>rd</sup> edition, by Klinoff, Delmar Publishers, 2007.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 111  
**COURSE NAME:** \*Fire Protection Organization  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**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).*

Provides an introduction to fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics. (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. \* Analyze and describe the differences between the certificate, two year, four-year degree programs, and state certification.
2. \* Describe the educational requirements, duties, and information sources for various occupations in fire protection.
3. Identify the basic components of fire as a chemical reaction, the major phases of fire, and the main factors that influence fire spread and fire behavior.
4. \* Identify the effects of fire on the environment and the historical efforts made to protect society.
5. Identify the major organizations that contribute to fire protection.
6. Define and describe the purpose and scope of fire departments.
7. Identify the types of common fire department apparatus, equipment, and personal safety equipment used for fire fighting.
8. Identify the various codes, standards, ordinances, and regulations that affect fire protection.
9. Identify the various types of public and private fire protection equipment and systems.
10. Define the common elements of a fire prevention bureau.
11. \* Identify the various applications of computers in the fire service.
12. Define fire fighting strategy and tactics.
13. Describe the basic elements of fire fighter safety and survival.

\*Denotes SCANS competencies

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

**RECEIVED**  
 MAR 18 2010  
 SHO-5-6-08  
 BY: *Maurer*

**SECTION I**

	Date	Initial
AP&P Representative: <i>(indicates division review and approval)</i>	<u>3/18/10</u>	<u>R</u>
Division Dean/Director:	<u>3/18/10</u>	<u>TD</u>

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

Faculty Name: (print) Thomas Hutchison Date 3/18/2010

**COURSE SUBJECT & NUMBER:** FTEC 112

**COURSE TITLE:** \*Fire Prevention Technology

- 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 and 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: _____
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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:** FTEC 112

**COURSE NAME:** \*Fire Prevention Technology

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

**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# ).*

Designed for the new student. The course provides fundamental information regarding the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use of fire codes, identification and correction of fire hazards, and the relationship of fire prevention with fire safety education and detection and suppression systems. (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 origin and history of fire prevention efforts in the United States.
2. Identify the basic fire prevention functions of a fire department.
3. Identify the responsibility and authority for fire prevention inspections and related activities.
4. Explain and identify principles and procedures used to correct fire hazards.
5. Identify occupancies and building construction types.
6. \*Evaluate use, storage, and transfer of flammable liquids, gases and other hazardous materials to properly identify the applicable code for its current status or use.
7. Explain basic exiting requirements.
8. \*Analyze and select proper fire suppression actions for basic electrical fire hazards.
9. Identify operational deficiencies in sprinkler and special fixed fire protection systems to make written correction notices for deficiencies.
10. Identify operational deficiencies of standpipe systems.
11. Identify operational deficiencies of detection and alarm systems.
12. Identify principles of placement, operation and inspection of portable fire extinguishers.
13. Describe basic principles of fire cause determination as they relate to fire prevention and fire investigation.
14. Identify the plan review function of a fire prevention bureau.
15. Identify the relationship between fire safety education and fire prevention.
16. Identify the importance of report preparation and records management in fire prevention efforts.

\*Denotes SCANS Competencies

Course Subject & Number: FTEC 112  
Course Name: \*Fire Prevention Technology

**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. History and Development of Fire Prevention
  - A. Philosophy as a fire department function
  - B. Early fire prevention efforts in America
  - C. The insurance industry and fire prevention
  - D. Fire disasters as an incentive for fire prevention efforts
  - E. Relationship to reduction of life and property loss
  - F. Trends
- II. Fire Prevention Organizations
  - A. Public
    - 1. Federal
    - 2. State
    - 3. Local
  - B. Private
    - 1. National Fire Protection Association
    - 2. Underwriter's Laboratories
    - 3. Factory Mutual
- III. Organization of a Fire Prevention Bureau
  - A. Functions
  - B. Duties and responsibilities
  - C. Tools of the trade
- IV. Building Codes and Fire Prevention
  - A. Model building codes
  - B. Other codes
  - C. Building department/fire Dpartment interface
- V. Fire Codes and Fire Prevention
  - A. Uniform fire code
  - B. Title-19, California Code of Regulations
  - C. National fire codes
  - D. Other fire codes in the United States
- VI. Structural Elements
  - A. Building construction types
  - B. Occupancy classification
  - C. Existing requirements
- VII. Inspection Procedures
  - A. Review of records
  - B. Other preparation
  - C. Approach
  - D. Inspection tour
  - E. Identification and documentation of hazards
  - F. Exit interview
  - G. Follow-up
  - F. Reports
- VIII. Identification of Hazards
  - A. Common versus special hazards
  - B. Hazard types
  - C. Non-structural hazards
  - D. Deficiencies in fire protection equipment and systems
- IX. Abatement and Mitigation of Hazards
  - A. Authority for hazard correction
  - B. Legal and moral responsibilities of hazard control
  - C. Prioritizing hazards
  - D. Notices of violation
  - E. Plans of correction
  - F. Citation process
- X. Fire Investigation
  - A. Arson fires
  - B. Accidental fires
  - C. Cause and origin determination
- XI. Public Fire Safety Education
  - A. Exit drills
  - B. Fire watches
  - C. High rise fire safety
  - D. Other educational activities
  - E. Media relations
- XII. Plan Review
  - A. Buildings
  - B. Fire protection systems
  - C. Water supplies
  - D. Underground flammable liquids tanks
  - E. Life safety systems
  - F. Residential subdivisions
- XIII. Report Preparation and Record Keeping
  - A. Recording fire injuries, deaths, and property losses
  - B. Measuring effectiveness of Fire Prevention Bureau
  - C. Computerized record keeping
  - D. Record keeping for inspections
  - E. Periodic reports

Course Subject & Number: FTEC 112  
Course Name: \*Fire Prevention Technology

**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, hand-outs 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 on a weekly basis may include, but are not limited to, a composition, fill-in answers to instructor hand-out questions, completion of work in the student guide, answer review questions from textbook and narrations for topical simulations weekly.

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

Computational assignments may include, but are not limited to, calculations of square feet, water flow in gallons per minute or hour, distance on maps, and computations for time keeping.

**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 fire and other agencies and visits to sites where unusual fire prevention 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 112  
**Course Name:** \*Fire Prevention Technology

**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 demonstrations, handouts, and audio visual aids

**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, an application of logic to draw conclusions. (Objectives 1-16)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-16)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-16)

A mid-term and final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-16)

#### **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.)*

Principles of Fire Prevention, 1<sup>st</sup> edition, by David Diamantes, Delmar, 2005.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 112  
**COURSE NAME:** \*Fire Prevention Technology  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**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).*

Provides fundamental information regarding the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use of fire codes, identification and correction of fire hazards, and the relationship of fire prevention with fire safety education and detection and suppression systems. (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. \* Describe the origin and history of fire prevention efforts in the United States.
2. Identify the basic fire prevention functions of a fire department.
3. Identify the responsibility and authority for fire prevention inspections and related activities.
4. Explain and identify principles and procedures used to correct fire hazards.
5. \*Identify occupancies and building construction types.
6. Identify hazards of use, storage, and transfer of flammable liquids and gases and other hazardous materials.
7. Explain basic exiting requirements.
8. \*Identify basic electrical fire hazards.
9. Identify operational deficiencies in sprinkler systems and special fixed fire protection systems.
10. Identify operational deficiencies of standpipe systems.
11. Identify operational deficiencies of detection and alarm systems.
12. Identify principles of placement, operation and inspection of portable fire extinguishers.
13. Describe basic principles of fire cause determination as they relate to fire prevention and fire investigation.
14. \*Identify the plan review function of a fire prevention bureau.
15. \*Identify the relationship between fire safety education and fire prevention.
16. Identify the importance of report preparation and records management in fire prevention efforts.

\*Denotes SCANS Competencies

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

**RECEIVED**  
MAR 18 2010  
SLO-S-6-08  
BY: *Mauregn*

**SECTION I**

	Date	Initial
AP&P Representative:	<u>3/18/10</u>	<u><i>hw</i></u>
(indicates division review and approval)		
Division Dean/Director:	<u>3/18/10</u>	<u><i>TD</i></u>

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

Faculty Name: (print) Thomas Hutchison Date 3/18/2010

**COURSE SUBJECT & NUMBER:** FTEC 113  
**COURSE TITLE:** \*Fire Protection Equipment and Systems

- 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 and minor changes in course content.*

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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:** *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: FTEC 113

COURSE NAME: \*Fire Protection Equipment and Systems

COURSE UNITS: 3 COURSE HOURS: 3 hours weekly

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

Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

COURSE DESCRIPTION: (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R# ). Provides information relating to the features of design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection and portable fire extinguishers. (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 smoke and fire movement in various types of construction as related to the different types of fire protection systems and equipment
2. Identify organizations that provide information or service to fire protection systems.
3. Define types, classifications, and effectiveness ratings of fire extinguishers.
4. Describe the distribution, installation, and test requirements for fire extinguishers.
5. Identify the types, components, and operation of fire protection systems and equipment for special hazards.
6. Identify water supply requirements, distribution systems, and testing for public and private fire protection.
7. Explain the application of hydraulic theory for fire protection.
8. List types, components, and operation of automatic and special sprinkler systems.
9. List types of standpipe systems and water supply requirements.
10. Compare fire detection, alarm, and supervisory devices and systems.
11. \*Evaluate heat and smoke control devices and hardware of the various fixed fire protection systems for their use in the correct application.

\*Denotes SCANS Competencies.

Course Subject & Number: FTEC 113

Course Name: \*Fire Protection Equipment and Systems

**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. Fire Cause and Effective Overview
  - A. Hazards of materials
  - B. Building construction
  - C. Heat and smoke control
- II. Portable Fire Extinguishers
  - A. Description and classification
  - B. Effectiveness ratings
  - C. Distribution and installation
  - D. Types
- III. Characteristics of Protection Systems and Equipment for Special Hazards
  - A. General arrangement and equipment for special hazards
  - B. Carbon dioxide
  - C. Dry chemical
  - D. Foam types
  - E. Emulsifiers and chemical surfactant
  - F. Water spray
  - G. Inert gas blanketing
  - H. Halogenated hydrocarbon agent
  - I. Explosion suppression
  - J. Engineered and pre-engineered
- IV. Public and Private Water Supplies, Equipment, and Services for Fire Protection
  - A. Elementary principles of hydraulics
  - B. Water supplies for community fire protection
  - C. Fire protection requirements, public/private water systems
  - D. Water supply testing fundamentals
- V. Sprinkler Protection
  - A. Types
  - B. Standard installation requirements
  - C. Special hazards and installation conditions
  - D. Exposure protection
  - E. Plans review procedure
  - F. Inspection and testing procedures
  - G. Residential sprinkler systems
- VI. Protective Signaling Systems
  - A. Local
  - B. Auxiliary
  - C. Remote state
  - D. Proprietary
  - E. Emergency voice/alarm communication
  - F. Central station
  - G. Protective signaling system circuits
  - H. Interfacing with municipal signaling systems
- VII. Standpipe Systems
  - A. Class I
  - B. Class II
  - C. Class III
  - D. Combined
- VIII. Heat and Smoke Control Systems
  - A. Fire doors, windows and walls
  - B. Fire shutters
  - C. Smoke and fire dampers
  - D. Curtain boards
  - E. Smoke towers
  - F. Mechanical roof vents

Course Subject & Number: FTEC 113  
Course Name: \*Fire Protection Equipment and Systems

**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, hand-outs 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 on a weekly basis may include, but are not limited to, a composition, fill-in answers to instructor hand-out questions, completion of work in the student guide, and narrations for topical simulations.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**  
Computational assignments may include, but are not limited to, calculations of square feet, acreage, distance on maps, calculations of coverage for fire protection system and gallons per minute flows.

**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 fire and other agencies and visits to sites where unusual fire scenarios have occurred, and sites where fire protection systems are installed.

*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 113

**Course Name:** \*Fire Protection Equipment and Systems

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

Lecture, instructor led discussions, and audio visual aids.

**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, an application of logic to draw conclusions. (Objectives 1-11)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-11)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-11)

A mid-term and final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-11)

#### **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.)*

Fire Detection and Suppression Systems, 3<sup>rd</sup> edition, International Fire Service Training Assn., 2005.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 113  
**COURSE NAME:** \*Fire Protection Equipment and Systems  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**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).*

Provides information relating to the features of design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection and portable fire extinguishers. (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. Compare smoke and fire movement in various types of construction and the relationship to systems and equipment
2. \*Describe organizations that provide information or service to fire protection systems.
3. Define types, classifications, and effectiveness ratings of fire extinguishers.
4. \*Describe distribution, installation, and test requirements for fire extinguishers.
5. List types, components, and operation of fire protection systems and equipment for special hazards.
6. Identify water supply requirements, distribution systems, and testing for public and private fire protection.
7. Explain the application of hydraulic theory for fire protection.
8. \*List types, components, and operation of automatic and special sprinkler systems.
9. List types of standpipe systems and water supply requirements.
10. \*Compare detection, alarm, and supervisory devices and systems.
11. Compare heat and smoke control devices and hardware.

\*Denotes SCANS Competencies.



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

RECF  
MAR 18 2010  
SLO. 5-6-08  
BY: *Maureen*

**SECTION I**

	Date	Initial
AP&P Representative:	<u>3/18/10</u>	<u><i>[Signature]</i></u>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	<u>3/18/10</u>	<u><i>[Signature]</i></u>
Faculty Name: (print)	<u>Thomas Hutchison</u>	

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

Date 3/18/2010

**COURSE SUBJECT & NUMBER:** FTEC 114

**COURSE TITLE:** \*Building Construction for Fire Protection

- 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 and 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: _____
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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:** FTEC 114

**COURSE NAME:** \*Building Construction for Fire Protection

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

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

Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

**COURSE DESCRIPTION:** (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#). The study of the components of building construction that relate to fire safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at fires. The development and evolution of building and fire codes will be studied in relationship to past fires in residential, commercial, and industrial occupancies. (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. Define occupancy designations of the building code.
2. Name the construction classifications that correspond to designated occupancies.
3. \*Analyze the loads that are placed on a building and describe each type of load.
4. List and compare the structural members on various types of construction.
5. \*Examine flame spread, its hazards, contributing factors and propose solutions.
6. Demonstrate fire inspection practices that are applicable to individual buildings.
7. Identify fire fighting practices and procedures that have developed for different types of construction.

\*Denotes SCANS Competencies

Course Subject & Number: FTEC 114

Course Name: \*Building Construction for Fire Protection

**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
  - A. Attendance and grading
  - B. Course overview
- II. Introduction
  - A. History of building construction
  - B. Governmental functions, building and fire codes
  - C. Fire risks and protection
  - D. Fire loss management and life safety
  - E. Pre-fire planning and fire suppression strategies
- III. Principles of Construction
  - A. Terminology and definitions
  - B. Building and occupancy classifications
  - C. Building material characteristics
  - D. Types and characteristics of fire loads
  - E. Energy conservation effects
- IV. Building Construction
  - A. Structural members
  - B. Structural design and construction methods
  - C. System failures
- V. Principles of Fire Resistance
  - A. Construction standards
  - B. Fire intensity and duration
  - C. Theory versus reality
- VI. Fire Behavior Versus Building Construction
  - A. Flame Spread
  - B. Smoke and Fire Containment
- VII. Wood Construction
  - A. Definitions and elements
  - B. Construction types
  - C. Fire stopping retardants
- VIII. Ordinary Construction
  - A. Definitions and elements
  - B. Structural stability and fire barriers
- IX. Steel Construction
  - A. Definitions and elements
  - B. Structural stability, fire resistance and fire protection of elements
- X. Concrete Construction
  - A. Definitions and elements
  - B. Structural stability and fire resistance
- XI. High Rise Construction
  - A. Early versus modern construction
  - B. Vertical and horizontal extension of fire and smoke
  - C. Fire protection and suppression

Course Subject & Number: FTEC 114  
Course Name: \*Building Construction for Fire Protection

**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, hand-outs 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, fill-in answers to instructor hand-out questions, completion of work in the student guide, and narrations for topical 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 mpas, calculations of chains per hour, and computations for time keeping.

**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 fire 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 114

**Course Name:** \*Building Construction for Fire Protection

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

Lecture, instructor led discussions, and audio visual aids.

**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, an 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 semester through lecture and reading assignments. (Objectives 1-7)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-7)

A mid-term and final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-7)

#### **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.)*

Brannigan's Building Construction for Fire Service, 4<sup>th</sup> edition, by Francis L. Brannigan, Delmar, 2008.

Brannigan's Building Construction for Fire Service Student Workbook, by Francis L. Brannigan, Delmar, 2008.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 114  
**COURSE NAME:** \*Building Construction for Fire Protection  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**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).*

The study of the components of building construction that relate to fire safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at fires. The development and evolution of building and fire codes will be studied in relationship to past fires in residential, commercial, and industrial occupancies. (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. \*Define occupancy designations of the building code.
2. Name the construction classifications that correspond to designated occupancies.
3. \*Differentiate between the loads that are placed on a building and describe each type of load.
4. List and compare the structural members on various types of construction.
5. \*Define flame spread, its hazards, contributing factors and possible solutions.
6. Demonstrate fire inspection practices that are applicable to individual buildings.
7. Identify fire fighting practices and procedures that have developed for different types of construction.

\*Denotes SCANS Competencies.

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

REC D  
MAR 7 8 2010  
Sho. S. G. 08  
BY: M. Auregn

**SECTION I**

	Date	Initial
AP&P Representative:	<u>3/18/10</u>	<u>R</u>
(indicates division review and approval)		
Division Dean/Director:	<u>3/18/10</u>	<u>AD</u>

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

Faculty Name: (print) Thomas Hutchison Date 3/18/2010

**COURSE SUBJECT & NUMBER:** FTEC 115

**COURSE TITLE:** \*Fire Behavior and Combustion

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 and 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):

- |                                       |  |
|---------------------------------------|--|
| <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: _____
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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:** FTEC 115

**COURSE NAME:** \*Fire Behavior and Combustion

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

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

Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*  
Theory and fundamentals of how and why fires start, spread, and are controlled; an in-depth study of fire chemistry and physics, fire characteristics of materials, extinguishing agents, and fire control techniques. (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. Understand and describe the basic laws differentiating matter and energy.
2. Explain basic terminology, definitions, and phenomena of chemistry.
3. \*Distinguish the basic chemical symbols used in chemical formula writing and relate to fire behavior.
4. Explain the importance of the various physical properties of the three physical states of matter.
5. \*Examine how the physical forces caused by fire can affect the changes in the physical states of matter and describe in writing.
6. Identify the Department of Transportation warning placards and labelling system.
7. Describe the Department of Transportation Hazard Class system.
8. Identify various methods and techniques of fire extinguishment.
9. \*Evaluate the four basic methods of fire extinguishment and select the correct method to extinguish various fires.
10. \*Compare and contrast desirable and undesirable characteristics of water as used in fire protection.

\*Denotes SCANS Competencies.



Course Subject & Number: FTEC 115

Course Name: \*\*Fire Behavior and Combustion

**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 the Basic Materials of Our World
  - A. Matter and energy
  - B. The atom and its parts
  - C. Chemical symbols
  - D. Molecules
  - E. Energy and work
  - F. Forms of energy
  - G. Transformation of energy
  - H. Laws of energy
- II. Units of Measurements
  - A. International (SI) systems
  - B. English units
- III. Chemical Reactions
  - A. Physical states of matter
  - B. Compounds and mixtures
  - C. Solutions and solvents
  - D. Process of reactions
- IV. Fire and the Physical World
  - A. Characteristics of fire
  - B. Characteristics of solids
  - C. Characteristics of liquids
  - D. Characteristics of gases
- V. Heat and Its Effects
  - A. Production and measurement of heat
  - B. Different kinds of heat
- VI. Properties of Solids Materials
  - A. Common combustible solids
  - B. Plastic and polymers
  - C. Combustible metals
  - D. Combustible dust
- VII. Common Flammable Liquids and Gases
  - A. Fire characteristics
  - B. General properties of gases
  - C. The gas laws
  - D. Classification of gases
  - E. Compressed gases
- VIII. Fire Extinguishment
  - A. Combustion process
  - B. Character of flam
  - C. Fire extinguishment
- IX. Classification of Fire and Extinguishing Agents
  - A. Water
  - B. Portable fire extinguishers
  - C. Type of foam
  - D. Concentrate proportioning systems
  - E. Foam generating systems
- X. Gas and Halogen Extinguishing Agents
  - A. Inert gas
  - B. Halogenated
  - C. Dry chemical
  - D. Dry power
- XI. Department of Transportation Hazard Classes
  - A. Nine hazard classes
  - B. Other regulated materials
  - C. Other classifications
- XII. Placards
  - A. Department of Transportation
  - B. Special
  - C. Dangerous
  - D. Weight limitations
  - E. Incompatible loads
- XIII. Introduction to labels
  - A. Department of Transportation
  - B. Special
  - C. Other regulated materials
  - D. National Fire Protection Association (NFPA) 704 systems
- XIV. Hazards of Chemicals
  - A. Explosives
  - B. Compressed and liquefied gases
  - C. Flammable and combustible liquids
  - D. Flammable solids
  - E. Oxidizing agents
  - F. Poisons
  - G. Radioactive substances and corrosives

Course Subject & Number: FTEC 115  
Course Name: \*Fire Behavior and Combustion

**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, hand-outs 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, fill-in answers to instructor hand-out questions, completion of work in the student guide, and narrations for topical 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 mpas, calculations of chains per hour, and computations for time keeping.

**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 fire 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 115  
**Course Name:** \*Fire Behavior and Combustion

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

Lecture, instructor led discussions, audio visual aids, and field trips.

**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, an application of logic to draw conclusions. (Objectives 1-10)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-10)

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

A mid-term and final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-10)

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

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

Fire Behavior and Combustion Processes, by Raymond Shackelford, Delmar Cengage Learning, 2008.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 115  
**COURSE NAME:** \*Fire Behavior and Combustion  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**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).*

Theory and fundamentals of how and why fires start, spread, and are controlled; an in-depth study of fire chemistry and physics, fire characteristics of materials, extinguishing agents, and fire control techniques. (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. \*Describe the basic laws differentiating matter and energy.
2. \*Explain basic terminology, definitions, and phenomena of chemistry.
3. \*Identify some of the basic chemical symbols used in chemical formula writing.
4. \*Explain the importance of the various physical properties of the three physical states of matter.
5. \*Identify how physical forces caused by fire can affect the changes in the physical states of matter.
6. Identify the Department of Transportation warning placards and labelling system.
7. Describe the Department of Transportation Hazard Class system.
8. Identify various methods and techniques of fire extinguishment.
9. Compare and contrast the four basic methods of fire extinguishment.
10. \*Compare and contrast desirable and undesirable characteristics of water as used in fire protection.

\*Denotes SCANS Competencies.

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

**RECEIVED**  
MAR 18 2010  
SLO-S.L.08  
BY: *Maurice*

**SECTION I**

	Date	Initial
AP&P Representative: <i>(indicates division review and approval)</i>	<u>3/18/10</u>	<u><i>[Signature]</i></u>
Division Dean/Director:	<u>3/18/10</u>	<u><i>[Signature]</i></u>

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

Faculty Name: (print) Thomas Hutchison Date 3/18/2010

**COURSE SUBJECT & NUMBER:** FTEC 120

**COURSE TITLE:** \*(S-212) Wildfire Powersaws

- 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 and 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):
- |                                       |  |
|---------------------------------------|--|
| <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: _____
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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: FTEC 120

COURSE NAME: \*(S-212) Wildfire Powersaws

COURSE UNITS: 2 COURSE HOURS: 32 hours total

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

ADVISORY: Eligibility for READ 099, ENG 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#).

Provides the knowledge needed to become a wildfire powersaw operator. Covers safety considerations, techniques of saw operation, maintenance and repairs. Wildfire Powersaws (S-212) is identified training in the National Wildfire Coordinating Group Suppression Curriculum. Intended for students to pursue a career with a wildland fire management agency or for a specialty with 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. Read, interpret and articulate to others, power saw certification policy and process.
2. Verify regulatory compliance by researching power saw operator's job performance requirements.
3. Describe in writing, the appropriate accessories needed and actions taken to limb up a tree to head height.
4. Troubleshoot equipment problems and perform necessary repair and maintenance on a saw.
5. Verbally communicate to others the procedures and safety considerations for bucking up downed timber.
6. Verbally communicate to others the procedures and safety considerations for felling standing timber.
7. \*Develop a written crew line up and articulate to others the team work, procedures, and safety considerations for clearing a line through standing brush.

\* Denotes application of SCANS Competencies.

Course Subject & Number: FTEC 120  
Course Name: \*(S-212) Wildfire Powersaws

**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. Powersaw Safety
  - A. Powersaw fatalities
  - B. Protective equipment
  - C. Safety practices
  
- II. Maintenance
  - A. Operator's manual
    - 1. Parts of the saw
    - 2. Inspection procedures
  - B. Troubleshooting
  - C. Daily, weekly, and monthly maintenance
  - D. Field maintenance
  
- III. Cutting Attachments
  - A. Inspections
  - B. Adjustments
  - C. Maintenance
  
- IV. Operations
  - A. Safety equipment
  - B. Fueling
  - C. Purging
  - D. Packing
  - E. Guide bar and chain lubrication
  - F. Starting procedures
  - G. Stance and handling
  - H. Limbing, brushing, and slashing
  - I. Chain saw kit
  - J. Saw teams
  - K. Brush/slash removal
  - L. Saw boss responsibilities for coordination
  - M. Multiple saw team deployment
  - N. Bow bars
  - O. Bucking binds
  - P. Bucking procedure
  - Q. Bucking blow down
  - R. Fireline bucking
  - S. Felling
  - T. Problem trees
  - U. Common falling and bucking hazards

Course Subject & Number: FTEC 120  
Course Name: \*(S-212) Wildfire Powersaws

**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 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, fill in answers to instructor hand-out questions, completion of work in the student guide, and narrations for fire simulations weekly.

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

Computational assignments on a weekly may include, but are not limited to, computation of acreage, square feet and square yards, computation of chains of line construction per hour, distance on maps, size of trees, safe zones, work hours for payroll, and calculation of total weight for personnel and equipment.

**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 visit to sites where unusual scenarios have occurred. Assignments may also include research on safety equipment and power saw specifications.

*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:** 1 hour



**Course Subject & Number:** FTEC 120  
**Course Name:** \*(S-212) Wildfire Powersaws

**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, instructor led discussion, demonstration of a power saw in an forested environment.

**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, an 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 semester through lecture and reading assignments. (Objectives 1-7)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-7)

Demonstrate the safe operation of a power saw and trouble shooting of performance problems. (Objective 4)

A final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-7)

#### **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.)*

S-212 Wildland Fire Chain Saws, National Wildfire Coordination Group, 2004.\*

\* Course text is on a 10 year revision schedule by the publisher, next version due in 2014.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 120  
**COURSE NAME:** \*(S-212) Wildfire Powersaws  
**COURSE UNITS:** 2  
**COURSE HOURS:** 2

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

Provides the knowledge needed to become a wildfire powersaw operator. Covers safety considerations, techniques of saw operation, maintenance and repairs. Wildfire Powersaws (S-212) is identified training in the National Wildfire Coordinating Group Suppression Curriculum. Intended for students to pursue a career with a wildland fire management agency or for a specialty with a municipal fire control agency.

**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. \*Read, interpret and articulate to others, powersaw certification policy and process.
2. \*Verify regulatory compliance by researching powersaw operator's job performance requirements.
3. Trouble shoot problems and perform necessary repair and maintenance on a saw.
4. \*Describe in writing, the appropriate accessories needed and actions taken to limb up a tree to head height.
5. Articulate to others, the procedures and safety considerations for bucking up downed timber.
6. Articulate to others, the procedures and safety considerations for felling standing timber.
7. \*Develop a crew line up in writing, and articulate to others the team work, procedures, and safety considerations for clearing a line through standing brush.

\* Denotes application of SCANS competencies.

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

**RECEIVED**  
MAR 18 2010  
8:10.5.27.08  
BY: *M. Auregut*

**SECTION I**

	Date	Initial
AP&P Representative:	<u>3/18/10</u>	<i>[Signature]</i>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	<u>3/18/10</u>	<i>[Signature]</i>

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

Faculty Name: (print) Thomas Hutchison Date 3/18/2010

**COURSE SUBJECT & NUMBER:** FTEC 122

**COURSE TITLE:** \*Wildland Firefighter

- 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 and 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):
- |                                       |  |
|---------------------------------------|--|
| <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: _____
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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:** FTEC 122

**COURSE NAME:** \*Wildland Firefighter

**COURSE UNITS:** 4    **COURSE HOURS:** 5

**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 for entry level employment on a wildland fire crew. Meets the basic requirements for the U.S. Forest Service firefighter qualification system. Intended for students to pursue a career with a wildland fire suppression agency or for a specialty with a municipal fire control agency. (CSU, AVC) **(R unlimited\*)**

\*Course repeatability allowed for mandated training as stated in Title 5, Sections 55763(c) and 58161(c).

**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. Communicate and write the the Ten Standard Fire Orders.
2. Explain and perform the steps in the deployment of a fire shelter.
3. \*Identify problem fire behavior conditions, evaluate the situation, and choos a safe alternative, and communicate the alternative to other firefighters.
4. \*Identify, understand, and verbally communicate the various environmental factors that effect fire behavior.
5. \*Participate as a member of a hand crew in various methods of fire suppression activities.
6. \*Communicate thoughts, ideas, and safety information verbally and in writing within a crew environment.

\*Denotes SCANS Competencies.

Course Subject & Number: FTEC 122

Course Name: \*Wildland Firefighter

**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. S-110 Basic Fire Suppression Orientation\*
- II. S-190 Introduction to Wildland Fire Behavior\*
- III. Introduction to S-130 Firefighter Training\*
  - A. Unit 1: Safety Orientation
  - B. Unit 2-A: Personal Preparedness
  - C. Unit 2-B: Organization for Firefighter Preparedness
- IV. S-130 Firefighting Tools
  - A. Unit 3-A: Cutting Tools
  - B. Unit 3-B: Scraping Tools
  - C. Unit 3-C: Smothering Tools
- V. S-130 Firefighting Equipment
  - A. Unit 3-D: Backpack Pump
  - B. Unit 3-E: Head Lamp
  - C. Unit 3-F: Travel and Transportation of Tools
- VI. S-130 Firing Equipment
  - A. Unit 4-A: Fusee
  - B. Unit 4-B: Drip Torch
  - C. Unit 4-C: Field Expedient Methods of Igniting Wildland Fuels
- VII. S-130 Suppression Action
  - A. Unit 5: Use of Water
  - B. Unit 6: Suppression
  - C. Unit 7: Securing the Control Line
- VIII. S-130 Support Skills
  - A. Unit 8-A: Map Reading
  - B. Unit 8-B: Use of Compass
  - C. Unit 9-A: Scouting and Patrolling
  - D. Unit 9-B: Radio Communications
  - E. Unit 10: Hazardous Materials
- IX. S-130 Safety
  - A. Unit 11-A: Watch Out Situations
  - B. Unit 11-B: Fire Orders
- X. I-100 Introduction to Incident Command\*
- XI. Civil Rights
- XII. Working With Inmates

\*Reflects National Standard Wildland course numbers.

Course Subject & Number: FTEC 122

Course Name: \*Wildland Firefighter

**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, but are not limited to, the assigned student guide, textbook, instructor-written material, handouts, and periodicals. Reading assignments will average 40 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 book report on outside reading assignment, preparation of employment application and resume, fill in answers to instructor hand-out 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, calculation of acreage of fires, rates of fire spread using charts and tables, estimation of air temperature and relative humidity, calculation of distance using chains and pacing.

**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 is not limited to, Internet research, out of class contact with the U.S. Forest Service and other agencies.

*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 122

Course Name: \*Wildland Firefighter

**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 field trips.

**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, an application of logic to draw conclusions. (Objectives 1-6)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-6)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-6)

Students will be evaluated on their proficiencies in the use of fire line tools and safety. (Objectives 1-6)

A final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 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.)*

S-130 Student Workbook , National Wildfire Coordinating Group, 2006.\*

S-190 Introduction to Wildland Fire Behavior, National Wildfire Coordinating Group, 2008.

Fireline Handbook PMS 410-1, National Wildfire Coordinating Group 2004.\*

Incident Response Pocket Guide, PMS 461, National Wildfire Coordinating Group 2010.

\* These publications are on a 10 year revision cycle by the publisher



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 122  
**COURSE NAME:** \*Wildland Firefighter  
**COURSE UNITS:** 4  
**COURSE HOURS:** 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).*

Provides basic principles of wildland fire control. Prepares the student for entry level employment on a wildland hand-tool fire crew. Meets the basic requirements for the U.S. Forest Service firefighter qualification system. Intended for students to pursue a career with a wildland fire suppression agency or for a specialty with a municipal fire control agency.

**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. \*Read, interpret, and apply the Ten Standard Fire Orders.
2. \*List and explain in writing, the steps in the deployment of a fire shelter.
3. Using a fire shelter for illustration, analyze the danger of not properly implementing each step of deployment.
4. Propose a tool order make up of a 20 member hand crew.
5. \*Analyze a hand crew's role in the indirect method of fire suppression and work within that crew as a team member.
6. \*Analyze a hand crew's role in a flanking attack and work within that crew as a team member.
7. \*Distinguish between different methods of communication within a hand crew and demonstrate effective teamwork needed for crew communication through a group assignment.
8. Compare and contrast the legs of the fire triangle.
9. Compare and contrast various types of winds that affect fire behavior.
10. Explain how topography affects fire behavior.

\* Fulfills one or more SCANS competencies.



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

**RECEIVED**  
MAR 18 2010  
SLO 5.6.08  
BY: M. J. Murray

**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

**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 100 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 hand-out 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

**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

**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.

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BY: M. M. M.

ANTELOPE VALLEY COLLEGE  
ACADEMIC POLICIES & PROCEDURES

Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date Initial  
AP&P Representative: 3/19/10 [Signature]  
(indicates division review and approval)  
Division Dean/Director: 3/18/10 [Signature]

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

Faculty Name: (print) Thomas Hutchison Date 3/18/2010

COURSE SUBJECT & NUMBER: FTEC 126

COURSE TITLE: \*Wildland Fire Behavior

- 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 and 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

<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 126

**COURSE NAME:** \*Wildland Fire Behavior

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

**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 as (R#).*

This course is intended for students that have completed a basic wildland firefighter training course and desires a greater understanding of wildland fire behavior. This provides information necessary for a greater understand wildland fire behavior and fire behavior calculations. The effects of fuels, topography, and weather are discussed. 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. \*Evaluate the combining of influences and their effect on wildland fire behavior and select a course of action to ensure their safety.
2. Analyze the changes in weather conditions utilizing recording devices and personal observations to monitor wildland fire behavior conditions.
3. Use fire modeling and personal observations to make rate of spread calculations and estimates based on the seven wildland fire environment factors.
4. Communicate using the common language for fire prediction use by adoption of the Campbell Prediction System.
5. Analyze the elements of the wildland fire behavior prediction and relate them to the 10 Standard Fire Fighting orders and 18 Watch Out Situations that shout watch out and communicate the results verbally to others present.
6. Evaluate a spot fire behavior prediction as it relates to their location and communicates the results to others.

\* Denotes SCANS Competencies



**Course Subject & Number:** FTEC 126  
**Course Name:** \*Wildland Fire Behavior

**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. Fire Behavior Factors Affecting Start and Spread of Wildland Fire
  - A. Fire weather
  - B. Fire environment
  - C. Basic weather process
  - D. Temperature/humidity relationships
  - E. Atmospheric stability and clouds
  - F. General and local winds
  - G. Topographic influences on fire behavior
  - H. Keeping current with weather
- III. Fuels
  - A. Fuel moisture
  - B. Arrangement
  - C. Type
- IV. Combining Influences Effect on Basic Fire Behavior
  - A. Wildland fire behavior in third dimension
  - B. Wildland fire environment factors and indicators
  - C. Perception and facts
- V. Use of Resources
  - A. Alignment of forces
  - B. Choosing the right tactic
- VI. Accident Avoidance
- VII. New Tools for Prediction
- VIII. Using the Campbell Prediction System

Course Subject & Number: FTEC 126

Course Name: \*Wildland Fire Behavior

**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, text book, instructor written material, hand-outs, 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 hand-out 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 weekly may include, but are not limited to, calculations of fire rate of spread, weather information such as relative humidity, dew point and wind speed, percent of slope, calculations of acreage, distance on maps, and calculation of chains per hour of fireline 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, watching news reports on television as related to wildland fire behavior, rates of spread, smoke volume indicators, fuels, and weather information, 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 126  
Course Name: \*Wildland Fire Behavior

**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, and instructor led discussions.

**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 1-6)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-6)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-6)

A mid-term and final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 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.)*

S-290 Intermediate Fire Behavior Student Workbook, National Wildfire Coordinating Group, 2007.

S-290 FLAME Field Guide, National Wildfire Coordinating Group, 2007.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: FTEC 126  
COURSE NAME: \*Wildland Fire Behavior  
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).*  
Provides information necessary to understand wildland fire behavior. Effects of fuels, topography, and weather are discussed. 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. Analyze the combining influences effect on basic wildland fire behavior.  
\*Examine each influence and describe how the influences combine to affect fire behavior.
2. Assess the necessity of constantly monitoring wildland fire behavior.  
\*Compare the changes in conditions utilizing weather recording devices and personal observations.
3. List and compare the seven wildland fire environment factors which must be continuously monitored in making fire behavior predictions.  
\*Through fire modeling and personal observations make rate of spread calculations and estimates.
4. Relate the indicators of change for each of the seven wildland fire environment factors.  
\*Compare and contrast the indicators of change using documented scenarios.
5. Utilize a common language for fire prediction use by adoption of the Campbell Prediction System.  
\*Make oral and written presentations using the common language provided by the Campbell Prediction System.
7. Compare the elements of the Campbell Prediction System and differentiate between methods used in making predictions.  
\*Describe how the elements of the Campbell Prediction System work and how they are different in methodology.
8. Evaluate the tools to make spot fire behavior predictions.  
\*Using a fireline scenario, make predictions of spot fire behavior and justify the predictions based on the tools provided.

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

RECEIVED  
MAR 18 2010  
SLO 5:16:08  
B. M. J. J. J.

SECTION I

Date Initial  
AP&P Representative: 3/18/10 K  
(indicates division review and approval)

Division Dean/Director: 3/18/10 JD

Faculty Name: (print) ROBERT FALB

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

Date 3-18-10

COURSE SUBJECT & NUMBER: FTEC 127

COURSE TITLE: \*Wildland Firefighter Safety and Survival

- 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 and 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

<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 127

**COURSE NAME:** \*Wildland Firefighter Safety and Survival

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

**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 as (R#).*

This course is intended for student who is planning to pursue a career with a wildland fire. The course places emphasis on avoiding situations and conditions which have resulted in fire shelter deployments, injuries, fatalities for wildland firefighters and the methods to avoid this type situation and to survive should they become entrapped. (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. Describe in writing the 10 Standard Firefighting Orders and 18 Watch Out Situations. and be able to apply them to maintain firefighter safety when solving tactical situations.
2. \*Recognize problem fire behavior or unsafe condition to verbally communicate the condition and necessary action to resolve the situation safely.
3. Actively participates as a member of a team as either the designated leader or team member.
4. Actively listens to fellow team mates and applies active listening skills.
5. Analyze fire, fuels, weather and tactical position to relate to personal safety, evaluate alternatives and select appropriate action to avoid entrapment situations and survive life threatening situations.

\*Denotes SCANS Competencies.

Course Subject & Number: FTEC 127  
Course Name: \*Wildland Firefighter Safety and Survival

**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 and Watch-Out Situations
- II. The Fire Environment
- III. Fuel Characteristics
  - A. Size
  - B. Continuity
- IV. Fuel Moisture
  - A. Live fuels
  - B. Dead fuels
- V. Fuel Temperature
- VI. Terrain
  - A. Slope
  - B. Aspect
- VII. Winds
  - A. Local winds
  - B. Foehn winds
  - C. Storm fronts
- VIII. Atmospheric Stability
- IX. Fire Behavior
- X. Use of Indicators
- XI. Safety Orientation
- XII. Firefighter Preparedness
- XIII. Use of Tools and Equipment
  - A. Hand tools
  - B. Power tools
- XIV. Firing Devices
  - A. Fuses
  - B. Drip torch
- XV. Use of Water
  - A. Direct attack
  - B. Mop up
- XVI. Suppression
- XVII. Securing the Control Line
  - A. Hand line construction
  - B. Tractor line construction
- XVIII. Use of Maps
- XIX. Scouting, Patrolling, and Communicating
- XX. Hazardous Materials
- XXI. Standards for Survival.
- XXII. Fatality and serious injury case reviews.

**Course Subject & Number:** FTEC 127

**Course Name:** \*Wildland Firefighter Safety and Survival

**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 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, fill in answers to instructor hand-out 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:**

Written assignments on a weekly basis may include, but are not limited to: a composition, fill in answers to instructor hand-out questions, completion of work in the student guide, and narrations for fire simulations.

**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 homework assignments may include review of lecture discussions and Internet research on fatality and serious injury fires which may be either historical in nature or current events.

*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 127

**Course Name:** \*Wildland Firefighter Safety and Survival

**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 1-4)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-4)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-4)

A mid-term and final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-4)

#### **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.)*

Lessons Learned Fatality Fire Case Studies PMS 490, National Wild Fire Coordinating Group, 1998.\*

\* This is presently the only text available on the subject of Wildland Firefighter Fatalities.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: FTEC 127  
COURSE NAME: \*Wildland Firefighter Safety and Survival  
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).*  
Places emphasis on avoiding situations and conditions which have resulted in fire shelter deployments, injuries, and fatalities for wildland firefighters. 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. Fight fire aggressively but provide for safety first.  
\*Using documented scenarios, students will compare and contrast accepted safety practices.
2. Initiate all action based on current and expected fire behavior.  
\*Using weather forecasts and a basic knowledge of fire behavior, students will develop an incident action plan.
3. Analyze current weather conditions and obtain forecasts.  
\*Students will analyze personal weather observations and demonstrate the ability to obtain forecasts.
4. Ensure instructions are given and understood.  
\*Demonstrate the ability to give clear instructions and distinguish whether they have been understood.
5. Obtain current information on fire status.  
\*Assemble daily information provided by the planning section on a briefing sheet.
6. Remain in communication with crew members, your supervisor, and adjoining forces.  
\*Arrange a system of communication for a crew and demonstrate how to use it.
7. Determine safety zones and escape routes.  
\*Demonstrate the ability to select a proper escape route and safety zone.
8. Establish lookouts in potentially hazardous situations.  
\*Demonstrate the ability to identify the need for a lookout and to select the proper location.
9. Retain control at all times.  
\*Create a crew structure and coordinate it with a communication system.
- 10 Stay alert, keep calm, think clearly, and act decisively.  
\*Demonstrate the ability to maintain composure in stressful situations.

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

✓ RECEIVED  
MAR 18 2010  
5:05:16 PM  
BY: M. J. Treacy

**SECTION I**

	Date	Initial
AP&P Representative: <i>(indicates division review and approval)</i>	3/18/10	[Signature]
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 128  
**COURSE TITLE:** \*Wildland Fire 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 and 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: _____
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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:** FTEC 128

**COURSE NAME:** \*Wildland Fire Operations

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

**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 as (R#).*  
 Presents the command structure and operational process for ground and air operations in control of wildland fires. Introduces the fire suppression oriented student to the needs and timing for logistical, finance and planning assistance on wildland fires. 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. \*Analyze fire conditions to select strategies for safely controlling small wildland fires with initial attack forces.
2. Organize the resources in wildland fire control to efficiently utilize them to meet operational plans.
3. \*Evaluate weather, fuels and topographic conditions to determine potential problems of extreme fire behavior.
4. Incorporate the Standard Fire Orders in controlling fires develop an action plan to insure they are not violated.
5. Identify hazardous situations involving the use of aircraft and propose correct action to reduce or abate the hazard.

(\* Denotes SCANS competency)

Course Subject & Number: FTEC 128  
Course Name: \*Wildland Fire 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. Introduction and Course Overview
- II. Welfare and Safety of Assigned Personnel
- III. Interpersonal and Interagency Working Relationships
  - A. EEO, civil rights, and sexual discrimination
  - B. Cultural language difficulties
  - C. Equal assignment opportunities based on skill level
  - D. Monitoring and evaluating progress based on standards
  - E. Agency values and policies
  - F. Arbitration of differences in agency values
  - G. Integration of cultural resources into management activities
  - H. Incident assignment kit
- IV. Mobilization
  - A. Incident Command System form 201
  - B. Initial data about the fire
  - C. Initial data about cause and suppression efforts
- V. Incident Operations
  - A. Size up
  - B. Analyze data from size up
  - C. Most appropriate method of attack with resources available
  - D. Planning objectives
  - E. Report to supervisor or designated officer
  - F. Determination and protection of the area of origin
  - G. Local resources of natural and cultural significance
  - H. Jurisdictional boundaries requiring unified command
  - I. Direction of initial attack to limit damage
  - J. Subordinate briefing
  - K. Concise briefing
  - L. Radio communications
  - M. Weather and environmental monitoring
  - N. Initial organization
  - O. NWCG Fireline Handbook (410-1)
  - P. Determination of "Fire Out"
  - Q. Records of the incident
  - R. End of incident briefing
  - S. Performance evaluations
  - T. Evaluation of suppression action
- VI. Fire Escaping Initial Attack
  - A. Escaped fire analysis
  - B. Logistics of extended attack
  - C. Suppression priorities
  - D. Briefing and records passing to relief
- VII. Trainee familiarization with aviation programs
- VIII. Aircraft types and capabilities
- IX. Aircraft Missions
- X. Aviation management and safety
- XI. Helicopter landing areas

Course Subject & Number: FTEC 128  
Course Name: \*Wildland Fire 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 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, fill in answers to instructor hand-out questions, completion of work in the student guide, and narrations for fire simulations weekly. Develop an Incident Action Plan for the second day on a fire.

**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, calculations of resources needed to construct chains per hour of line, and computations of person hours for timekeeping.

**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 visit 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 128  
**Course Name:** \*Wildland Fire 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.)*

1. Written assignments will be graded upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions. (Objectives 1-7)
2. Textbook studies and chapter review questions are assigned for each chapter and will be used to measure students mastery of learning objectives as they are covered. (Objectives 1-7)
3. Quizzes, tests, midterm exam and final will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-7)

**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.)*

Wildland Firefighting Practices, 1<sup>st</sup> edition, Joseph Lowe, Delmar Thomson Learning, 2001. \*

\*Text is one of two that are available on the subject and provides a different perspective of the subject. The other one is used in one other Wildland Fire class here at Antelope Valley College.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: FTEC 128  
COURSE NAME: \*Wildland Fire Operations  
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 the command structure and operational process for ground and air operations in control of wildland fires. 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. Formulate strategies for controlling small wildland fires with initial attack forces.  
\*Read and understand written scenarios and apply initial attack guidelines to develop action plans for fire attack.
2. Develop plans for utilization of resources in wildland fire control.  
\*Use a resource log to document resources available and plan for their use in the overall action plan.
3. Distinguish problems of extreme fire behavior.  
\*Incorporate recognized problems of extreme fire behavior into the data for development of an action plan.
4. Incorporate the Standard Fire Orders in controlling fires.  
\*Read and understand the Standard Fire Orders and examine the action plan to insure they are not violated.
5. Distinguish correct aircraft loading and off loading procedures.  
\*Observe loading and off loading procedures and compare them to established technical manuals.
6. List and compare procedures for emergency landing for airplanes and helicopters.  
\*Read, interpret, and apply proper emergency landing procedures for airplanes and helicopters.
7. List and analyze ten hazardous situations involving aircraft and an action for each.  
\*Read, interpret, and apply the procedures described in technical materials on hazardous situations.



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BY: M. Mairone

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

<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 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. Detennine 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, hand-outs, 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 hand-out 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 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.*

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**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 hand-out 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



**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.

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BY: *M. Moore*

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

SECTION I

Date Initial  
AP&P Representative: 3/19/10 *R*  
(indicates division review and approval)  
Division Dean/Director: 3/18/10 *TD*  
Faculty Name: (print) ROBERT FALB

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

Date 3-18-10

COURSE SUBJECT & NUMBER: FTEC 130

COURSE TITLE: \*Wildland Fire Logistics, Finance and 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:  
Update course outline of record, minor changes in course content 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**

<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 130

**COURSE NAME:** \*Wildland Fire Logistics, Finance and Planning

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

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

Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

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

Examines the roles, responsibilities, and functions of the planning, logistics, and finance sections that are utilized during the control of wildland fires. Intended for students who wish to pursue a career with a wildland fire suppression agency and for a specialty within a municipal fire department. (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. Properly identify and understand the role and function of the planning, logistics, and finance sections in wildland fire fighting.
2. Arrange appropriate information and prepare an Incident Action Plan.
3. Arrange appropriate information to initiate mobilization of resources.
4. Develop an operations plan for the finance section.
5. \*Prepare a written incident action plans and other technical documents and forms necessary in fire management situations.

\*Denotes SCANS Competencies.



**Course Subject & Number:** FTEC 130

**Course Name:** \*Wildland Fire Logistics, Finance and 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. Introduction and Course Overview
- II. Managing the Planning Section
  - A. Briefing from Incident Commander
  - B. Activation of planning section units
  - C. Reassignment of initial attack personnel to incident positions
  - D. Preparation of written objectives
- III. Preparation of the Incident Action Plan
  - A. Information requirements and reporting schedules for Incident Command System (ICS) organizational elements
  - B. Incident control objectives including alternatives
  - C. Control operations information
- IV. Information on Alternative Strategies
  - A. Review of current situation status, resource status, weather and prediction reports
  - B. Alternative strategies using technical specialists and operations personnel
  - C. Identification of resources required to implement alternative control operations
  - D. Documentation of alternatives for presentation to the Incident Commander and staff
- V. Identification of Need for Specialized Resources
- VI. Compilation and Display of Incident Status Information
  - A. Display location and common location in command post area
  - B. Sources of information
  - C. Method and location of information display
- VII. Demobilization
  - A. Review of latest situation status and incident prediction information
  - B. Estimate of current and future requirements for resources
  - C. Identification and listing of potential surplus resources
- VIII. Logistics Section
  - A. Staff and students
  - B. Unit topics and required performance levels
  - C. Logistics section chief role
- IX. Preparation Prior to the Incident
  - A. Assembly of materials needed for logistics chief
  - B. Review agency policy
- X. Mobilization
  - A. Dispatch information on initial activation
  - B. Gather information on the incident assignment
- XI. Briefing from the Incident Commander
  - A. Summary of resources
  - B. Initial instructions concerning work activities
  - C. The incident action plan
- XII. Activation of Logistics Section Units
  - A. Confirmation of what section personnel have been ordered
  - B. Preliminary organization of logistics section personnel
  - C. Assignment of work locations to logistics section personnel
- XIII. Organization of Logistics Section Assembly and Briefing
  - A. Assembly and briefing
  - B. Review of initial operations
- XIV. Assistance in Preparation of Incident Action Plan
  - A. Planning session
  - B. Review for next operational period
  - C. Logistic capabilities required for selected plan
- XV. The Finance Section
  - A. Agency responsibilities
  - B. Interagency responsibilities

Course Subject & Number: FTEC 130

Course Name: \*Wildland Fire Logistics, Finance and 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:**

Readings may include, but are not 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, fill in answers to instructor hand-out questions, completion of work in the student guide, and narrations for fire simulations weekly.

**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, calculations of chains per hour of line construction, and computations of person hours for timekeeping.

**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 visit 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 130

**Course Name:** \*Wildland Fire Logistics, Finance and 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.)*

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 1-5)

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 1-5)

Textbook questions and case studies are assigned and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-5)

A final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-5)

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 1-5)

#### **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.)*

Interagency Incident Business Management Handbook, by National Wildfire Coordinating Group (NWCG), published by NWCG, 2001.

S-260 Student Workbook, by NWCG, published by NWCG, 2001.

J-254 Base Camp Manager Job Aid, by NWCG, published by NWCG, 2001.

NOTE: Most current text available for FTEC 130.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: FTEC 130  
COURSE NAME: \*Wildland Fire Logistics, Finance and Planning  
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).*  
Examines the roles, responsibilities, and functions of the planning, logistics, and finance sections that are utilized during the control of wildland fires. Intended for students who wish to pursue a career with a wildland fire suppression agency and for a specialty within a municipal fire department.

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 and functions of the planning section in wildland fire fighting.  
\*Write position descriptions for members of the planning section.
2. List and examine the role and functions of the logistics section in wildland fire fighting.  
\*Write position descriptions for members of the logistics section.
3. List and examine the role and functions of the finance section in wildland fire fighting.  
\*Write position descriptions for members of the logistics section.
4. Arrange appropriate information and prepare an Incident Action Plan.  
\*Using an incident action plan form, gather information and write and Incident Action Plan.
5. Arrange appropriate information to initiate mobilization of resources.  
\*Using proper technical forms, gather information and write a resource mobilization plan.
6. Assemble logistics section's units.  
\*Using proper technical forms, initiate actions to activate logistics section units.
7. Develop an operations plan for the finance section.  
\*Using proper technical forms, write an operations plan to activate and operate the finance section.

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

**RECEIVED**  
MAR 18 2010  
SLO 5-27-08  
BY: *M. J. ...*

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 3/18/10 R  
*(indicates division review and approval)*  
 Division Dean/Director: 3/18/10 TD  
 Faculty Name: (print) ROBERT FALB

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

Date 3-18-10

**COURSE SUBJECT & NUMBER:** FTEC 131  
**COURSE TITLE:** \*(L-280) Followership to Leadership

- 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, minor changes in 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: FTEC 131

COURSE NAME: \*(L-280) Followership to Leadership

COURSE UNITS: 1 COURSE HOURS: 16 hours total

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 as (R#). Designed for the first level supervisor (single resource) position in the Incident Command System. Includes supervisor responsibilities, ethics, workforce diversity, communication, and other topics relative to the position. Meets basic requirements of the National Wildfire Coordinating Group. Intended for students to pursue a career with a wildland fire management agency or for a specialty with 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. Analyze the supervisor's role and assess personal improvement needs.
2. Examine criteria to judge whether a decision is critical.
3. \*Evaluate a scenario and work with a team to develop a response.
4. \*Compose written guidelines for ethical decision making.
5. \*Assemble and direct a team to solve a given communications problem.

\* Denotes application of SCANS competency.

Course Subject & Number: FTEC 131

Course Name: \*(L-280) Followership to Leadership

**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 Course
  - A. Purpose
  - B. Objectives
  - C. Overview
- II. Supervisor Responsibilities
  - A. Supervisors role
  - B. Legal responsibilities
- III. Ethics
  - A. Impacts
  - B. Definition
  - C. Characteristics of an ethical leader
  - D. Criteria to determine an ethical decision
- IV. Workforce Diversity
  - A. Civil rights
  - B. Equal Employment Opportunity Act (EEO)
  - C. Affirmative action
- V. Mutual Respect
  - A. Definition of terms
  - B. Harassment
  - C. Sexual harassment
  - D. Discrimination
- VI. Critical Incident Stress
  - A. Definition
  - B. Recognizing the signs
  - C. Sources for additional help
- VII. Communications
  - A. Oral
  - B. Written
  - C. Essential elements of communication
- VIII. Leadership
  - A. Planning, assigning, controlling, and evaluating system
  - B. Four leadership styles
  - C. Effective decision making
- IX. Appraisal, Delegation, and Evaluation
  - A. What is appraisal
  - B. What is delegation
  - C. Authority
  - D. Responsibility
- X. Decision Making
  - A. Principles
  - B. Process
  - C. Types
- XI. Motivation
  - A. Definition
  - B. Discipline
  - C. Praise
  - D. Reprimanding
- XII. Team Building
  - A. Characteristics of a team
  - B. Advantages and disadvantages of a team
  - C. Team building methods

Course Subject & Number: FTEC 131  
Course Name: \*(L-280) Followership to Leadership

**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 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, fill in answers to instructor hand-out questions, completion of work in the student guide, and narrations for fire simulations.

**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:**  
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:** N/A

**Other Assignments:** N/A



**Course Subject & Number:** FTEC 131  
**Course Name:** \*(L-280) Followership to Leadership

**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 demonstrations, handouts, and audio visual aids.

**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 1-5)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-5)

#### **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.)*

L-280 Student Workbook NFES 2994, National Wildfire Coordinating Group, 2008.

Fireline Handbook, PMS 410-1, National Wildfire Coordinating Group, 2004.\*

Incident Response Pocket Guide, PMS 461, National Wildfire Coordinating Group, 2010.

\* This publication is on an as needed revision schedule with the publisher and is the most current available. Next version publication is currently unknown.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 131  
**COURSE NAME:** \*(L-280) Followership to Leadership  
**COURSE UNITS:** 1  
**COURSE HOURS:** 1

**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).*

Designed for the first level supervisor (single resource) position in the Incident Command System. Includes supervisor responsibilities, ethics, workforce diversity, communication, and other topics relative to the position. Meets basic requirements for the National Wildfire Coordinating Group. Intended for students to pursue a career with a wildland fire management agency or for a specialty with a municipal fire control agency.

**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 supervisor's role and assess personal improvement needs.
2. Examine criteria to judge whether a decision is critical.
3. \*Evaluate a scenario and work with a team to develop a response.
4. \*Compose a written guideline for ethical decision making
5. \*Assemble and direct a team to solve a given communications problem

\* Denotes application of a SCANS competency.

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

**RECEIVED**  
MAR - 8 2010  
SLO 5-27-08  
BY: *M. Alvarado*

**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 132  
**COURSE TITLE:** \*(S-131) Advanced Firefighter Training

- 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, 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**

<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 132

**COURSE NAME:** \*(S-131) Advanced Firefighter Training

**COURSE UNITS:** 0.5    **COURSE HOURS:** 8 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#).*  
 Designed for students who have previous Wildland fire fighter training. Provides the information needed to become qualified in the first level supervision position of Advanced Firefighter/Squad Boss. Intended for students to pursue a career with a wildland fire suppression agency or for a specialty with a municipal fire 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. Demonstrate the ability to use fireline reference tools to facilitate the communication and decision making process.
2. Describe how to incorporate and maintain open lines of communication with appropriate personnel.
3. Demonstrate the ability to apply the standard operation procedures found in the Incident Response Pocket Guide (PMS 461).
4. Demonstrate the ability to apply information found in the Fireline Handbook (PMS 410-1).
5. \*Analyze and propose solutions to firefighting scenarios using information from the problem and that contained in the Incident Response Pocket Guide and Fireline Handbook.

\*Denotes application of SCANS Competency.

**Course Subject & Number:** FTEC 132  
**Course Name:** \*(S-131) Advanced Firefighter Training

**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. Fireline Reference Materials
  - A. Transition to first level supervisor
  - B. Decision making
  
- II. Documenting Fireline Activities
  - A. Types of forms for documentation
  - B. Methods of documentation
  - C. What should be documented
  
- III. Communication
  - A. Forms of communication
  - B. Communication responsibilities
  
- IV. Tactics and Safety
  - A. Steps to fire size up
  - B. Implementation of LCES
  - C. Responsibilities of a lookout
  - D. Differences between safety zone and deployment zone
  
- V. Scenarios

Course Subject & Number: FTEC 132  
Course Name: \*(S-131) Advanced Firefighter Training

**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:

N/A

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:

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:

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:** N/A

**Writing Assignments:** N/A

**Computational Assignments:** N/A

**Other Assignments:** N/A

**Course Subject & Number:** FTEC 132  
**Course Name:** \*(S-131) Advanced Firefighter Training

**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 demonstrations, handouts, computer generated presentations, videos of fire service activities, and overheads.

**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. Written assignments will be graded upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions. (Objectives 1-5)
2. Textbook studies and chapter review questions are assigned for each chapter and will be used to measure students mastery of learning objectives as they are covered. (Objectives 1-5)
3. Quizzes, tests, and final exam will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 1-5)

**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.)*

S-131 Firefighter Type 1 student workbook, National Wildfire Coordinating Group, 2004 \*

Fireline Handbook PMS 410-1, National Wildfire Coordinating Group, 2004 \*

Incident Response Pocket Guide PMS 461, National Wildfire Coordinating Group, 2010

\* these two publications are on a 10 year revision schedule by the publisher, the next revision is due out in 2014



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: FTEC 132  
COURSE NAME: \*(S-131) Advanced Firefighter Training  
COURSE UNITS: .5  
COURSE HOURS: 8 hours total

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

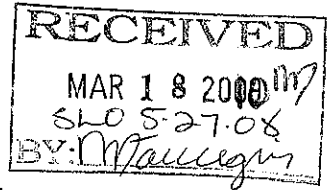
COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*  
Teaches the information to become qualified in the first level supervision position of Advanced Firefighter/Squad Boss. Intended for students to pursue a career with a wildland fire suppression agency or for a specialty with 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. Properly assemble the appropriate information during fire suppression activities.  
\*Use an incident log to document activities and resources during an incident.
2. Set up and maintain open lines of communication with all appropriate fire suppression personnel.  
\*Demonstrate radio frequency programming, net accessing, and proper radio procedure.
3. Given fire reference materials and fire scenarios, formulate informed decisions.  
\*Read and understand written scenarios and develop a written action plan for suppression.
4. Apply LCES (Lookouts, Communications, Escape Routes, & Safety Zones) to fireline tactics.  
\*Read and understand written scenarios and develop a written procedure for applying LCES where appropriate.
5. Examine the steps required to properly size up a fire situation and determine appropriate tactics.  
\*Read and understand written scenarios and develop a written plan justifying each step of the size up.





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 137

COURSE TITLE: \*(S-211) Portable Pumps and Water Use

- 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 and 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

<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 137

**COURSE NAME:** \*(S-211) Portable Pumps and Water Use

**COURSE UNITS:** 1      **COURSE HOURS:** 16 hours total

**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 as (R#).* Teaches students knowledge of the use and field maintenance of portable pumps and related equipment needed to carry out field operations. Portable Pumps and Water Use is identified training in the Wildland Fire Qualification Subsystem of the National Interagency Incident Management System (NIIMS). Intended for students to pursue a career with a wildland fire suppression agency or for a specialty with 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. \*Analyze flow of water as required by fire suppression needs and calculate water flow gallons per minute.
2. \*Calculate friction loss, head pressure, and nozzle pressure to provide effective fire flows.
2. Describe how to install pumps, hose lays, and holding tanks to provide water for use during all phases of an incident.
3. Compare and contrast the operation of series, parallel and staged pumping operations.
4. Examine the proper demobilization of portable pumps and accessory equipment.
5. Evaluate the use and effectiveness of water additives.
6. Analyze how water hydraulics affect pump operations under various conditions.
7. Analyze environmental considerations involved with portable pump use.
8. \*Analyze problems and identify the correct troubleshooting procedures to preform field maintenance of a portable pump.

\*Denotes application of SCANS Competencies

**Course Subject & Number:** FTEC 137

**Course Name:** \* (S-211) Portable Pumps and Water Use

**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. Supply of Water
  - A. Types of pumps
    - 1. Centrifugal
    - 2. Piston
    - 3. Rotary Vane
    - 4. Gear
  - B. Types of engines
    - 1. Two-cycle
    - 2. Four-cycle
  - C. Role of the pump operator
  - D. Portable pump setup and operation
  
- II. Delivery of Water
  - A. Hydraulics calculations
    - 1. Friction loss
    - 2. Head pressure
    - 3. Nozzle pressure
  - B. Fittings and hose
    - 1. Types of hose
    - 2. Types of fittings and nozzles
  - C. Hose deployment
  - D. Hose lays
  - E. Series, parallel, and staged pumping
  
- II. Application of Water
  - A. Tactics
  - B. Surfactants and Foam
  
- III. Pump Packing and Shipment
  - A. Ground transportation
  - B. Air transportation
  - C. Helicopter sling loading
  
- IV. Pump Demobilization and Storage

Course Subject & Number: FTEC 137  
Course Name: \* (S-211) Portable Pumps and Water Use

**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, instructor-written material, handouts, and periodicals. Reading assignments will average 75 pages per day.

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:*  
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:*  
Not applicable

*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:* N/A

*Computational Assignments:* N/A

*Other Assignments:* N/A

**Course Subject & Number:** FTEC 137

**Course Name:** \* (S-211) Portable Pumps and Water Use

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

Lecture, instructor led discussions, and audio visual aids.

**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. Written assignments will be graded upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions. (Objectives 1-8)
2. Workbook studies and chapter review questions are assigned for each chapter and will be used to measure students mastery of learning objectives as they are covered. (Objectives 1-8)
3. Quizzes, and final exam will be used to evaluate the retention, comprehension, and mastery of learning objectives. (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.)*

Portable Pumps and Water Use (S-211), National Wildfire Coordinating Group, 2004.\*

Instructor generated handouts

\* This course is on a 10 year rotation by the publisher and the next scheduled revision will be 2014



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: FTEC 137  
COURSE NAME: \*(S-211) Portable Pumps and Water Use  
COURSE UNITS: 1  
COURSE HOURS: 1

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).*  
Teaches students knowledge of the use of portable pumps and related equipment needed to carry out field operations. Portable Pumps and Water Use is identified training in the Wildland Fire Qualification Subsystem of the National Interagency Incident Management System (NIIMS). Intended for students to pursue a career with a wildland fire suppression agency or for a specialty with 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. Categorize and explain pump equipment required to maintain a flow of water as required by incident management objectives.
  - \*Calculate gallons per minute requirements and identify the proper pump size to meet those requirements.
2. Describe how to install pumps, hose lays, and holding tanks to provide water for use during all phases of an incident.
  - \*Diagram pump installations, hose lays, and holding tank placement to meet requirements of assigned scenarios.
3. Distinguish between the operation of series, parallel and staged pumps.
  - \*Demonstrate effective teamwork skills through set up of various pumping scenarios.
4. Examine the proper demobilization of portable pumps and accessory equipment.
  - \*Record proper information in the operations log including: services done, pump hours, oil level, and storage procedures.
5. Evaluate the use and effectiveness of water additives.
  - \*Make personal observations and written documentation on the effectiveness of water additives.
6. Analyze how water hydraulics affect pump operations under various conditions.
  - \*Make calculations on friction loss, head pressure, and effect of elevation on pump operation.
7. Analyze environmental considerations involved with portable pump use.
  - \*Observe and document the effects of water additives, stream disturbance, and slope erosion from pump operation.
8. Analyze the correct troubleshooting procedures and field maintenance of a portable pump.
  - \*Read and understand the steps in troubleshooting procedures through the use of technical manuals.

RECEIVED  
 MAR 23 2010  
 SLO-5-27-08  
 BY: M. Moore

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 RM  
 (indicates division review and approval)  
 Division Dean/Director: 3/22/10 MD  
 Faculty Name: (print) Thomas Hutchison

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

Date 3/22/10

COURSE SUBJECT & NUMBER: FTEC 138

COURSE TITLE: \*Wildland Engine Firefighter

- 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

<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 138

COURSE NAME: \*Wildland Engine Firefighter

COURSE UNITS: 4      COURSE HOURS: 5 hours weekly

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 as (R#). This course prepares the student for employment on a wildland fire engine. Includes engine operations, hose lays, and related skills. Intended for students to pursue a career with a wildland fire management agency or for a specialty with a municipal fire control agency. This course IS NOT intended to cover the Basic Wildland Firefighter skills training. (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. Understand and describe the use of Global Positioning System (GPS) and Geographic Information System (GIS) technologies to navigate unfamiliar areas.
2. Utilize map reading skills to identify proper locations, elevations and directions to those locations.
3. \*Utilize learned knowledge and skills to direct others in the steps to proper structure protection.
4. \*Evaluate a given scenario and develop an engine operation tactic to solve the emergency problem.
5. \*Work as a team member to complete complex hose lays and contribute to the group effort and success.
6. \*Maintain and troubleshoot equipment, prevent, identify or solve problems with pumping equipment using the appropriate technical manuals for an engine.
7. \*Calculate the proper engine pressures to pump hose lays by selecting the correct friction loss tables, nozzle tip size and operating pressure.
8. Analyze a given scenario and develop an engine operation to solve the emergency problem.
9. \*Read, interpret, and apply proper maintenance procedures through the appropriate technical manuals for an engine.

\* Denotes application of SCANS Competencies



**Course Subject & Number:** FTEC 138  
**Course Name:** \*Wildland Engine Firefighter

**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. Apparatus Orientation
- II. Water Handling Equipment
  - A. Pumps
  - B. Valves
  - C. Appliances
- III. Engine Operations
  - A. Structure Protection
  - B. Vehicle fires
  - C. Helicopter support
  - D. LPG fires
  - E. Traffic control
  - F. Radio use
  - G. Spot fires and hot spotting
  - H. Basic hydraulics
- IV. Hoselays
  - A. Simple
  - B. Progressive
  - C. Hose packs
  - D. Hose beds
  - E. Appliances
- V. Hand Tools
  - A. Maintenance and inspection
  - B. Hand tool use
  - C. Hand line construction
- VI. Personal Protective Equipment
  - A. Nomex shirt and pants
  - B. Helmet
  - C. Face and neck protector
  - D. Eye protection
  - E. Hearing protection
  - F. Boots and socks
  - H. Gloves
  - I. Fire shelter
  - J. Structure fire turn out gear
  - K. Self contained breathing apparatus
- VII. Fire Extinguishers
- VIII. Hazardous Materials
- IX. Basic Fire Weather
- X. ICS and Fire Organization
- XI. Firing Devices
- XII. Standards For Survival
- XIII. Size-up and Initial Attack
- XIV. Basic Fire Behavior
- XV. Map Reading
- XVI. Incident Dispatch Plan (Angeles National Forest)

**Course Subject & Number:** FTEC 138  
**Course Name:** \*Wildland Engine Firefighter

**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 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, fill in answers to instructor hand-out 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, computation of acreage, square feet and square yards, chains of line production per hour, distance on maps, work hours, hydraulics problems using friction loss and head pressures to determine engine discharge pressure, hours for payroll, water hydraulics, and calculation of total weight for personnel and equipment.

**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 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:** 3 hours

**Writing Assignments:** 2 hours

**Computational Assignments:** 1 hour

**Other Assignments:** 1 hour

**Course Subject & Number:** FTEC 138  
**Course Name:** \*Wildland Engine Firefighter

**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 demonstrations and simulation exercises, handouts, audio visual aids and a field trip.

**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 1-9)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-9)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-9)

Field skills will be evaluated for safe deployment of hose lines, installation of appliances and proper operation of nozzles and team work with other students. (Objectives 1-9)

A mid-term and final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-7)

#### **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.)*

Wildland Engine Firefighter, National Wildfire Coordinating Group, 1999.\*

Water versus Fire, National Wildfire Coordinating Group, 1999.\*

Instructor prepared packet of handouts and skill aids, 2009.

\*These publications on an as needed revision schedule with publisher and is most current available. Next version publication is currently unknown.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 138  
**COURSE NAME:** \*Wildland Engine Firefighter  
**COURSE UNITS:** 4  
**COURSE HOURS:** 5

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

**ADVISORY:** Eligibility for READ 099, ENG 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 for employment on a wildland fire engine. Includes engine operations, hoselays, and related skills. Intended for students to pursue a career with a wildland fire management agency or for a specialty with a municipal fire control agency.

**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. \*Work as a team member to complete complex hoselays.
2. Analyze a given scenario and develop an engine operation to solve the emergency problem.
3. \*Utilize learned knowledge and skills to direct others in the steps to proper structure protection.
4. Utilize map reading skills to identify proper locations and directions to those locations.
5. \*Read, interpret, and apply proper maintenance procedures through the appropriate technical manuals for an engine.
6. Calculate the proper entries in an engine log book.

\* Denotes application of SCANS objectives.

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

**RECEIVED**  
MAR 18 2010  
SLO 5-6-08  
BY: *M. Muccini*

**SECTION I**

	Date	Initial
AP&P Representative: <i>(indicates division review and approval)</i>	<u>3/19/10</u>	<i>[Signature]</i>
Division Dean/Director:	<u>3/18/10</u>	<i>[Signature]</i>
Faculty Name: (print)	<u>ROBERT FALB</u>	

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

Date 3-18-10

**COURSE SUBJECT & NUMBER:** FTEC 142

**COURSE TITLE:** \*(P-151) Wildland Fire Origin and Cause Determination

- 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: _____
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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:** FTEC 142

**COURSE NAME:** \*(P-151) Wildland Fire Origin and Cause Determination

**COURSE UNITS:** 1.5    **COURSE HOURS:** 27 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#).*

Provides information to enable the student to make investigations of wildland fires to determine point of origin, cause of fires, and to initiate investigation of possible arson fires. Instruction in burn patterns and other indicators. Includes protection of evidence and use of evidence kit. Recognition of devices, arson motives, photography, and sketching are covered. Student learns case preparation including: review of the legal system, first approach, interviewing, interrogations, report writing, case files, and court demeanor. Relationship of investigation to litigation and other outcomes such as burdens of proof and standards of admissibility. The course utilizes the material contained in the National Wildfire Coordinating Group curriculum for FI-110 Wildland Fire Observation and Origin Scene Protection For First Responders and FI-210 Wildland Fire Origin and Cause Determination. (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. \*Assemble and identify equipment and supplies required to conduct a wildfire investigation.
2. \*Recognize and inventory potential and key information about the fire.
3. Analyze evidence and using the knowledge gained in this course to determine the point of origin of a fire.
4. Analyze evidence and information using the knowledge gained in this course to determine the cause of a fire.
5. Utilize knowledge gained in this course to properly collect and preserve any evidence which may be used to prove fire cause.
6. Interview witnesses to obtain suspect information.
7. \*Prepare and compose the necessary reports to properly record the facts as determined by an investigation.
8. Describe how to make a professional appearance and present testimony before a judge and/or jury.
9. Identify the elements of the NWCG Fire Investigation Certification program.
10. Identify the laws, regulations, and related court procedures associated with administrative, civil, and criminal litigation processes.

\* Denotes SCANS competencies.

Course Subject & Number: FTEC 142

Course Name: \*(P-151) Wildland Fire Origin and Cause Determination

**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. Fire Behavior
  - A. Fire triangle
    - 1. Fuel
    - 2. Heat
    - 3. Oxygen
  - B. Heat transfer
  - C. Factors affecting fire behavior
  - D. Burn patterns
- II. Identification and Observation
  - A. Eyewitness reliability
  - B. Description from witnesses
  - C. Six element format for description of people
  - D. Description and identification of vehicles
  - E. Obtaining reliable identification from witnesses
- III. Investigation Kit
  - A. Mental preparation
  - B. Tools
- IV. Fire Scene Activities
  - A. Arrival at scene
  - B. Protection of origin area
  - C. Collection of information about people
- V. Burn Patterns and Indicators
  - A. Determination of the general fire origin area
  - B. Principles of fire spread
  - C. Fire direction indicators
  - D. General fire direction indicators
  - E. Small or specific fire direction indicators
- VI. Origin Determination and Protection
  - A. Origin area may be crime scene
  - B. Investigative procedures
  - C. Origin protection tools
- VII. Cause Classes
  - A. Lightning
  - B. Campfires
  - C. Smoking fires
  - D. Debris fires
  - E. Incendiary – arson fires
  - F. Equipment fires
  - G. Railroads
  - H. Children
  - I. Miscellaneous
- VIII. Ignition Devices and Arson Motives
  - A. Determination that a fire may be incendiary
  - B. Motives
  - C. Seven basic fire setters
  - D. Methods to prevent fire setter activities
  - E. Common fire setting devices
- IX. Searching the Origin
  - A. General origin area
  - B. Area of confusion
  - C. Origin search area
- X. Collection and Preservation of Evidence
  - A. Three major types
  - B. Rules of evidence
  - C. Evidence collection
- XI. Photography and Scene Sketching
  - A. Recording and verification
  - B. Photographs as part of case file
  - C. Courtroom presentation
  - D. Two types of scene sketches
  - E. Basic items needed on a scene sketch
- XII. The Legal System
  - A. Crime/Felony
  - B. Arrest
  - C. Arraignment
  - D. Preliminary examination
  - E. Trial
  - F. Sentencing
  - G. Civil law
  - H. Juvenile law
  - I. Legal definitions
- XIII. Case Preparation – First Approach
  - A. Profile of successful interviewer
  - B. Non-verbal behavior symptoms indicative of truth or deception
- XIV. Interviewing Witnesses
  - A. Why conduct an interview
  - B. How to approach a witness
  - C. How to phrase questions
  - D. Conducting interviews
  - E. Aids to interviews
  - F. Rights advisement
- XV. Report Writing
  - A. Reports
  - B. Elements of a case book
  - C. Writing the report
- XVI. Courtroom Demeanor
  - A. Preparation
  - B. Appearance
  - C. Testimony
  - D. Completion of testimony

Course Subject & Number: FTEC 142

Course Name: \*(P-151) Wildland Fire Origin and Cause Determination

**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, hand-outs, and periodicals. Reading assignments will average 20 – 30 pages per week.

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

Written assignments weekly may include, but are not limited to, a composition, fill-in answers to instructor hand-out questions, completion of work in the student guide, and narrations for topical simulations. Written assignments may occur on a weekly basis.

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

Computational assignments may include, but are not limited to, calculations of square feet, acreage, calculations distance on maps, calculation of chains per hour, and computations for time keeping. Computational assignments may occur several times throughout the course.

**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 fire and other agencies, and visits to sites where unusual fire scenarios have occurred. The student may be required to make a presentation of the results of an investigation made by the student based on a given scenario.

*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:** 0.5 hours

**Other Assignments:** 0.5 hours



**Course Subject & Number:** FTEC 142

**Course Name:** \*(P-151) Wildland Fire Origin and Cause Determination

**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 1-10)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-10)

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

A mid-term and final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-10)

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

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

Wildland Fire Origin and Cause Determination, National Wildfire Coordinating Group, 2005\*

Wildland Fire Observations and Origin Scene, National Wildfire Coordinating Group, 2005\*

Protection for First Responders

\*These books are on a 10 year revision schedule through the publisher.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** FTEC 142  
**COURSE NAME:** \*(P-151) Wildfire Origin and Cause Determination  
**COURSE UNITS:** 1.5  
**COURSE HOURS:** 27

**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).*

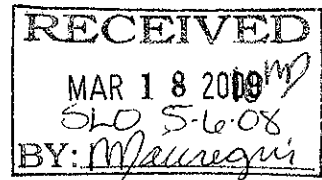
Provides information to enable the student to make preliminary investigations of wildland fires to determine point of origin and cause of fires. Instruction in burn patterns and other indicators. Includes protection of evidence and use of evidence kit. Recognition of devices, arson motives, photography, and sketching are covered. Student learns case preparation including: review of the legal system, first approach, interviewing, report writing, case files, and court demeanor.

**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. \*Gather and identify equipment and supplies required to conduct a wildfire investigation.
2. \*Recognize and record potential and key information about the fire.
3. Determine the origin of the fire.
4. Determine the cause of the fire.
5. Properly collect and preserve any evidence which can be used to prove fire cause.
6. Interview witnesses and obtain suspect information.
7. \*Prepare and write the necessary reports to properly record the facts determined by the investigation.
8. Describe how to make a professional appearance and present testimony before a judge and/or jury.

\* 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: 3/27/10 [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 150

COURSE TITLE: \*(S-270) Basic Air 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, 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

<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 150

COURSE NAME: \*(S-270) Basic Air Operations

COURSE UNITS: 0.5    COURSE HOURS: 16 hours total

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 as (R#).*

Provides a survey of uses of aircraft in fire suppression and provides instruction on how to conduct oneself in and around aircraft. Meets the curriculum requirements of the National Wildfire Coordinating Group. Intended for students to pursue a career with a wildland fire management agency or for a specialty with a municipal fire control agency. (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. Differentiate between the four (4) ICS Types of helicopters and air tankers and the criteria that make up each type.
2. Evaluate and relate safety procedures to be followed while flying in or working around agency aircraft.
3. Define and discuss tactical and logistical uses of aircraft used by agencies in fire suppression.
4. \*Assemble information and make proper entries on the safety check list for helicopter operations.
5. \*Assemble information and make proper entries on the safety check list for fixed wing aircraft operations.
6. \*Analyze situation and identify applicable specifications and safety requirements for helicopter landing areas used by fire suppression agencies.

\* Denotes application of SCANS competencies

Course Subject & Number: FTEC 150

Course Name: \*(S-270) Basic Air 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. Aircraft Types and Capabilities
  - A. Air tanker types.
  - B. Helicopters
    - 1. Helitankers
    - 2. Passenger transportation
    - 3. Cargo transportation
  - C. Major categories of aircraft
  - D. Engine types
    - 1. Reciprocating
    - 2. Turbine
  
- II. Hazardous and/or Fragile Components of Aircraft
  - A. Propellers
  - B. Exhaust stacks
  - C. Engine noise
  - D. Main rotor
  - E. Tail rotor
  - F. Exhaust blast
  - G. Pitot tubes
  - H. Antennas
  - I. Bubble and plexiglas
  - J. Doors and handles
  
- III. Density Altitude
  
- IV. Aircraft and Pilot Requirements
  - A. Federal Aviation Administration regulations
  - B. Commercial pilot requirements
  - C. Office of aircraft services
  
- V. Mission Planning
  - A. Flight plans and follow through
  - B. Chief of party
  - C. Manifests
  - D. Load calculation
  
- VI. Aircraft Selection
  - A. Technical Requirements
  - B. Payload
  - C. Range and speed
  - D. Cost
  - E. Logistics
  
- VII. Tactical Missions
  - A. Helitack
  - B. Rappelling
  - C. Smokejumping
  - D. Fire suppressants and retardants
  - E. Aerial ignition
  - F. Air attack coordinator
  - G. Detection and reconnaissance

Course Subject & Number: FTEC 150  
Course Name: \*(S-270) Basic Air 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.

**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:**

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:**

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:** N/A

**Computational Assignments:** N/A

**Other Assignments:** N/A

**Course Subject & Number:** FTEC 150  
**Course Name:** \*(S-270) Basic Air 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.)*

Lecture, instructor led demonstrations, handouts, and audio visual aids.

**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. Written assignments will be graded upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions. (Objectives 1-6)
2. Textbook studies and chapter review questions are assigned for each chapter and will be used to measure students mastery of learning objectives as they are covered. (Objectives 1-6)
3. Quizzes, tests, and final exam will be used to evaluate the retention, comprehension, and mastery of learning objectives. (Objectives 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.)*

S-270 Student Workbook, National Wildfire Coordinating Group, 2003\*

\* This book is on a 10 year update cycle by the publisher, next update is due in 2013



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 150  
**COURSE NAME:** \*(S-270) Basic Air Operations  
**COURSE UNITS:** 0.5  
**COURSE HOURS:** 16 hours total

**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).*

Provides a survey of uses of aircraft in fire suppression and provides instruction on how to conduct oneself in and around aircraft. Meets the curriculum requirements of the National Wildfire Coordinating Group. Intended for students to pursue a career with a wildland fire management agency or for a specialty with a municipal fire control agency.

**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. Differentiate between the four (4) ICS Types of helicopters and airtankers and the criteria that make up each type.
2. Evaluate and relate safety procedures to be followed while flying in or working around agency aircraft.
3. Define and discuss tactical and logistical uses of aircraft used by agencies in fire suppression.
4. \*Read and make proper entries on the safety check list for helicopter operations.
5. \*Read and make proper entries on the safety check list for fixed wing aircraft operations.
6. \*Read and identify specifications and safety requirements for helicopter landing areas used by fire suppression agencies.

\* Denotes application of SCANS competencies



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 MAR 18 2010  
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 BY: *M. Auregini*

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: 5/18/10 *[Signature]*

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

Faculty Name: (print) Tom Hutchison Date 3/18/10

COURSE SUBJECT & NUMBER: FTEC 240

COURSE TITLE: \*Fuel Management and Fire Use

- 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

<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 240

**COURSE NAME:** \*Fuel Management and Fire Use

**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#).*  
Provides the student with an introductory level of knowledge to understand fire ecology, environmental policy, data collection for fuels inventory and fuel treatment processes and methods as they relate to fuel management and fire use in the Western United States. Meets basic requirements of the National Wildfire Coordinating Group. Intended for students to pursue a career with a wildland fire management agency or for a specialty with 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. Relate information on fire ecology and western fire regimes.
2. Evaluate federal agency fire and environmental policy and related plans associated with fuel treatment programs.
3. Evaluate federal agency fire and environmental policy and related plans associated with fire use programs.
4. \*Work within a team and utilize the information necessary to initiate fuel treatment processes and methods.
5. \*Prepare a written process for gathering data for measuring fuel loads.
6. \*Analyze and communicate to others an understanding of the process of monitoring fire weather.

\* Denotes SCANS Competencies.

**Course Subject & Number:** FTEC 240  
**Course Name:** \*Fuel Management and Fire Use

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

- I. Introduction
  - A. Course overview
  - B. Fire ecology concepts
- II. Western Fire Regimes
  - A. Pacific Northwest
  - B. Pacific Southwest
  - C. Rocky Mountain
  - D. Coastal influences
  - E. Rain shadows
- III. National Wildland Fire Policy
- IV. Introduction to Fuels Management and Fire Use
- V. Land Management Plans
  - A. Overview
  - B. Fire management action guides
- VI. National Environmental Policy
- VII. Landscape Fuel and Prescribed Fire in Timbered Forests
- VIII. Landscape Fuel and Prescribed Fire in Chaparral
- IX. Fuels Planning Process and Fuel Treatment Appraisal
- X. Fuel Treatment Methods
  - A. Chemical
  - B. Mechanical
  - C. Prescribed Fire
  - D. Agricultural
- XI. Fire Effects and Coordination with Other Resource Areas
- XII. Burn Planning
  - A. Burn Plan Elements
  - B. Data Collection for Burn Plans
- XIII. Weather Programs and Data Collection (WIMS, NFDRS, RAWS)
- XIV. Basics of Smoke Management
- XV. Fuel Inventory Methods
- XVI. Prescribed Fire Monitoring and Evaluation

**Course Subject & Number:** FTEC 240  
**Course Name:** \*Fuel Management and Fire Use

**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 will average 30 pages per week.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**  
Written assignments on a weekly may include, but are not limited to, a composition, fill in answers to instructor hand-out questions, completion of work in the student guide, and narrations for fire simulations.

**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, computation of acreage, computation of square feet and square yards, computation of chains of line construction per hour, distance on maps, work hours for payroll, tons per acre, and total weight for personnel and equipment.

**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 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:** 1 hour

**Writing Assignments:** 1 hour

**Computational Assignments:** 0.5 hours

**Other Assignments:** 0.5 hours

**Course Subject & Number:** FTEC 240

**Course Name:** \*Fuel Management and Fire Use

**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, class demonstrations, and instructor led 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.)*

Writing assignments will be graded based upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions. (Objectives 1-6)

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 1-6)

Textbook questions and case studies are assigned and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-6)

A final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-6)

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 1-6)

#### **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.)*

Wildland and Prescribed Fire Management Policy, by Zimmerman, National Inter Fire Center, 2009.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** FTEC 240  
**COURSE NAME:** \*Fuel Management and Fire Use  
**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).*

Provides the student with an introductory level of knowledge to understand fire ecology, environmental policy, data collection for fuels inventory and fuel treatment processes and methods as they relate to fuel management and fire use in the Western United States.

Meets basic requirements of the National Wildfire Coordinating Group. Intended for students to pursue a career with a wildland fire management agency or for a specialty with a municipal fire control agency.

**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. Relate information on fire ecology and western fire regimes.
2. Evaluate federal agency fire and environmental policy and related plans associated with fuel treatment programs.
3. Evaluate federal agency fire and environmental policy and related plans associated with fire use programs.
4. \*Working within a team, utilize the information necessary to initiate fuel treatment processes and methods.
5. \*Prepare a written process for gathering data for measuring fuel loads.
6. \*Analyze and communicate to others, an understanding of the process of monitoring fire weather.

\* Denotes objectives incorporating 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: \_\_\_\_\_  
*(indicates division review and approval)*

Division Dean/Director: \_\_\_\_\_

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

Faculty Name: (print) Anne Rees Date 3-29-2010

**COURSE SUBJECT & NUMBER:** READ 150

**COURSE TITLE:** \*Speed Reading

- 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:*  
 Changes to COR: #1. revision of course description reflecting the current instructional focus on reading speed, comprehension, and study skills (omitting the study of vocabulary); #2. the term "academic studies" has been added for clarification; #3. the phrase " 10th grade level" has been changed so that the reference is instead to a course level, as in the "READ 099 level", so that references are standardized across all developmental and reading improvement courses., #3. Course Obj. 2 changed from "specified terminology" to "specialized terminology"; #3. updates to homework assignments with

**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: _____

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OCT 13 2009  
SLO 315-08  
BY: M. Daerigui

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

SECTION I

Date: 10/13/09 Initial: DR  
AP&P Representative: (indicates division review and approval)  
Division Dean/Director: 10/13/09 [Signature]  
Faculty Name: (print) Anne Rees

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

Date 10-12-2009

COURSE SUBJECT & NUMBER: READ 150

COURSE TITLE: \*Speed Reading

- 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 to COR: #1. revision of course description for inclusion of "academic studies" and for clarification; #2. changed "the 10<sup>th</sup> grade level" to "the READ 099 level"; #3. Course Obj. 2 changed from "specified terminology" to "specialized terminology"; #3. updates to homework assignments with more informative explanations.

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:** READ 150

**COURSE NAME:** \*Speed Reading

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

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

Advisory: Eligibility for READ 099

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

In this course students work on improvement in the areas of reading speed, comprehension, and study skills. The content is designed for those whose academic studies, work, or professional training requires extensive supplementary reading. Students learn to adjust their approach to reading in response to the purpose for reading and the difficulty of the reading material. READ 150 is designed for students reading at the READ 099 level or above. (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. Increase reading rate by at least 200 words per minute, maintaining 70% comprehension.
2. Define specialized terminology or explain specific concepts about the reading process.
3. Identify the main idea of a passage.
4. Identify the major supporting details of a passage.
5. Determine the primary organizational pattern of a passage.
6. Describe and execute the following procedures: summarizing, preview skimming, scanning, rapid reading, overview skimming, and critical reading.
7. Describe and execute the steps for a study strategy such as SQ3R (Survey, Question, Read, Recite, Review).

**Course Subject & Number:** READ 150  
**Course Name:** \*Speed Reading

**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. COMPREHENSION

- A. Main idea
- B. Controlling idea
- C. Major supporting details
- D. Organizational patterns

2. STUDY SKILLS

- A. SQ3R (Survey, Question, Read, Recite, Review) or a related study strategy
- B. Mapping
- C. Underlining
- D. Annotating
- E. Outlining

3. RATE

- A. Previewing
- B. Overview reading
- C. Skimming
- D. Scanning
- E. Rapid reading
- F. Study reading
- G. Critical reading

4. THE READING PROCESS

- A. Eye movements
- B. Cognitive processing of information
- C. Memory strategies

Course Subject & Number: READ 150  
Course Name: \*Speed Reading

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

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

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

1. One chapter per week in a speed reading textbook. This involves reading about speed reading concepts and applying speed reading strategies to passages provided.
2. Additional readings will be assigned which provide additional practice to help students improve their reading rate and comprehension (rate and comprehension are both monitored on all speed reading activities). These may include activities in the textbook, other workbooks, trade books, and computer programs.

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

The writing assignments require the students to apply a variety of critical reading and thinking skills to various types of written materials. The assignments may require the student to complete activities such as writing summaries, synthesizing written information, and responding to a written selection. Students will be asked to vary their reading rate according to the material and purpose; students may be asked to maintain a journal discussing their results in the application of speed reading strategies to the material read.

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

Calculating reading speed in words per minute and charting results to monitor progress.

**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:** 4.5

**Writing Assignments:** 1.0

**Computational Assignments:** 0.5

**Other Assignments:** 0

**Course Subject & Number:** READ 150

**Course Name:** \*Speed Reading

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

1. Large group lectures and discussions.
2. Small group instruction and discussions.
3. Use of small cooperative work groups to apply concepts to instructional materials.
4. Individualized instruction with instructor-assigned materials.
5. Computer aided instruction under the supervision of an instructor.

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

1. Timing students while they read and measuring reading comprehension will be used to calculate students' reading rate (in words per minute) and comprehension (% of questions answered correctly) (Obj. 1).
2. Homework, in-class assignments, and quizzes/tests will be used to assess students' ability to define terminology and/or explain concepts about the reading process (Obj. 2).
3. Homework, in-class assignments, and quizzes/tests will be used to assess students' ability to identify the main idea, major supporting details, and primary organizational pattern of a passage (Obj. 3, 4, and 5).
4. Homework, in-class assignments, and quizzes/tests will be used to assess students' ability to describe speed reading strategies (Obj. 6).
5. Timing students while they read (words per minute), measuring reading comprehension (% of questions answered correctly), and using self-reported information will be used to assess students' ability to apply speed reading strategies (Obj. 6).
6. Homework, in-class assignments, and quizzes/tests will be used to assess students' ability to describe and execute the steps for specific study strategies (Obj. 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.)*

A. Phillips and P. Sortirou, Steps to Reading Proficiency 5<sup>th</sup> ed. Wadsworth Publishing, 2000.

Fry, Edward. Reading Drills Advanced. Jamestown Publishing, 2000.

The above two texts are more than five years old; however, their information is still quite relevant, and there have been no new editions published since 2000.

Novels, autobiographies, and other types of trade books such as:

Cooper, Anderson, Dispatches From The Edge, Harper, 2007.

Harper, Hill, Letters to a Young Sister: Define Your Destiny, Gotham Books, 2009.

Harper, Hill, Letters to a Young Brother: Manifest Your Destiny, Gotham Books, 2006.

Mortenson, Greg, Three Cups of Tea: One Man's Mission to Promote Peace... One School at a Time, Penguin Books, 2007.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** READ 150  
**COURSE NAME:** \*Speed Reading  
**COURSE UNITS:** 2  
**COURSE HOURS:** 3

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Advisory: Eligibility for READ 099.

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

A course for students who wish to improve their reading speed, comprehension, and vocabulary. Designed for those whose work or professional training requires extensive supplementary reading. Stress is on flexibility in attacking a variety of reading situations. READ 150 is designed for students reading at the 10<sup>th</sup> grade level and above. (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. Increase reading rate by at least 200 words per minute, maintaining 70% comprehension.
2. Define specified terminology or explain specific concepts about the reading process.
3. Identify the main idea of a passage.
4. Identify the major supporting details of a passage.
5. Identify the primary organizational pattern of a passage.
6. Describe and execute the following procedures: summarizing, preview skimming, scanning, rapid reading, overview skimming, and critical reading.
7. Describe and execute the steps for a study strategy such as SQ3R (Survey, Question, Read, Recite, Review).

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

**RECEIVED**  
OCT 13 2009  
5:10:32 PM  
BY: *M. Auregui*

**SECTION I**

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

Division Dean/Director: 10/13/09 [Signature]

Faculty Name: (print) Anne Rees

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

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: _____
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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:** 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.

**Course Subject & Number:** READ 175

**Course Name:** Literacy Tutoring and Supervised Field 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.)*

Topics covered will include the following:

1. Onsite Tutoring
  - a. Standards of dress, behavior, confidentiality
  - b. Logistics related to specific school site
  - c. Students tutor in classroom settings under the supervision of the classroom teacher
  - d. Onsite teacher and AVC Instructor observe, evaluate, and provide formative guidance to and summative evaluation of the tutor. Feedback covers interactions with the children, instructional methods and materials, and adherence to school and district guidelines
2. Literacy Concepts and Instructional Strategies used in Grades K-6
  - a. Emergent literacy, phonemic awareness, phonics
  - b. Vocabulary
  - c. Comprehension
  - d. Writing, including letter formation, writing words, sentences, paragraphs, passages
  - e. Assessment of reading and writing ability
  - f. Strategies to teach children reading and writing
  - g. Multi-level teaching approaches
  - h. Motivational strategies
3. Observing the School Environment
  - a. Facilities
  - b. School personnel
  - c. Classrooms
4. Analyzing the Classroom Environment
  - a. Methods used to promote interaction, involvement, and learning
  - b. Use of the whiteboard and other media to provide and reinforce instruction
  - c. Behavior management
  - d. Interaction between teacher and students
  - e. Instructional methods used (group and individual instruction)
  - f. Adjusting instructional methods to meet individual student's needs (diversity of student backgrounds, learning ability, motivation)
5. Designing Lesson Plans
  - a. Writing student learning objectives, outcomes
  - b. Integrating reading and writing into content area instruction
  - c. Background knowledge and skills
  - d. Questioning and teaching strategies
  - e. Design/selection of appropriate materials and activities for instruction according to content area, objectives, and student learning level
  - f. Methods and materials for assessing learning at the end of the lesson
6. Self Evaluation

Tutors maintain a journal, discussing onsite experiences and interactions within the classroom; this includes a reflection/analysis of tutoring experiences throughout the semester
7. Research Skills
  - a. Tutors compile a list of online educational journals and educational (non-commercial) websites relevant to teaching reading, writing and content area (e.g. mathematics, science, social studies) concepts appropriate for the elementary schools
  - b. Tutors evaluate articles containing teaching ideas in reading, writing, and content areas (mathematics, science, and social studies).



**Course Subject & Number:** READ 175

**Course Name:** Literacy Tutoring and Supervised Field 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, on a weekly basis, read textual material and online journal articles on topics including teaching strategies related to reading and writing at the elementary grade level. The students will also read material relating to literacy development on a frequent and continuing basis.

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

Students may be required to, on a weekly basis, write a journal entry describing their tutorial experiences and reflecting upon their participation in the classroom.

Writing assignments throughout the semester may require the student to:

1. Describe the school site and classroom environment where they are tutoring.
2. Find educational teaching ideas online, and summarize and evaluate the instructional strategies they selected.
3. Identify appropriate reading materials childrens and identify instructional strategies in order to prepare a lesson plan which combines both content area instruction and instruction in reading and writing.

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

Students will record time spent observing/tutoring/assisting in the elementary classroom and add the time up on a weekly basis.

**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 tutor a total of 60 hours over the entire semester; this averages 6 hours per week. At the school site, the tutors observe and take notes on the school and classroom environment, detailing methods used for the teaching of reading and writing and helping students with specific needs in these areas. Students are required to work with children one-on-one or in small group settings for most of their 60 hours on-site.

Students may be asked to give an oral presentation demonstrating the lesson plan they prepared.

*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:** 1

**Computational Assignments:** minimal (timesheet)

**Other Assignments:** 6-tutoring

**Course Subject & Number:** READ 175

**Course Name:** Literacy Tutoring and Supervised Field 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.)*

1. Lecture, modeling, and discussion
2. Audio and video materials viewed and discussed
3. Role playing with peers to develop literacy teaching strategies
4. Collaborative group work
5. Individual projects
6. Supervised field experience and evaluation

**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. Both the AVC Instructor and the on-site mentoring teacher will observe and evaluate students' ability to work with children in the elementary school setting (Objective 1).
2. Evaluation of students' written reports will be used to evaluate the students' ability to describe the elementary school setting and children's behavior within the elementary classroom (Objectives 2-4).
3. Evaluation of students' lesson plans will be used to assess students' ability to plan, implement, and evaluate a lesson in reading and writing (Objective 5).
4. Evaluation of the students' journals will be used to assess students' ability to describe the procedures used in their tutoring sessions and what they have learned about their own teaching abilities (Objective 6).
5. Evaluation of students' submissions will be used to assess students' ability to summarize and evaluate online teaching activities (Objective 7.)
6. Traditional testing procedures, written summaries, reports, or oral presentations will be used to assess students' knowledge about literacy instruction and educational practices (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.)*

- Cunningham, P. M. and Allington, R., Classrooms That Work: They Can All Read and Write, 4/e, Allyn and Bacon, 2007.
- Allen, J. Tools for Teaching Content Literacy, Stenhouse Publ., Portland, Maine, 2004.
- Crawley, S. J. and Merritt, K., Remediating Reading Difficulties, 4/e, Mc Graw-Hill, 2003. (Even though this manual was written more than 5 years ago, it remains an excellent resource for identifying and remediating reading difficulties).



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ED 175 / READ 175  
**COURSE NAME:** Literacy Tutoring and Supervised Field Experience  
**COURSE UNITS:** 4  
**COURSE HOURS:** 8 - 2 hours lecture, 6 hours field work per week

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Prerequisite: Completion of English 101.

Limitation on Enrollment: TB skin test within 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).*

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.

**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. Describe the elementary school setting.
2. Record and describe routine classroom activities, classroom management, and teaching activities utilized by a skilled teacher
3. Describe the behavior of children in a classroom setting.
4. Plan, implement, and evaluate a child's literacy tutoring session.
5. Plan, implement, and evaluate a subject area lesson, incorporating vocabulary, comprehension, and study skills strategies, as as appropriate.
6. Create a journal, recording daily activities, student progress, and self-reflections.
7. Summarize and evaluate teaching ideas from educational journals and websites.

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

**RECEIVED**  
MAR 23 2010  
SLO-10-12-09  
BY: *M. Meyer*

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 03-22-10 DM  
*(indicates division review and approval)*

Division Dean/Director: 3-22-10 Jel

Faculty Name: (print) Donna Meyer

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

Date 3-16-10

**COURSE SUBJECT & NUMBER:** OT 105

**COURSE TITLE:** \*Beginning Keyboarding Technique

- 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, distance education proposal updated to remove reference to proprietary online teaching platform, technical review issues corrected. Course content reformatted*

*no "\*" is needed with course title. P/NP is required, not an option*

**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 105

**COURSE NAME:** Beginning Keyboarding Technique

**COURSE UNITS:** 1 **COURSE HOURS:** 30 hours total

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

Advisory: Eligibility for READ 099

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).)*  
 This short-term course is designed for the inexperienced keyboarding student seeking an introduction to keyboarding technique and fingering skills. Only the basic alphabetic, numeric, and symbol keys are introduced. This course is not designed to develop vocational keyboarding skill and is not recommended for office technology majors. NOTE: No grade will be given for this class; student will receive "pass" or "no pass" only. (AVC) (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. Develop touch control of the keyboarding using proper keyboarding techniques.
- 2. Build basic speed and accuracy skills.

\*Denotes SCANS competencies.

**Course Subject & Number:** OT 105

**Course Name:** Beginning Keyboarding Technique

**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. DEVELOPING KEYBOARDING SKILLS

- A. Letters
- B. Numbers
- C. Symbols

**Course Subject & Number:** OT 105  
**Course Name:** Beginning Keyboarding Technique

**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:

Daily reading assignments of approximately 5 pages will include textbook materials and assignment descriptions provided by instructors.

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:

N/A

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

Students will complete keyboarding drills to improve their speed and accuracy.

*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:** 0.5

**Writing Assignments:**

**Computational Assignments:**

**Other Assignments:** 0.5

Course Subject & Number: OT 105

Course Name: Beginning Keyboarding Technique

**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 demonstration, and one-on-one student 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.)*

Objectives 1-2

Timed writing results for speed and accuracy will be used to measure speed, accuracy, and keyboarding technique. Objective examinations to include true/false, multiple choice, matching, and fill-in will be used to measure students' knowledge of keyboarding technique and computer commands.

**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.)*

*College Keyboarding and Document Processing, Lessons 1-20, 10<sup>th</sup> edition*  
Scot Ober, Jack E. Johnson, and Arlene Zimmerly  
Glencoe McGraw-Hill, 2006





ANTELOPEVALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: OT 105  
COURSE NAME: Beginning Keyboarding Technique  
COURSE UNITS: 1  
COURSE HOURS: 30 hours total

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

Advisory: Eligibility for Reading 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 short-term course is designed for the inexperienced keyboarding student seeking an introduction to keyboarding technique and fingering skills. Only the basic alphabetic, numeric, and symbol keys are introduced. This course is not designed to develop vocational keyboarding skill and is not recommended for office technology majors. **NOTE:** No grade will be given for this class; students will receive "credit" or "no credit" only.

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

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

- \*1. Develop touch control of the keyboard using proper keyboarding techniques.
2. Build basic speed and accuracy skills.

\*Denotes SCANS competencies

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

**RECEIVED**  
MAR 16 2009  
BY: *JD SLO 7/108*

**SECTION I**

	Date	Initial
AP&P Representative:	<u>3/3/09</u>	<u>Lu</u>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	<u>3/2/09</u>	<u>KL</u>

AP&P Approval: Date <u>5-28-09</u> V.P. Academic Affairs: Signature _____
--

Faculty Name: (print) R. BRYNIN Date 3/2/09

**COURSE SUBJECT & NUMBER:** NF 100

**COURSE TITLE:** \*Nutrition

- 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 Advisory from Eligibility for ENG 099 to Eligibility for ENG 101.

*course classification changing from I to A. ✓*

**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 *OK* Provide pedagogical rationale and/or discipline history; room size is not sufficient:  
Maximum number of students who can be taught effectively in this discipline.

*(no current)*

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

The course meets the requirements for an Associate Degree and also for personal and professional enrichment. It also meets requirements to be a transferable course.

**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.

*(currently area EV)*

- 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 V

*This section is for MIS reporting and should be completed with assistance of dean or AP&P representative. Mark all that apply. For continuity, refer to the Banner Catalog to see how other courses in the discipline or program have been designated.*

### CATEGORY DESCRIPTIONS FOR COURSE CLASSIFICATION SYSTEM UPDATE

Check only one:

**CATEGORY A:**

LIBERAL ARTS AND SCIENCES EDUCATION (T5/55001 (a) (1) A)  
AND ASSOCIATE DEGREE PROGRAMS AND COURSES (T5/55001 (a) (1) B)  
Courses of freshman or sophomore level leading to an Associate or Baccalaureate Degree. (Transfer code distinguishes between Associate and Baccalaureate Courses.)

**CATEGORY B:**

REMEDIAL EDUCATION: DEVELOPMENTAL AND COMPENSATORY COURSES (T5/55001 (a) (1) C1)  
Courses to meet the academic needs of educationally disadvantaged students or those students with diagnosed learning disabilities.

**CATEGORY I:**

OCCUPATIONAL EDUCATION: CAREER AND OCCUPATIONAL COURSES (T5/ 55001) (a) (2) A,B,C)  
Course that prepare persons for a career or occupation without the need for subsequent training or education in an institution of higher education (even though many such courses are, in fact, accepted for transfer by baccalaureate institutions). Career and occupational courses may also provide for upgrading of job related skills including, but not limited to, continuing education and re-licensure courses. Most courses that receive VTEA fund support should be in this category.

### COURSE REPEATABILITY CRITERIA

Repeatable courses must meet the following criteria set forth in Title 5, Section 58161c and applies to physical education and visual/performing arts courses and some vocational education courses (see guidelines in AP&P *Standards & Practices Handbook*):

**“Each identified course is one in which the course content differs each time it is offered,**  
[thus] . . . the student who repeats it is gaining an expanded educational experience.”

**In addition to the above, each repeatable course must also meet one of the following justifications:**

Check one.

- A. Skills or proficiencies are enhanced by supervised repetition and practice in class;  
or  
 B. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

Course Repeatability:  No       Yes      Course can be repeated \_\_\_ times.  
(The maximum number of times a course may be repeated is three.)

**Note:** Repeatability designation is not intended for basic skills (reading, writing, math) or ESL courses.  
Title 5 allows unlimited repeats for courses that meet “legally mandated training requirements.”

### STUDENT ACCOUNTABILITY MODEL CODES: (SAM)

Select one:

- A Apprenticeship  
 B Advanced Occupational  
 C Clearly Occupational  
 D Possibly Occupational  
 E Non-occupational

### COURSE TRANSFERABILITY CATEGORIES:

Select one:

- A Transferable to CSU and UC  
 B Transferable to CSU only  
 C Not Transferable; AA/AS Degree Applicable  
or  
 C Not Transferable: Non-Degree Applicable

**SECTION VI: Course Program Status**

(Title 5, section 55100: Chancellor’s Office required information for local approval and state reporting)

For new courses, check the appropriate box so that course may be correctly coded.

For revised courses, check appropriate box only if the course is being added to or deleted from an existing program.

**Check only one:**

This is a required core course or a course on the list of restricted electives (indicated by specific course title and number) approved by the Chancellor’s Office. Identify the AVC degree/certificate program(s) to which the course belongs:

**DEGREE/CERTIFICATE:** Family and Consumer Science

This is an AVC/GE (general education) applicable course.

This is a “stand alone” course. It is not part of a degree or certificate program, nor is it an AVC/GE applicable course.

*A student may not use 18 or more units of locally approved stand-alone coursework to satisfy a major for the associate degree.*

**SECTION VII: Discipline Designation** (see Minimum Qualifications document on AP&P web page)

1) Identify the primary discipline designation required to teach this course (i.e. History; Mathematics; Fire Technology):

**DISCIPLINE:** Nutrition and Dietetics

2) If applicable, list additional discipline designations that are also acceptable for teaching this course. This must be a faculty decision based on a review of the course content outlined on the COR and the established MQs.

*Attach a signed memo from faculty in each of the disciplines listed.*

**Other Disciplines:**

The memo and a copy of this CPF page will be forwarded to the Senate upon approval of course.

**SECTION VIII: For Vocational Education Courses Only**

*Attach highlighted portion of minutes from advisory meetings.*

Name of Advisory Committee:

Date of Course(s) Approval by Advisory Committee:

## CONTENT REVIEW FORM

### For Establishing Prerequisites, Corequisites, Advisories, and Limitations on Enrollment

Course Subject & Number: NF 100

Course Name: \*Nutrition

#### 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: Raygor Scale

**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*):

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)**

**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:	ENGL 101	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Math placement level — Eligibility for:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2) Other Course Recommendations:**

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

Completion of:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:	<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**

*Kore Bj* 3/2/09  
Signature: Instructor Date

*Aida Hamer* 3/3/09  
Signature: AP&P Representative Date

*Karen W. Couell* 3/2/09  
Signature: Dean Date

Do not write below this line

**AP&P Approval**

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

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

Course Advisories: Elig for Read 099 and ENGL 101

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 checked="" type="checkbox"/>	SLOs 2/8/2008

**COURSE SUBJECT & NUMBER:** NF 100

**COURSE NAME:** \*Nutrition

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

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

Advisory: Eligibility for ENGL 101 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 to develop an understanding of basic nutrition for healthy individuals and an appreciation of the relationship between sound nutritional food patterns and physical, mental, and emotional health. Discussion on recent developments in nutrition, as well as valid sources of nutritional information is included. (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 the basic principles of nutrition and food needs of the human body as detailed in the most recent RDA and Government Guidelines.
2. Analyze food selection patterns using a computerized dietary analysis program.
3. Identify methods used to design a health diet.
4. Identify the factors (physical, psychological and cognitive) that influence eating habits and food practices.
5. Analyze nutritional and food supply problems of specific populations.
6. Analyze the relationship between good nutrition and optimal health, describing specific nutritional interventions that may prevent disease.



Course Subject & Number: NF 100  
Course Name: \*Nutrition

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

- I. Introduction
  - A. Six classes of nutrients
  - B. Major functions of nutrients
  - C. Calories and energy content
- II. Tools for Diet Design
  - A. My Pyramid
  - B. Balance, variety and moderation
  - C. Dietary guidelines and food labels
  - D. Measuring nutritional status
  - E. Phytochemicals and disease prevention
- III. The Human Gastrointestinal System
  - A. Body composition
  - B. Digestion and absorption
  - C. Anatomy of the digestive system
  - D. Liver, gallbladder, pancreas
  - E. Common problems with digestion
- IV. Carbohydrates
  - A. Simple and complex carbohydrates
  - B. Food sources of carbohydrates
  - C. Insoluble fiber and prevention of diabetes and colon cancer
  - D. Effects of soluble fiber on cholesterol
  - E. Food sources of fiber
  - F. Digestion and absorption of carbohydrates
  - G. Regulation of blood glucose levels
  - H. Recommended intake for carbohydrates and how to calculate
  - I. Common problems with carbohydrate absorption
- V. Lipids
  - A. Common types of lipids
  - B. Food sources of lipids
  - C. Omega 3 fats and heart disease prevention
  - D. Monounsaturated fats and heart disease prevention
  - E. Saturated fats and cholesterol and heart disease
  - F. Functions of the common types of lipids
  - G. Digestion, absorption and transportation of lipids
  - H. Recommended intake for lipids and how to calculate
- VI. Proteins
  - A. Amino acids
  - B. Food sources of proteins
- C. Functions of protein
- D. Digestion and absorption of protein
- E. Recommended intake of protein and how to calculate
- VII. Vitamins – Fat and Water Soluble
  - A. Fat and water soluble vitamins
  - B. Functions of vitamins
  - C. Antioxidants and disease prevention
  - D. Vitamin toxicity
  - E. Food sources of vitamins
- VIII. Minerals
  - A. Major and trace minerals
  - B. Functions of minerals
  - C. Food sources of minerals
- IX. Water
  - A. Functions of water
  - B. Recommended intake and how to calculate
- X. Energy Balance and Weight Control
  - A. How the body expends energy
  - B. Estimating healthy weight and body fat distribution
  - C. Health effects of overweight and obesity
  - D. Treatment of overweight and obesity
  - E. Recommended energy intake and how to calculate
- XI. Athletics and Fitness
  - A. Guidelines and components for a physical activity program
  - B. Aerobic and anaerobic metabolism
  - C. Energy source for muscles
  - D. Recommended nutrient needs for athletes and how to calculate
  - E. Pre-event and post-event meals
- XII. Eating Disorders
  - A. Anorexia Nervosa
  - B. Bulimia Nervosa
  - C. Binge-eating Disorder
  - D. Prevention of eating disorders

Course Subject & Number: NF 100  
Course Name: \*Nutrition

**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 25 – 30 pages of textual material each week after the instructor has outlined the material to assist students (particularly with regard to the principles of chemistry applicable to the material).

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

Students will write one paper (3 – 5 typewritten pages) using critical thinking skills. At least one reputable reference, other than the textbook must be consulted. Students must also complete a computerized dietary analysis assignment which will consist of a written analysis of their diet for factors that may contribute to or prevent the development of various diseases (for example: diabetes, cardiovascular disease, cancer and obesity).

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

Students must be able to complete basic computation of energy balance problems using addition, subtraction, multiplication and division skills.

**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:** 5

**Writing Assignments:** 1

**Computational Assignments:** 1

**Other Assignments:**

**Course Subject & Number:** NF 100  
**Course Name:** \*Nutrition

**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  
Audio Visual aids  
Computerized interactive program  
Guest speakers  
Computerized dietary analysis  
Wireless interactive computer

**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 #1: Evaluated by performance on quizzes, the comprehensive final exam and quality of Computerized Diet Analysis assignment.

Objective #2: Evaluated by quality of Computerized Diet Analysis assignment.

Objective #3: Evaluated by quality of Computerized Diet Analysis assignment, performances on quizzes, and the comprehensive final exam.

Objective #4: Evaluated by performance on quizzes, the comprehensive final exam, quality of Computerized Diet Analysis assignment, and the written paper assignment.

Objective #5: Evaluated by performance on quizzes, the comprehensive final exam and the written paper assignment.

Objective #6: Evaluated by the quality of Computerized Diet Analysis assignment and the written paper assignment.

#### **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.)*

Wardlaw, Gordon. Contemporary Nutrition, Seventh Edition. McGraw-Hill, New York, 2009



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

**COURSE SUBJECT & NUMBER:** NF 100  
**COURSE NAME:** \*Nutrition  
**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).*

This course is designed to develop an understanding of basic nutrition for healthy individuals and an appreciation of the relationship between sound nutritional food patterns and physical, mental, and emotional health. Discussion on recent developments in nutrition as well as valid sources of nutritional information are included.

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

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

1. Identify the basic principles of nutrition and food needs of the human body as detailed in the most recent RDA and Governmental Guidelines.
2. Apply nutritional criteria to analyze and develop menu and food selection patterns using computerized dietary analysis.
3. Identify the factors (physical, psychological, and cognitive) that influence eating habits and food practices as demonstrated in class discussions, writing assignments, and examinations.
- \*\*\*4. Analyze some of the nutritional and food supply problems of specific populations (athletes, adolescents, ethnic groups).
- \*\*\*5. Develop an understanding of the relationship between good nutrition and optimal health, analyzing specific nutritional interventions that may prevent disease (diabetes, cardio-vascular disease, cancer, and obesity).

\*\*\* Meets SCANS competencies

RECEIVED  
APR 15 2010  
Academic Affairs Only  
BY: \_\_\_\_\_

Antelope Valley College

**DISTANCE EDUCATION PROPOSAL**

New DE Course  
 Revised

**COURSE SUBJ. & NO:** NF100      **COURSE TITLE:** Nutrition

**Instructor (print):** Rona Brynin

**Division:** Health Sciences

**Required Signatures:**

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

**Date:** 4/15/10

**Division Dean:** *W. Duke for K. Cowell*

**Date:** 4/15/10

**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:** NF100    **COURSE TITLE:** Nutrition

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

*ITV*                       *Online*                      x  *Hybrid*

**1. Why is this course particularly suited to be offered through this delivery system?** This is a general introductory nutrition class, there are no hands-on skills required. The course objectives can easily be met by an online delivery system. The assignments used in the traditional class can easily be accomplished online. The SLO's set for the traditional class can be met with the online 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)** The textbook offers online animations, practice quizzes and study tools through their website. Students will have access to a written outline of the oral presentations, which will have a text equivalent and contains the same lecture material as shown during the traditional lecture. Quizzes and 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. 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.)** N/A

**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 outline lecture notes that will be provided, 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 once for orientation where the students will be instructed on how to access the course management system. Instruction will also include how to submit assignments, how to take the quizzes, where to find the notes, and how to participate in the Discussion Board and chat room. The syllabus, course outline and student learning objectives will also be reviewed.

**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 course. 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 two written assignments. Students will be required to complete the same two assignments as listed in the traditional course COR (computerized dietary analysis project (NutriCalc) and the case study written project). 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.

~

SHO-2.8.08

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

**SECTION I**

	Date	Initial
AP&P Representative:	<u>5/28/09</u>	<u>JA</u>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	<u>5/27/09</u>	<u>KC</u>
Faculty Name: (print)	<u>Ann Volk</u>	

AP&P Approval: Date <u>5-28-09</u>  V.P. Academic Affairs: Signature _____
--

Date 5.27.09

**COURSE SUBJECT & NUMBER:** NF 102

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

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

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

Course Objectives: objective #2 to specify "for a child 2 - 12 years" Homework assignments: Changed "four quizzes" to read "quizzes" Describe writing assignment : Added "will be required to write a paper that analyzes the child's diet and will identify factors that may lead to specific nutritional problems" ; deleted perform research....Other types of homework: added "a written and verbal outline of a nutrition education lesson plan" and "prepare snack appropriate for a child" Methods of eval:deleted "demonstration of cooking..." and "eval of nutrition ed. material:.

**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 <sup>24</sup> Provide pedagogical rationale and/or discipline history; room size is *not* sufficient:

The subject matter is delivered in a lecture format allowing time for student questions and responses. Content delivery mode also includes group discussions, helping to develop the necessary critical thinking skills. Students will present lesson plans to children attending the Child Care Center.

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

This course meets the requirements for an Associate Degree and personal and professional enrichment. It also meets requirements to be a transferrable course.

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

AP&P GE Approved: <u>5-28-09</u> 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 checked="" type="checkbox"/>	SLOs 2/8/2008

**COURSE SUBJECT & NUMBER:** NF 102

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

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

**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#).*  
This course is designed to develop an understanding of basic nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence. This will be integrated with the overall developmental goals for children. Identification of nutrients in food as they affect behavioral patterns, learning abilities, physical stamina and growth will be discussed. Meal planning for various age groups in child care will be covered. Recommended for students in a Child Education Certificate Program. (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. Justify decisions about feeding practices at each state of development on the basis of the child's physical, emotional and cognitive development.
2. Identify the basic principles of nutrition and food needs at each stage of development as detailed in the most recent RDA and government guidelines.
3. Apply nutritional criteria to analyze and develop menu and food selection patterns of a child (2-12 years) using a computerized dietary analysis (such as Nutricalc Plus 3.0, etc.)
4. Develop on week menu for a child (2-12 years) that uses acceptable regulatory guidelines (CACFP, USRDA)
5. Prepare and demonstrate a nutrition education lesson for a child (2-12 years) that utilizes the basic concepts of nutrition education.
6. Develop appropriate solutions to specific nutritional problems as demonstrated by a case study of a child (2-12 years)

**Course Subject & Number:** NF 102

**Course Name:** \*Nutrition and Food for Children

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

- I. Fundamentals of Nutrition
  - A. Six classes of Nutrients (CHO, protein, fat, vitamins, minerals, and water)
  - B. Functions of the nutrients and food sources
  - C. Tools used to plan healthy diets (Food Pyramid, RDA, Daily Value)
- II. Human Development – Physical and Mental
  - A. Growth characteristics during the prenatal through adolescence phase
  - B. Cognitive characteristics during infancy through adolescence phase
- III. Nutrition During Pregnancy
  - A. Physiological changes during each trimester and nutrition related problems
  - B. Nutrient needs during pregnancy
- IV. High Risk Pregnancy
  - A. Factors that contribute to a high risk pregnancy
  - B. Effects of a high risk pregnancy
- V. Infant feeding
  - A. Benefits of breastfeeding for infant and mother
  - B. Amounts to feed of breast milk and formula
- VI. Nutrition During Infancy
  - A. Nutrient needs during infancy
  - B. Developmental and physiological signs of readiness to introduce solid foods
  - C. Common feeding concerns
- VII. Nutrition During the Growing Years –Preschool to School Age
  - A. Nutrient needs during growing years
  - B. Common feeding concerns
  - C. Planning and serving meals using acceptable regulatory guidelines (CACFP, USRDA)
- VIII. Nutrition During Preadolescence and Adolescence
  - A. Nutrient needs during Preadolescence and Adolescence
  - B. Common feeding concerns
- IX. Nutrition Education with Children
  - A. Basic concepts of nutrition education
  - B. Impact of early nutrition education
  - C. Guidelines for nutrition education activities

**Course Subject & Number:** NF 102  
**Course Name:** \*Nutrition and Food for Children

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

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

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

Students will read approximately 40 pages of textual material per week outside of class in preparation for class discussion and lecture materials. Class lectures and discussion will directly follow reading assignments and are meant to support understanding and interpretation of reading assignments.

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

Students must apply concepts and information discussed in class to specific practical situations on quizzes. Students must also analyze a child's diet. A computerized software program will be used to analyze what a child consumed. The student will then be required to write a paper that analyzes the child's diet and will identify factors that may lead to specific nutritional problems.

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

Students must be able to complete basic computation of energy balance problems using addition, subtraction, multiplication and division skills. Students will use a computer software program that analyzes the child's diet. Students will be given instruction and support while learning to use the computer software program that analyzes the child's diet.

**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 recall and translate knowledge into meal planning selections. Menu development for each developmental stage will demand application, analysis, synthesis and evaluation skills. Students will be required to give an oral presentation of a nutrition education lesson to a child between the ages of 2-12 years. A written outline will also be submitted. Preparation of a snack for a child age 2 – 12 years that meets the RDA and government guidelines will also be 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:** 5

**Writing Assignments:** 1

**Computational Assignments:**

**Other Assignments:**

**Course Subject & Number:** NF 102

**Course Name:** \*Nutrition and Food for Children

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

Lecture and discussion

Audio Visual aids

Computerized dietary analysis

Demonstration of nutrition education lesson

Demonstration of snack

**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 - Quizzes – objective and short answer questions.

Objectives #1, #3, and #6 - Dietary analysis of a child age 2 – 12 yrs. utilizing a computer software program

Objectives #1 and #2 - Prepare snack according to RDA and Government guidelines for a child age 2 – 12 yrs.

Objectives #3 and #5 - Prepare and demonstrate a nutrition education lesson for a child age 2 – 12 yrs

Objectives #2 and #4 - One week menu for a child care facility that meets the RDA and Government guidelines for a child

Objectives #1 and #2 - Comprehensive Final Exam – objective and short answer questions.

#### **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.)*

Marotz, L. Health, Safety and Nutrition for the Young Child, Seventh Edition. Thomson, New York, 2009



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** NF 102  
**COURSE NAME:** \*Nutrition and Food for Children  
**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).*

Nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence and integration with the overall developmental goals for children. Identification of nutrients in food as they affect behavioral patterns, learning abilities, physical stamina and growth. Emphasis on meal planning for various age groups in child care facilities. Recommended for students in Child Education Certificate Program.

**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. Justify decisions about feeding practices at each state of development on the basis of:
  - a. nutritional requirements as established in the RDA Guidelines.
  - b. acceptability with reference to the child's physical, emotional, and cognitive development.
  - c. cost as defined by family socio-economic status.
- 2. Develop and justify a one-week menu for a child at each stage of development that includes and/or provides for:
  - a. nutritional quality as established in the RDA Guidelines.
  - b. food acceptance as determined by child survey methods as well as data from available studies.
  - c. age appropriateness with reference to the physical, emotional, and cognitive development of the child.
- \*\*\*3. Research and develop appropriate solutions to specific nutritional problems as demonstrated by a final project of a case study of one child.

\*\*\*Meets SCANS competencies

RECEIVED  
APR 15 2010  
BY:

Antelope Valley College

**DISTANCE EDUCATION PROPOSAL**

**Academic Affairs Only**

New DE Course

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*      **Date:** 4/15/10  
(division approval required)

**Division Dean:** *Walter K. Cowler*      **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. 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 PowerPoint lecture notes that will be provided, 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.





**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 *TO*  
 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**

<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 or CA 175, Administering Windows 2003 Server or CIS 157, Intro. to LINUX	3
	<b>Total 18</b>

**NEW COMPUTER NETWORKING CORE 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
	<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

RECEIVED  
APR - 2 2010  
BY: M. Taurega

DATE: April 1, 2010  
TO: Maria Clinton, Co-chair, AP&P  
Sharon Lowry, Co-chair, AP&P  
FROM: Bonnie Curry, Assistant Director, Health Sciences  
SUBJECT: Increase in Instructional Materials Fees

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

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

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

Table with 4 columns: Course Number, Course Name, Old IMF, IMF as of 3/31/10. Rows include NS 111, NS 121, NS 231, NS 232, NS 241, VN 101, VN 102, and VN 103.

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

RECEIVED  
APR - 2 2010  
BY: *M. M...*

MATERIALS FEE

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

Establishment of Materials Fee:

1. Various Courses in NS + VN  
Course Number \_\_\_\_\_ Course Title (e.g., Drawing) \_\_\_\_\_ Units \_\_\_\_\_  
(e.g., Art 3ABR2)

2. Description of materials for which this fee is being assessed:  
Achievement exams - see attached memo

3. Materials Fee per student to be charged: \$ see attached memo

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

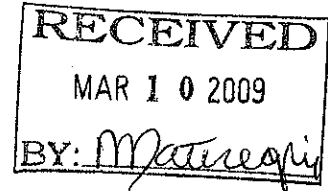
- a) materials will be tangible personal property owned or primarily controlled by the individual student,
- b) materials shall be procured or possessed as a condition of registration, enrollment or entry into a class and necessary to achieve the required objectives of a course,
- c) materials will not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

Approval: *Bonnie Curry* Faculty      *Harold W. Cowell* Dean      *4/1/10* Date      *AP&P*      *4/3/10* Date

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

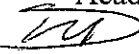


ANTELOPE VALLEY COLLEGE  
Technical Education Division



DATE: March 8, 2010

TO: Academic Policies and Procedures Committee

FROM:  Margaret M. Drake, Dean, Technical Education Division  
Joe Owens, Instructor, Air Conditioning & Refrigeration Program

SUBJECT: Obsolete Air Conditioning & Refrigeration Courses

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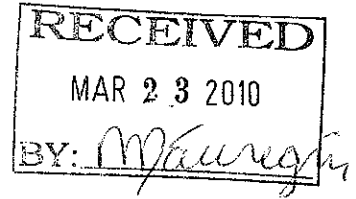
We are requesting that ACRV 215, Commercial Refrigeration Systems and Controls and ACRV 225, Commercial Air Conditioning Controls and Systems become obsolete. These courses have not been offered for two academic years and have not been brought forward to AP&P for renewal. They should, therefore, be removed from the active course file.

Thank you.

MMD:mr

cc: L. Snow

# Memo



**To:** Beverly Beyer, Academic Policies and Procedures Representative  
**From:** Donna Meyer, Instructor *DM*  
**Date:** 3/17/2010 *DM*  
**Re:** Obsolete OT 107

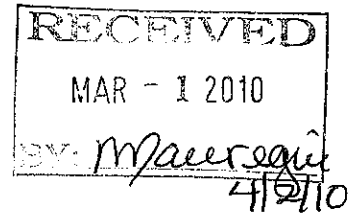
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Please remove the course listed below from the college course offerings. It has not been taught in several semesters, and we have no plans to teach it again.

OT 107, Keyboarding Speed and Accuracy



ANTELOPE VALLEY COLLEGE



Date: January 21, 2010

To: AP&P Committee

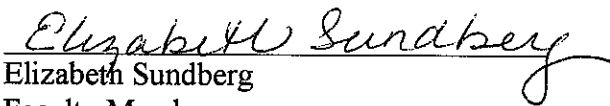
From: Health Sciences Division  
Dr. Karen Cowell  
Linda Harmon  
Elizabeth Sundberg  
Bonnie Curry

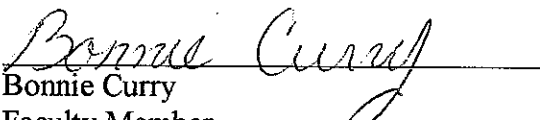
Re: Obsolete Course


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.

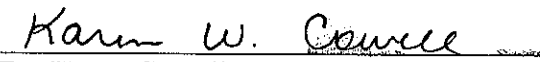
NS 199 Work Experience

Thank you for your consideration.

  
Elizabeth Sundberg  
Faculty Member

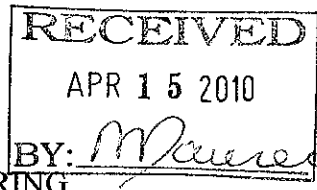
  
Bonnie Curry  
Faculty Member

  
Linda Harmon  
Faculty Member  
AP&P Representative

  
Dr. Karen Cowell  
Dean



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**

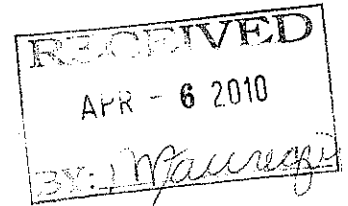
With the presentation of the new Credit Water Treatment Courses:  
WDTO 101 Applied Water Treatment and Distribution Mathematics  
WDTO 105 Basic Water Supply Science  
WDTO 110 Water Chemistry and Quality  
WDTO 115 Water Distribution I  
WDTO 116 Water Distribution II  
WDTO 120 Water Treatment I  
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