ANTELOPE VALLEY COLLEGE
Academic Affairs Office

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

FROM: Ms. Clinton/Mrs. Lowry

DATE: September 30, 2009

SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting
Thursday, October 8, 2009, SSV 151-Board Room, 3:00-5:30pm

2009-2010
Academic Policies & Procedures Committee Meeting No. 4
AGENDA

1. CALL TO ORDER AND ROLL CALL

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

3. APPROVAL OF MINUTES
a. September 24, 2009

4. INFORMATIONAL ITEMS
a. Drop Policy for Online Courses

b. Cooperative Work Experience Education

5. REPORTS (10 minutes each)

6. DISCUSSION ITEMS
a. Upper Division Units – Report on Division Findings from AP&P September 10, 2009 meeting

7. ACTION ITEMS – Revised Courses/CORS – Second Reading (No Xeroxing required.)
a. ECON 110 – Economics of the Underclass 3 units, 3 hours weekly

8. ACTION ITEMS – Revised Courses/CORS – First Reading
a. GEOL 101 – *Physical Geology 3 units, 3 hours weekly
Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070
Revised to:
Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for MATH 102

b. GEOL 101L – *Physical Geology Lab 3 units, 3 hours weekly
Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070
Revised to:
Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for MATH 102
Adding Corequisite: Concurrent Enrollment in GEOL 101

c. LIB 110 – *Introduction to Internet Research 1 unit, 1 hour weekly

d. LAC 099 – Dosage Calculation 0.5 unit, 8 hours total

e. LAC 098 – Math for Nursing 1 unit, 16 hours total

9. **ACTION ITEMS** – New Courses/CORS – First Reading
   a. WDTO 120 – *Water Treatment I 3 units, 3 hours weekly
   Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070

10. **ACTION ITEMS ACTION ITEMS** – Revised Distance Education Courses – First Reading
   a. GEOL 101 – *Physical Geology 3 units, 3 hours weekly – Revised Hybrid Equivalent

   b. LIB 110 – *Introduction to Internet Research 1 unit, 1 hour weekly – Revised Online Equivalent

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

Business and Computer Studies

a. ACCT 111 – Bookkeeping
b. ACCT 113 – Bookkeeping II
c. ACCT 121 – Microcomputer Accounting
d. ACCT 201 – Financial Accounting
e. ACCT 205 Managerial Accounting
f. BUS 101 Introduction to Business
g. BUS 105 – Business Mathematics
h. BUS 113 – Business Communications
i. BUS 212 – Women in Organization
j. CA 121 – Microcomputer Spreadsheets
k. CA 131 Microcomputer Database Management
l. CA 133 – Oracle PL/SQL Programming (Technical Review 9/28/2009:pending revisions)
m. CA 141 – Dev. PowerPoint Presentations (Technical Review 9/28/2009: pending revisions)
n. CA 171 – Introduction to Networking (Technical Review 9/16/2009: pending revisions)
o. CA 176 – Windows 2003 Networking
p. CA 182 – Network Security
q. CA 221 – Computer Concepts & Appl Business
r. CIS 101 – Intro Computer Info Science
s. CIS 111 – Intro Programming & Algorithms
t. CIS 113 – Data Structures
u. CIS 121 – Computer Mathematics (Technical Review 9/3/2009: pending revisions)
v. CIS 123 – Assem Lang & Computer Architec
w. CIS 141 – Intro Basic Programming
x. CIS 145 – Intro to Visual BASIC.NET Prog (Technical Review 9/3/2009: pending revisions)
y. CIS 174 – Intro to C#.NET Programming (Technical Review 9/3/2009: pending revisions)
z. CIS 175 – Java Programming
aa. MGT 121 – Human Resources Management
bb. MKTG 101 – Principles of Marketing
cc. OT 105 – Beginning Keyboarding Technique
dd. OT 113 – Adv MS Word
ee. OT 201 – Admin Office Procedures

Health Sciences

a. CFE 105 – Discovery-Based Ed for Children (Technical Review 9/21/2009: pending revisions)
b. CFE 109 – Supvn Admin Childhood Prog I
c. CFE 110 – Supvn Admin Childhood Prog II
d. CFE 115 – Guiding Children's Behavior
e. CFE 122 – Infant Toddler Strategies
f. CFE 169 – D Rate Pre-Service Training
g. HHA 102 – Home Health Aide
h. HS 102 – Pharmacology for CAN
i. NF 102 – Nutrition & Food Children (Pending final revisions: Approved 5/28/2009)
j. NF 104 – Concepts in Nutrition: New Dev (Pending final revisions: Approved 5/28/2009)
k. NF 150 – Food and Culture (Pending final revisions: Approved 5/28/2009)

Instructional Resources

a. LAC 098 – Math for Nursing (In process)
b. LAC 099 – Dosage Calculation (In process)

c. LIB 107 – Information Competency
d. LIB 110 – Intro to Internet Research (In process)

Language Arts

a. COMM 215 – Public Relations Communication
b. ENGL 101 – Freshman Composition (First reading 5/14/2009: pending revisions)
c. ENGL 225 – English Literature 800-1750
d. ENGL 226 – English Literature 1750-1900
e. ENGL 256 – Chicano Literature
f. ENGL 257 – Native-American Literature
g. ENGL 259 – Images of Women in Literature
h. ENGL 299 – Special Topics in Literature
i. ESL 018 – ESL Reading and Writing 1
j. ESL 019 – ESL Skills Building 1
k. ESL 020 – ESL Vocabulary and Pronunciation 2
l. ESL 023 – ESL Grammar 2
m. ESL 028 – ESL Reading and Writing 2
n. ESL 029 – ESL Skills Building 2
o. ESL 030 – ESL Vocabulary and Pronunciation 3
p. ESL 033 – ESL Grammar 3
q. ESL 038 – ESL Reading and Writing 3
r. ESL 039 – ESL Skills Building 3
s. ESL 040 – ESL Vocabulary and Pronunciation 4
t. ESL 043 – ESL Grammar 4
u. ESL 048 – ESL Reading and Writing 4
v. ESL 049 – ESL Skills Building 4
w. ESL 058 – ESL Reading and Writing 5
x. ESL 059 – ESL Skills Building 5
y. READ 150 – Speed Reading (Technical Review 5/2009: pending revisions)
z. READ 175 – Literacy Tutor & Supervised Field Experience
aa. SPAN 101 – Elementary Spanish
bb. SPAN 102 – Elementary Spanish
cc. SPAN 201 – Intermediate Spanish
dd. SPAN 202 – Intermediate Spanish
ee. SPAN 203 – Advance Spanish

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
f. GEOL 101 – Physical Geology (In process)
g. MATH 070B – Elementary Algebra – 2nd Half
h. MATH 080 – Plane Geometry

Noncredit

a. BASL 910 – Cat. A & B Life and Workplace Skills
b. BASM 903 – Cat. A: Mathematics
c. BASM 904 – Cat. B: Mathematics
d. BASO 900 – Cat. A & B Pathways to Success
e. BASR 906 – Cat. A: Reading/Writing
f. BASR 907 – Cat. B: Reading/Writing
g. LAC 900 – Supervised Tutoring
h. LAC 901 – Supervised Learning Assistance
i. LAC 939 – Prep for Success in Corp Train
j. LAC 941 – Special Topics in WFDV
k. LAC 942 – Learning Skills Lab for WFDV
l. SEN 901 – Creative Retirement
m. SEN 910 – Healthy Nutrition for Seniors

n. SEN 920 – Gen through Photo and Journals
o. WDTO 901 – App Water Treat & Dist Math I & II (Rcvd 9/18/2009: pending faculty clarification)
p. WDTO 905 – Basic Water Supply Science
q. WDTO 910 – Water Chemistry and Quality
r. WDTO 915 – Water Distribution I
s. WDTO 916 – Water Distribution II
t. WDTO 920 – Water Treatment I (Rcvd 9/18/2009)
u. WFDV 901 – Self Sufficiency Through Personal Development
v. WFDV 902 – Self Sufficiency Through Job Readiness
w. WFDV 903 – Self Sufficiency Through Job Retention
x. WFDV 904 – Self Sufficiency Through Career Awareness

Physical Education & Athletics

a. DA 103 – Beginning Modern Dance (First reading 9/10/2009: pending revisions)
b. DA 104 – Beginning Jazz Dance (First reading 9/10/2009: pending revisions)
c. DA 105 – Beginning Tap Dance (First reading 9/10/2009: pending revisions)
d. DA 111 – Choreography (First reading 9/10/2009: pending revisions)
e. DA 123 – Intermediate Modern Dance (First reading 9/10/2009: pending revisions)
f. DA 124 – Intermediate Jazz Dance (First reading 9/10/2009: pending revisions)
g. DA 125 – Intermediate Tap Dance (First reading 9/10/2009: pending revisions)
h. DA 203 – Advance Modern Dance (First reading 9/10/2009: pending revisions)
i. DA 204 – Advance Jazz Dance (First reading 9/10/2009: pending revisions)
j. DA 205 – Advance Tap Dance (First reading 9/10/2009: pending revisions)
k. PE 190 – Introduction to Physical Education
l. PE 197 – Lifeguard Training

Social & Behavioral Sciences / FACE

a. ECON 110 – Economics of the Underclass (In process)
b. PSY 215 – Psychology of Prejudice
c. PSY 235 – Child Psychology
d. WE 199 – Work Experience

Technical Education

a. ABDY 112 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
b. ABDY 113 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
c. ABDY 115 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
d. ABDY 122 – Basic Automotive Refinishing (First reading 5/28/2009: pending revisions)
e. ABDY 123 – Automotive Refinishing (First reading 5/28/2009: pending revisions)
f. ABDY 125 – Basic Automotive Refinishing (First reading 5/28/2009: pending revisions)
g. ABDY 212 – Advanced Collision Repair I (First reading 5/28/2009: pending revisions)
h. ABDY 213 – Advanced Collision Repair II (First reading 5/28/2009: pending revisions)
i. ABDY 215 – Advance Collision Repair (First reading 5/28/2009: pending revisions)
j. ABDY 222 – Advanced Automotive Refinishing I (First reading 5/28/2009: pending revisions)
k. ABDY 223 – Advanced Automotive Refinishing II (First reading 5/28/2009: pending revisions)
l. ABDY 225 – Advanced Automotive Refinishing (First reading 5/28/2009: pending revisions)
m. ACRV 198A – Commercial Ice Machine
n. AUTO 276 – C.A. Clean Air Car Course
o. ELEC 110 – Fundamentals of Electricity
p. ELEC 115 – Electrical Codes and Ordinances
q. ELEC 120 – Residential Wiring
r. ELEC 140 – Commercial/Industrial Wiring and Cabling
s. ELEC 150 – Electrical Maintenance
t. ELEC 160 – Fundamentals of Motor Control
u. ELEC 220 – Advanced Motor Control – PLC
v. ELEC 250 – Electricians Journeyman Review
w. FTEC 102 – (I-200) Bas Incd Comm Sys
x. FTEC 120 – (S-212) Wildfire Powersaws
y. FTEC 122 – Wildland Firefighter
z. FTEC 125 – Haz Mat First Responder Operations
aa. FTEC 126 – Wildland Fire behavior

bb. FTEC 127 – Wildland Firefighter Safety and Survival
cc. FTEC 128 – Wildland Fire Operations
dd. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
ee. FTEC 130 – Wildland Fire Logistics, Finance and Planning
ff. FTEC 131 – (L-280) Followership to Leadership
gg. FTEC 132 – (S-131) Advanced Firefighter Training
hh. FTEC 137 – (S-211) Portable Pumps and Water Use
ii. FTEC 138 – Wildland Engine Firefighter
jj. FTEC 150 – (S-270) Basic Air Operations
kk. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

a. ART 105 – Women Artists in History
b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
d. THA 105 – Introduction to Lighting Design
e. THA 120D – Rehearsal and Performance: Children's Theatre (Technical Review 5/2009: pending revisions)

12. ADJOURNMENT

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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.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: October 8, 2009
LOCATION: SSV 151 – Board Room
TIME: 3:00 p.m.

MEMBERS PRESENT		MEMBERS ABSENT	GUESTS PRESENT
Beverly Beyer, Faculty	Mrs. Sharon Lowry, V. P. Academic Affairs	Scott Lee, Faculty	Richard Balogh
Maria Clinton, Cochair	Rick Motawakel, Faculty		Magdalena Caproiu
Lee Grishman proxy for De'Nean Coleman-Carew, Faculty	Sheronda Myers, Voting ASO		Richard Coffman
Margaret Drake, Dean	David Newby, Faculty		
Tooraj Gordi, Faculty	David Newman, Faculty		
Lee Grishman, Articulation	Duane Rumsey, Faculty		
Linda Harmon, Faculty	LaDonna Trimble, Dean		
Mike Rios proxy for Cynthia Littlefield, Faculty	Les Uhazy, Dean		
	Darcy Wiewall, Faculty		

2009-2010
Academic Policies & Procedures Committee Meeting No. 4
MINUTES

1. CALL TO ORDER AND ROLL CALL
Ms. Clinton called the meeting to order at 3:05 p.m. She requested a motion to amend the agenda to include 5a. Diversity Statement and to exclude 8e, 9a, and 10b. A motion was made and seconded to amend the agenda. Motion carried.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

3. APPROVAL OF MINUTES
a. September 24, 2009
Ms. Clinton requested that the committee review the prepared minutes for the 9/24/09 AP&P committee meeting. After a few brief moments, Ms. Clinton requested a motion to approve the minutes. A motion was made and seconded to approve the 9/24/09 AP&P committee meeting minutes. Motion carried.

4. INFORMATIONAL ITEMS
a. Drop Policy for Online Courses
Ms. Clinton announced that we are currently waiting for a email response from Mr. Richard Balogh regarding the drop policy for online courses. Mrs. Beverly Beyer stated that the Distance Education committee has a meeting on Tuesday and it is on their agenda for discussion.

b. Cooperative Work Experience Education
Ms. Clinton requested the committee members to review the packet provided on Cooperative Work Experience with their division needs in mind. She asked that they decide whether or not general or occupational work experience better suits their needs. Ms. Clinton stated that she is already receiving additional information regarding this topic from committee members, specifically from Mrs. Beverly Beyer. A request was made that the members be provided a copy of the materials sent to Ms. Clinton by Mrs. Beyer. Ms. Clinton requested that Melissa Jauregui send those materials via email to the committee members. Ms. Clinton also stated that this topic will return to the October 22, 2009 agenda as a discussion item.

5. REPORTS (10 minutes each)
a. Diversity Statement
Ms. Clinton requested that Duane Rumsey and Lee Grishman give their report on this topic. Mr. Rumsey requested that Dr. Grishman begin the report. Dr. Grishman stated that the vast majority of courses for the state requirement for Ethnic Studies requirement from CCC's are designated differently. Antelope Valley College currently uses the term Diversity Studies while other colleges use different terms, such as Multi-Cultural/Gender Studies used by Santa Barbara, Cross-Cultural Studies (ethnic, racial and gender) used by Solano college, etc. He continued to state that each college also interprets this requirement differently. For

example, Santa Barbara uses the designation Multi-Cultural/Gender Studies which implies a broadening of the term used by the state CCC Board of Trustees' Ethnic Studies. He further stated that Santa Barbara offer ASL (American Sign Language) titled ASL 125 "American Deaf Culture" and Introductory overview of American deaf culture and history. This course identifies deaf Americans as a linguistic and cultural minority group with a rich and diverse history, culture and language. Dr. Grishman stated that he wonders how Santa Barbara was able to get this particular course approved under the Ethnic Studies requirement. Further discussions on the matter took place between Mr. Rumsey and Dr. Grishman and Ms. Wiewall made a statement regarding the history of the term "ethnicity." Ms. Clinton requested that Mr. Rumsey contact his counter part at Santa Barbara to find out how they were able to allow the ASL course to qualify under the Ethnic Studies requirement. Ms. Clinton also stated that she would send an email to Stephanie Low at the Chancellor's Office and copy the other Community Colleges requesting feed back on the diversity statements used at other colleges and any concerns that have arisen. Ms. Clinton further stated that she will attach the material that we have gathered to the email so that the other colleges can comments on our findings. Ms. Clinton stated that this topic will return as a discussion item at a future meeting.

6. DISCUSSION ITEMS

a. Upper Division Units – Report on Division Findings from AP&P September 10, 2009 meeting
Ms. Clinton reminded that committee of this topics discussion from a previous committee meeting on September 10, 2009. She stated that she would like to hear from the AP&P representatives as to what they found when they took the topic to their divisional meetings. Several representatives stated that their divisions have not had a formal meeting yet. However, the following representatives reported that their areas agreed to allow upper division units by petition: Ms. Beverly Beyer (Business, Computers and Economic Development), Mr. Tooraj Gordi (Math, Science and Engineering), Ms. Linda Harmon (Health Sciences), and Dr. Lee Grishman proxy for De'Nean Coleman-Carew (Counseling). Ms. Clinton stated that this item will return to the agenda on October 22, 2009 so that the remaining representatives can report on their divisions behalf. Once all areas have reported the topic will be an action item. Mr. Rumsey stated that the required 12 units at Antelope Valley College to graduate may not apply to the Interpreting degree. Additional conversations took place on the matter.

7. ACTION ITEMS – Revised Courses/CORS – Second Reading (No Xeroxing required.)

a. ECON 110 – Economics of the Underclass 3 units, 3 hours weekly
Ms. Clinton requested a motion to approve ECON 110 with the requested changes having been made. A motion was made and seconded to approve ECON 110. Motion carried.

8. ACTION ITEMS – Revised Courses/CORS – First Reading

a. GEOL 101 – *Physical Geology 3 units, 3 hours weekly
Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070
Revised to:
Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for MATH 102
Ms. Clinton requested Mr. Balogh to act on Mr. Coffman's behalf in representing GEOL 101 and GEOL 101L. Dr. Grishman asked if MATH 102 was made a prerequisite. Dr. Newman stated that he thought the MATH 102 requirement needed to be added to GEOG 101. Dr. Grishman stepped out to check his notes in his office. In the mean time, Mr. Coffman arrived to discussion GEOL 101 and 101L. Dr. Grishman confirmed that this was not an issue for GEOL 101 or 101L. Ms. Clinton requested that the extra credit paper be moved to item 2 instead of item 4 on the homework page of the COR. Ms. Clinton also requested that the Methods of Evaluation list specific forms of evaluation instead of restating the objectives. She stated that the objective that would be covered by a specific method of evaluation will be listed in number format in parenthesis. Mr. Coffman restated the request for clarification and Ms. Clinton confirmed. This item will return to a future meeting once requested revisions are made and submitted to AP&P.

b. GEOL 101L – *Physical Geology Lab 3 units, 3 hours weekly
Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070
Revised to:
Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for MATH 102
Adding Corequisite: Concurrent Enrollment in GEOL 101
Ms. Clinton requested clarification on the changes made to GEOL 101L. Mr. Coffman stated that the advisories were added to match GEOL 101 and GEOL 101 was added as a completion of or concurrent enrollment in requirement. Mr. Coffman stated that this Methods of Evaluation is similarly written to GEOL 101. Ms. Clinton requested that the same changes be made to GEOL 101L methods of evaluation. Ms. Clinton requested a motion to approve GEOL 101L contingent upon the requested revision being made and sent to Melissa Jauregui

by October 9, 2009. A motion was made and seconded to approve GEOL 101. Motion carried. Ms. Clinton requested a motion to approve the content review. A motion was made and seconded to approve the content review of GEOL 101L. Motion carried.

~~c. LIB 110 – *Introduction to Internet Research 1 unit, 1 hour weekly~~

d. LAC 099 – Dosage Calculation 0.5 unit, 8 hours total
e. LAC 098 – Math for Nursing 1 unit, 16 hours total

Dr. Magdalena Caproiu was present to discuss course revisions. Dr. Caproiu described both LAC 099 and LAC 098 in detail and also stated the changes that were made to the COR. Ms. Clinton stated that the methods of evaluation were written slightly different then what is usually presented however the term "related to course objectives" is included for LAC 098 and the term "correlated to all objectives" is used for LAC 099. Mr. Rios asked if LAC 099 was taught similarly to MATH 099. Dr. Caproiu stated that this course was taught very differently to MATH 099. Ms. Clinton requested a motion to approve both LAC 099 and LAC 098 if there were no requested revisions. A motion was made and seconded to approve LAC 099 and LAC 098. Motion carried.

9. ACTION ITEMS – New Courses/CORS – First Reading

~~a. WDTO 120 – *Water Treatment I 3 units, 3 hours weekly~~
~~Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070~~

10. ACTION ITEMS ACTION ITEMS – Revised Distance Education Courses – First Reading

a. GEOL 101 – *Physical Geology 3 units, 3 hours weekly – Revised Hybrid Equivalent

Mr. Balogh was present to discuss the revisions to the Distance Education proposal for GEOL 101. Mr. Balogh mentioned that he noticed that the course was written for a specific type of instruction. He asked if this was a problem. Mrs. Beverly Beyer stated that the distance education proposals should be written in a more general way so that any professor who wishes to teach GEOL 101 online can do so. The areas that require revision include number 3, 4, and 5a needs to be expanded. Ms. Clinton requested that the changes be made and it will return to a future AP&P meeting for approval.

~~b. LIB 110 – *Introduction to Internet Research 1 unit, 1 hour weekly – Revised Online Equivalent~~

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

Ms. Clinton reminded the committee members that over due courses need to be submitted to AP&P for revisions, please remind your faculty of their course revisions.

Business and Computer Studies

a. ACCT 111 – Bookkeeping
b. ACCT 113 – Bookkeeping II
c. ACCT 121 – Microcomputer Accounting
d. ACCT 201 – Financial Accounting
e. ACCT 205 Managerial Accounting
f. BUS 101 Introduction to Business
g. BUS 105 – Business Mathematics
h. BUS 113 – Business Communications
i. BUS 212 – Women in Organization
j. CA 121 – Microcomputer Spreadsheets
k. CA 131 Microcomputer Database Management
l. CA 133 – Oracle PL/SQL Programming (Technical Review 9/28/2009:pending revisions)
m. CA 141 – Dev. PowerPoint Presentations (Technical Review 9/28/2009: pending revisions)
n. CA 171 – Introduction to Networking (Technical Review 9/16/2009: pending revisions)
o. CA 176 – Windows 2003 Networking
p. CA 182 – Network Security
q. CA 221 – Computer Concepts & Appl Business
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y. CIS 174 – Intro to C#.NET Programming (Technical Review 9/3/2009: pending revisions)

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aa. MGT 121 – Human Resources Management
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cc. OT 105 – Beginning Keyboarding Technique
dd. OT 113 – Adv MS Word
ee. OT 201 – Admin Office Procedures

Health Sciences

a. CFE 105 – Discovery-Based Ed for Children (Technical Review 9/21/2009: pending revisions)
b. CFE 109 – Supvn Admin Childhood Prog I
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e. CFE 122 – Infant Toddler Strategies
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j. NF 104 – Concepts in Nutrition: New Dev (Pending final revisions: Approved 5/28/2009)
k. NF 150 – Food and Culture (Pending final revisions: Approved 5/28/2009)

Instructional Resources

a. LAC 098 – Math for Nursing (In process)
b. LAC 099 – Dosage Calculation (In process)
c. LIB 107 – Information Competency
d. LIB 110 – Intro to Internet Research (In process)

Language Arts

a. COMM 215 – Public Relations Communication
b. ENGL 101 – Freshman Composition (First reading 5/14/2009: pending revisions)
c. ENGL 225 – English Literature 800-1750
d. ENGL 226 – English Literature 1750-1900
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g. ENGL 259 – Images of Women in Literature
h. ENGL 299 – Special Topics in Literature
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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
f. GEOL 101 – Physical Geology (In process)
g. MATH 070B – Elementary Algebra – 2nd Half
h. MATH 080 – Plane Geometry

Noncredit

a. BASL 910 – Cat. A & B Life and Workplace Skills
b. BASM 903 – Cat. A: Mathematics
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d. BASO 900 – Cat. A & B Pathways to Success
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Physical Education & Athletics

a. DA 103 – Beginning Modern Dance (First reading 9/10/2009: pending revisions)
b. DA 104 – Beginning Jazz Dance (First reading 9/10/2009: pending revisions)
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f. DA 124 – Intermediate Jazz Dance (First reading 9/10/2009: pending revisions)
g. DA 125 – Intermediate Tap Dance (First reading 9/10/2009: pending revisions)
h. DA 203 – Advance Modern Dance (First reading 9/10/2009: pending revisions)
i. DA 204 – Advance Jazz Dance (First reading 9/10/2009: pending revisions)
j. DA 205 – Advance Tap Dance (First reading 9/10/2009: pending revisions)
k. PE 190 – Introduction to Physical Education
l. PE 197 – Lifeguard Training

Social & Behavioral Sciences / FACE

a. ECON 110 – Economics of the Underclass (In process)
b. PSY 215 – Psychology of Prejudice
c. PSY 235 – Child Psychology
d. WE 199 – Work Experience

Technical Education

a. ABDY 112 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
b. ABDY 113 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
c. ABDY 115 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
d. ABDY 122 – Basic Automotive Refinishing (First reading 5/28/2009: pending revisions)

e. ABDY 123 – Automotive Refinishing (First reading 5/28/2009: pending revisions)
f. ABDY 125 – Basic Automotive Refinishing (First reading 5/28/2009: pending revisions)
g. ABDY 212 – Advanced Collision Repair I (First reading 5/28/2009: pending revisions)
h. ABDY 213 – Advanced Collision Repair II (First reading 5/28/2009: pending revisions)
i. ABDY 215 – Advance Collision Repair (First reading 5/28/2009: pending revisions)
j. ABDY 222 – Advanced Automotive Refinishing I (First reading 5/28/2009: pending revisions)
k. ABDY 223 – Advanced Automotive Refinishing II (First reading 5/28/2009: pending revisions)
l. ABDY 225 – Advanced Automotive Refinishing (First reading 5/28/2009: pending revisions)
m. ACRV 198A – Commercial Ice Machine
n. AUTO 276 – C.A. Clean Air Car Course
o. ELEC 110 – Fundamentals of Electricity
p. ELEC 115 – Electrical Codes and Ordinances
q. ELEC 120 – Residential Wiring
r. ELEC 140 – Commercial/Industrial Wiring and Cabling
s. ELEC 150 – Electrical Maintenance
t. ELEC 160 – Fundamentals of Motor Control
u. ELEC 220 – Advanced Motor Control – PLC
v. ELEC 250 – Electricians Journeyman Review
w. FTEC 102 – (I-200) Bas Incd Comm Sys
x. FTEC 120 – (S-212) Wildfire Powersaws
y. FTEC 122 – Wildland Firefighter
z. FTEC 125 – Haz Mat First Responder Operations
aa. FTEC 126 – Wildland Fire behavior
bb. FTEC 127 – Wildland Firefighter Safety and Survival
cc. FTEC 128 – Wildland Fire Operations
dd. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
ee. FTEC 130 – Wildland Fire Logistics, Finance and Planning
ff. FTEC 131 – (L-280) Followership to Leadership
gg. FTEC 132 – (S-131) Advanced Firefighter Training
hh. FTEC 137 – (S-211) Portable Pumps and Water Use
ii. FTEC 138 – Wildland Engine Firefighter
jj. FTEC 150 – (S-270) Basic Air Operations
kk. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

a. ART 105 – Women Artists in History
b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
d. THA 105 – Introduction to Lighting Design
e. THA 120D – Rehearsal and Performance: Children's Theatre (Technical Review 5/2009: pending revisions)

12. ADJOURNMENT

The meeting adjourned at 3:58 p.m.

mj

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: September 24, 2009
LOCATION: SSV 151 – Board Room
TIME: 3:00 p.m.

MEMBERS PRESENT		MEMBERS ABSENT
Beverly Beyer, Faculty	Cynthia Littlefield, Faculty	Rick Motawakel, Faculty
Maria Clinton, Cochair	Mrs. Sharon Lowry, V. P. Academic Affairs	Les Uhazy, Dean
De'Nean Coleman-Carew, Faculty	Sheronda Myers, Non-Voting ASO	
Margaret Drake, Dean	David Newby, Faculty	
Tooraj Gordi, Faculty	David Newman, Faculty	
Lee Grishman, Articulation	Duane Rumsey, Faculty	
Susan Atwood proxy Linda Harmon, Faculty	LaDonna Trimble, Dean	
	Darcy Wiewall, Faculty	
Scott Lee, Faculty		

2009-2010
Academic Policies & Procedures Committee Meeting No. 3
MINUTES

1. CALL TO ORDER AND ROLL CALL
Ms. Clinton called the meeting to order at 3:07 p.m. She requested a motion to approve the agenda. A motion was made and seconded to approve the agenda. Motion carried.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR
Ms. Maria Clinton introduce Darcy Weiwall as the new AP&P Representative for Social and Behavioral Sciences. Ms. Clinton requested that each person introduce themselves to Darcy before we continue. Darcy was then given an AP&P handbook and copy of the 2009-10 College Catalog.

3. APPROVAL OF MINUTES
a. September 10, 2009
Ms. Clinton requested that the committee review the meeting minutes from September 10, 2009 for accuracy. Beverly Beyer requested that a change be made to item 6e. She stated that she did not ask if the course had prerequisites. Lee Grishman requested a grammatical change be made to item 5a. Sheronda Harris requested that her name be corrected. Ms. Clinton requested a motion to approve the minutes with said changes. A motion was made and seconded to approve the minutes with requested changes. Motion carried.

4. INFORMATIONAL ITEMS
a. AVC Community Service Offerings – AP&P Standards and Practices Handbook 2009-10, pg. 30
Ms. Clinton introduced item 4a from the AP&P handbook and stated that the Community Education offerings are to be reviewed with these guidelines in mind. Lee Grishman stated that the document probably needs to be revised. Ms. Clinton agreed that it need revision simply for the name change, however, other changes may also need to be made and will be further discussed in the future.

b. AVC Official Class Maximums as Approved by AP&P
Ms. Clinton then stated that each member has a copy of the AVC Official Class Maximums as Approved by AP&P list and that there were some inconsistencies within a discipline. She stated that some classes had higher class maximums then others and that this is something that should be standardized within a discipline. She requested that the AP&P Representatives take the list back to their divisions and ask that the faculty review the information for accuracy. Mrs. Lowry state that the disciplines need to double check the class maximums and request changes if necessary. Beverly Beyer requested that she have an electronic version so she can quickly email it to her area for review. Ms. Clinton stated that it will be emailed to the committee members.

5. REPORTS

6. ACTION ITEMS – Revised Courses/CORS – Second Reading (No Xeroxing required.)

a. DA 101 – Dance Appreciation 3 units, 3 hours weekly
Ms. Clinton stated that the DA 101 had minor changes to the COR and all requested changes have been made by Ms. Cindy Littlefield. She requested a motion to approve DA 101 Dance Appreciation with said revisions. A motion was made and seconded to approve DA 101 Dance Appreciation. Motion carried.

b. DA 102 – Beginning Ballet 1 unit, 3 hours weekly
c. DA 122 – Intermediate Ballet 1 unit, 3 hours weekly
d. DA 202 – Advanced Ballet 1 unit, 3 hours weekly
Ms. Clinton stated that Ms. Cindy Littlefield addressed all the requested changes for the ballet courses. She requested a motion to approve DA 102, DA 122, and DA 202 with said revisions. Mrs. Lowry requested clarification on the repeatability of the dance courses. Ms. Clinton stated that according to PCAH (Program and Course Approval Handbook) the dance courses are not listed as PE courses but rather as Performing Arts courses and can be repeated three times each course. A motion was made and seconded to approve DA 102, DA 122, and DA 202. Motion carried.

e. DA 106 – Ballroom Dance 1 unit, 3 hours weekly
f. DA 107A – *Dance Performance 1 unit, 3 hours weekly
g. DA 107B – *Dance Performance 2 units, 6 hours weekly
h. DA 107C – *Dance Performance 3 units, 9 hours weekly
i. DA 108 – *Dance Ensemble 3 units, 9 hours weekly
j. DA 109 – *Dance and Technology 3 units, 3 hours weekly
k. DA 113 – *World Dance – Ethnic Forms 1 unit, 3 hours weekly
l. DA 116 – *Dance Improvisation 1 unit, 3 hours weekly
Ms. Clinton stated the only changes requested of items 6e-l were a simply revision in the homework section. She stated that the changes have been made and requested a motion to approve 6e-l with said changes. A motion was made and seconded to approve items 6e-l. Motion carried.

7. ACTION ITEMS ACTION ITEMS – New Community Service Offering – First Reading

a. Passport to Retirement – Jerry Blakely
Ms. Clinton introduced Jerry Blakely and requested him to give an explanation for the course Passport to Retirement. Mr. Blakely gave a brief description of the course and what he will cover. De'Nean Coleman-Carew asked Mr. Blakely what kind of credentials he had to teach others on this topic. Mr. Blakely stated that he was told by Melissa that his credentials were not included in the packet. Ms. Clinton stated that Mr. Blakely's background is not considered when approving the course and its content and did not believe that it was published when advertising the course. Beverly Beyer stated that sometimes the instructor's background is referenced when marketing the offering. Ms. Clinton then asked Mr. Blakely to explain the purpose of the materials fee. Mr. Blakely stated that the participants will be provided with a retirement workbook. Susan Atwood requested clarification on the target audience since there might be younger individuals who would benefit from this type of offering. Mr. Blakely stated that he covers information regarding estate planning, etc. and that some of the information may be over a younger audiences head. Ms. Clinton stated that if there were no requested revisions, could she get a motion to approve the offering. A motion was made and seconded to approve the Passport to Retirement Community Service offering. Motion carried.

8. ACTION ITEMS – Obsolete Courses – Second Reading (No Xeroxing required.)

a. CA 177, BUS 113 DE, WFDV
Ms. Clinton requested a formal motion to approve to make obsolete the listed courses. A motion was made and seconded to approve the request make obsolete the courses listed. Lee Grishman requested clarification that BUS 113 DE was the only portion of BUS 113 that was being made obsolete. Beverly Beyer stated that BUS 113 is still an active course and only the distance education portion is being requested to make obsolete. Motion carried.

9. DISCUSSION ITEMS

Duane Rumsey asked if the diversity statement would be discussed today. Ms. Clinton stated that the diversity statement was scheduled to return to AP&P on October 8, 2009.

Tooraj Gordi requested a discussion on creating a drop policy for online courses. Ms. Clinton stated that this topic does need to be discussed and would return on a future agenda.

Darcy requested background information on the diversity statement. Ms. Clinton stated that the statement is currently posted in the 2009-10 College Catalog and it may need to be revised.

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

Business and Computer Studies

a. ACCT 111 – Bookkeeping
b. ACCT 113 – Bookkeeping II
c. ACCT 121 – Microcomputer Accounting
d. ACCT 201 – Financial Accounting
e. ACCT 205 Managerial Accounting
f. BUS 101 Introduction to Business
g. BUS 105 – Business Mathematics
h. BUS 113 – Business Communications
i. BUS 212 – Women in Organization
j. CA 121 – Microcomputer Spreadsheets
k. CA 131 Microcomputer Database Management
l. CA 133 – Oracle PL/SQL Programming (Rcvd 9/9/2009)
m. CA 141 – Dev. PowerPoint Presentations (Rcvd 9/11/2009)
n. CA 171 – Introduction to Networking (Technical Review 9/16/2009: pending revisions)
o. CA 176 – Windows 2003 Networking
p. CA 177 – Microsoft Internet Info Server
q. CA 182 – Network Security
r. CA 221 – Computer Concepts & Appl Business
s. CIS 101 – Intro Computer Info Science
t. CIS 111 – Intro Programming & Algorithms
u. CIS 113 – Data Structures
v. CIS 121 – Computer Mathematics (Technical Review 9/3/2009: pending revisions)
w. CIS 123 – Assem Lang & Computer Architec
x. CIS 141 – Intro Basic Programming
y. CIS 145 – Intro to Visual BASIC.NET Prog (Technical Review 9/3/2009: pending revisions)
z. CIS 174 – Intro to C#.NET Programming (Technical Review 9/3/2009: pending revisions)
aa. CIS 175 – Java Programming
bb. MGT 121 – Human Resources Management
cc. MKTG 101 – Principles of Marketing
dd. OT 105 – Beginning Keyboarding Technique
ee. OT 113 – Adv MS Word
ff. OT 201 – Admin Office Procedures

Health Sciences

a. CFE 105 – Discovery-Based Ed for Children (Technical Review 9/21/2009: pending revisions)
b. CFE 109 – Supvn Admin Childhood Prog I
c. CFE 110 – Supvn Admin Childhood Prog II
d. CFE 115 – Guiding Children's Behavior
e. CFE 122 – Infant Toddler Strategies
f. CFE 169 – D Rate Pre-Service Training
g. HHA 102 – Home Health Aide
h. HS 102 – Pharmacology for CAN
i. NF 102 – Nutrition & Food Children (Pending final revisions: Approved 5/28/2009)
j. NF 104 – Concepts in Nutrition: New Dev (Pending final revisions: Approved 5/28/2009)
k. NF 150 – Food and Culture (Pending final revisions: Approved 5/28/2009)

Instructional Resources

a. LAC 098 – Math for Nursing (Technical Review 9/21/2009: pending revisions)
b. LAC 099 – Dosage Calculation (Technical Review 9/21/2009: pending revisions)
c. LIB 107 – Information Competency
d. LIB 110 – Intro to Internet Research (Technical Review 9/8/2009: pending revisions)

Language Arts

a. COMM 215 – Public Relations Communication
b. ENGL 101 – Freshman Composition (First reading 5/14/2009: pending revisions)
c. ENGL 225 – English Literature 800-1750
d. ENGL 226 – English Literature 1750-1900

e. ENGL 256 – Chicano Literature
f. ENGL 257 – Native-American Literature
g. ENGL 259 – Images of Women in Literature
h. ENGL 299 – Special Topics in Literature
i. ESL 018 – ESL Reading and Writing 1
j. ESL 019 – ESL Skills Building 1
k. ESL 020 – ESL Vocabulary and Pronunciation 2
l. ESL 023 – ESL Grammar 2
m. ESL 028 – ESL Reading and Writing 2
n. ESL 029 – ESL Skills Building 2
o. ESL 030 – ESL Vocabulary and Pronunciation 3
p. ESL 033 – ESL Grammar 3
q. ESL 038 – ESL Reading and Writing 3
r. ESL 039 – ESL Skills Building 3
s. ESL 040 – ESL Vocabulary and Pronunciation 4
t. ESL 043 – ESL Grammar 4
u. ESL 048 – ESL Reading and Writing 4
v. ESL 049 – ESL Skills Building 4
w. ESL 058 – ESL Reading and Writing 5
x. ESL 059 – ESL Skills Building 5
y. READ 150 – Speed Reading (Technical Review 5/2009: pending revisions)
z. READ 175 – Literacy Tutor & Supervised Field Experience
aa. SPAN 101 – Elementary Spanish
bb. SPAN 102 – Elementary Spanish
cc. SPAN 201 – Intermediate Spanish
dd. SPAN 202 – Intermediate Spanish
ee. SPAN 203 – Advance Spanish

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
f. GEOL 101 – Physical Geology (Rcvd revisions 9/21/2009)
g. MATH 070B – Elementary Algebra – 2nd Half
h. MATH 080 – Plane Geometry

Noncredit

a. BASL 910 – Cat. A & B Life and Workplace Skills
b. BASM 903 – Cat. A: Mathematics
c. BASM 904 – Cat. B: Mathematics
d. BASO 900 – Cat. A & B Pathways to Success
e. BASR 906 – Cat. A: Reading/Writing
f. BASR 907 – Cat. B: Reading/Writing
g. LAC 900 – Supervised Tutoring
h. LAC 901 – Supervised Learning Assistance
i. LAC 939 – Prep for Success in Corp Train
j. LAC 941 – Special Topics in WFDV
k. LAC 942 – Learning Skills Lab for WFDV
l. SEN 901 – Creative Retirement
m. SEN 910 – Healthy Nutrition for Seniors
n. SEN 920 – Gen through Photo and Journals
o. WDTO 901 – App Water Treat & Dist Math I & II (Rcvd 9/18/2009: pending faculty clarification)
p. WDTO 905 – Basic Water Supply Science
q. WDTO 910 – Water Chemistry and Quality
r. WDTO 915 – Water Distribution I
s. WDTO 916 – Water Distribution II
t. WDTO 920 – Water Treatment I (Rcvd 9/18/2009)
u. WFDV 901 – Self Sufficiency Through Personal Development

v. WFDV 902 – Self Sufficiency Through Job Readiness
w. WFDV 903 – Self Sufficiency Through Job Retention
x. WFDV 904 – Self Sufficiency Through Career Awareness

Physical Education & Athletics

a. DA 101 – Dance Appreciation (In process)
b. DA 102 – Beginning Ballet (In process)
c. DA 103 – Beginning Modern Dance (First reading 9/10/2009: pending revisions)
d. DA 104 – Beginning Jazz Dance (First reading 9/10/2009: pending revisions)
e. DA 105 – Beginning Tap Dance (First reading 9/10/2009: pending revisions)
f. DA 106 – Ballroom Dance (In process)
g. DA 107A – Dance Performance (In process)
h. DA 107B – Dance Performance (In process)
i. DA 107C – Dance Performance (In process)
j. DA 108 – Dance Ensemble (In process)
k. DA 109 – Dance and Technology (In process)
l. DA 111 – Choreography (First reading 9/10/2009: pending revisions)
m. DA 113 – World Dance-Ethnic Form (In process)
n. DA 116 – Dance Improvisation (In process)
o. DA 122 – Intermediate Ballet (In process)
p. DA 123 – Intermediate Modern Dance (First reading 9/10/2009: pending revisions)
q. DA 124 – Intermediate Jazz Dance (First reading 9/10/2009: pending revisions)
r. DA 125 – Intermediate Tap Dance (First reading 9/10/2009: pending revisions)
s. DA 202 – Advance Ballet (In process)
t. DA 203 – Advance Modern Dance (First reading 9/10/2009: pending revisions)
u. DA 204 – Advance Jazz Dance (First reading 9/10/2009: pending revisions)
v. DA 205 – Advance Tap Dance (First reading 9/10/2009: pending revisions)
w. PE 190 – Introduction to Physical Education
x. PE 197 – Lifeguard Training

Social & Behavioral Sciences / FACE

a. ECON 110 – Economics of the Underclass (Technical Review 11/2009: pending revisions)
b. PSY 215 – Psychology of Prejudice
c. PSY 235 – Child Psychology
d. WE 199 – Work Experience

Technical Education

a. ABDY 112 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
b. ABDY 113 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
c. ABDY 115 – Basic Auto Body Repair (First reading 5/28/2009: pending revisions)
d. ABDY 122 – Basic Automotive Refinishing (First reading 5/28/2009: pending revisions)
e. ABDY 123 – Automotive Refinishing (First reading 5/28/2009: pending revisions)
f. ABDY 125 – Basic Automotive Refinishing (First reading 5/28/2009: pending revisions)
g. ABDY 212 – Advanced Collision Repair I (First reading 5/28/2009: pending revisions)
h. ABDY 213 – Advanced Collision Repair II (First reading 5/28/2009: pending revisions)
i. ABDY 215 – Advance Collision Repair (First reading 5/28/2009: pending revisions)
j. ABDY 222 – Advanced Automotive Refinishing I (First reading 5/28/2009: pending revisions)
k. ABDY 223 – Advanced Automotive Refinishing II (First reading 5/28/2009: pending revisions)
l. ABDY 225 – Advanced Automotive Refinishing (First reading 5/28/2009: pending revisions)
m. ACRV 198A – Commercial Ice Machine
n. AUTO 276 – C.A. Clean Air Car Course
o. ELEC 110 – Fundamentals of Electricity
p. ELEC 115 – Electrical Codes and Ordinances
q. ELEC 120 – Residential Wiring
r. ELEC 140 – Commercial/Industrial Wiring and Cabling
s. ELEC 150 – Electrical Maintenance
t. ELEC 160 – Fundamentals of Motor Control
u. ELEC 220 – Advanced Motor Control – PLC
v. ELEC 250 – Electricians Journeyman Review
w. FTEC 102 – (I-200) Bas Incd Comm Sys

x. FTEC 120 – (S-212) Wildfire Powersaws
y. FTEC 122 – Wildland Firefighter
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aa. FTEC 126 – Wildland Fire behavior
bb. FTEC 127 – Wildland Firefighter Safety and Survival
cc. FTEC 128 – Wildland Fire Operations
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ee. FTEC 130 – Wildland Fire Logistics, Finance and Planning
ff. FTEC 131 – (L-280) Followership to Leadership
gg. FTEC 132 – (S-131) Advanced Firefighter Training
hh. FTEC 137 – (S-211) Portable Pumps and Water Use
ii. FTEC 138 – Wildland Engine Firefighter
jj. FTEC 150 – (S-270) Basic Air Operations
kk. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

a. ART 105 – Women Artists in History
b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
d. THA 105 – Introduction to Lighting Design
e. THA 120D – Rehearsal and Performance: Children's Theatre (Technical Review 5/2009: pending revisions)

Ms. Clinton stated that this was a list of all the courses that need to come through AP&P this academic year. She explained that listed in parentheses is the current status of the course. She requested that the AP&P Representatives take the information back to their divisions and follow up with the appropriate faculty member to determine the status of the COR revisions.

11. ADJOURNMENT

The meeting adjourned at 3:32 p.m.

mj

GUIDELINES FOR COOPERATIVE WORK EXPERIENCE EDUCATION

Types of Cooperative Work Experience
Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of either General Work Experience Education or Occupational Work Experience Education. Both types of programs are offered by Antelope Valley College.

General Work Experience Education is supervised employment that is intended to assist students in acquiring desirable work habits, attitudes, and career awareness. The work experience need not be related to the students' educational goals.

Occupational Work Experience Education is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the students' educational major or occupational goal. Participation in Cooperative Work Experience may be under either a parallel plan or an alternate plan.

- A *Parallel Plan* is designed to offer students the opportunity to attend college classes and earn college credit for concurrent learning on the job.
- *An Alternate Plan* is designed to offer students opportunities alternately to attend college and work. (T5: 55252)

Cooperative Work Experience Education is designed to provide students a realistic learning experience through work. The ultimate goal is to teach students those skills and attitudes that will equip them to function and adapt as an employee in a variety of situations and jobs. (T5: 53250)

Responsibilities of the Cooperative Work Experience Partners
A successful Cooperative Work Experience Program involves the coordinated efforts of four partners: Antelope Valley College, the student, the instructor, and the supervisor/employer.

Antelope Valley College shall:

1. Assign necessary certificated personnel who are qualified to coordinate the program in accordance with federal, state, and local district requirements. The Director of Work Experience will monitor and direct the program in accordance with Code requirements and maintain an educationally sound ratio of students to instructor. (T5: 5525 1)
   Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make "in-person" consultation for a student that is out of the colleges' geographical region, state, or in another country. (T5: 55255)
2. Identify designated instructors and counselors to provide appropriate and continued guidance service to students in the program. (TS: 5525 1)
3. Provide sufficient clerical help to maintain records and provide services to meet the needs of the program. (T5: 55251)
4. Provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district. (T5: 55255)
5. Screen work stations to ensure that all conditions pertaining to the health, safety, and welfare of the students are protected.
6. Ensure that students' on-the-job learning experiences are documented with written measurable learning objectives. (TS: 55251)
7. With the assistance of the supervisor/employer, evaluate students' on-the-job learning experience and award appropriate credit and letter grades. (T5: 55251)
8. Maintain records which will include at least the following:
   a. The type and units of work experience in which each student is enrolled, where employed, type of job held, and the basis for determining whether the student is qualified for Occupational or General Work Experience Education; signed and dated by academic personnel.
   b. A record of work permit issued, if applicable, signed by the designated issuing agent.
   c. The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
   d. New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade signed by academic personnel, employer or designated representative, and student. (TS: 55256)

9. Maintain records which are signed and dated by academic personnel documenting:
    a. Consultation(s) in person with the employer or designated representative.
    b. Personal consultation(s) with the student.
    c. Evaluation of the student's achievement of the on-the-job learning objectives.
    d. The final grade. (T5: 55256)

The Instructor shall:

2. Provide appropriate advice and counsel to the student.
3. Assist the student and the supervisor/employer in developing the required new or expanded learning experience(s).
4. Assist the student in developing appropriate new or expanded, attainable, on-the-job measurable learning objectives.
5. Consult in person at least once each semester with the supervisor/employer at the student's work station to discuss student's educational growth on the job.
6. Consult in person at least once each semester with the student to discuss the student's educational growth on the job.
7. Assign a letter grade reflecting the supervisor's/employer's evaluation and the student's progress in meeting the planned on-the-job learning objectives. (T5: 55255)
8. Collect and submit all required documents with appropriate signatures.

The Student shall:

1. Pursue a planned program of Cooperative Work Experience, which, in the opinion of the instructor, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
2. Have new or expanded on-the-job learning experiences that contribute to their occupational or educational goals.
3. Receive the approval of the appropriate instructor of the program before enrolling in the Cooperative Work Experience Education program. (T5: 55254)
4. Develop new or expanded, attainable, on-the-job measurable learning objectives in consultation with the instructor and the supervisor/employer. (T5: 55251)
5. Maintain the required number of units, attend classes regularly, and progress in both their related classes and work experience in a manner acceptable to the work experience instructor and supervisor/employer.
6. Inform the work experience instructor of any problems or changes that would affect their college program of study and/or work experience training.
7. Submit forms and complete other assignments required by the instructor or job site supervisor.
8. Abide by the rules and regulations as established by the employer, Antelope Valley College District Board of Trustees, and the State of California regarding the expected behavior and conduct of students attending Antelope Valley College.
9. It self-employed, identify a person who is approved by the instructor to serve as the designated employer representative. (T5: 55254)
10. Satisfy one of the following three criteria:
    a. Be an apprentice as defined by Labor Code Section 3077, who is enrolled in related or supplementary courses required of the apprenticeship programs.
    b. Be enrolled in the Parallel Plan.
        i. During regular semesters, students must enroll in a minimum of seven units including Cooperative Work Experience Education. Enrollment in an accredited secondary through four-year institution, or equivalent course work may meet this requirement.
        ii. During summer sessions, students must enroll in one other class in addition to Cooperative Work Experience Education.
    c. Be enrolled in the Alternate Plan. Concurrent enrollment will be limited to one other class. (T5: 55254)
11. Attend a mandatory orientation prior to contacting the instructor and enrolling in Work Experience.

The Supervisor/Employer shall:

1. Understand and accept the objectives of the Cooperative Work Experience Education program. (T5: 55257)
2. Work on a cooperative basis with the instructor in coordinating the work experience of students.
3. Assure the College that the workstation offers a reasonable probability of continuous employment for the student who is making progress during the work experience period. (T5: 55257)
4. Provide overall desirable working conditions that will not endanger the health, safety, and welfare of the student. .

5. Provide adequate equipment, materials, and other facilities to provide an appropriate learning opportunity. (T5: 55257)
6. Assist the student in the establishment of attainable, on-the-job learning objectives which represent new or expanded responsibilities. (T5: 55256)
7. Provide adequate supervision of the student to ensure that the on-the-job activities provide the maximum educational benefit. (T5: 55255)
8. Personally consult with the student to discuss his/her educational growth on the job. (T5: 55255)
9. Maintain and submit accurate records of the number of hours the student worked on the job. (T5: 55256)
10. Submit a written evaluation of the student. in cooperation with the instructor, to help determine the final grade. (TS: 55251)
11. As required by law, comply with all appropriate federal and state employment regulations. (T5: 55257)

Credit Awarded

A total of sixteen semester units of credit may be granted by Antelope Valley College for Occupational Work Experience Education or a combination of Occupational and General Work Experience (note the six-unit limit for General Work Experience). Credit for Cooperative Work Experience Education is subject to the following 2limitations:

1. General Work Experience Education
    a. Parallel Plan - A maximum of three credit hours per semester may be earned up to a total of six semester credit hours.
    b. Alternate Plan - A maximum of six credit hours per semester may be earned, with six semester credit hours being the total a student in General Work Experience may earn.
2. Occupational Work Experience Education
    a. Parallel Plan - A maximum of four credit hours per semester may be earned up to a total of 16 semester credit hours.
    b. Alternate Plan - A maximum of eight credit hours per semester may be earned up to a total of 16 semester credit hours. (T5: 55253)

One student contact hour is counted for each unit of Work Experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section T5: 55253.

The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

The following formula will be used to determine the number of units to be awarded:

1. Each 75 hours of paid work equals one semester unit of credit.
2. Each 60 hours of non-paid (volunteer) work equals one semester unit of credit. (T5: 55256.5)

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
- ☐ Effective Date (for articulation)
- COR Revision 5/2009
- ☐ Pre Req/Advisories
- ☐ Other Changes

COURSE SUBJECT & NUMBER: WE 199

COURSE NAME: Work Experience

COURSE UNITS: 1-4 units per semester

COURSE HOURS: Hours vary

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

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

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

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

COURSE OBJECTIVES: ***(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)***

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

1. Demonstrate employment skills under actual working conditions.
2. Demonstrate an increase in self-identity and confidence as a worker through individual attention given by instructor and employer.
3. Demonstrate an understanding of their own abilities in the work environment.
4. Demonstrate an understanding of the importance of human relations skills.
5. Demonstrate an understanding of how to approach the job market.
6. Apply work experience education on future job applications.
7. Develop new or expanded job objectives each semester of enrollment.

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

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

A. Attend group or individual orientation to work experience.
B. Review the work experience education manual with the work experience instructor.
   1. Discuss timeline and due dates for all work to be completed.
C. Development of job-related behavioral learning objectives.
   1. Tasks to be accomplished.
   2. How the tasks will be accomplished.
   3. How the tasks will be evaluated (measured) and by whom.
   4. When the tasks will be completed.
D. Students are responsible for all communication with the instructor and the employer.
E. Attend all scheduled conferences with the instructor.
F. Complete and turn in all paperwork by the established deadlines.

General Work Experience
Job is Not Directly Related to College Major
May earn up to 3 units/semester
May repeat course once
Maximum of 6 units

Occupational Work Experience
Job is Directly Related to College Major
May earn up to 4 units/semester
May repeat course three times
Maximum of 16 units

Paid Work Experience Hours
75 hours of paid work = 1 unit
150 hours of paid work = 2 units
225 hours of paid work = 3 units

Voluntary Work Experience Hours
60 hours of volunteer work = 1 unit
120 hours of volunteer work = 2 units
180 hours of volunteer work = 3 units

Course/Major	
ABDY	Auto Body
ACCT	Accounting
ACRV	Air Conditioning/Refrigeration/Ventilation
AERO	Airframe and Powerplant
AGRI	Agriculture/Landscaping
AJ	Administration of Justice
ANTH	Anthropology
AUTO	Automotive Technology
BUS	Business
CA	Computer Applications
CFE	Child and Family Education
CG	Computer Graphics
CHEM	Chemistry
CIS	Computer Information Science
COMM	Communication Studies
CT	Clothing and Textiles
DA	Dance
DFST	Deaf Studies
ED	Education (Aide)
ELEC	Electrical Technology
ELTE	Electronics Technology

Course/Major	
ENGL	English
ENGR	Engineering
FTEC	Fire Technology
HIST	History
INT	Interpreter Training
JOUR	Journalism
LAC	Learning Assistance
LIB	Library Studies
MGT	Management
MKTG	Marketing
MM	Multimedia
MUS	Music
NS	Nursing Science
OT	Office Technology
PHIL	Philosophy
POLS	Political Science
PSY	Psychology
RCP	Respiratory Care/Therapy
SCI	Science
THA	Theatre Arts
WELD	Welding

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

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

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

Students will read the *Cooperative Work Experience Education Student Handbook* during the semester.

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

Students must develop four learning objectives with the help of their employer/supervisor and/or work experience instructor. In addition, they will write a paper describing their objectives and how well they accomplished those objectives during the semester. They will discuss the skills they learned at work and how they can improve their job performance in the future. Students will also create a current resume.

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

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

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

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

5. ***Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.***

Students must develop four workplace objectives to be completed by the end of the semester. They will be measurable on-the-job objectives that will involve problem solving and the application of academic theory, skills, and knowledge while undertaking new or expanded workplace responsibilities.

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments: 30 mins.

Other Assignments:

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

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

Work experience is conducted as an independent study course. The instructor will set up the student conferences and present the manual of guidelines and responsibilities to the student. They will supervise the development of four measurable learning objectives that are specific to the student's individual job. They will ensure that the contract between the student, employer, and instructor is signed.

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 based on the student's ability to define four objectives, the performance level achieved in reaching those objectives, attendance at scheduled conferences with the instructor/employer, a written evaluation from the employer, a typed term paper and resume, and the completion of all work experience forms.

Suggested Texts or Other Instructional Materials
(list several when possible; include title, author, publisher, date, and latest edition.)

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

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline

Revised 4/2001

COURSE NUMBER: WE 199

COURSE TITLE: Work Experience
COURSE UNITS: 1-4 units per semester
COURSE HOURS: hours vary

COURSE REQUISITES: (Follow format from college catalog.)

Prerequisite: Students must be registered in at least 7 units (including the Work Experience units) and approval of instructor supervising work experience subject area. Prior to enrolling, students must attend a scheduled orientation.

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

The Work Experience program provides supervised employment extending classroom-based learning to an on-the-job learning situation. Students meet with instructor by arrangement to discuss learning objectives, along with experiences and/or problems arising on the job.

COURSE OBJECTIVES: (Should be stated as performance-based, measurable, expected student outcomes. E.g. "Upon completion of course, the successful students will be able to analyze, compare, identify, define, explain, etc...." These objectives are common to all students and should be clearly related to course content and course description.)

The student will:

1. Pursue a planned program of work experience which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.

2. Set specific goals to achieve during the work experience semester.

3. Successfully meet new challenges at work with increasing levels of difficulty.

4. Improve written communications by writing a paper outlining the objectives set. Discuss how well you achieved them, what skills you learned, and how you can improve your on-the-job performance in the future.

Course Number: WE 199
Course Title: Work Experience

METHODS OF INSTRUCTION:

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.)

Instructor/Coordinator observation and Employer's reports.

COURSE CONTENT: (Describe/list course content in terms of a specific body of knowledge and the approximate number of weeks allotted to each part. Course should be designed to meet the 16 week instructional calendar excluding the final exam.)

Units	Weekly Hours of Work Experience
1	5-9 hours
2	10-14 hours
3	15-19 hours
4	20 or more hours

Majors	Course Designations	
Administration of Justice	AJ	199
Aeronautics/Aerospace	AERO	199
Agriculture	AGRI	199
Air Conditioning, Refrigeration, and Ventilation	ACRV	199
Art	ART	199
Automotive Technology	AUTO	199
Auto Body Technology	ABDY	199
Business	BUS	199
Computer Applications	CA	199
Child and Family Education	CFE	199
Computer Graphics	CG	199
Computer Information Science	CIS	199
Construction Technology	CNST	199
Education	ED	199
Electronics	ELTE	199
Engineering	ENGR	199
Journalism	JOUR	199
Library	LIB	199
Management	MGT	199
Marketing	MKTG	199
Office Technology	OT	199
Physical Education	PE	199
Technology	TECH	199
Theatre Arts	THA	199

Suggested Texts (include title, author, publisher and edition) or other Instructional Materials (or equivalent):

Cooperative Work Experience Education Student Handbook

Area F – Diversity Studies

Courses meeting the Diversity Studies requirement enable students to develop a broader understanding of the human spectrum, in terms of gender, race, ethnicity, orientation, ability, class, or creed. These courses are designed to create awareness, insight, and knowledge regarding two or more cultures / groups, including their similar / different views, concepts, beliefs, attitudes, and experiences within the United States.

RECEIVED
SEP 16 2009
BY: Maureen

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

AP&P Approval:
Date ________

V.P. Academic Affairs:
Signature ____________________

SECTION I Date Initial

AP&P Representative: 9-11-09 ON
(*indicates division review and approval*)

Division Dean/Director: 09-11-09 [initials]

Faculty Name: (print) Richard Coffman Date 9-11-09

COURSE SUBJECT & NUMBER: GEOL101

COURSE TITLE: *Physical Geology

☐ **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 course description, objectives, content, assignments, methods of instruction, methods of evaluation and suggested texts

.Course advisory is being changed from "Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070" to "Eligibility for MATH 102, College Level Reading and ENGL 101"

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: _____

CONTENT REVIEW FORM
For Establishing Prerequisites, Corequisites, Advisories, and Limitations on Enrollment

Course Subject & Number: GEOL 101
Course Name: *Physical Geology

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 Select One

Explain how level was determined:

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)

- [x] Compose summaries and paraphrases of a given text
- [x] Write clear, grammatically correct sentences of some complexity
- [x] Compose well-organized, expository essays supporting a clear thesis
- [x] Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- [x] 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 PROFICIENY: (skills are cumulative from course to course)

Upon <u>entry</u> 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)

- [x] Evaluate an algebraic expression
- [x] Solve a linear equation or inequality in one variable
- [x] Do calculations involving exponents and radicals
- [x] Factor polynomials
- [x] Solve a quadratic equation
- [x] Graph a linear equation and calculate slope and intercepts of a line
- [x] Add, subtract, multiply and divide with algebraic fractions
- [x] Solve a system of two linear equations
- [x] Solve word problems related to geometry, percent, interest/money, and motion

Mastering these skills indicates "eligibility" for MATH 080 and/or MATH 102 (see page 10)

Intermediate Algebra (MATH 102)

- ☐ Graph and interpret the graphs of basic functions and equations in two variables
- ☐ Calculate slopes from graphs, points or equations
- ☐ Find the domain, range or inverse of a function; find the composition of two functions
- ☐ Solve equations and inequalities in one variable, and systems of equations
- ☐ Simplify algebraic expressions by selecting the appropriate factoring method
- ☐ Perform basic operations on polynomials, rational expressions, radical expressions, complex numbers

- ☐ Analyze the properties of quadratic functions in order to graph them
- ☐ Evaluate expressions with function or logarithmic notation
- ☐ Use the properties of logarithms to simplify logarithmic expressions and equations
- ☐ Graph circles and construct their equations
- ☐ Select the appropriate methods, including choosing formulas, sketching and constructing equations in order to solve word problems

Mastering these skills indicates "eligibility" for MATH 115, 120, 125, and/or 130 (see page 10)

College Algebra (MATH 130)

- ☐ Find distance between two points and midpoint of a line segment
- ☐ Find the roots of a polynomial degree>2
- ☐ Solve a linear system in 3 or more variables
- ☐ Solve a system of nonlinear equations
- ☐ Graph non-linear inequalities in two variables
- ☐ Use the binomial theorem
- ☐ Recognize an arithmetic or geometric sequence and find the sum
- ☐ Use sigma notation correctly
- ☐ Identify a conic section from its equation
- ☐ Row reduce a matrix
- ☐ Compute the determinant of a matrix of order greater than 2
- ☐ Find the inverse of a matrix

Trigonometry (MATH 135)

- ☐ Use the trig functions to solve a triangle
- ☐ Graph the trig functions sinx, cosx, and tanx
- ☐ Find the amplitude, period, and phase shift of a trig function
- ☐ Use the basic trig identities (reciprocal, ratio, Pythagorean)

Mastering the skills of College Algebra and Trigonometry indicates "eligibility" for MATH 150 (see page 10)

Calculus (MATH 150)

- ☐ Compute a derivative
- ☐ Find an antiderivative
- ☐ Evaluate a definite integral

☐ Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	CLR	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 101	☐	☐	☒
Math placement level — Eligibility for:	MATH 102	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:		☐	☐	☐
or Concurrent Enrollment in:		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

3) Limitation on Enrollment (see page 9) ☐ Yes

Signature: Instructor — Date: 9-11-09

Signature: AP&P Representative — Date: 9-11-09

Signature: Dean — Date: 09-14-09

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee — Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

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

COURSE SUBJECT & NUMBER: GEOL 101

COURSE NAME: *Physical Geology

COURSE UNITS: 3.0 **COURSE HOURS:** 3.0 hours weekly

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Eligibility for MATH 102, College Level Reading and ENGL 101

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Introduction to the Earth's geologic features and processes responsible for their formation. Students will learn about the internal and external processes involved with the formation of the Earth. Topics include the formation of minerals and rocks, tectonic processes, volcanoes, earthquakes, faults and folding, the development of continents and ocean basins, mineral and energy resources, and surface processes and features including weathering, streams, groundwater, glaciers and shorelines. (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. Define geology and explain how the scientific method has been used to answer questions and expand our knowledge and understanding of how the Earth formed.
2. Define the basic geologic principles and explain how they are used to understand and interpret geologic processes and the geologic past.
3. Analyze the current model of the Earth's interior and how internal processes influence observed surface geologic features.
4. Compare and contrast relationships between tectonic processes and earthquakes, volcanism, and mountain building.
5. Evaluate surface weathering features associated with soil development and mass wasting, and how the lack of or presence and movement of water affects those processes.
6. Discuss the development of the ocean floor and its features relative to plate tectonic processes.
7. Discuss the formation and characteristics of ocean waves, and the influence of ocean waves on erosional and depositional features associated with shorelines.
8. Explain how mineral properties reflect their atomic structure, and be able to identify common minerals and rocks based on their composition and physical properties.
9. Analyze the rock cycle and the interrelationship of the development of igneous, sedimentary and metamorphic rocks.
10. Compare and contrast the formation of mineral and energy deposits relative to plate tectonics and igneous, metamorphic, and sedimentary processes.
11. Explain the difference between relative and absolute age, and evaluate the methods used to determine the age of the earth and rocks by their fossil content and/or analysis of radioactive elements.
12. Recognize, analyze, and interpret major geological structural features in the context of the processes that led to their development.
13. Discuss how seismic energy waves are affected as they pass through the Earth, and how they are used to interpret the structure of the interior of the Earth.
14. Evaluate seismic energy waves, their impact on the Earth's surface, how they are measured, and how they are used to locate earthquake epicenters.

Course Subject & Number: GEOL 101
Course Name: *Physical Geology

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) **Development of Earth and the theory of plate tectonics:**
   a) Scientific method applied to interpreting the Earth's past.
   b) Past and current ideas on the development of the Earth and Solar System.
   c) History of and evidence supporting continental drift.
   d) Development of and evidence for the theory of sea-floor spreading.
   e) Basic concept of the theory of plate tectonics, and the main types of plate boundaries.
   f) Driving mechanisms for plate tectonic processes.
   g) Plate tectonics' impact on the distribution of rocks and natural resources.

2) **Occurrence of rocks and minerals:**
   a) Atomic structure and bonding related to the formation of minerals.
   b) Mineral's structure, chemistry, and physical properties.
   c) Rock cycle and Earth's internal and surface processes.
   d) Processes involved in the development of igneous, sedimentary, and metamorphic rocks.
   e) Characteristics, properties and classification of igneous, sedimentary, and metamorphic rocks.
   f) Occurrence of igneous, sedimentary, and metamorphic rock types in the context of plate tectonics.

3) **Effects of tectonic activity on the surface and within the Earth:**
   a) Occurrence and type of volcanic activity in relation to tectonic settings and boundaries.
   b) Relationship between tectonic settings and seismic (earthquake) activity.
   c) Measurement and use of seismic energy waves to interpret the interior structure of the Earth.
   d) Appearance and occurrence of geologic structures and their relationship to stresses associated with tectonic forces.
   e) Crustal deformation and mountain building processes related to tectonic activity.
   f) Occurrence and development of plutonic rocks and their association with tectonic activity.

4) **Surficial processes and associated landforms:**
   a) Surface weathering and mass wasting processes.
   b) Influences of the hydrologic cycle on surficial processes.
   c) Conditions associated with the development of deserts.
   d) Erosional and depositional desert landforms and the impact of water and wind.
   e) Stream processes, drainage patterns, erosional and depositional features, and flooding.
   f) Glacier formation and characteristics, and associated erosional and depositional landforms.
   g) Groundwater storage and movement, and landforms associated with groundwater.

5) **Occurrence of mineral and energy resources:**
   a) Conditions necessary for development of fossil-fuel (petroleum) based energy resources.
   b) Development of coal resources from initial accumulation of organic matter to final coal deposits.
   c) Occurrence and geologic conditions required for development of radioactive ore deposits.
   d) Utilization and development of alternative natural energy resources.
   e) Development and uses of non-energy mineral resources.

6) **Geologic time and geologic history:**
   a) Difference between relative and absolute geologic time
   b) Use of fossils in the development of geologic time scale.
   c) Methods and assumptions for determining radiometric ages of rocks and the Earth.
   d) Interpreting geologic histories using basic geologic principles of uniformitarianism, superposition, original horizontality, lateral continuity, and cross-cutting relationships.

Course Subject & Number: GEOL 101
Course Name: *Physical Geology

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

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Weekly reading assignments from text book and/or supplementary material in preparation for in-class work is required. Additional reading from supplemental sources such as Internet sites or other reference books will be optional.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will complete review questions at end of textbook chapters, including short essay questions. Supplemental writing assignments associated with Internet-based study guides may also apply.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Simple arithmetic and fraction problem solving during sections on geologic time and age dating, and calculating displacement associated with faulting and/or tectonic movement as part of homework assignments.

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:***
Completion of Internet-based workbook assignments associated with select course textbooks may be required depending on whether they are offered as part of textbook bundle.
Extra credit term paper focusing on an analysis and evaluation of some specific Geology topic based on the course objectives may be offered.

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 ***Writing Assignments***: 1.5 – 2.0

Computational Assignments: 1.0 - 1.5 ***Other Assignments***: 1 - 2

Course Subject & Number: GEOL 101
Course Name: *Physical Geology

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.***

Basic course content will be presented by instructor via lectures supplemented with audio/visual presentations. Instructor-mediated in-class discussion groups may be utilized for specific topics of interest.

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.)***

Observation of student performance during in-class discussions, evaluation of homework assignments and tests will be used to evaluate:

Student understanding of how observations and the use of the scientifc method has been used to answer questions about the Earth (Objective 1).
Student understanding of how fundamental geologic principles are used to understand and interpret geologic processes and develop geologic histories (Objective 2, 11).
Student understanding of the relationship between Earth's internal geologic processes and features, surface processes and geomorphic features, and plate tectonic processes (Objectives 3-6, 10, 12).
Student understanding of the influence of Earth's oceans on coastal geomorphology features (Objectives 7).
Student understanding of how common minerals and rocks form based on their characteristics and how they relate to geologic processes (Objectives 8, 9).
Student understanding of the concepts of relative and absolute geologic time, and how fundamental geologic principles were used to develop the geologic time scale (Objectives 2, 11).
Student understanding of how seismic energy waves are generated and measured, their impact on man and the Earth's surface, and how they have been used to interpret and aid in our understanding of the Earth's interior (Objectives 13-14).

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Earth, Portrait of a Planet, Stephen Marshak, W.W. Norton & Company, 2008, 3rd edition or later.
Geotours Workbook, M. Scott Wilkerson & Stephen Marshak, W.W. Norton, 2008 or later.
Essentials of Physical Geology, Reed Wicander & James Monroe, Brooks/Cole Cengage Learning, 2009, 5th edition or later
Other appropriate textbook may be substituted at the discretion of the instructor.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: GEOL 101
COURSE NAME: *Physical Geology
COURSE UNITS: 3.0
COURSE HOURS: 3.0

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Eligibility for College Level Reading and ENGL 099 or satisfactory completion of ENGL 101, and Eligibility for MATH 100.

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

Introduction to the Earth's geologic features and processes responsible for their formation. Topics include minerals, rocks, volcanos, structures, faults, earthquakes, continental drift, streams, groundwater, glaciers, ocean basins, shorelines and fossil fuels. (CSU,UC,AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Diagram atoms illustrating why atoms bond to oneanother in metallic, ionic and covalent bonds
2. Contrast behaviors of different elements, isotopes and ions
3. Propose explanations for a mineral's physical properties from what is known about its chemical properties
4. Test physical properties of minerals including hardness, luster, cleavage, streak, magnetism, specific gravity
5. Compare fine with coarse-grained igneous rocks and explain why they are different
6. Choose the igneous rock that matches a description of the color and relative grain size of its minerals
7. Contrast explosive volcanic eruptions with quiet eruptions and the landforms made by each
8. Assess the kind of weathering and mass movement from observed evidence
9. Diagram a typical soil and explain how soil horizons form
10. Choose the sedimentary rock that matches the description of grain size or chemical composition
11. Propose what the environmental conditions were in the past based on the fossils a rock contains
12. Compare the formation of coal with the formation of oil
13. Explain how igneous and sedimentary rocks can be changed into metamorphic rocks
14. Propose a geologic history given a cross section
15. Question the accuracy of dating rocks by their fossil contents
16. Question the accuracy of dating rocks by analysis of the radioactive elements it contains
17. Compare several methods to estimate the age of earth
18. Distinguish landforms made by streams, groundwater, wind, glaciers and ocean waves
19. Relate folds and faults to the type of stress that produced them
20. Read strike and dip symbols on a geologic map
21. Evaluate how seismograms are used to find the epicenter of an earthquake
22. Contrast intensity (damage) with energy released (magnitude)

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BY: SLO 4/10/08

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*)	5-1-09	DN
Division Dean/Director:	05.01.09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Richard Coffman Date 4-30-09

COURSE SUBJECT & NUMBER: GEOL 101L

COURSE TITLE: *Physical Geology Lab

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

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
GEOL 101 was added as a corequisite.
Δ'd from prereq.

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
☐ Transfer
☐ Vocational Education (see page 4, section VIII)
☐ Non-degree Applicable (not transferable)

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

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

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

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

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

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

☐ AVC Course only (Content Review Completed; attach COR from prerequisite course.)
☒ Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)
For pre or corequisites only:
☐ Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)
Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)

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

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

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*
Corequisite is required for course to be added to the UC TCA, thereby enabling the course to meet articulation requirements for the University of California and to establish its qualification for IGETC. This was requested by the Articulation Officer at UCSC and by Dr. Lee Grishman (see attached email print-out).

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

CONTENT REVIEW FORM
For Establishing Prerequisites, Corequisites, Advisories, and Limitations on Enrollment

Course Subject & Number: GEOL 101L
Course Name: *Physical Geology Lab

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 12th Grade

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 PROFICIENY: (skills are cumulative from course to course)

Upon entry into the course, students should be able to (*check all that apply*):

Arithmetic (MATH 050)

- ☐ Add, subtract, divide, and multiply whole numbers, fractions, and decimals
- ☐ Find the perimeter or area of a simple plane figure (rectangle, triangle, circle)
- ☐ Solve proportions
- ☐ Compute with percent notation, including applications
- ☐ Add, subtract, divide and multiply, with positive and negative numbers

Mastering these skills indicates "eligibility" for MATH 060 (see page 10)

Prealgebra (MATH 060)

- ☐ Add, subtract, multiply, and divide real numbers
- ☐ Solve proportions contain real numbers
- ☐ Solve linear equations contain real numbers
- ☐ Apply appropriate techniques to solve application problems
- ☐ Factor a polynomial expression by using the greatest common factor (GCF)
- ☐ Construct and interpret charts, graphs, or tables to solve medium-level problems
- ☐ Translate verbal statement to statements algebraic expressions

Mastering these skills indicates "eligibility" for MATH 070 (see page 10)

Elementary Algebra (MATH 070)

- ☒ Evaluate an algebraic expression
- ☒ Solve a linear equation or inequality in one variable
- ☒ Do calculations involving exponents and radicals
- ☒ Factor polynomials
- ☒ Solve a quadratic equation
- ☒ Graph a linear equation and calculate slope and intercepts of a line
- ☒ Add, subtract, multiply and divide with algebraic fractions
- ☒ Solve a system of two linear equations
- ☒ Solve word problems related to geometry, percent, interest/money, and motion

Mastering these skills indicates "eligibility" for MATH 080 and/or MATH 102 (see page 10)

Intermediate Algebra (MATH 102)

- ☐ Graph and interpret the graphs of basic functions and equations in two variables
- ☐ Calculate slopes from graphs, points or equations
- ☐ Find the domain, range or inverse of a function; find the composition of two functions
- ☐ Solve equations and inequalities in one variable, and systems of equations
- ☐ Simplify algebraic expressions by selecting the appropriate factoring method
- ☐ Perform basic operations on polynomials, rational expressions, radical expressions, complex numbers

- ☐ Analyze the properties of quadratic functions in order to graph them
- ☐ Evaluate expressions with function or logarithmic notation
- ☐ Use the properties of logarithms to simplify logarithmic expressions and equations
- ☐ Graph circles and construct their equations
- ☐ Select the appropriate methods, including choosing formulas, sketching and constructing equations in order to solve word problems

Mastering these skills indicates "eligibility" for MATH 115, 120, 125, and/or 130 (see page 10)

College Algebra (MATH 130)

- ☐ Find distance between two points and midpoint of a line segment
- ☐ Find the roots of a polynomial degree>2
- ☐ Solve a linear system in 3 or more variables
- ☐ Solve a system of nonlinear equations
- ☐ Graph non-linear inequalities in two variables
- ☐ Use the binomial theorem
- ☐ Recognize an arithmetic or geometric sequence and find the sum
- ☐ Use sigma notation correctly
- ☐ Identify a conic section from its equation
- ☐ Row reduce a matrix
- ☐ Compute the determinant of a matrix of order greater than 2
- ☐ Find the inverse of a matrix

Trigonometry (MATH 135)

- ☐ Use the trig functions to solve a triangle
- ☐ Graph the trig functions sinx, cosx, and tanx
- ☐ Find the amplitude, period, and phase shift of a trig function
- ☐ Use the basic trig identities (reciprocal, ratio, Pythagorean)

Mastering the skills of College Algebra and Trigonometry indicates "eligibility" for MATH 150 (see page 10)

Calculus (MATH 150)

- ☐ Compute a derivative
- ☐ Find an antiderivative
- ☐ Evaluate a definite integral

☐ Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	CLR	☐	☐	☒
Writing placement level — Eligibility for:	ENGL ~~099~~ 101	☐	☐	☒
Math placement level — Eligibility for:	MATH ~~070~~ 102	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:		☐	☐	☐
or Concurrent Enrollment in:	GEOL 101	☐	☒	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

3) Limitation on Enrollment (see page 9) ☐ Yes

Signature: Instructor — Date: 4-30-09

Signature: AP&P Representative — Date: 5-1-09

Signature: Dean — Date: 05.01.09

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee — Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

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

COURSE SUBJECT & NUMBER: GEOL 101L

COURSE NAME: *Physical Geology Lab

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

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Corequisite: Completion or concurrent enrollment in GEOL 101.
Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for MATH 102

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience–transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Physical Geology Laboratory provides students with hands-on introduction to the analyses and identification of common minerals and rocks. The class provides an introduction to the analysis and interpretation of topographic and geologic maps. The students will learn basic analytical and geologic skills that will enable them to interpret geologic histories based on fundamental geologic principles. (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. Identify common minerals by examining and evaluating various physical properties.
2. Categorize and identify common igneous, sedimentary, and metamorphic rocks by evaluating appearance, textures, and mineral assemblages.
3. Recognize, analyze, and interpret major geologic structural features.
4. Examine and evaluate geologic maps and cross sections to construct a geologic history.
5. Interpret and appraise relative ages of geologic strata by applying and comparing fundamental geologic principles.
6. Analyze and interpret information presented on topographic maps.
7. Locate areas or map features using various standard map grid systems.
8. Evaluate elevation point data and construct isoline (contour) maps.
9. Prepare topographic profiles based on elevation data.

Course Subject & Number: GEOL 101L
Course Name: *Physical Geology Lab

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.)***

A. Mineral and rock identification:

1. Physical properties to identify minerals.
2. Physical characteristics of igneous, sedimentary, and metamorphic rocks.
3. Classification of igneous and metamorphic rocks via mineral assemblages and textures.
4. Classification of sedimentary rocks by grain size distribution and sedimentary features.

B. Topographic maps:

1. Topographic maps.
2. Relief and surface features on topographic maps.
3. Elevation contours, slope angles, and profiles.
4. Latitude and longitude, and township and range grid systems.

C. Geologic maps and geologic data:

1. Geologic maps.
2. Geologic cross sections.
3. Geologic histories based on geologic principles.
4. Relative age relationships and geologic histories based on fossil assemblages.

Course Subject & Number: GEOL 101L
Course Name: *Physical Geology Lab

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

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Weekly reading assignments from Physical Geology Laboratory Manual in preparation for in-class work.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Not applicable

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Not applicable as homework assignments

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 prepare a report on some specific geologic feature or area that was not discussed or covered during the class as an extra credit assignment, but is not 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: 1-2

Writing Assignments: not applicable

Computational Assignments: not applicable

Other Assignments: not applicable

Course Subject & Number: GEOL 101L
Course Name: *Physical Geology Lab

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 <u>not</u> list specific instructional equipment.)***

Methods and procedures for each lab activity will be explained to the students with lecture and demonstrations at the beginning of each lab session. Students will be continually monitored and questioned to determine their comprehension as they are guided through the hands-on lab activities.

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. <u>Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives.</u> 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.)***

Observation of student performance during in-class lab assignments and tests will be used to evaluate:

- Students' ability to identify minerals based on their physical properties (Objective 1) and rocks based on their appearance, textures, and mineral compositions (Objectives 1-2).
- Students' ability to analyze geologic maps and make interpretations of geologic structures displayed on geologic maps and cross sections (Objectives 3-4).
- Students' ability to interpret geologic histories based on observed geologic features and the application of fundamental geologic principles (Objectives 3-5).
- Students' map reading and evaluation skills including: a) how maps record locations and other spatial information (Objective 6); b) how to identify map scales, grid systems, and projections (Objectives 6-7); c) how topographic maps present information (Objectives 6-8); and d) how isoline (contour) maps and profiles are created from elevation data (Objectives 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.)
Laboratory Manual for Physical Geology, Norris W. Jones & Charles E. Jones, McGraw-Hill, 2008, 6th edition or later.
Geoscience Laboratory, Tom Freeman, Wiley & Sons, Inc., 2006, 4th edition or later.
Laboratory Manual in Physical Geology, American Geological Institute, National Association of Geoscience Teachers, Richard Busch, Prentice Hall, 2006, 7th edition or later.

The above are standard geology laboratory manuals and others may be substituted at the discretion of the instructor.

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
- X COR Revision 11/8/2007
- ☐ COR Update
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ Effective Date

COURSE SUBJECT & NUMBER: GEOL 101L

COURSE NAME: *Physical Geology Lab

COURSE UNITS: 1 **COURSE HOURS:** 3

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)***
Physical Geology Laboratory provides students with hands-on introduction to the analyses and identification of common minerals and rocks. The class provides an introduction to the analysis and interpretation of topographic and geologic maps. The students will learn basic analytical and geologic skills that will enable them to interpret geologic histories based on fundamental geologic principles. [CAN GEOL 2] (CSU, UC, AVC)

COURSE OBJECTIVES: ***(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)***

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

1. Identify common minerals by examining and evaluating various physical properties.
2. Categorize and identify common igneous, sedimentary, and metamorphic rocks by evaluating appearance, textures, and mineral assemblages.
3. Recognize, analyze, and interpret major geologic structural features.
4. Examine and evaluate geologic maps and cross sections to construct a geologic history.
5. Interpret and appraise relative ages of geologic strata by applying and comparing fundamental geologic principles.
6. Analyze and interpret information presented on topographic maps.
7. Locate areas or map features using various standard map grid systems.
8. Evaluate elevation point data and construct isoline (contour) maps.
9. Prepare topographic profiles based on elevation data.

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*)	5/7/09	S.W.L.
Division Dean/Director:	5/29/09	
Faculty Name: (print) Scott W. Lee		Date 5/7/09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: LIB 110

COURSE TITLE: *Introduciton to Internet Research

☐ **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, typical homework assignments, methods of instruction, methods of evaluation, and suggested texts.

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Select One

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	CLR	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:		☐	☐	☐

2) Other Course Recommendations:

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

Completion of:		☐	☐	☐
or Concurrent Enrollment in:		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

3) Limitation on Enrollment (see page 9) ☐ Yes

Signature: Instructor — Date: 5/7/09

Signature: AP&P Representative — Date: 5/7/09

Signature: Dean — Date: 5/8/09

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

Signature: Cochair, AP&P Committee — Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: LIB 110

COURSE NAME: *Introduction to Internet Research

COURSE UNITS: 1 **COURSE HOURS:** 1

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

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
This is an introductory course in using the Internet and World Wide Web as tools for college research. Course content includes effective and efficient use of search engines, the history and development of Internet search tools and evaluating sources of information on the Internet and Web for its use and applicability in college-level research. BEFORE ENROLLING, students should know the basics of using personal computers (mouse, keyboard, monitor), how to use a Web browser, and the ability to access a website.

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. Use search engines effectively and efficiently.
2. Evaluate Internet and World Wide Web (WWW) resources for authority, accuracy, bias, relevance, timeliness, and quality.
3. Develop a properly cited list of WWW resources.
4. Describe the historical development of Internet and WWW search tools.
5. Describe the technical, regulatory, and social controls of the Internet and WWW and their use.

Course Subject & Number: LIB 110
Course Name: *Introduction to Internet Research

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. The Internet and WWW
    a. Differences
    b. History
    c. Terminology
    d. Technology
2. Search Engines
    a. Use
    b. History and Development
    c. Technology
3. Information on the Internet and WWW
    a. Locating
    b. Retrieval
    c. Evaluation
4. Building an annotated webography

Course Subject & Number: LIB 110
Course Name: *Introduction to Internet Research

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 assigned chapters in the textbook, course hand-outs, and/or information from Web sites and Internet databases.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will, on a biweekly basis, complete written exercises which include analysis of searching activities, discussion of issues related to the Internet and WWW, and Internet and WWW searching technology.

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

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

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

Reading Assignments: 1.5 ***Writing Assignments***: 1.0

Computational Assignments: ***Other Assignments***: .5

Course Subject & Number: LIB 110
Course Name: *Introduction to Internet Research

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 <u>not</u> list specific instructional equipment.)***

Lecture
Demonstration
Instructor led in-class/hands-on activities

METHODS OF EVALUATION: ***(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. <u>Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives.</u> 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.)***

Use search engines effectively and efficiently: Students will be evaluated through exam questions and writing assignments for their ability to select search tools, use good search terms and to identify, select, and use the options and features of search engines.

Evaluate Internet and World Wide Web (WWW) resources for authority, accuracy, bias, relevance, timeliness, and quality: Students will be evaluated through exam questions and developing a WWW bibliography for their ability to identify and make choices based on these aspects of Web resources.

Develop a properly cited list of WWW resources: Students will be evaluated through the development of a web bibliography for their ability to follow the rules of a citation format.

Describe the historical development of Internet and WWW search tools: Students will be evaluated through exam questions for their knowledge of these subject areas.

Describe the technical, regulatory, and social controls of the Internet and WWW and their use: Students will be evaluated through exam questions and/or writing assignments for their ability to analyze these issues.

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.)
1) *Internet Research-Illustrated* Barker, Donald I. and Robert Schroeder, 2009, 4th Ed. Course Technology.
2) *Information literacy: search strategies, tools & resources for high school students and college freshmen.* Ercegovac, 2008, 2nd Ed. Linworth Publishing.

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BY:

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*)	5/19/09	SWC.
Division Dean/Director:	6/2/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Magdalena Caproiu (PhD) Date 6/1/09

COURSE SUBJECT & NUMBER: LAC- 099

COURSE TITLE: Dosage Calculation

☐ **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. Dosage calculation for pediatric use
2. Conversion for IV delivered by Abbot Pump and Microdrip
3. Emphasis for rounding liquid and powder medication
4. Emphasis on distinction between time of infusion and time of completion

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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
☐ Transfer
☐ Vocational Education (see page 4, section VIII)
☐ 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 IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	**Course Subj. & No.**	**Prerequisite**	**Corequisite**	**Advisory**
Reading placement level— Eligibility for:		☐	☐	☐
Writing placement level — Eligibility for:		☐	☐	☐
Math placement level — Eligibility for:		☐	☐	☐

2) Other Course Recommendations:

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

Completion of:	☐	☐	☐
or Concurrent Enrollment in:	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

3) Limitation on Enrollment (see page 9) ☐ **Yes**

M Caprara 6/1/09

Signature: Instructor Date

Ott W. Ru 6/2/09

Signature: AP&P Representative Date

[signature] 6/2/09

Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: ______________________________

Course Corequisites: ______________________________

Course Advisories: ______________________________

Limitations on Enrollment: ______________________________

____

Signature: Cochair, AP&P Committee Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

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

COURSE SUBJECT & NUMBER: LAC 099

COURSE NAME: Dosage Calculation

COURSE UNITS: 0.5 **COURSE HOURS:** 8 hours total

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Eligibility for READ 099, MATH 070, and concurrent enrollment in VN 101 or NS 111, MOA 110

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
This course is designed for students interested in nursing careers such as LVN, RN and Medical Assisting. It will focus on problem solving techniques for oral, parenteral and intravenous fluid calculations for all age groups, including pediatric dosages. Reviewing ratio and proportions, equivalencies for apothecary, household and metric system units of measure, the course will focus on dimensional analysis in application of solving dosage problems related to oral, injectable and intravenous medications. This course is offered for pass, no pass only.

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 abbreviations, terms and symbols commonly used in medication orders
2. Approximate equivalents in metric, apothecary and household systems of units of measure
3. Calculate dosages for oral medications for all ages, including pediatrics
4. Calculate dosages for parenteral and intravenous medications for all ages, including pediatrics

Course Subject & Number: LAC 099
Course Name: Dosage Calculations

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.)***

The course will cover:

I. Review of Ratio and Proportions
II. Review of Common Terms , Abbreviations and Symbols Related to Medication Administrations
III. Equivalencies Between Metric, Apothecary and Household Systems of Units of Measure
IV. Oral Medication Calculation
V. Parenteral and Intravenous Fluids Calculations
VI. Critical Thinking in Calculating Dosages and Administrating Medication

Course Name: Dosage Calculation

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 and comprehend for each class session dosage calculation word problems related to nursing tasks.

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:***
Students will solve for each class session math problems related to the topics covered through dosage calculation lecture.

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 use the computer tutorial Dimensional Analysis for Meds as well as other software available in the Learning Center Math Center and turn in the folder with the solved exercises.

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***:

Computational Assignments: 2 ***Other Assignments***: 1

Course Subject & Number: LAC 099

Course Name: Dosage Calculation

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 combined with collaborative learning in which groups of students will solve word problems related to dosage calculation.

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.)***

Completion of homework assignment, quizzes, midterm and final test related to word problems used to dosage calculations for oral, parenteral medications and infusions. Quizzes plus midterm will be problem-solving and computational exercises from the current software in the Learning Center correlated to all objectives..

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.)
Handouts, practice exercises and notes provided by the instructor.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: LAC 099
COURSE NAME: Dosage Calculations
COURSE UNITS: 0.5
COURSE HOURS: 1 hour/week for 8 weeks

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

Advisory: Eligibility for READ099, Math100,and concurrent enrollment in VN101 or NS101, or MOA110

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

This course is designed for students interested in nursing careers such as LVN, RN and Medical Assisting. It will focus on problem solving techniques for oral, parenteral and intravenous fluid calculations for all age groups, including pediatric dosages. Reviewing ratio and proportions, equivalencies for apothecary, household and metric system units of measure, the course will focus on dimensional analysis in application of solving dosage problems related to oral, injectable and intravenous medications. This course is offered for credit / 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:

-Identify abbreviations, terms and symbols commonly used in medication orders
-Approximate equivalents in metric, apothecary and household systems of units of measure
-Calculate dosages for oral medications for all ages
-Calculate dosages for parenteral and intravenous medications for all ages.

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

SECTION I

	Date	Initial
AP&P Representative: (*indicates division review and approval*)	6/1/09	S.W.L.
Division Dean/Director:	6/2/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Magdalena Caproiu (PhD) Date 6/1/09

COURSE SUBJECT & NUMBER: LAC- 098

COURSE TITLE: Math for Nursing

☐ **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. Percent Increase and Decrease for Patient's weight, temperature, calories intake,etc
2. Conversion between Celsius and Fahrenheit degree temperature
3. Diluent calculation for a given stock and dry drug 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
☐ Transfer
☐ Vocational Education (see page 4, section VIII)
☐ 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 IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	**Course Subj. & No.**	**Prerequisite**	**Corequisite**	**Advisory**
Reading placement level— Eligibility for:	READ 097	☐	☐	☒
Writing placement level — Eligibility for:		☐	☐	☐
Math placement level — Eligibility for:	MATH 080	☐	☐	☒

2) Other Course Recommendations:

(Note: See Section II a, b, or c on page 8.)		**Prerequisite**	**Corequisite**	**Advisory**
Completion of:		☐	☐	☐
or **Concurrent Enrollment in:**		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

3) Limitation on Enrollment (see page 9) ☐ **Yes**

[signature] 6/1/09

Signature: Instructor Date

[signature] 6/2/09

Signature: AP&P Representative Date

[signature] 6/2/09

Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: ____________________

Course Corequisites: ____________________

Course Advisories: ____________________

Limitations on Enrollment: ____________________

Signature: Cochair, AP&P Committee Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

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

COURSE SUBJECT & NUMBER: LAC 098

COURSE NAME: Math for Nursing

COURSE UNITS: 1.0 **COURSE HOURS:** 16 hours total

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Eligibility for READ 097 and MATH 050

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
This course is designed for students interested in nursing careers such as clinical office assisting, LVN and RN and enables them to apply basic mathematical concepts to on-the job situations. The course will cover operations with whole numbers, fractions, decimals and percents. This course will emphasize conversions between fractions, decimals and percents. It will cover ratios and proportions. Students will learn about equivalencies regarding apothecary, metric, household and customary units of measure. The course will enable students to develop critical thinking using dimensional analysis and prepare students for various techniques of dosage calculations. This course is offered for pass, no pass only.

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 decimal place value for whole and decimal numbers
2. Compute operations with whole numbers, fractions, decimals, and percents
3. Find equivalencies between fractions, decimals, and percents
4. Evaluate ratios and proportions using dimensional analysis for dosage calculations
5. Understand conversions between apothecary, metric and household, measurements to perform dimensional analysis and temperature conversions
6. Apply critical thinking to solve word problems related to the nursing tasks

Course Subject & Number: LAC 098
Course Name: Math for Nursing

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.)***

The course will cover:

I. Decimal place values
II. Operations and estimations with whole numbers (Addition, Subtraction, Multiplication, Division)
III. Operations with fractions (Multiplying and Dividing, Finding LCD, Adding and Subtracting Mixed Numbers, Conversion between Mixed Numbers and Improper Fractions)
IV. Operations with Decimals (1. Addition, 2. Subtraction, 3. Multiplication, 4. Division, 5. Concept of Percent, 6. Conversion between Decimals, Fractions, and Percents)
V. Ratios and Proportions (Applications for Nursing Tasks)
VI. Measurements (Conversions between apothecary, household, customary and metric system of units of measure, including temperature)
VII. Word Problems Related to Nursing Tasks

Course Subject & Number: LAC 098
Course Name: Math for Nursing

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 and comprehend using the given handouts for each class session math concepts and math word problems related to the nursing tasks.

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:***
Students will solve for each class session math problems related to the topics covered through math lecture

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 use computer software currently used in the Learning Center's Math Center for practice drill and tutorial to and will turn in the solved exercises..

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***:

Computational Assignments: 2 ***Other Assignments***: 1

Course Subject & Number: LAC 098
Course Name: Math for Nursing

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 combined with collaborative learning in which groups of students will solve word problems related to nursing task

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***

Completion of homework assignments, as related to course objectives; quizzes, midterm and final test with Nursing math problem-solving and computational exercises.

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.)
Handouts, practice exercises and notes provided by the instructor. For practice drills and tutorials students will use the software of Math for Nursing installed in the Learning Center Math Center.`

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: LAC 098
COURSE NAME: Math for Nursing
COURSE UNITS: 1.0
COURSE HOURS: 1.0

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*
Advisory: Eligibility for READ 097 and MATH 050

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

This course is designed for students interested in nursing careers such as clinical office assisting, LVN and RN and enables them to apply basic mathematical concepts to on-the job situations. The course will cover operations with whole numbers, fractions, decimals and percents. This course will emphasize conversions between fractions, decimals and percents. It will cover ratios and proportions. Students will learn about equivalencies regarding, apothecary, metric, household and customary units of measures. The course will enable students to develop critical thinking using dimensional analysis and prepare students for various techniques of dosage calculations. This course is offered for credit/ 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:

-Identify decimal place value for whole and decimal numbers
-Compute operations with whole numbers, fractions, decimals, and percents
-Find equivalencies between fractions, decimals, and percents
-Evaluate ratios and proportions using dimensional analysis for dosage calculations
-Understand conversions between apothecary, metric and household, easurements to perfomr dimensional analysis
-Apply critical thinking to solve word problems related to the nursing tasks

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BY: Maureen

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*)	9-14	DN
Division Dean/Director:	09-14-09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Dr. Greg Dluzak Date 9-17-09

COURSE SUBJECT & NUMBER: WDTO 120

COURSE TITLE: *Water Treatment I

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

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

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
☐ Transfer
☒ Vocational Education (see page 4, section VIII)
☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: 24 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
This is the normal class size in WDTO courses.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This course will enhance students' knowledge and skills leading to employment, career advancement, and certification.

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 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:

☐ 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: Environmental Technologies

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: Water Treatment Program Advisory Committee

Date of Course(s) Approval by Advisory Committee: 3/17/2009

CONTENT REVIEW FORM
For Establishing Prerequisites, Corequisites, Advisories, and Limitations on Enrollment

Course Subject & Number: WDTO 120
Course Name: Water Treatment I

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 12th Grade

Explain how level was determined: California State Water Treatment Operator certification requirement

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

Course Subject & Number: WDTO 120
Course Name: *Water Treatment I

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. Source Water

1. Potential contamination in groundwater
2. Groundwater characteristics
3. Well drawdown calculation
4. Hydrological cycle and changes
5. Calculation of disinfectant dosage, well drawdown, well specific capacity
6. Microbial contamination and potential sources of contamination in surface water
7. Flow measurement devices and calculation of flow rates, volumes, detention time and chemical dosage
8. Normal and abnormal characteristics (odor, color, temperature, turbidity. pH, level, etc), stratification, seasonal changes and sample collection from surface water sources/reservoirs and finished water tanks/reservoirs (clearwells)

II. Water Treatment Processes

A. Coagulation/Flocculation/Sedimentation

1. Maximum dose levels and calculation of chemical solution concentration
2. Water sample analysis for process control parameters

B. Filtration

1. Turbidity causing matter
2. Filtration mechanisms (absorption, adsorption), head loss effects
3. Calculation of filter aid dosage, filtration rate, and filter backwash rate

C. Disinfection

1. Chlorine chemistry/breakpoint chlorination
2. Safe chlorine handling practices
3. Calculation of flow rates, volumes, dilution factors, feed rates, chemical concentrations and dechlorination dosage, ammonia/chlorine ratio
4. Calibration and adjustment of chemical feed pumps

D. Corrosion Control

1. Causes and problems of corrosion and control methods
2. Health effects of lead and copper

E. Fluoridation

1. Health effects of fluoride
2. Chemical dosage

F. Iron and Manganese

1. Iron and Manganese problem
2. Iron and Manganese removal processes

G. Water Softening

1. Water hardness and causes of hardness
2. Water softening processes
3. Unit conversions between gpg and ppm

H. Chemical Feeders

1. Components
2. Dosage calculation

3. Component replacement
4. Speed and stroke setting

I. Instrumentation

1. Basic SCADA system components and capabilities
2. On-line analyzers
3. Flow meters

J. Laboratory Procedures and General Laboratory Practices

1. Basic Chemistry - atoms, molecules, elements and compounds; pH, acids and bases; alkalinity and hardness; anions and cations; gases, liquids, and solids; organic and inorganic compounds; solutions, concentrations, and precipitation
2. Proper sampling (sample containers/sizes) and preservation techniques
3. Sample maximum holding times
4. Chain of Custody
5. Calculation of dilution factors and performing accurate dilutions
6. Routine test procedures – free and total chlorine, pH (acids and bases), alkalinity, temperature, conductivity. TDS, hardness, color, taste and odor, total coliform and E. Coli, HPC and membrane filtration

K. Safety

1. Safe working practices and habits
2. Personal Protective Equipment (PPE)
3. Safety Equipment
4. Hazardous chemical handling
5. Lock-out/tag-out procedures
6. Compressed gas safety procedures
7. Electrical safety

L. Administrative Duties

1. Drinking Water Regulations including Public Notification Rule
2. Standard Operating Procedures
3. Monitoring and reporting requirements
4. Data management and record keeping

M. Regulations

1. Turbidity level requirements
2. Disinfection residual requirements
3. MCLs and MRDLs of disinfectants
4. Public Notification Rule
5. Record keeping and reporting requirements
6. Corrective actions of regulatory violations

Course Subject & Number: WDTO 120
Course Name: *Water Treatment I

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 assigned textbooks, approximately 20 to 30 pages weekly, as well as appropriate handouts.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Homework assignments every two weeks based on previous lecture materials.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to compute between 2 to 10 math problems weekly.

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 assigned to groups to complete projects appropriate to course material.

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

Students will be able to troubleshoot and solve treatment problems that could compromise water quality.

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

Reading Assignments: 3 hours

Writing Assignments: 1 hour

Computational Assignments: 2 hours

Other Assignments: 0-1 hours

Course Subject & Number: WDTO 120
Course Name: *Water Treatment I

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 <u>not</u> list specific instructional equipment.)***

Lecture and discussion
Problem solving demonstrations by instructor
Small and large group exercises
Field trips or 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. <u>Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives.</u> 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.)***

Multiple-choice tests will be used to assess knowledge of water treatment (objectives 1-8). Homework will be evaluated for accuracy and completeness (objectives 1-8) on a continuous basis as bi-weekly assignments based on most recent topics covered in class. Mid term test will cover all topics covered up to that point and the final exam will encompass the whole course content.

Suggested Texts or Other Instructional Materials
(list several when possible; include title, author, publisher, date, and latest edition.)
Calculator

Water Treatment, Principles and Practices of Water Supply Operations
Third Edition, © 1979, 1995, 2003 American Water Works Association

Academic Affairs Only

☐ New DE Course

x☐ Revised

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: GEOL 101 **COURSE TITLE:** *Physical Geology

Instructor (print): Richard Balogh

Division: Math/Science/Engineering

Required Signatures:

AP&P Representative: David Newman **Date:** 6-2-09
(division approval required)

Division Dean: Lisa S. Whaley **Date:** 06-01-09

Notes for Reporting Purposes:
Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? **Yes** **XNo**

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

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Antelope Valley College
DISTANCE EDUCATION FORM

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

COURSE SUBJ. & NO: GEOL 101 **COURSE TITLE:** *Physical Geology

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? Geology 101 is easily adapted to online delivery since class lectures are recorded and transformed for watching on the web. Online students watch the same lectures, read the same textbook, take the same quizzes and the same tests as on-campus students.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course? Course management system and avconline server are currently used for online classes. Software for publishing lectures to the web is in use and functions well.

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) Classroom PowerPoint lectures are recorded (slides and audio) and encoded for distribution on the Web. Every lecture slide has both visual text and complete audio. In addition, all sketches, photos and videos have HTML tags so that screen readers, such as JAWS, will inform the student that the slide has more than text. Videos with sound are closed captioned. In this way lectures are accessible to both visual and audio impaired students since everything the student needs to learn is presented both visually as text on the screen as well as verbally.

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.) All lecture demonstrations are performed by the instructor, video taped and inserted in PowerPoint slides. Mathematical skills are assessed by tests.

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting. Time to read the textbook, study for quizzes and tests and to watch lectures is identical for on-campus and online students

5. METHODS OF INSTRUCTION:

a) *Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)* Students watch roughly one recorded lecture each week. Students contribute to discussion board weekly, reviewed by the instructor. Email and chat are used for student-teacher and student-student communication.

b) *If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)* Three on-campus meetings required to take three examinations.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

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

Online: Weekly: quizzes over textbook, watching lectures and answering lecture questions and contributions to discussion boards. Quiz questions and lecture questions include a variety of question types, such as multiple choice, fill in the blank, matching and ranking, graded by course management system. Discussion board contributions graded by the instructor.

Off-line: Three examinations on campus covering textbook and lecture content with a variety of question types including multiple choice, fill in the blank, matching, ranking, essay, problem solving and mathematical computations.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: LIB 110 **COURSE TITLE:** *Introduction to Internet Research

Instructor (print): Scott Lee

Division: Instruction Resources and Extended Service

Required Signatures:

AP&P Representative: _____ **Date:** 5/7/09
(division approval required)

Division Dean: _____ **Date:** 5/8/09

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

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

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Antelope Valley College
DISTANCE EDUCATION FORM

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

COURSE SUBJ. & NO: LIB 110 **COURSE TITLE:** *Introduction to Internet Research

What method of technological delivery will be used to offer this course (see glossary)?
☐ ***ITV*** ☒ ***Online*** ☐ ***Hybrid***

1. ***Why is this course particularly suited to be offered through this delivery system?*** This course is solely focused on using the Internet for research. All resources will be available on the Internet with no use of print resources or use of proprietary databases.

2. ***What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?*** The college has a Course Management System (CMS) that allows instructors to create, organize and distribute instructor-created resources to all registered students. The college also has computer labs on campus, including the library, and wireless options through a third party provider, which would allow students to access both the CMS and the Internet from campus.

3. ***Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)*** The AVC CMS will be used to hold lecture pages, discussion groups, and Internet links to support and enhance lecture materials. As the course involves only using the Internet and WWW, significant adaptations are not required as students will already be connected to the WWW in order to access the CMS. Any electronic slide presentations or other such files will be uploaded to the CMS for students to download.

Most course materials will be in a text format that can be understood by screen readers and adaptation software. Any non-text materials will have a text equivalent or text tags attached. Any outside websites that students are required to use will be checked by an automated web accessibility evaluation tool. Also the Office for Students With Disabilities will be consulted when needed.

3a. ***If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)***There are no unique challenges that need special accommodation.

4. Explain how students' time in this course is <u>equivalent</u> to what students experience in the traditional classroom setting. Students will be required to complete the same assignments as students in the classroom course. They will have the same textbook assignments and be exposed to the same course content week by week through lecture notes and other materials. All assignments required of those in the classroom will be required of those students taking the course through the AVC CMS including homework assignments, discussions, and the final project. They will, through discussion boards, have the ability to communicate with each other and, through discussion boards and email, communicate with the instructor.

5. METHODS OF INSTRUCTION:

a) ***Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)*** The AVC CMS provides tools for instructor-student and student-student contact through discussion boards, email, and feedback forms for when assignments are turned in. Students may also contact the instructor through external email, telephone, and personal visits during office hours or by appointment.

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

N/A

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

Online: Assignments: Students will read course hand-outs and/or information from web sites and Internet databases. Students will complete written exercises which include analysis of searching activities and Internet and WWW searching technology. Students will also complete a bibliography of evaluated websites.

Evaluation: Students will be evaluated through exam questions, and the development of a webography of evaluated websites.

Off-line: Assignments: Students will read assigned chapters in the textbook and/or course handouts. Students will complete written exercises which include discussion of issues related to the Internet and WWW.

Evaluation: Students will be evaluated through writing assignments.

Use search engines effectively and efficiently: Students will be evaluated through exam questions and writing assignments for their ability to select search tools, use good search terms and to identify, select, and use the options and features of search engines.

Evaluate Internet and World Wide Web (WWW) resources for authority, accuracy, bias, relevance, timeliness, and quality.: Students will be evaluated through exam questions and developing a WWW bibliography for their ability to identify these aspects of web resources and make choices based on them.

Develop a properly cited list of WWW resources: Student will be evaluated through the development of a web bibliography for their ability to follow the rules of a citation format.

Describe the historical development of Internet and WWW search tools: Students will be evaluated through exam questions for their knowledge of these subject areas.

Describe the technical, regulatory, and social controls of the Internet and WWW and their use: Students will be evaluated through exam questions and/or writing assignments for their ability to analyze these issues.

Off-line:

Assignments:

Students will, on a weekly basis, read assigned chapters in the textbook, course hand-outs, and/or information from web sites and Internet databases.

Students will, on a biweekly basis, complete written exercises which include analysis of searching activities, discussion of issues related to the Internet and WWW, and Internet and WWW searching technology.

Students will complete a bibliography of evaluated websites.

Methods of evaluation:

Use search engines effectively and efficiently: Students will be evaluated through exam questions and writing assignments for their ability to select search tools, use good search terms and to identify, select, and use the options and features of search engines.

Evaluate Internet and World Wide Web (WWW) resources for authority, accuracy, bias, relevance, timeliness, and quality.: Students will be evaluated through exam questions and developing a WWW bibliography for their ability to identify these aspects of web resources and make choices based on them.

Develop a properly cited list of WWW resources: Student will be evaluated through the development of a web bibliography for their ability to follow the rules of a citation format.

Describe the historical development of Internet and WWW search tools: Students will be evaluated through exam questions for their knowledge of these subject areas.

Describe the technical, regulatory, and social controls of the Internet and WWW and their use: Students will be evaluated through exam questions and/or writing assignments for their ability to analyze these issues.