

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 Sheronda Myers, ASO voting
Lee Grishman David Newman TBD, ASO non-voting
Linda Harmon

FROM: Ms. Clinton/Mrs. Lowry

DATE: March 19, 2010

SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting
Thursday, March 25, 2010, TE7 Rm. 103 – Computer Lab, 3:00-5:30pm

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

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR**
- 3. APPROVAL OF MINUTES –**
 - February 25, 2010
 - March 11, 2010
- 4. INFORMATIONAL ITEMS (5 minutes each)**
- 5. REPORTS (10 minutes each)**
- 6. DISCUSSION ITEMS (10 minutes each)**
 - Mission Statement – Maria Clinton
 - Cooperative Work Experience Education
 - Upper Division Units Form – Lee Grishman
 - SLO incorporated in syllabus
 - Catalog
- 7. ACTION ITEMS**
 - Attendance Policy Vote
- 8. DISCUSSION ITEMS – Revised Courses – First Reading**
 - AUTO 113 – *Automotive Engine Rebuilding (Advanced) 4 units, 8 hours weekly
Prerequisite: Completion of AUTO 110 or AUTO 111 and AUTO 112.
Revise to:
*Prerequisite: Completion of AUTO 110, or **Completion of both** AUTO 111 and AUTO 112.*
 - (CCA) AUTO 276 – *California Clean Air Car Course 8 units, 140 hours total
Advisory: Completion of AUTO 100, AUTO 150, AUTO 176 and AUTO 177. Eligibility for ENGL 099, READ 099, and MATH 070.
Revise to:
Advisory: Completion of AUTO 150, AUTO 176 and AUTO 177. Eligibility for ENGL 099, READ 099, and MATH 070.
 - COMM 215 – Public Relations Communication 3 units, 4 hours
Change course hours to 3

- d. ACRV 198 - *Heating and Air Conditioning Seminars Variable units, Variable hours
- e. ENGL 256 – *Chicano Literature 3 units, 3 hours weekly
- f. ENGL 257 – *Native American Literature 3 units, 3 hours weekly

9. DISCUSSION ITEMS – New Community Service Offering – First Reading

- a. How to Become a Debt-Free Real Estate Investor – Seewing Yee
- b. Busy Mom’s Book Club – Ellen Coleman

10. DISCUSSION ITEMS – Obsolete Course Request – First Reading

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

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

Business and Computer Studies

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

Instructional Resources

- a. LIB 107 – Information Competency

Language Arts

- a. COMM 215 – Public Relations Communication (Pending revisions 11/4/09; In process)
- b. ENGL 256 – Chicano Literature (Pending revisions 11/4/09; In process)
- c. ENGL 257 – Native-American Literature (Pending revisions 11/4/09; In process)
- d. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; Pending revisions 3/16/10)
- e. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
- f. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)

Math/Science and Engineering

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

Noncredit

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

Social & Behavioral Sciences / FACE

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

Technical Education

- a. ACRV 198 – Heating and Air Conditioning Seminars (Rcvd 12/9/09; In process)
- b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09; In process)
- c. FTEC 102 – (I-200) Bas Incd Comm Sys (Rcvd 3/18/10; Tech Rev 3/23/10)
- d. FTEC 120 – (S-212) Wildfire Powersaws (Rcvd 3/18/10; Tech Rev 3/23/10)
- e. FTEC 122 – Wildland Firefighter (Rcvd 3/18/10; Tech Rev 3/23/10)
- f. FTEC 125 – Haz Mat First Responder Operations (Rcvd 3/18/10; Tech Rev 3/23/10)
- g. FTEC 126 – Wildland Fire behavior (Rcvd 3/18/10; Tech Rev 3/23/10)
- h. FTEC 127 – Wildland Firefighter Safety and Survival (Rcvd 3/18/10; Tech Rev 3/23/10)
- i. FTEC 128 – Wildland Fire Operations (Rcvd 3/18/10; Tech Rev 3/23/10)
- j. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation (Rcvd 3/18/10; Tech Rev 3/23/10)
- k. FTEC 130 – Wildland Fire Logistics, Finance and Planning (Rcvd 3/18/10; Tech Rev 3/23/10)
- l. FTEC 131 – (L-280) Followership to Leadership (Rcvd 3/18/10; Tech Rev 3/23/10)
- m. FTEC 132 – (S-131) Advanced Firefighter Training (Rcvd 3/18/10; Tech Rev 3/23/10)
- n. FTEC 137 – (S-211) Portable Pumps and Water Use (Rcvd 3/18/10; Tech Rev 3/23/10)
- o. FTEC 138 – Wildland Engine Firefighter (Rcvd 3/22/10; Tech Rev 3/23/10)
- p. FTEC 150 – (S-270) Basic Air Operations (Rcvd 3/18/10; Tech Rev 3/23/10)
- q. FTEC 240 – Fuel Management and Fire Use (Rcvd 3/18/10; Tech Rev 3/23/10)

Visual & Performing Arts

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

12. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to 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: March 25, 2010
LOCATION: TE7 103 – Computer Room
TIME: 3:05 p.m.

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

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

1. CALL TO ORDER AND ROLL CALL

A motion was made and seconded to call the March 25, 2010 AP&P Committee Meeting to order at 3:05 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:05 p.m. Motion carried.

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

2. OPENING COMMENTS FROM THE PUBLIC

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

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

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

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

3. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

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

4. APPROVAL OF MINUTES –

a. February 25, 2010

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

b. March 11, 2010

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

5. INFORMATIONAL ITEMS (5 minutes each)

6. REPORTS (10 minutes each)

7. DISCUSSION ITEMS (10 minutes each)

a. Mission Statement – Maria Clinton

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

b. Cooperative Work Experience Education

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

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

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

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

c. Upper Division Units Form – Lee Grishman

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

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

d. SLO incorporated in syllabus

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

e. Catalog

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

8. ACTION ITEMS

a. Attendance Policy Vote

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

b. Cooperative Work Experience Education

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

9. DISCUSSION ITEMS – Revised Courses – First Reading

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

Revise to:

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

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

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

Revise to:

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

A motion was made and seconded to approve the revisions made to the Course Outline of Record for AUTO 276, California Clean Air Car Course. Mr. Kevin Mawhorter was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried. A motion was made and seconded to approve the Course Content Review for AUTO 276, California Clean Air Car Course. Motion carried.

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

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

- d. ACRV 198 - *Heating and Air Conditioning Seminars Variable units, Variable hours
A motion was made and second to approve the revisions made to the Course Outline of Record for ACRV 198, Heating and Air Conditioning Seminars. Mrs. Maggie Drake was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested the division to take another look at the Course Outline of Record for ACRV 198. The material provided is too vague and needs to be expanded upon. Ms. Maria Clinton requested that Melissa Jauregui pull all previously approved CORs for ACRV 198 and forward them to Technical Education for consideration in the review process. Motion failed.

~~e. ENGL 256 - *Chicano Literature 3 units, 3 hours weekly
Postponed to later agenda per motion above.~~

~~f. ENGL 257 - *Native American Literature 3 units, 3 hours weekly
Postponed to later agenda per motion above.~~

- g. LAC 900 – Supervised Tutoring Average of 20-50 hours total
A motion was made and seconded to approve the revisions made to the Course Outline of Record for LAC 900, Supervised Tutoring. Dr. Rosa Hall, Ms. Diane Flores-Kagan and Ms. Dorothy Williams were present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

- h. LAC 901 – Supervised Learning Assistance Average of 10-30 hours total
A motion was made and seconded to approve the revisions made to the Course Outline of Record for LAC 901, Supervised Learning Assistance. Dr. Rosa Hall, Ms. Diane Flores-Kagan and Ms. Dorothy Williams were present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

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

~~a. How to Become a Debt Free Real Estate Investor – Seewung Yee~~

~~b. Busy Mom's Book Club – Ellen Coleman
Postponed to a later agenda per motion above.~~

11. DISCUSSION ITEMS – Obsolete Course Request – First Reading

a. ACRV 215 – Commercial Refrigeration Systems and Controls

b. ACRV 225 – Commercial Air Conditioning Controls and Systems

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

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

Business and Computer Studies

- a. ACCT 113 – Bookkeeping II
- b. ACCT 121 – Microcomputer Accounting
- c. ACCT 201 – Financial Accounting
- d. ACCT 205 – Managerial Accounting
- e. BUS 101 – Introduction to Business (Rcvd 3/23/10)
- f. BUS 105 – Business Mathematics
- g. BUS 113 – Business Communications
- h. BUS 212 – Women in Organization
- i. CA 121 – Microcomputer Spreadsheets
- j. CA 131 – Microcomputer Database Management (Rcvd 3/11/10; Tech rev. 3/18/10)
- k. CA 171 – Introduction to Networking (Pending revisions from faculty 3/16/10)
- l. CA 176 – Windows 2003 Networking (Pending revisions from faculty 3/16/10)
- m. CA 182 – Network Security (Pending revisions from faculty 3/16/10)
- n. CA 221 – Computer Concepts & Appl Business
- o. CIS 101 – Intro Computer Info Science
- p. CIS 111 – Intro Programming & Algorithms
- q. CIS 113 – Data Structures
- r. CIS 123 – Assem Lang & Computer Architect
- s. CIS 141 – Intro Basic Programming
- t. CIS 175 – Java Programming
- u. MGT 121 – Human Resources Management
- v. MKTG 101 – Principles of Marketing

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

Instructional Resources

- a. LIB 107 – Information Competency

Language Arts

- a. COMM 215 – Public Relations Communication (Pending revisions 11/4/09; In process)
- b. ENGL 256 – Chicano Literature (Pending revisions 11/4/09; In process)
- c. ENGL 257 – Native-American Literature (Pending revisions 11/4/09; In process)
- d. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; Pending revisions 3/16/10)
- e. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
- f. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)

Math/Science and Engineering

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

Noncredit

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

Social & Behavioral Sciences / FACE

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

Technical Education

- a. ACRV 198 – Heating and Air Conditioning Seminars (Rcvd 12/9/09; In process)
- b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09; In process)
- c. FTEC 102 – (I-200) Bas Incd Comm Sys (Rcvd 3/18/10; Tech Rev 3/23/10)
- d. FTEC 120 – (S-212) Wildfire Powersaws (Rcvd 3/18/10; Tech Rev 3/23/10)
- e. FTEC 122 – Wildland Firefighter (Rcvd 3/18/10; Tech Rev 3/23/10)
- f. FTEC 125 – Haz Mat First Responder Operations (Rcvd 3/18/10; Tech Rev 3/23/10)
- g. FTEC 126 – Wildland Fire behavior (Rcvd 3/18/10; Tech Rev 3/23/10)
- h. FTEC 127 – Wildland Firefighter Safety and Survival (Rcvd 3/18/10; Tech Rev 3/23/10)
- i. FTEC 128 – Wildland Fire Operations (Rcvd 3/18/10; Tech Rev 3/23/10)
- j. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation (Rcvd 3/18/10; Tech Rev 3/23/10)
- k. FTEC 130 – Wildland Fire Logistics, Finance and Planning (Rcvd 3/18/10; Tech Rev 3/23/10)
- l. FTEC 131 – (L-280) Followership to Leadership (Rcvd 3/18/10; Tech Rev 3/23/10)
- m. FTEC 132 – (S-131) Advanced Firefighter Training (Rcvd 3/18/10; Tech Rev 3/23/10)
- n. FTEC 137 – (S-211) Portable Pumps and Water Use (Rcvd 3/18/10; Tech Rev 3/23/10)
- o. FTEC 138 – Wildland Engine Firefighter (Rcvd 3/22/10; Tech Rev 3/23/10)
- p. FTEC 150 – (S-270) Basic Air Operations (Rcvd 3/18/10; Tech Rev 3/23/10)
- q. FTEC 240 – Fuel Management and Fire Use (Rcvd 3/18/10; Tech Rev 3/23/10)

Visual & Performing Arts

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

13. ADJOURNMENT

A motion was made and seconded to adjourn the March 25, 2010 AP&P Committee Meeting at 5:22 p.m. Motion carried.

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate’s Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: February 25, 2010
LOCATION: TE7 103 – Computer Room
TIME: 3:00pm

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>	<u>GUESTS PRESENT</u>
Beverly Beyer, Faculty	Sharon Lowry, V.P.	Lee Grishman, Faculty	Karen Cowell
Maria Clinton, Cochair	Academic Affairs	LaDonna Trimble, Dean	Angela Davis
De'Nean Coleman-Carew, Faculty	Sheronda Myers, Voting ASO		Tom O'Neil
Margaret Drake, Dean	Rick Motawakel, Faculty		Lucia Pozo
Tooraj Gordi, Faculty	David Newby, Faculty		Rosa Onofre
Linda Harmon, Faculty	David Newman, Faculty		Melanie Parker
Scott Lee, Faculty	Duane Rumsey, Faculty		
Cynthia Littlefield, Faculty	Les Uhazy, Dean		
	Darcy Wiewall, Faculty		

2009-2010
Academic Policies & Procedures Committee Meeting No. 8
MINUTES

1. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 3:09pm by Maria Clinton, AP&P Faculty Co-Chair. Ms. Clinton noted the following changes to the agenda: Items 10(a) through 10(d) should be moved up on the agenda to go under Item 8(a) so that faculty who had come to this meeting to address these items could leave after their items were discussed; Item 12(b) had to be pulled so that it could be reviewed by the Language Arts faculty. A motion was made to approve the changes to the agenda. Motion seconded and carried with no objections.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

Ms. Clinton asked the committee members to keep their discussions limited in order to get through the whole agenda. She further stated that she doesn't have a long history with the committee and doesn't know all the history serving on the committee. With that in mind, she feels that faculty cannot be expected to know the rules regarding course proposals if it's not in the AP&P Handbook. She also stated that if any issue or concern that was brought up and was not in the handbook and not a violation of Title 5 that she would not enforce it. She feels if the change is valid, it should be in the handbook.

3. APPROVAL OF MINUTES – December 10, 2009

A motion was made and seconded to approve the minutes of the December 10, 2009 AP&P meeting. Beverly Beyer requested that the last sentence of Item 6(b) be amended to read as follows: The recommendation was noted and Mrs. Beyer stated that she would then change the document." With the amendment noted, the motion passed with no abstentions.

4. INFORMATIONAL ITEMS (5 minutes each)

a. CurricUNET Update

Ms. Clinton gave an update on how CurricUNET was coming along. She reported that she will be sending out an email requesting volunteers to be part of a testing group. There will be three groups of six individuals to test the dataware and this will be approximately a 3-4 week process. After the training sessions, there will be a few weeks to revise the system and then we will go live. AVC will be using both the paper system and the online system until the online system has proven itself successfully implemented. Maggie Drake volunteered herself and her administrative assistant, Maureen Rethwisch but asked that they not be in the same group. Other volunteers were Scott Lee, Beverly Beyer and Ed Beyer,. Darcy Wiewall volunteered to join a group, but asked to be in the second

group. Tooraj Gordi asked about flex credit. Ms Clinton said she is hoping she can have training sessions and get flex credit for attendance at those training sessions.

5. REPORTS (10 minutes each)

There were no reports.

6. DISCUSSION ITEMS (10 minutes each)

a. Revising the Diversity Studies Requirement Statement – Maria Clinton

Ms. Clinton discussed a memo she had written regarding the diversity statement, and she will email this memo to the committee members. There also was an article in the Senate Rostrum regarding ethnic studies, and Ms. Clinton will see that committee members get a copy of that as well. The Academic Senate President attended an Academic Senate Plenary ethnic studies breakout session, at this session it was advised that community colleges should stay within the federal definition of what ethnicity is when developing their diversity statement. Ms. Clinton noted that the statewide Academic Senate will be writing a resolution regarding a diversity statement and asked the committee if they wanted to wait until that has come down before drafting our own resolution.

7. ACTION ITEMS – Catalog Revisions

a. Revising the Diversity Studies Requirement Statement – Maria Clinton

The committee members discussed whether it would be better to come up with a diversity statement at this time or wait until the Academic Senate has developed one. Duane Rumsey stated that it didn't seem to make a lot of sense for us to write a statement now without knowing if it would fit in with federal guidelines. De'Neen Coleman-Carew said if they're not going to come out with a statement then we should move forward. Ms. Clinton will email the AVC diversity statement to committee members and asked them to take it to their divisions for input. Sharon Lowry stressed that it is important to have a meaningful comprehensive dialogue since this would be a major change especially regarding the issue of academic studies.

8. DISCUSSION ITEMS – Revised Courses – First Reading

a. SPAN 101 – *Elementary Spanish 1

5 units, 5 hours weekly

A motion was made and seconded to approve the revisions made to the Course Outline of Record for SPAN 101 Elementary Spanish 1. Rosa Onofre and Lucia Pozo were present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was requested that the word "hours" be written out completely under Reading Assignments, and also that the first sentence "Five hours per week are spent in the classroom" be removed under Methods of Instruction. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

b. SPAN 102 – *Elementary Spanish 2

5 units, 5 hours weekly

A motion was made and seconded to approve the revisions made to the Course Outline of Record for SPAN 102 Elementary Spanish 2. Rosa Onofre and Lucia Pozo were present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was requested that a rationale be provided for the prerequisites and that the first sentence "Five hours per week are spent in the classroom" be removed under Methods of Instruction. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions. A motion was made and seconded to approve the revisions made to SPAN 102 course content. Motion carried.

c. SPAN 201 – *Intermediate Spanish 1

5 units, 5 hours weekly

A motion was made and seconded to approve the revisions made to the Course Outline of Record for SPAN 201 Intermediate Spanish 1. Rosa Onofre and Lucia Pozo were present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was requested that a rationale be provided for the prerequisite. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions. A motion was made and seconded to approve the revisions made to SPAN 201 course content. Motion carried.

d. SPAN 202 – *Intermediate Spanish 2

5 units, 5 hours weekly

A motion was made and seconded to approve the revisions made to the Course Outline of Record for SPAN 202 Intermediate Spanish 2. Rosa Onofre and Lucia Pozo were present and gave a brief description of the revisions made to the Course Outline of Record. Ms. Onofre noted that they had contacted the publisher and they are sending her the new edition of the textbook, which should arrive next week and they will add that to the COR. After review,

it was requested that “3 hours” be listed for Reading Assignments Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

- e. SPAN 203 – *Advance Spanish 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for SPAN 203 Advanced Spanish. Rosa Onofre and Lucia Pozo were present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that since this class is taught entirely in Spanish, that statement should be included under Methods of Instruction. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.
- f. SOC 110 – *Ethnic Relations 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for SOC 110 Ethnic Relations. Angelea Davis was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the word “eligibility” was misspelled on the first page, item #!. In addition, on Page #7, the box under Item #4, Additional Documentation should not be checked for revised course; the word “theoretical” is misspelled on page #8 under c) Advisory; and under Methods of Instruction, the words audio visual or multimedia should be used in place of PowerPoint; and the ISBN numbers should be removed from the Suggested Texts category. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions. A motion was made and seconded to approve the revisions made to SOC 110 course content. Motion carried.
- g. CFE 109 – *Supervision and Administration of Childhood I 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 109 Supervision and Administration of Childhood Programs I. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that under Course Content, Section V(b) Title 22 should be capitalized. In addition, the ISBN #s should be removed from the Suggested Texts category. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.
- h. CFE 110 – *Supervision and Administration of Childhood II 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 110 Supervision and Administration of Childhood Programs II. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the ISBN #s should be removed from the Suggested Texts category. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.
- i. CFE 115 – *Guiding Children’s Behavior 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 115 Guiding Children’s Behavior. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was requested that the fact that students are required to do on-site observation be identified in the Course Description. In addition, under Homework Assignments, item #4, should be modified to state that students will conduct field observations. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.
- j. CFE 122 – *Infant/Toddler Strategies 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 122 Infant/Toddler Strategies. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the Methods of Evaluation do not have objectives applied to them. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.
- k. CFE 169 – *Foster Parenting the Emotionally Disturbed Child 1 unit, 18 hours total
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 169 Foster Parenting the Emotionally Disturbed Child-D Rate Pre-Service Training. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the word “education” was misspelled under Course Description. Pending this correction being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

- l. CFE 201 – *Child Development Practicum 3 units, 6 hours weekly
Title Change to: Child Development Practicum – Observation and Assessment
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 201 Child Development Practicum-Observation and Assessment. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the limitation on enrollment should be added to the Course Description. Also, under Course Description, the last sentence should be changed to “Students must obtain an information packet in the AVC Child Development Center four weeks before the class begins.” Under Assignments, it was noted that the 4 hours of field experience was counted as homework because it is done outside the classroom. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

- m. CFE 202 – *Child Development Practicum 3 units, 6 hours weekly
Title Change to: Child Development Practicum – Emergent Leadership
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 202 Child Development Practicum – Emergent Leadership. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the limitation on enrollment should be added to the Course Description. Also, under Course Description, the last sentence should be changed to “Students must obtain an information packet in the AVC Child Development Center four weeks before the class begins.” Under Assignments, it was noted that the 4 hours of field experience was counted as homework because it is done outside the classroom. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

9. ACTION ITEMS – Revised Courses – Second Reading

- a. ENGL 225 – *English Literature 800-1750 3 units, 3 hours weekly
b. ENGL 226 – *English Literature 1750-1900 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 225 English Literature 800-1750, and ENGL 226 English Literature 1750-1900. Maria Clinton stated that all changes requested during the first reading had been made to the Course Outline of Record. Motion carried with no objections or abstentions.
- c. ENGL 299 – *Special Topics in Literature 3 units, 3 hours weekly
A motion was made and seconded to table this agenda item until clarification can be provided regarding the umbrella course. Motion carried with no objections or abstentions.
- d. ESL 018 – ESL Reading and Writing 1 3 units, 3 hours weekly
A motion was made and seconded to approve ESL 018 - ESL Reading and Writing 1. Motion carried with no objections or abstentions.
- e. ESL 018 DE – ESL Reading and Writing I 3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 018 DE - ESL Reading and Writing 1. After a brief discussion the motion carried with no objections or abstentions.
- f. ESL 019 – ESL Skills Building 1 5 units, 5 hours weekly
A motion was made and seconded to approve ESL 019 - ESL Skills Building 1. Motion carried with no objections or abstentions.
- g. ESL 020 – ESL Vocabulary and Pronunciation 2 4 units, 4 hours weekly
A motion was made and seconded to approve ESL 020 - ESL Vocabulary and Pronunciation 2. Motion carried with no objections or abstentions.
- h. ESL 023 – ESL Grammar 2 3 units, 3 hours weekly
A motion was made and seconded to approve ESL 023 - ESL Grammar 2. Motion carried with no objections or abstentions.
- i. ESL 023 DE – ESL Grammar 2 3 units, 3 hours weekly – Revised hybrid equivalent

A motion was made and seconded to approve ESL 023 DE - ESL Grammar 2. Motion carried with no objections or abstentions.

- j. ESL 028 – ESL Reading and Writing 2 3 units, 3 hours weekly
A motion was made and seconded to approve ESL 028 - ESL Reading and Writing 2. Motion carried with no objections or abstentions.
- k. ESL 028 DE – ESL Reading and Writing 2 3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 028 DE - ESL Reading and Writing 2. Motion carried with no objections or abstentions.
- l. ESL 029 – ESL Skills Building 2 5 units, 5 hours weekly
A motion was made and seconded to approve ESL 029 - ESL Skills Building 2. Motion carried with no objections or abstentions.
- m. ESL 030 – ESL Vocabulary and Pronunciation 3 4 units, 4 hours weekly
A motion was made and seconded to approve ESL 030 - ESL Vocabulary and Pronunciation 3. Motion carried with no objections or abstentions.
- n. ESL 033 DE – ESL Grammar 3 3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 033 DE – ESL Grammar 3. After a brief discussion it was stated that the last sentence under Methods of Instruction should be removed and replaced with “The instructor will respond to the students in a timely manner.” Pending changes being made and returned to Academic Affairs within one week, the motion carried with no objections or abstentions.
- o. ESL 038 – ESL Reading and Writing 3 3 units, 3 hours weekly
A motion was made and seconded to approve ESL 038 - ESL Reading and Writing 3. Motion carried with no objections or abstentions.
- p. ESL 038 DE – ESL Reading and Writing 3 3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 038 DE – ESL Reading and Writing 3. Motion carried with no objections or abstentions.
- q. ESL 039 – ESL Skills Building 3 5 units, 5 hours weekly
A motion was made and seconded to approve ESL 039 - ESL Skills Building 3. Motion carried with no objections or abstentions.
- r. ESL 040 – ESL Vocabulary and Pronunciation 4 4 units, 4 hours weekly
A motion was made and seconded to approve ESL 040 - ESL Vocabulary and Pronunciation 4. Motion carried with no objections or abstentions.
- s. ESL 043 – ESL Grammar 4 3 units, 3 hours weekly
A motion was made and seconded to approve ESL 043 - ESL Grammar 4. Motion carried with no objections or abstentions.
- t. ESL 043 DE – ESL Grammar 4 3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 043 DE – ESL Grammar 4. . After a brief discussion it was stated that the last sentence under Methods of Instruction should be removed and replaced with “The instructor will respond to the students in a timely manner.” Pending changes being made and returned to Academic Affairs within one week, the motion carried with no objections or abstentions.
- u. ESL 048 – ESL Reading and Writing 4 3 units, 3 hours weekly
A motion was made and seconded to approve ESL 048 - ESL Reading and Writing 4. Motion carried with no objections or abstentions.

- v. ESL 048 DE – ESL Reading and Writing 4 3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 048 DE - ESL Reading and Writing 4. After a brief discussion, it was requested that the last sentence under Methods of Instruction (b) should be revised to read: “However, if a student is unable to attend the set time for either meeting, a mutually agreed upon time (e.g., instructor’s office hours) will be arranged to fulfill this requirement.” Pending this change being made and returned to Academic Affairs within one week, the motion carried with no objections or abstentions.
- w. ESL 049 – ESL Skill Building 4 5 units, 5 hours weekly
A motion was made and seconded to approve ESL 049- ESL Skills Building 4. Motion carried with no objections or abstentions.
- x. ESL 058 – ESL Reading and Writing 5 3 units, 3 hours weekly
A motion was made and seconded to approve ESL 058 - ESL Reading and Writing 5. Motion carried with no objections or abstentions.
- y. ESL 058 DE – ESL Reading and Writing 5 3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 058 DE - ESL Reading and Writing 5. After a brief discussion, it was requested that the last sentence under Methods of Instruction (b) should be revised to read: “However, if a student is unable to attend the set time for either meeting, a mutually agreed upon time (e.g., instructor’s office hours) will be arranged to fulfill this requirement.” Pending this change being made and returned to Academic Affairs within one week, the motion carried with no objections or abstentions.
- z. ESL 059 – ESL Skill Building 5 5 units, 5 hours weekly
A motion was made and seconded to approve ESL 059 - ESL Skills Building 5. Motion carried with no objections or abstentions.

10. DISCUSSION ITEMS – Revised Courses – First Reading

- a. ATH 103L – Practical Applications of Athletic Training II Lab 4 units, 12 hours weekly
Class Maximum: 8 Students
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ATH 103 Practical Applications of Athletic Training II Lab. Cindy Littlefield explained that the committee had previously approved ATH 102 for a reduction in class size, and it was assumed that ATH 103 had been also approved at the same time. After a brief discussion, the motion carried with no objections or abstentions.
- b. MATH 070B – Elementary Algebra-Second Half with SAS 2 units, 4 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for MATH 070B Elementary Algebra-Second Half with SAS. Tooraj Gordi gave a brief description of the revisions made to the Course Outline of Record. After a brief discussion, the motion carried with no objections or abstentions.
- c. MATH 080 – Plane Geometry 4 units, 4 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for MATH 080 Plane Geometry. Tooraj Gordi gave a brief description of the revisions made to the Course Outline of Record. After a brief discussion, the motion carried with no objections or abstentions.
- d. ACCT 111 - *Bookkeeping 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACCT 111 Bookkeeping. Beverly Beyer gave a brief description of the revisions made to the Course Outline of Record. After a brief discussion, it was noted that ACCT 111 was being shown as ACCT III in the Course Description. Pending this correction being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

11. DISCUSSION ITEMS – Revised Certificate – First Reading

- a. Both Networking Certificates
Required: CA 176 and CA 182
Electives: CA 153 and CA 103

- b. Core Certificate
Required: CA 175
Not Required: CIS 157
- c. Multi-Platform Certificate
Required: CIS 159 (replaces CA 173)

A motion was made and seconded to table agenda items 11a, 11b and 11c. Motion carried with no objections or abstentions.

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

- a. How to Become a Debt-Free Real Estate Investor – Seewing Yee
A motion was made and seconded to table agenda item 12a since instructor Seewing Yee was not present to discuss the course offering proposal. Maria Clinton stated that due to the absence of the instructors and dean, this Corporate and Community Education offering will be placed on the next agenda. Motion carried with no objections or abstentions.
- b. Busy Mom’s Book Club – Ellen Coleman
A motion was made and seconded to table agenda item 12a so that the proposal can be reviewed by Language Arts faculty. Motion carried with no objections or abstentions.
- c. Fundraising Fundamentals – John Drew
- d. Grant Writing – Intermediate – John Drew
A motion was made and seconded to table agenda items 12c and 12d since instructor John Drew was not present to discuss the course offering proposals. Maria Clinton stated that due to the absence of the instructors and dean, this Corporate and Community Education offering will be placed on the next agenda. Motion carried with no objections or abstentions.
- e. Nursing Preceptorship – Bonnie Curry & Elizabeth Sundberg
A motion was made and seconded to approve the Corporate and Community Education course offering Nursing Preceptorship. Elizabeth Sundberg and Bonnie Curry gave a brief overview of the course offering noting that this course will be offered during the summer and was really needed by the nursing students. After discussion, the committee requested that the information regarding instructors pay be removed from the first page. In addition all references made to “work experience” should be removed from the proposal. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

13. ACTION ITEMS – Obsolete Course Request – First Reading

- a. ART 105 – *Survey of Women Artists in History
- b. CA 173 – *Novell Netware System Administration

Ms. Clinton reported that this is the first reading to have ART 105 and CA 173 be obsolete. Mrs. Lowry noted that if courses are pulled back, they won’t be in the catalog, and if it’s not in the catalog, it won’t be offered. She asked committee members to kindly encourage people to look at these courses.

Margaret Drake gave a brief overview on some new software that had been purchase called Degree Works. This software is most useful to counselors and students to determine what courses they need to finish their certificate or degree. She noted that AP&P need to understand that there is interface between what student and instructor information gets integrated into the software.

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

Business and Computer Studies

- a. ACCT 111 – Bookkeeping (In process)
- 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 171 – Introduction to Networking (In process)
- m. CA 176 – Windows 2003 Networking (Technical Review 10/27/2009; In process)
- n. CA 182 – Network Security (Technical Review 10/27/2009; In process)
- o. CA 221 – Computer Concepts & Appl Business
- p. CIS 101 – Intro Computer Info Science
- q. CIS 111 – Intro Programming & Algorithms
- r. CIS 113 – Data Structures
- s. CIS 123 – Assem Lang & Computer Architect
- t. CIS 141 – Intro Basic Programming
- u. CIS 175 – Java Programming
- v. MGT 121 – Human Resources Management
- w. MKTG 101 – Principles of Marketing
- x. OT 105 – Beginning Keyboarding Technique
- y. OT 113 – Adv MS Word (No SLO)
- z. OT 201 – Admin Office Procedures

Health Sciences

- a. CFE 109 – Supvn Admin Childhood Prog I (Tech Rvw 11/4/09; Pending Faculty Revisions)
- b. CFE 110 – Supvn Admin Childhood Prog II (Tech Rvw 11/4/09; Pending Faculty Revisions)
- c. CFE 115 – Guiding Children’s Behavior (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
- d. CFE 122 – Infant Toddler Strategies (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
- e. CFE 169 – D Rate Pre-Service Training (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
- f. HHA 102 – Home Health Aide (Obsolete memo in process)
- g. NA 102 – Pharmacology for CAN (Obsolete memo in process)

Instructional Resources

- a. LIB 107 – Information Competency

Language Arts

- a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
- b. ENGL 225 – English Literature 800-1750 (First Reading 12/10/2009; In process)
- c. ENGL 226 – English Literature 1750-1900 (First Reading 12/10/2009; In process)
- d. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- e. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- f. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; In process)
- g. ESL 018 – ESL Reading and Writing 1 (First Reading 12/10/2009; In process)
- h. ESL 019 – ESL Skills Building 1 (First Reading 12/10/2009; In process)
- i. ESL 020 – ESL Vocabulary and Pronunciation 2 (First Reading 12/10/2009; In process)
- j. ESL 023 – ESL Grammar 2 (First Reading 12/10/2009; In process)
- k. ESL 028 – ESL Reading and Writing 2 (First Reading 12/10/2009; In process)
- l. ESL 029 – ESL Skills Building 2 (First Reading 12/10/2009; In process)
- m. ESL 030 – ESL Vocabulary and Pronunciation 3 (First Reading 12/10/2009; In process)
- n. ESL 038 – ESL Reading and Writing 3 (First Reading 12/10/2009; In process)
- o. ESL 039 – ESL Skills Building 3 (First Reading 12/10/2009; In process)
- p. ESL 040 – ESL Vocabulary and Pronunciation 4 (First Reading 12/10/2009; In process)
- q. ESL 043 – ESL Grammar 4 (First Reading 12/10/2009; In process)
- r. ESL 048 – ESL Reading and Writing 4 (First Reading 12/10/2009; In process)
- s. ESL 049 – ESL Skills Building 4 (First Reading 12/10/2009; In process)
- t. ESL 058 – ESL Reading and Writing 5 (First Reading 12/10/2009; In process)
- u. ESL 059 – ESL Skills Building 5 (First Reading 12/10/2009; In process)
- v. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
- w. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)
- x. SPAN 101 – Elementary Spanish (Technical review 10/27/2009; In process)
- y. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09; In process)

- z. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09; In process)
- aa. SPAN 202 – Intermediate Spanish (Technical review 10/27/2009; In process)
- bb. SPAN 203 – Advance Spanish (Technical review 10/27/2009; In process)

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. MATH 070B – Elementary Algebra – 2nd Half (In process)
- g. MATH 080 – Plane Geometry (In process)

Noncredit

- a. LAC 900 – Supervised Tutoring
- b. LAC 901 – Supervised Learning Assistance
- c. LAC 939 – Prep for Success in Corp Train (No SLO)
- d. LAC 941 – Special Topics in WFDV (No SLO)
- e. LAC 942 – Learning Skills Lab for WFDV (No SLO)
- f. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; Pending revisions and SLO)
- g. WDTO 905 – Basic Water Supply Science (Rcvd 11/4/09; No SLO)
- h. WDTO 910 – Water Chemistry and Quality (Rcvd 11/4/09; No SLO)
- i. WDTO 915 – Water Distribution I (Technical review 10/27/2009; No SLO)
- j. WDTO 916 – Water Distribution II (Rcvd 11/4/09; No SLO on File)
- k. WDTO 920 – Water Treatment I (Agenda Ready; Pending SLO)

Physical Education & Athletics

- a. PE 190 – Introduction to Physical Education
- b. PE 197 – Lifeguard Training

Social & Behavioral Sciences / FACE

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

Technical Education

- a. ACRV 198 – Heating and Air Conditioning Seminars
- b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09)
- c. ELEC 110 – Fundamentals of Electricity (Rcvd 11/19/2009)
- d. ELEC 115 – Electrical Codes and Ordinances (Rcvd 11/19/2009)
- e. ELEC 120 – Residential Wiring (Rcvd 11/19/2009)
- f. ELEC 140 – Commercial/Industrial Wiring and Cabling (Rcvd 11/19/2009)
- g. ELEC 150 – Electrical Maintenance (Rcvd 11/19/2009)
- h. ELEC 160 – Fundamentals of Motor Control (Rcvd 11/19/2009)
- i. ELEC 220 – Advanced Motor Control – PLC (Rcvd 11/19/2009)
- j. ELEC 250 – Electricians Journeyman Review (Rcvd 11/19/2009)
- k. FTEC 102 – (I-200) Bas Incd Comm Sys
- l. FTEC 120 – (S-212) Wildfire Powersaws
- m. FTEC 122 – Wildland Firefighter
- n. FTEC 125 – Haz Mat First Responder Operations
- o. FTEC 126 – Wildland Fire behavior
- p. FTEC 127 – Wildland Firefighter Safety and Survival
- q. FTEC 128 – Wildland Fire Operations
- r. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
- s. FTEC 130 – Wildland Fire Logistics, Finance and Planning
- t. FTEC 131 – (L-280) Followership to Leadership
- u. FTEC 132 – (S-131) Advanced Firefighter Training
- v. FTEC 137 – (S-211) Portable Pumps and Water Use

- w. FTEC 138 – Wildland Engine Firefighter
- x. FTEC 150 – (S-270) Basic Air Operations
- y. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

- a. ART 105 – Women Artists in History (Obsolete Memo Rcvd 12/9/2009; In process)
- 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 (No SLO)
- e. THA 120D – Rehearsal and Performance: Children’s Theatre (Technical Review 5/2009: pending revisions)

15. ADJOURNMENT

A motion was made and seconded to adjourn the February 25, 2010 AP&P Committee Meeting at 5:15pm. Motion carried.

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate’s Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: March 11, 2010
LOCATION: TE7 103 – Computer Room
TIME: 3:00 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>	<u>GUESTS PRESENT</u>
Beverly Beyer, Faculty	Rick Motawakel, Faculty	Scott Lee, Faculty	John Drew & Associate
Maria Clinton, Cochair	Sheronda Myers, Voting ASO	Cynthia Littlefield, Faculty	Jackie Lott
De'Nean Coleman-Carew, Faculty	David Newby, Faculty		Candace Martin
Margaret Drake, Dean	David Newman, Faculty		Tom O'Neil
Tooraj Gordi, Faculty	Mike Rios (Proxy)		Justin Shores
Lee Grishman, Articulation	Duane Rumsey, Faculty		
Linda Harmon, Faculty	LaDonna Trimble, Dean		
Mrs. Sharon Lowry, V. P. Academic Affairs	Les Uhazy, Dean		
	Darcy Wiewall, Faculty		

2009-2010
Academic Policies & Procedures Committee Meeting No. 9
MINUTES

1. CALL TO ORDER AND ROLL CALL

A motion was made and seconded to call the March 11, 2010 AP&P Committee Meeting to order at 3:05 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:11 p.m. Motion carried.

Ms. Clinton requested a motion to amend the agenda to delete items 7b and c and add HIST 107 Hybrid Distance Education course under number 7. A motion was made and seconded to delete items 7b and c and add HIST 107 Hybrid Distance Education course under number 7. Motion carried.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

Ms. Maria Clinton stated that the committee received a memo concerning Corporate and Community Education courses and that this memo would be addressed by Mrs. Sharon Lowry, Vice President of Academic Affairs and AP&P Co-Chair.

3. APPROVAL OF MINUTES – February 25, 2010

A motion was made and seconded to approve the minutes for the February 25, 2010 AP&P Committee meeting. Ms. Maria Clinton stated that there was not enough time to distribute a hard copy of the February 25, 2010 meeting minutes. As a result, this item will return to the agenda on March 25, 2010 and hard copies will be distributed with the agenda prior to that meeting. Motion failed.

4. INFORMATIONAL ITEMS (5 minutes each)

5. REPORTS (10 minutes each)

a. Work Experience – Maria Clinton

Ms. Maria Clinton stated that the material provided in the Cooperative Work Experience Education packet came directly from the Board Policy and Title 5 language. The strike-through items have been removed and new language has been added as a result of recent changes to Title 5. Issues still remain and the committee needs to consider an appropriate student to instructor ratio. Mrs. Beverly Beyer wanted clarification on whether item 1 under "Antelope Valley College shall" was exact Title 5 language. Ms. Clinton stated that no that language could not be located anywhere in Title 5. Mrs. Beyer stated that she believed that the recommended number of students be 125 to one faculty. Mrs. Sharon Lowry stated that yes its 125 students to one FTE, however our campus does not calculate the number of students to one FTE in this way. Mrs. Margaret Drake gave historical information regarding the perkins funding for disabled students. This program was valuable to these students and special funding was provided to the college to ensure that these students receive on the job training through the work experience program, however in 1998 the language the perkins funds changed and the funding was removed. Also Ms. Clinton stated that another area of concern is related to the appropriate number of instructor made visits to the student's place of work. Mr. Duane Rumsey stated that the initial visit may not be necessary if the student is work at an approved work site or a previously visited site. Additional discussion on this topic took place and Ms. Maria Clinton requested the representatives to take this material out to their divisions for review. She also stated that the parallel and alternate options have been removed

from the program and Occupational Work Experience and General Work Experience have been developed into their own courses. Ms. Clinton asked that all representatives be prepared to share their findings at the March 25, 2010 committee meeting.

6. DISCUSSION ITEMS (10 minutes each)

a. Mission Statement – Maria Clinton

Ms. Maria Clinton requested that the representatives take a look at the current Mission Statement. She will be drafting a memo, which will include the questions posed to the campus by the accreditation committee related to this statement. A brief discussion took place and the committee considered separating the mission statement from the explanation that follows the statement on page 8 of the catalog. Ms. Clinton stated that this item will return to the agenda.

b. Attendance Policy – AP&P Representatives

Ms. Maria Clinton requested the representatives to vote on the proposed changes to the attendance policy. Technical Education, Social and Behavioral Sciences, Physical Education, Health Sciences, Science, and Mathematics approve the changed language to the policy. Business felt the language to the policy did not include all courses and allows instructors who teach courses that are less than 16 week to create their own policy. Enrollment Services agreed with the language, however they wanted to make clear that the last line of the first paragraph should read “in excess of 1/16th of the course has been missed”. LaDonna Trimble stated that the language currently allows for a soft policy due to the word “may” being used through out the revised policy. If the committee wishes to create a strict policy then that would need to be revised. Ms. Maria Clinton stated that this will return to the March 25, 2010 agenda in order to have Visual and Performing Arts vote on the policy.

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

- a. POLS 101 – American Political Institutions 3 units, 3 hours weekly
- b. ~~ECON 101 – *Principles of Macroeconomics 3 units, 3 hours weekly~~
- e. ~~ECON 102 – *Principles of Macroeconomics 3 units, 3 hours weekly~~
- d. PSY 101 – General Psychology 3 units, 3 hours weekly
- e. SOC 101 – Introduction to Sociology 3 units, 3 hours weekly
- f. HIST 107 – U.S. History 1607-1877 3 units, 3 hours weekly

A motion was made and seconded to approve items 7a and 7d-f, new distance education hybrid courses. Ms. Maria Clinton stated that due to an imminent need related to funding for the Palmdale Center, the division is requesting that these courses, which are already approved as online only, also be approved as hybrid. The department took the existing approved distance education language and added the face-to face component, which will be an orientation at the start of the course. Ms. Clinton continued to explain that the memo justifying the imminent need will be submitted by the division no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

8. DISCUSSION ITEMS – Revised Courses – First Reading

a. ELEC 110 – *Fundamentals of Electricity

4 units, 6 hours weekly (3 hrs lecture, 3 hrs lab)

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 110, Fundamentals of Electricity. Mr. Justin Shores was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that a minor change be made to the Course Content and that field trip be removed from the Methods of Instruction since all instructors may not require a field trip. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

b. ELEC 115 – *Electrical Codes and Ordinances

4 units, 4 hours weekly

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 115, Electrical Codes and Ordinances. Mr. Justin Shores was present and gave a brief description of the revisions made to the Course Outline of Record. A question was asked regarding the change to the repeatability of the course. LaDonna Trimble stated that the repeatability may not be an issue due to flexibility in the Education Code when the course is taken for licensing purposes. After a brief moment, the committee requested that the title be corrected on page 3 and 4 and that field trip be removed from the Methods of Instruction since all instructors may not require a field trip. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

c. ELEC 120 – *Residential Wiring

4 units, 4 hours weekly

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 120, Residential Wiring. Mr. Justin Shores was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

- d. ELEC 130 – *Alternating Current Theory 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 130, Alternating Current Theory. Mr. Justin Shores was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the title be corrected on page 2 and that field trip be removed from the Methods of Instruction since all instructors may not require a field trip. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.
- e. (CCA) ELEC 140 – *Commercial/Industrial Wiring and Cabling 4 units, 6 hours weekly (3 hrs lecture, 3 hrs lab)
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 140, Commercial/Industrial Wiring and Cabling. Mr. Justin Shores was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Objectives, Course Content, and field trip be removed from the Methods of Instruction since all instructors may not require a field trip. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for ELEC 140, Commercial/Industrial Wiring and Cabling. Motion carried.
- f. (CCA) ELEC 150 – *Electrical Maintenance 4 units, 6 hours weekly (3 hrs lecture, 3 hrs lab)
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 150, Electrical Maintenance. Mr. Justin Shores was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Content, and the prerequisite section of the Course Content Review form. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for ELEC 150, Electrical Maintenance. Motion carried.
- g. ELEC 160 – *Fundamentals of Motor Control 4 units, 6 hours weekly (3 hrs lecture, 3 hrs lab)
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 160, Fundamentals of Motor Control. Mr. Justin Shores was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Objectives and Course Content. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.
- h. ELEC 220 – *Advanced Motor Control-PLC 4 units, 4 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 220, Advanced Motor Control-PLC. Mr. Justin Shores was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Objectives. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.
- i. ELEC 250 – *Electricians Journeyman Review 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 250, Electricians Journeyman Review. Mr. Justin Shores was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- j. (CCA) VN 109 – *Fundamentals of Patient Care for Vocational Nurses 2.5 units, 120 total course hours
A motion was made and seconded to approve the revisions made to the Course Outline of Record for VN 109, Fundamentals of Patient Care for Vocational Nurses. Ms. Candace Martin was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the repeatability be removed from page 3 and the advisories and corequisites be added to page 10 of the Course Proposal form. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for VN 109, Fundamentals of Patient Care for Vocational Nurses. Motion carried.
- k. (CCA) VN 110 & 110CL – *Self-Care: Fundamentals and Pharmacology 12.5 units, 362 total course hours
A motion was made and seconded to approve the revisions made to the Course Outline of Record for VN 110 & 110CL, Self-Care: Fundamentals and Pharmacology. Ms. Candace Martin was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the repeatability be removed from page 3 and the advisories and corequisites be added to page 10 of the Course Proposal form. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19,

2010. Motion carried. A motion was made and seconded to approve the Course Content Review for VN 110 & 110CL, Self-Care: Fundamentals and Pharmacology. Motion carried.

1. (CCA) VN 111 & 111CL – *Nursing to Promote Self-Care Agency in the Child Bearing Family & Pediatric Patient
5.5 units, 179 total course hours
A motion was made and seconded to approve the revisions made to the Course Outline of Record for VN 111 & 111CL, Nursing to Promote Self-Care Agency in the Child Bearing Family & Pediatric Patient. Ms. Candace Martin was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the repeatability be removed from page 3 and the advisories and corequisites be added to page 10 of the Course Proposal form. Mrs. Margaret Drake expressed a concern with the number of Course Objectives that are identified as SCANS competencies. Ms. Maria Clinton requested that the revisions be made and that the SCANS competencies be adjusted on all submitted VN CORs based on the committee discussion. Revisions need to be submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for VN 111 & 111CL, Nursing to Promote Self-Care Agency in the Child Bearing Family & Pediatric Patient. Motion carried.
- m. (CCA) VN 112 & 112CL – *Nursing to Promote Self-Care Agency in the Adult 15.5 units, 455 total course hours
A motion was made and seconded to approve the revisions made to the Course Outline of Record for VN 112 & 112CL, Nursing to Promote Self-Care Agency in the Adult. Ms. Candace Martin was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the repeatability be removed from page 3 and the advisories and corequisites be added to page 10 of the Course Proposal form. Mrs. Margaret Drake expressed a concern with the number of Course Objectives that are identified as SCANS competencies. Ms. Maria Clinton requested that the revisions be made and that the SCANS competencies be adjusted based on the committee discussion. Revisions need to be submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for VN 112 & 112CL, Nursing to Promote Self-Care Agency in the Adult. Motion carried.
- n. (CCA) VN 113 & 113CL – *Nursing Leadership to Promote Self-Care Agency in the Adult
8.5 units, 270 total course hours
A motion was made and seconded to approve the revisions made to the Course Outline of Record for VN 113 & 113CL, Nursing Leadership to Promote Self-Care Agency in the Adult. Ms. Candace Martin was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the repeatability be removed from page 3 and the advisories and corequisites be added to page 10 of the Course Proposal form. Mrs. Margaret Drake expressed a concern with the number of Course Objectives that are identified as SCANS competencies. Ms. Maria Clinton requested that the revisions be made and that the SCANS competencies be adjusted based on the committee discussion. Revisions need to be submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for VN 113 & 113CL, Nursing Leadership to Promote Self-Care Agency in the Adult. Motion carried.
- o. Materials Fee for VN Courses – VN 110, VN 111, and VN 113
A motion was made and seconded to approve the Material Fee requests for VN 110, VN 111 and VN 113. Ms. Candace Martin stated that the material fees were not changing, but rather rolling over from the previously approved courses. Motion carried.
- p. Licensed Vocational Nursing Program Changes
A motion was made and seconded to approve the Licensed Vocational Nursing Program Changes. Ms. Maria Clinton requested time to meet with Ms. Candace Martin to put together the approval packet for the Chancellor's Office. Ms. Candace Martin also requested information regarding the approval process in order to offer the Vocational Nursing courses through distance education. This information will be emailed to Ms. Candace Martin shortly after the meeting concludes. Motion carried.
- q. PE 197 – *Lifeguard Training 3 units, 5 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for PE 197, Lifeguard Training. Ms. Jackie Lott was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Content. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.
- r. PE 190 – Introduction to Physical Education 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for PE 190, Introduction to Physical Education. Ms. Jackie Lott was present and gave a brief description of the revisions made to

the Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Description and Course Content. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

9. DISCUSSION ITEMS – New Community Service Offering – First Reading

- a. **How to Become a Debt-Free Real Estate Investor – Seewing Yee**
A motion was made and seconded to table agenda items 9a since instructor Seewing Yee and Dean were not present to discuss course offering proposal. Ms. Maria Clinton stated that due the absence of the instructor and dean, this Corporate and Community Education offering will be place on the February 25, 2010 AP&P agenda. Motion carried.
- b. **Busy Mom’s Book Club – Ellen Coleman**
A motion was made and seconded to table agenda item 9b so that the proposal can be reviewed by Language Arts faculty. Motion carried.
- c. **Fundraising Fundamentals – John Drew**
A motion was made and seconded to approve the Corporate and Community Education course offering of Fundraising Fundamentals. Mr. John Drew was present and gave a brief description of the course offering along with his background as the instructor. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.
- d. **Grant Writing – Intermediate – John Drew**
A motion was made and seconded to approve the Corporate and Community Education course offering of Grant Writing – Intermediate. Mr. John Drew was present and gave a brief description of the course offering along with his background as the instructor. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

Ms. Clinton requested a motion to amend the agenda to add WDTO 120 under number 10. A motion was made and seconded to add WDTO 120 under number 10. Motion carried. Ms. Maria Clinton stated that the below courses will be developed into a certificate program and placed on a later agenda for approval, however, the courses can be approved as stand alone courses.

10. DISCUSSION ITEMS – NEW Courses – First Reading

- a. **(CCA) WDTO 101 – *Applied Water Treatment and Distribution Mathematics 3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 101, Applied Water Treatment and Distribution Mathematics. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Content and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 101, Applied Water Treatment and Distribution Mathematics. Motion carried.
- b. **(CCA) WDTO 105 – *Basic Water Supply Science 3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 105, Basic Water Supply Science. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that minor revisions be made to the Methods of Instruction. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 105, Basic Water Supply Science. Motion carried.
- c. **(CCA) WDTO 110 – *Water Chemistry and Quality 3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 110, Water Chemistry and Quality. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Objectives, Homework #4, and Methods of Instruction. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 110, Water Chemistry and Quality. Motion carried.
- d. **(CCA) WDTO 115 – *Water Distribution I 3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 115, Water Distribution I. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Content, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m.

Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 110, Water Distribution I. Motion carried.

- e. (CCA) WDTO 116 – * Water Distribution II 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 116, Water Distribution II. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to Homework #4, Methods of Instruction, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 116, Water Distribution II. Motion carried.
- f. (CCA) WDTO 120 – *Water Treatment I 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 120, Water Treatment I. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that the material be placed on the current version of the Course Outline of Record form and that minor corrections be made to the Methods of Instruction. It was also requested that a rationale be provided for the suggested texts due to the age of the book. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 120, Water Treatment I. Motion carried.
- g. (CCA) WDTO 130 – *Water Treatment II 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 130, Water Treatment II. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that the material be placed on the current version of the Course Outline of Record form and that minor corrections be made to Homework #4 and Methods of Evaluation. It was also requested that the Course Content be condensed and less specific so that it resembles the format of the other WDTO courses. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 130, Water Treatment II. Motion carried.

11. ACTION ITEMS – Obsolete Course Request – Second Reading

- a. ART 105 – *Survey of Women Artists in History
- b. CA 173 – *Novell Netware System Administration
A motion was made and seconded to approve making 11a and 11b obsolete. Motion carried.

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

Business and Computer Studies

- a. ACCT 113 – Bookkeeping II
- b. ACCT 121 – Microcomputer Accounting
- c. ACCT 201 – Financial Accounting
- d. ACCT 205 – Managerial Accounting
- e. BUS 101 – Introduction to Business
- f. BUS 105 – Business Mathematics
- g. BUS 113 – Business Communications
- h. BUS 212 – Women in Organization
- i. CA 121 – Microcomputer Spreadsheets
- j. CA 131 – Microcomputer Database Management
- k. CA 171 – Introduction to Networking (In process)
- l. CA 176 – Windows 2003 Networking (Technical Review 10/27/2009; In process)
- m. CA 182 – Network Security (Technical Review 10/27/2009; In process)
- n. CA 221 – Computer Concepts & Appl Business
- o. CIS 101 – Intro Computer Info Science
- p. CIS 111 – Intro Programming & Algorithms
- q. CIS 113 – Data Structures
- r. CIS 123 – Assem Lang & Computer Architect
- s. CIS 141 – Intro Basic Programming
- t. CIS 175 – Java Programming
- u. MGT 121 – Human Resources Management
- v. MKTG 101 – Principles of Marketing
- w. OT 105 – Beginning Keyboarding Technique
- x. OT 113 – Adv MS Word (No SLO)

- y. OT 201 – Admin Office Procedures

Health Sciences

- a. CFE 122 – Infant Toddler Strategies (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
- b. HHA 102 – Home Health Aide (Obsolete memo in process)
- c. NA 102 – Pharmacology for CAN (Obsolete memo in process)

Instructional Resources

- a. LIB 107 – Information Competency

Language Arts

- a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
- b. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- c. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- d. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; In process)
- e. ESL 018 – ESL Reading and Writing 1 (Second Reading 2/25/2009; Pending revisions)
- f. ESL 019 – ESL Skills Building 1 (Second Reading 2/25/2009; Pending revisions)
- g. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
- h. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)

Math/Science and Engineering

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

Noncredit

- a. LAC 900 – Supervised Tutoring (Technical review 2/08/10; Pending revisions 3/03/10)
- b. LAC 901 – Supervised Learning Assistance (Technical review 2/08/10; Pending revisions 3/03/10)
- c. LAC 939 – Prep for Success in Corp Train (No SLO)
- d. LAC 941 – Special Topics in WFDV (No SLO)
- e. LAC 942 – Learning Skills Lab for WFDV (No SLO)
- f. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; In Process)
- g. WDTO 905 – Basic Water Supply Science (Rcvd 11/4/09; In process)
- h. WDTO 910 – Water Chemistry and Quality (Rcvd 11/4/09; In process)
- i. WDTO 915 – Water Distribution I (Technical review 10/27/2009; In process)
- j. WDTO 916 – Water Distribution II (Rcvd 11/4/09; In process)
- k. WDTO 920 – Water Treatment I (Agenda Ready; In process)

Physical Education & Athletics

- a. PE 190 – Introduction to Physical Education (In process)
- b. PE 197 – Lifeguard Training (In process)

Social & Behavioral Sciences / FACE

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

Technical Education

- a. ACRV 198 – Heating and Air Conditioning Seminars
- b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09)
- c. ELEC 110 – Fundamentals of Electricity (Rcvd 11/19/2009; In process)
- d. ELEC 115 – Electrical Codes and Ordinances (Rcvd 11/19/2009; In process)
- e. ELEC 120 – Residential Wiring (Rcvd 11/19/2009; In process)
- f. ELEC 140 – Commercial/Industrial Wiring and Cabling (Rcvd 11/19/2009; In process)
- g. ELEC 150 – Electrical Maintenance (Rcvd 11/19/2009; In process)
- h. ELEC 160 – Fundamentals of Motor Control (Rcvd 11/19/2009; In process)
- i. ELEC 220 – Advanced Motor Control – PLC (Rcvd 11/19/2009; In process)
- j. ELEC 250 – Electricians Journeyman Review (Rcvd 11/19/2009; In process)
- k. FTEC 102 – (I-200) Bas Incd Comm Sys

- l. FTEC 120 – (S-212) Wildfire Powersaws
- m. FTEC 122 – Wildland Firefighter
- n. FTEC 125 – Haz Mat First Responder Operations
- o. FTEC 126 – Wildland Fire behavior
- p. FTEC 127 – Wildland Firefighter Safety and Survival
- q. FTEC 128 – Wildland Fire Operations
- r. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
- s. FTEC 130 – Wildland Fire Logistics, Finance and Planning
- t. FTEC 131 – (L-280) Followership to Leadership
- u. FTEC 132 – (S-131) Advanced Firefighter Training
- v. FTEC 137 – (S-211) Portable Pumps and Water Use
- w. FTEC 138 – Wildland Engine Firefighter
- x. FTEC 150 – (S-270) Basic Air Operations
- y. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

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

13. ADJOURNMENT

A motion was made and seconded to adjourn the March 11, 2010 AP&P Committee Meeting at 6:00 p.m. Motion carried.

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

To: AP&P Committee
From: Maria Clinton AP&P Co Chair
Date: March 25, 2010
Subject: CurricUNET Beta Testing

Volunteers are still needed to complete the Beta Testing on the CurricUNET software program. We are on a tight-timeline – in order to have this complete and ready for Fall 2010.

The first beta testing group session occurred on March 12, however there were complications with the phone access and this group will repeat the session on Tuesday March 30th at 1pm in BE 311.

Tuesday March 30th at 1pm

1st Group: Dr. Ed Beyer, Scott Lee, Gloria Kastner, Maureen Rethwisch, Maria Clinton, and Melissa Jauregui.

Unknown Date

2nd Group: ????? – **Unknown Participants**

Friday, April 16th 9:00 am

3rd Group: Beverly Beyer, Lee Grishman, Maggie Drake, and David Newman (**need 2 more participants**)

Available Dates for Group #2 are:

March 31 Anytime

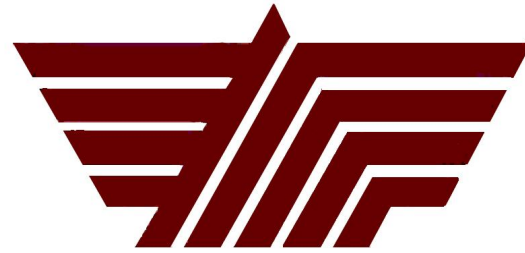
April 2 Anytime

April 5 After 9AM PST

April 6 anytime

April 12 after 9AM PST

April 13, 14, 15, Anytime



ANTELOPE VALLEY COLLEGE

**ACCREDITATION AND THE
MISSION STATEMENT**

Dr. Ed Beyer

Faculty Accreditation Coordinator

March 25, 2010

STANDARD I INSTITUTIONAL MISSION AND EFFECTIVENESS

Section I.A

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



QUESTIONS TO ASK

- What does the institution's mission statement say about its educational purposes?
 - Are these purposes appropriate to an institution of higher learning?
- Who are the college's intended students?
 - How does the institution determine its intended population?
 - Is the identified population a reasonable match for the institution's location, resources, and role in higher education?
- What processes does the institution use to foster college-wide commitment to student learning?
 - Is the identified population a reasonable match for the institution's location, resources, and role in higher education?



American River College

American River College is a public community college granting certificates and associate degrees. Although the college serves people from a variety of geographical areas, it primarily serves the adult residents of the five-county Greater Sacramento region who are capable of benefiting from community college instruction.

ARC exists to ensure students identify their educational goals and needs and successfully accomplish student learning in the following broad educational areas:

- **Developmental education** to achieve basic foundation skills in reading, writing, mathematics, English as a Second Language, and learning and study skills which are necessary for students to succeed in college-level work.
- **Career and technical education** to achieve employment or enhanced career skills for job advancement.
- **General education** to achieve knowledge, skills and attitudes for post-secondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.
- **Lower division post-secondary education** to achieve transfer to and success in obtaining a degree at a four-year post-secondary education institution.

Chabot College

Chabot College is a public, comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a lifelong journey, the college provides opportunities for intellectual enrichment and physical well-being of all community members who can benefit.

Citrus College

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.

We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

Mission Objectives

Citrus College is a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development. As Citrus College continues to advance as a dynamic center for life-long learning, we will:

- provide general, lower division coursework leading to an associate degree in the arts or the sciences;
- prepare students to transfer to four-year colleges and universities;
- offer technological services and support for students, faculty, and staff;
- deliver programs to improve basic math, reading, communication, and ESL skills;
- grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
- furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance;
- foster a comprehensive and enriching program of extracurricular activities;
- conduct community education programs that encourage learning at every stage of life;
- award occupational certificates and degrees for career preparation and advancement;
- administer customized training programs for business and industry;
- increase career development support for students, faculty, and staff through career exploration,
- counseling, job preparation, job opportunities, and academic and classified staff development;
- collaborate with local high schools in articulation and curriculum development;
- advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition opportunities for students.

Sacramento City College

Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services leading to transfer, career advancement, basic skills development, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community.

Cosumnes River College

Cosumnes River College is an open access, student-centered, comprehensive community college that prepares students to realize their educational and career aspirations through exemplary transfer, general, and career education in an academically rigorous and inclusive environment. CRC also offers exceptional instruction in basic skills and English for non-native speakers, as well as a broad array of life-long learning, community service, and workforce development programs.

Poison Lake College

Mission Statements

Inspire and prepare our students to reach their educational goals by providing:

- Excellence in teaching,
- Rigorous academic programs for completion and transfer,
- Training to enhance employment and career skills; and
- Preparatory programs for student success.

Introduce students to those broad areas of human knowledge and understanding that add meaning to their lives.

Provide curriculum, instruction, and comprehensive student support programs that promote the participation and success of all students.

Create opportunities for lifelong learning and enrichment.

Develop and maintain a collaborative and innovative college environment that promotes personal interaction as the foundation of learning, honors and is responsive to the diverse backgrounds, perspectives, abilities and needs within each of the evolving communities we serve.

Establish and strengthen partnerships with educational institutions, community groups, and business and government entities.

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

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

Proposed Minor Revision to the College Mission:

Mission

Mission Statement

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

Mission Narrative?

We offer: *Associate Degree Programs*

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

Career Technical Programs

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

Certificates of Proficiency.

Transfer/General Education Courses

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

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

Basic Skills Courses

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

Student Support and Instructional Support

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

Workforce Preparation and Economic Development

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

Personal Enrichment and Professional Development

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

Accreditation Questions regarding the Mission Statement

Standard I

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

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

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

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

Samples of other institutions mission statements:

Riverside Community College District Mission Statement

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

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

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

Orange Coast College Mission Statement

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

Fresno City College Mission Statement

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

Long Beach City College Mission Statement

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

GUIDELINES FOR COOPERATIVE WORK EXPERIENCE EDUCATION

Types of Cooperative Work Experience Education (CWEE)

Cooperative work experience is a district-initiated and district-controlled program of education consisting of either *General Work Experience* 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. (T5: 55252)

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. (T5: 55252)

CWEE is designed to help students acquire desired work habits and skill competencies that aid success in the classroom and the workplace. 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: 55250)

Responsibilities of the Cooperative Work Experience Education 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. This ratio should be pedagogically calculated/ What is the limit for independent study? Is there a limit? (T5: 55251)
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. (T5: 55251)
3. Provide sufficient clerical help to maintain records and provide services to meet the needs of the program. (T5: 552251)
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. (T5: 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. (T5: 55251)
 - 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 summary statement at the end of the enrollment period. (T5: 55251)
- d. New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the students' grade signed by academic personnel, employer or designated representative and student. (T5: 55256)
9. Maintain records which are signed and dated by academic personnel documenting:
- a. Consultation(s) in person with the employer or designated representative. (T5: 55251)
 - b. Personal consultation(s) with the student. (T5: 55251)
 - c. Evaluation of the student's achievement of the on-the-job learning objectives. (T5: 55251)
 - d. The final grade. (T5: 55256)

The Instructor shall:

1. Provide appropriate advice and counsel to the students. (T5: 55251)
2. Assist the student and the supervisor/employer in developing the required new or expanded learning experience(s). (T5: 55251)
3. Assist the student in developing appropriate new or expanded, attainable, on-the-job measurable learning objectives. (T5: 55251)
4. Consult in person (what is appropriate?) each semester with the supervisor/employer at the student's work station to discuss student's educational growth on the job. (T5: 55251)
5. Consult in person each semester with the student to discuss the student's educational growth on the job. (T5: 55251)
6. 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)
7. Collect and submit all required documents with appropriate signatures. (T5: 55251)

The Student shall:

1. Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment. (T5 55254)
2. Have new or on-the-job learning experiences that contribute to their occupational or education goals. (T5 55254)
3. Receive the approval of the appropriate instructor of the program before enrolling in the Cooperative Work Experience Educational 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 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. If self-employed, identify a person who is approved by the instructor to serve as the designated employer representative. (T5:55254)
10. 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. Personal 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. (T5: 55251)
11. As required by law, comply with all appropriate federal and state employment regulations. (T5: 55257)

Work Experience Credit

For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours, subject to the following limitations: (T5: 55253)

1. General Work Experience Education
 - a. A maximum of six semester credit hours may be earned during one enrollment period in general work experience education. (T5: 55253)
2. Occupational Work Experience Education
 - a. A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education. (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 55253.

The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded. (T5: 55256.5)

The following formula will be used to determine the number of units to be awarded: (T5: 55256.5)

1. Each 75 hours of paid work equals one semester unit of credit. (T5: 55256.5)
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

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

COURSE SUBJECT & NUMBER: WE 197

COURSE NAME: Occupational Work Experience

COURSE UNITS: 1-4 **COURSE HOURS:** Vary

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

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#))*

Occupational 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. *Occupational Work Experience Education* is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the students' educational major or occupational goal. (CSU, AVC) (R3)

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

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

1. Demonstrate 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. Develop their own abilities in the work environment.
4. Demonstrate effective human relation skills when working with customers and co-workers.
5. Identify effective job search strategies.
6. Apply work experience education on future job applications.
7. Develop new or expanded job objectives each semester of enrollment.

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

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

- I. Job placement skills:
 - A. Resume preparation
 - B. Objective development
 - C. Advice and counsel on interviewing
- II. On the job training related to field of study:
 - A. Desirable work habits
 - B. Desirable work attitude
 - C. Career awareness
- III. Professional Evaluations related to field of study based on:
 - A. New or expanded on-the-job learning experiences
 - B. New or expanded, attainable, on-the-job measurable learning objectives
- IV. Job placement assistance if necessary

Course Subject & Number: WE 197

Course Name: Occupational 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:

Student 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:

Develop and write 4 learning objectives that will be expanded upon in a 2 page essay.

Create a personal resume.

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

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

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

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

Complete all necessary Cooperative Work Experience Education Student Handbook forms.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.

Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 1 hr

Writing Assignments: 1 hr

Computational Assignments: 30 min

Other Assignments:

Course Subject & Number: WE 197

Course Name: Occupational Work Experience

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

Work experience is conducted as an independent study course. The instructor will 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.)*

1. Provide appropriate advice and counsel to the student. (Objective 1, 3, 7, 8)
2. Assist the student and the supervisor/employer in developing the required new or expanded learning experience(s).
3. Assist the student in developing appropriate new or expanded, attainable, on-the-job measurable learning objectives. (Objective 2, 4)
4. 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. (Objective 2-4, 5-9)
5. Consult in person at least once each semester with the student to discuss the student's educational growth on the job. (Objective 6-10)
6. 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) (Objective 2, 4)
7. Student will attend a mandatory training where the instructor will collect and submit all required documents with appropriate signatures. (Objective 7, 10)

Suggested Texts or Other Instructional Materials

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

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



ANTELOPE VALLEY COLLEGE

Academic Affairs

Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: WE 199

COURSE NAME: General Work Experience

COURSE UNITS: 1-3 **COURSE HOURS:** Vary

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

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

The work experience need not be related to the students' educational goals. 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. *General Work Experience Education* is supervised employment that is not related to their field of study and is intended to assist students in acquiring desirable work habits, attitudes, and career awareness. (CSU, AVC) **(R3)**

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

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

1. 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. Develop their own abilities in the work environment.
4. Demonstrate effective human relation skills when working with customers and co-workers.
5. Identify effective job search strategies.
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: General Work Experience

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

- I. Job placement skills:
 - A. Resume preparation
 - B. Objective development
 - C. Advice and counsel on interviewing
- II. On the job training:
 - A. Desirable work habits
 - B. Desirable work attitude
 - C. Career awareness
- III. Professional Evaluations based on:
 - A. New or expanded on-the-job learning experiences
 - B. New or expanded, attainable, on-the-job measurable learning objectives
- IV. Job placement assistance if necessary

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

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

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

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

Student 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:

Develop and write 4 learning objectives that will be expanded upon in a 2 page essay.

Create a personal resume.

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

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

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

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

Complete all necessary Cooperative Work Experience Education Student Handbook forms.

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

Reading Assignments: 1 hr

Writing Assignments: 1 hr

Computational Assignments: 30 min

Other Assignments:

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

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

Work experience is conducted as an independent study course. The instructor will 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.)*

1. Provide appropriate advice and counsel to the student. (Objective 1, 3, 7, 8)
2. Assist the student and the supervisor/employer in developing the required new or expanded learning experience(s).
3. Assist the student in developing appropriate new or expanded, attainable, on-the-job measurable learning objectives. (Objective 2, 4)
4. 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. (Objective 2-4, 5-9)
5. Consult in person at least once each semester with the student to discuss the student's educational growth on the job. (Objective 6-10)
6. 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) (Objective 2, 4)
7. Student will attend a mandatory training where the instructor will collect and submit all required documents with appropriate signatures. (Objective 7, 10)

Suggested Texts or Other Instructional Materials

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

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

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

AVC Enrollment Data

Semester/Year	10 Students or Less (%)	15 Students or Less (%)	20 Students or Less (%)	Over 20 Students (%)
Spring 2006	96%	2% - one WE	-	2% - one WE
Fall 2006	98%	-	-	2% - one WE
Spring 2007	98%	-	-	2% - one WE
Fall 2007	98%	-	-	2% - one WE
Spring 2008	96%	2% - one WE	-	2% - one WE
Fall 2008	98%	-	-	2% - one WE
Spring 2009	98%	-	-	2% - one WE

Summer Work Experience courses that were offered were for the Nursing Students, Nursing has since developed a Corporate & Community Education Preceptorship Program for their students.

Questions the AP&P Reps were asked to take back to their Divisions

1. What should the instructor to student ratio be? 96-98% of WE faculty currently have less than 10 students per semester.
Grossmont - 20 students to 1 faculty
Victor Valley - 77 students to 1 faculty
Imperial Valley - 30 students to 1 faculty
2. What is the appropriate number of visits the faculty should make to the students employer?
3. Of instructors who have previously offered WE courses, how many have actually gone back to the same facility/supervisor?
4. If the instructor already has been to the employer site, should they be required to return for all students who work at that site?

Request for Equivalencies / Substitutions

Student Name _____ Student ID Number _____

Address _____ City _____ State _____ Zip _____ Telephone No. _____

The Following Equivalencies/Substitutions will not be acted upon without the official transcripts on file from accredited institutions, appropriate grades, and course descriptions.

Check all that apply
 Certificate () Degree () Program Elective () Title: _____
 (e.g. Computer Graphics)

EQUIVALENCIES:

To be completed by Division Dean

COURSE	INSTITUTION	AVC EQUIVALENT	Approval	Dean's Initials
_____	_____	_____	Yes () No ()	_____
_____	_____	_____	Yes () No ()	_____
_____	_____	_____	Yes () No ()	_____
_____	_____	_____	Yes () No ()	_____

Signed by Division Dean Date

SUBSTITUTIONS:

To be completed by Division Dean

REQUIRED COURSE	SUBSTITUTE	INSTITUTION	Approval	Dean's Initials
_____	_____	_____	Yes () No ()	_____
_____	_____	_____	Yes () No ()	_____
_____	_____	_____	Yes () No ()	_____
_____	_____	_____	Yes () No ()	_____

Signed by Division Dean Date

For A&R Office Use Only

REMARKS: _____

Signed by Evaluator Date

Distribution after Approval/Disapproval: White - Counseling Pink - Evaluations Yellow - Student

Memo

To: AP&P Representatives
From: Maria Clinton AP&P Co chair
CC: Sharon Lowry VP Academic Affairs
Date: 3/15/2010
Re: Catalog Attendance Policy Requested Changes

Agenda item for your next Division Meeting

The AP&P committee has recently reviewed the current college catalog's attendance policy (page 35). Several complaints about the interpretations of the current language used have come from faculty, counselors, and students.

Please disseminate this information to your faculty for discussion and acquire feedback for consideration. Please be prepared to bring your division's input to the next AP&P meeting.

Current Catalog Language

If a student's absences in a specific class exceed the number of hours the class meets per week, the student may be dropped from the class.

Proposed Language for next year's catalog

When the number of hours a student is absent in a specific course exceed the number of hours the course meets per week, the student may be dropped from the course. If the course is less than sixteen weeks, the faculty will determine at what point the student may be dropped for excessive absences (typically in excess of 1/16th of the course has been missed).

The attendance policy for tardies and/or leaving class early for each course is established by the instructor and should be stated in writing in the syllabus. At the instructor's discretion, tardies and/or leaving class early may be equated to absence(s). While it is the responsibility of the instructors to communicate attendance policies and to apply them equally to all students, it is the responsibility of the students to know the policy in each of their classes and to be aware of their current attendance status.

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

RECEIVED
FEB 10 2009
BY: *mlk*

SECTION I

Date _____ Initial _____
 AP&P Representative: 3/16/10 *[Signature]*
(indicates division review and approval)
 Division Dean/Director: 2/8/10 *[Signature]*

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

Faculty Name: (print) Kevin Mawhorter Date 2/5/10

COURSE SUBJECT & NUMBER: AUTO 113

COURSE TITLE: *Automotive Engine Rebuilding (Advanced)

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

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
 Minor change in the wording of the prerequisite to make it clearer. Previously stated completion of AUTO 110 or AUTO 111 and 112. Was confusing and changed wording to read completion of AUTO 110 or completion of both AUTO 111 and 112. Change in wording also made in description.

SECTION II Course/Catalog Information

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

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

- 2. Course Justification** (check all that apply):
- | | |
|---------------------------------------|--|
| <input type="checkbox"/> AA/AS Degree | <input type="checkbox"/> Vocational Education (see page 4, section VIII) |
| <input type="checkbox"/> Transfer | <input type="checkbox"/> Non-degree Applicable (not transferable) |

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

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

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

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

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



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: AUTO 113

COURSE NAME: *Automotive Engine Rebuilding (Advanced)

COURSE UNITS: 4 **COURSE HOURS:** 8 hours weekly

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

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

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

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

A course in the repair and rebuilding of automotive engines. The student will already have completed AUTO 110 or completed both AUTO 111 and 112. The student will complete projects at his/her own rate. (AVC) (R3)

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

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

1. Demonstrate knowledge of shop safety.
2. Demonstrate safe work habits throughout the automotive facilities.
3. Correctly use special tools and chemicals for an effective repair.
4. *Demonstrate the correct use of automotive service manuals, computer information retrieval systems for vehicle identification, repair, and technical service bulletins.
5. *Correctly fill out repair orders and estimates.
6. *Demonstrate the use of math and physical properties to solve related automotive problems/repairs.
7. Identify the need for repair.
8. Perform specific tasks on vehicles as itemized on laboratory sign off forms.
9. Remove and replace gaskets, seals, and bearings.
10. Perform oil changes and check an engine for leaks.
11. Diagnose engine problems.
12. Remove and disassemble an engine.
13. Perform bottom end service.
14. Service the cylinder head(s) and valve train.
15. Reassemble and reinstall an engine.
16. Service a cooling system.

*Denotes SCANS Competencies.

Course Subject & Number: AUTO 113

Course Name: *Automotive Engine Rebuilding (Advanced)

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.)*

An advanced engine rebuilding class. Repeatability is based on the fact that automotive engines differ greatly between manufacture models, makes, and years.

Content and projects will be different each time class is taken.

Examples are as follows:

Different material requires different approaches to repair procedures

Examples: Cast iron, aluminum, brass, silicon
impregnated aluminum, and plastics

Different camshaft and valve mechanisms

Examples: I head, L head, F head valve
arrangements, in block camshaft,
overhead camshaft, duel overhead
camshafts, variable camshaft drives, chain
drive camshafts, belt driven camshafts,
gear driven camshafts, and variable valve
selection

Different combustion cycles

Examples: Standard internal combustion – 4 stroke
Standard internal combustion – 2 stroke
Rotary combustion
Internal combustion Miller cycle

Different cylinder design

Examples: Inline, V-type, and horizontal apposed

Different methods of assembly

Examples: Sealing technology and torque to yield
fasteners

Different types of new technology

Examples: Hybrid engine applications

Course Subject & Number: AUTO 113
Course Name: *Automotive Engine Rebuilding (Advanced)

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

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:
Reading assignments will be from students textbooks, handouts, articles from trade papers/magazines, and Internet sources. This is a laboratory class. Reading will be based on student project.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:
Students will keep a notebook containing class notes, handouts, homework assignments, a copy of work orders, and cost sheets.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:
Students will use basic mathematics on a weekly basis to measure and calculate engine size, determine if clearances are in tolerance, and in the conversion of metric to standard and standard to metric units in homework problems.

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 occasionally be assigned worksheets to complete pertinent to the topic being covered, and do Internet research.

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments: 1 hour

Other Assignments: 1 hour

Course Subject & Number: AUTO 113
Course Name: *Automotive Engine Rebuilding (Advanced)

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

Lecture, instructor led discussion, demonstration of equipment, and instructor led problem solving sessions.

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

1. Writing assignments will be graded based upon accuracy of information, clarity of presentation of materials, and application of logic to draw conclusions. (Objectives 1-16)
2. Weekly quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignments. (Objectives 1-16)
3. Lab exercises are evaluated for dexterity, accuracy, and proficiency. (Objectives 8-16)
4. Final written exam will test student's overall retention and comprehension of course materials. (Objectives 1-16)
5. Final practical exam will test student's overall dexterity, accuracy of repair and proficiency. (Objectives 8-16)

Suggested Texts or Other Instructional Materials

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

Automotive Engines, 5th ed., by Gilles, Thompson/Delmar, 2007.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 5/8/2008
- COR Update
- Pre Req/Advisories 5/8/08
- Other Changes 5/8/08
- Effective Date

COURSE SUBJECT & NUMBER: AUTO 113

COURSE NAME: *Automotive Engine Rebuilding (Advanced)

COURSE UNITS: 4 **COURSE HOURS:** 8

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

Prerequisite: Completion of AUTO 110 or AUTO 111 and AUTO 112.

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

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

A course in the repair and rebuilding of automotive engines. The student will already have completed AUTO 111 and 112 or 110. The student will complete projects at his/her own rate. (AVC) (R3)

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 knowledge of shop safety.
2. Demonstrate safe work habits throughout the automotive facilities.
3. Correctly use special tools and chemicals for an effective repair.
4. *Demonstrate the correct use of automotive service manuals, computer information retrieval systems for vehicle identification, repair, and technical service bulletins.
5. *Correctly fill out repair orders and estimates.
6. *Demonstrate the use of math and physical properties to solve related automotive problems/repairs.
7. Identify the need for repair.
8. Perform specific tasks on vehicles as itemized on laboratory sign off forms.
9. Remove and replace gaskets, seals, and bearings.
10. Perform oil changes and check an engine for leaks.
11. Diagnose engine problems.
12. Remove and disassemble an engine.
13. Perform bottom end service.
14. Service the cylinder head(s) and valve train.
15. Reassemble and reinstall an engine.
16. Service a cooling system.

*Denotes SCANS Competencies.

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

RECEIVED
 NOV 13 2009
 SKO 7-21-08
 BY: *Mauricio*

SECTION I

Date _____ Initial _____
 AP&P Representative: 11/10/09 R
 (indicates division review and approval)
 Division Dean/Director: 11/10/09 M

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

Faculty Name: (print) KEVIN MAWHORTER Date 11-9-09

COURSE SUBJECT & NUMBER: AUTO 276
COURSE TITLE: *California Clean Air Car Course

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

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
 Update course outline of record with changes in description, objectives, content, and textbook materials. Also removing AUTO 100 from advisory, as AUTO 276 is an advanced course and AUTO 100 is too basic. Students should have at least one year of advanced course work.*

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: AUTO 276

Course Name: *California Clean Air Car Course

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: Bureau of Automotive Repair.

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

SECTION IV

1) Proficiency Recommendations:

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Math placement level — Eligibility for:	MATH 070	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2) Other Course Recommendations:

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

Completion of:	AUTO 150	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
or Concurrent Enrollment in:	AUTO 176	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	AUTO 177	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9) Yes

[Signature] 11-9-09
 Signature: Instructor Date

[Signature] 11/10/09
 Signature: AP&P Representative Date

[Signature] 11/10/09
 Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee Date



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: AUTO 276

COURSE NAME: *California Clean Air Car Course

COURSE UNITS: 8 **COURSE HOURS:** 140 hours total

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

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

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).* Designed to prepare students and technicians wishing to become state of California licensed smog inspection technicians. Covers both the basic and advanced California Clean Air Car Courses. Both courses are needed to partially satisfy the education prerequisite required to become a licensed "Advanced Emission Specialist". Students wishing to take the exam must have one year of experience or education in the automotive engine performance area prior to taking the exam. Other interested parties are allowed to take the course, but will not be certified as eligible to take the state licensing examination given by the Bureau of Automotive Repair (BAR). (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. Students who achieve a passing grade will be able to locate and explain Bureau rules and regulations pertaining to the smog check program.
2. Demonstrate correct operation of the BAR 97 EIS emissions analyzer for the Basic Area Program (BAP).
3. Explain On-Board Diagnostics II (OBDII) system operation and function.
4. Test and identify OBDII system faults using BAR approved procedures.
5. Describe vehicle emission testing procedures for BAP.
6. Demonstrate a working knowledge of vehicle emission testing procedures for BAP.
7. Perform NOx emissions diagnosis and repair procedures using industry approved standards.
8. Set up and operation of a Digital Storage Oscilloscope (DSO).
9. Test oxygen sensor using DSO, examine waveform data and evaluate if sensor is operating within specifications.
10. Demonstrate loaded mode emissions baselining techniques.
11. Explain use and application of BAR's diagnostic flowchart.
12. Explain catalytic converter theory and operation.
13. Demonstrate proficiency in catalytic converter efficiency testing.
14. Explain vehicle emission testing procedures for the Enhanced Area Program using the BAR 97 EIS.
15. Perform vehicle emission testing procedures for the Enhanced Area Program using the BAR 98 EIS.

Course Subject & Number: AUTO 276
Course Name: California Clean Air Car Course

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. Basic Clean Air Car Course (using latest guidelines from the BAR)
 - A. Rules and Regulations
 - B. Basic Electricity
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
 - C. Wiring Diagrams
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
 - D. Meters
 - 1. Meter Basics
 - 2. Testing
 - E. Vacuum Diagrams
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
 - F. Smog Cause and Effect
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
 - G. Engine Theory
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
 - H. Basic Ignition Systems
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
 - I. Engine Scopes
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
 - J. Fuel Systems
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
 - K. Emission Systems
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
 - L. Identification of Vehicle and Emission Controls
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
- II. Advanced Clean Air Car Course
 - A. NOx Emissions
 - 1. Fundamentals
 - 2. Diagnosis and testing
 - 3. Repair procedures
 - B. BAR 97 Transition Course (loaded mode testing)
 - 1. Basic machine operation
 - 2. Testing and calibration
 - 3. Performing smog test
 - C. BAR 2003 Update Class
 - D. BAR 2005 Update Class
 - E. BAR 2007 Update Class
 - F. How to Use Digital Storage Oscilloscopes
 - 1. Proper installation and hookup
 - 2. Reading scope data
 - 3. Vehicle repairs
 - G. Advance OBD II Training
 - H. Latest Program Additions
 - 1. Evaporative emission testing
 - 2. Tail pipe smoke
 - 3. Diesel emissions testing (starting in January 1, 2010)

Course Subject & Number: AUTO 276
Course Name: *California Clean Air Car Course

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 have approximately 8 hours of reading weekly to complete the state required assignments.

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

Students will have to complete all written assignments required by the state of California, approximately 3 hrs weekly.

Written assignment will change on a regular basis.

All assignments are state regulated by the BAR.

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

Computational assignments include, but are not limited to, calculating percentages, ratios, and degrees in relationship to time.

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 have to search for information only found on the BAR website.

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: 8 hours

Writing Assignments: 4 hours

Computational Assignments: 3 hours

Other Assignments: 3.5 hours

Course Subject & Number: AUTO 276
Course Name: *California Clean Air Car Course

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

Lecture, instructor led discussions, live “hands on” demonstration, and audio visual and multimedia support.

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.)*

All testing materials are supplied to the instructor by the State of California Bureau of Automotive Repair. All Instructors are required to use this material.

Students must pass the examinations with a score of 70% or higher to receive a passing grade and be eligible to take the state examination. (Objectives 1-15)

Students will also be graded on all laboratory assignments (laboratory assignments standards are set by the BAR). (Objectives 2, 5, 7-9, 11 & 15)

Suggested Texts or Other Instructional Materials

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

- Materials required are:
1. Smog Check Inspection Procedures Manual (website download)
 2. California Automotive Repair Laws and Regulations 2009 Edition
 3. Write it Right booklet

Materials used in course are to be copied from BAR website by the instructor and duplicated as needed at this time.

NOTE: This course is in a continuous state of change, due to changing smog laws from year to year.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline

COURSE NUMBER: AUTO 276 (formerly AUTO 70C)
COURSE TITLE: *California Clean Air Car Course
COURSE UNITS: 8
COURSE HOURS: 140

COURSE PREREQUISITES: (Follow format from college catalog.)

ADVISORY: Completion of AUTO 100, AUTO 150, AUTO 176, AUTO 177, and Eligibility for ENGL 099, READ 099 and 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 time at end of description.)
This course is designed to prepare students to take the California Bureau of Automotive Repair (BAR) Smog Check Licensing examination. The prerequisite to taking this exam for licensing is one year of trade experience in emissions/tune-up or equivalent formal education. However, other interested parties are allowed to take the course but will not be certified as eligible to take the State Licensing examination given by the Bureau of Automotive Repair (BAR). (AVC)

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 time at end of description.)

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

1. Be come familiar with current laws, procedures, and devices in order to issue a Certification of Compliance.
2. Fill out work order correctly.
3. Have a working knowledge of all emission systems demonstrated by their performance on practice tests.
4. Diagnose emission problems, demonstrated by their performance on the diagnostic worksheets.
5. Pass the module tests, with a score of 70% or higher. Less than 70% on any two tests and student will fail class.
6. (MUST) be present in class for a **MINIMUM** of 112 hours to obtain credit.
7. Complete mandatory laboratory exercises.

RECEIVED
OCT 13 2009
SLO 3.20.08
BY: M. Auregu

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

SECTION I

Date: 10/12/09 Initial: DR
AP&P Representative: (indicates division review and approval)

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

Faculty Name: (print) TOM GRAVES

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

Date 2 Oct. 09

COURSE SUBJECT & NUMBER: ^{comm} COM 215

COURSE TITLE: Public Relations Communication

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

*List all changes made to a revised-course and fill out applicable sections/ pages. Attach original COR for comparison:
Reduced the course units from 4 to 3 and the course hours from 4 to 3. Updates to course content and updated the format for the new forms. Included an updated book.

units already 3
* Need to fill out Section III on CPF
Page 2

Additional page?

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

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

SECTION III

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

Student hours per week lecture: 3 equals 3 units

Student hours per week lab: equals units

TOTAL UNITS: 3

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

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

Total Weekly Hours: 3 x 1.0 factor = 3 LHE

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

Total Weekly Hours: x .67 factor = LHE

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

Total Weekly Hours: x .825 factor = LHE

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

Short Term Course Total Hours:

Short Term Course Total Units:

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

Expenditures:

a. Will there be any special expenditures (supplies or capital outlay) incurred in offering this course? No Yes

b. If yes, provide estimate of costs: \$ Explain

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

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

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

a. Does the Library have adequate support material for this course? Yes No N/A

b. If "yes," briefly explain types of support material available:

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

I Book Collection:

Estimated Cost:

Alternative source:

II Periodical and Index Collection:

Estimated Cost:

Alternative source:

III Electronic Databases/Equipment/Other:

Estimated Cost:

Alternative source:

Library Signature: _____

Date: _____



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

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

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

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
 This course introduces theory-based communication concepts (such as Source-Message-Channel-Receiver) and presents methods for disseminating information to the public. Composition methods for print, electronic, and graphic communication media are taught. Skill in basic math computation, public speaking, art, and computer literacy are recommended. The course is applications-based and designed for students pursuing an AA degree, and/or those desiring practical public communication applications training and study. (CSU, AVC)

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

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

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

Course Subject & Number: COMM 215

Course Name: Public Relations Communication

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

I. The Process of Communication

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

II. Public Relations

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

III. Communication Media Methods and Development

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

IV. Developing the Public Relations Communication Plan

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

Course Name: Public Relations Communication

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

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

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

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

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

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

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

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

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

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

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

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

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

Reading Assignments: 2 ½ hrs.

Writing Assignments: 2 ½ hrs.

Computational Assignments: 1 hr.

Other Assignments:

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

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

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

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

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

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

Objective and subjective examinations on communication and public information concepts.

Objectives 1, 2, 3, 4, 5

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

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

Correct budget computations. Objective 9

Are assignment materials completed in accordance with professional media standards, e.g., newspaper style guide, public relations society media guidelines, etc. Objectives 6, 7, 8,9, 10, 11, 12, 13

Suggested Texts or Other Instructional Materials

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

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



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: COMM 215 JOUR 215

COURSE NAME: Public Relations Communication

COURSE UNITS: 3

COURSE HOURS: 4

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

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
This course introduces theory-based communication concepts (such as Source-Message-Channel-Receiver) and presents methods for disseminating information to the public. Composition methods for print, electronic, and graphic communication media are taught. Skill in basic math computation, public speaking, art, and computer literacy are recommended. The course is applications-based and designed for students pursuing an AA degree, transfer to the UC and/or CSU systems, and/or those desiring practical public communication applications training and study.

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

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

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

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

RECEIVED
DEC - 9 2009
SLO
BY: *Maerquin*

SECTION I

Date Initial

AP&P Representative: 12/7/09 *Pa*
(indicates division review and approval)

Division Dean/Director: 12/8/09 *MD*

Faculty Name: (print) Joseph OWENS

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

Date 12-4-09

COURSE SUBJECT & NUMBER: ACRV 198

COURSE TITLE: *Heating and Air Conditioning Seminars

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

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

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE

Academic Affairs

Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: ACRV 198

COURSE NAME: *Heating and Air Conditioning Seminars

COURSE UNITS: Variable **COURSE HOURS:** Variable

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

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

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

Short courses of varying duration on specialized topics in heating and air conditioning systems, operations and repairs.

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

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

Individual delineated performance based objectives will be provided for each seminar presented. The seminars will be designed to meet rapidly developing needs.

Course Subject & Number: ACRV 198

Course Name: *Heating and Air Conditioning Seminars

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

Course content will vary according to the specific needs of the individual seminar.

Course Subject & Number: ACRV 198
Course Name: *Heating and Air Conditioning Seminars

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

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:
Varies according to individual seminar

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:
Varies according to individual seminar

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:
Varies according to individual seminar

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:
Varies according to individual seminar

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

Reading Assignments: variable

Writing Assignments: variable

Computational Assignments: variable

Other Assignments: variable

Course Subject & Number: ACRV 198

Course Name: *Heating and Air Conditioning Seminars

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

Lectures, instructor led discussions, audio-visual aids, hands-on demonstrations, and instructor led problem solving sessions,

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

This may vary with each topic, but will include instructor-prepared written and identification tests.

Suggested Texts or Other Instructional Materials

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

No textbooks required. Instructor will supply all the reading and homework materials necessary for completion of the various seminars.

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

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

SECTION I

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

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

Date 10/13/09

COURSE SUBJECT & NUMBER: ENGL 256

COURSE TITLE: *Chicano Literature

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

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

- Changes made in language of the Course Description;
- MLA format addition to the Course Content;
- Changes made in language for #2 of Assignments to reflect current SLO's;
- Addition to Methods of Instruction to reflect current SLO's;
- Clarification of #3 in Methods of Evaluation;
- Addition of publication information to Suggested Texts.

SECTION II Course/Catalog Information

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

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

2. Course Justification (check all that apply):

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

3. Maximum Class Size: 30 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

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

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

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

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

SECTION III

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



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: ENGL 256

COURSE NAME: *Chicano Literature

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

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

Prerequisite: Completion of ENGL 101.

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

This course will introduce students to an analysis and evaluation of the literary, social, and cultural aspects of novels, short stories, essays, poetry, and theater reflecting Mexican-American society. The course will explore the ways in which Mexican-Americans use their own cultural identity, in conjunction with the languages and literary forms of American culture, to create a unique and varied literature. (CSU, UC, AVC)

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

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

1. Examine the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and apply the language of literary criticism and literary terminology in discussions and writing.
3. Develop and use critical reading and writing skills.
4. Conduct library research (traditional and via the Internet); locate, evaluate, and synthesize source material, and compose analytical and/or research papers using MLA citations and format.
5. Recognize and discuss the attributes that make literary works unusual and timeless.
6. Explain, analyze, and write about literature using relevant support from various types of literary texts.
7. Recognize and compare the issues of racism, sexism, and class as they are reflected in literary texts.
8. Examine Chicano/as' contributions as writers.
9. Discuss a literary work objectively and recognize subjective responses to the works read.

Course Subject & Number: ENGL 256
Course Name: *Chicano Literature

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

I. Images and Voices of Chicano/as in Literature

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

II. Literary Genres

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

III. Basic Literary Elements of Fiction and Poetry

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

IV. Overview of MLA format and research methodologies

Course Subject & Number: ENGL 256
Course Name: *Chicano Literature

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

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

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

- a.) short stories, poems, chapters from novels, and non-fiction works
- b.) supplemental material (instructor handouts) on the elements of fiction and poetry
- c.) additional readings (instructor handouts) exploring the history, background, critical theory, and analysis of the selected works.

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

Students will be required to write at least 6,500 words throughout all composition tasks, some of which will include practice or research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format. Writing tasks will focus on evaluation and analysis to meet current SLO's. At least one writing assignment will include research to meet the current SLO's.

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

N/A

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

Students may be required to give an oral report , possibly using visual media.

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

Reading Assignments: 2-3 hours/week

Writing Assignments: 2-3 hours/week

Computational Assignments:

Other Assignments: 1 hour/week

Course Subject & Number: ENGL 256
Course Name: *Chicano Literature

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

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

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

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

Suggested Texts or Other Instructional Materials

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

Fiction:

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

Non-Fiction:

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

Poetry:

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

Drama:

Luis Valdez	Actos, Cucaracha Publications, 1971
	Zoot Suit and Other Plays, Arte Publico Press, 1992

*Many of these works are older than five years; however, this course focuses on the literary contributions of Chicano/a writers, demonstrating various issues the culture has faced over time.



ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ENGL 256
COURSE NAME: *Chicano Literature
COURSE UNITS: 3
COURSE HOURS: 3

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

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

An introductory analysis of the literary, social and cultural aspects of novels, short stories, essays, poetry and theater reflecting Mexican-American society. The course will study the contributions of Chicanos in literature and how various literary forms express their world view and culture. The course will deal with the Mexican-American in relation to American whites including issues of racism and sexism.

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

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

1. Examine the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and apply the language of literary criticism and literary terminology in discussions and writing.
3. Develop and use critical reading and writing skills.
4. Conduct library research (traditional and via the Internet); locate, evaluate, and synthesize source material, and compose analytical and/or research papers using MLA citations and format.
5. Recognize and discuss the attributes that make literary works unusual and timeless.
6. Explain, analyze, and write about literature using relevant support from various types of literary texts.
7. Recognize and compare the issues of racism, sexism, and class as they are reflected in literary texts.
8. Examine Chicano/as' contributions as writers.
9. Discuss a literary work objectively and recognize subjective responses to the works read.

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

RECEIVED
OCT 13 2009
SLO-3-20-08
BY: *Mauregui*

SECTION I

	Date	Initial
AP&P Representative: <i>(indicates division review and approval)</i>	<i>10/13/09</i>	<i>DP</i>
Division Dean/Director:	<i>10/13/09</i>	<i>[Signature]</i>
Faculty Name: (print)	<i>KATHRYN MITCHELL</i>	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Date *10/13/09*

COURSE SUBJECT & NUMBER: ENGL 257

COURSE TITLE: *Native-American Literature

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

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

- Changes made in language of the Course Description;
- MLA format addition to the Course Content;
- Changes made in language for #2 of Assignments to reflect current SLO's;
- Addition to Methods of Instruction to reflect current SLO's;
- Clarification of #3 in Methods of Evaluation.

SECTION II Course/Catalog Information

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: ENGL 257

COURSE NAME: *Native American Literature

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

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

Prerequisite: Completion of ENGL 101.

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

This diversity course allows students to analyze and evaluate a variety of texts, including fiction, non-fiction, poetry and drama, by Native American authors and artists. Students will critically explore the ways in which Native American cultural identities and literatures challenge, complicate, and reinvent the languages and literary forms of dominant American culture. (CSU, UC, AVC)

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

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

1. Examine the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and apply the language of literary criticism and literary terminology in discussions and writing.
3. Develop and use critical reading and writing skills.
4. Conduct library research (traditional and via the Internet); locate, evaluate, and synthesize source material, and compose analytical and/or research papers using MLA citations and format.
5. Recognize and discuss the attributes that make literary works unusual and timeless.
6. Explain, analyze, and write about literature using relevant support from various types of literary texts.
7. Recognize and compare the issues of racism, sexism, and class as they are reflected in literary texts.
8. Examine Native American contributions as writers.
9. Discuss a literary work objectively and recognize subjective responses to the works read.

Course Subject & Number: ENGL 257
Course Name: *Native American Literature

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

- I. Images and Voices of Native Americans in Literature
 - A. Family
 - B. Society (politics, religion, education, stereotypes, etc.)
 - C. Oral Tradition/Myths (creation, trickster, hero, etc.)
 - D. Self-Images
 - E. Native Americans as Writers

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

- III. Basic Literary Elements of Fiction and Poetry
 - A. Plot, character, theme, point of view, symbol, etc.
 - B. Poetic techniques and figurative language

- IV. Overview of MLA Format and Research Methodologies

Course Subject & Number: ENGL 257
Course Name: *Native American Literature

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

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

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

- a.) short stories, poems, chapters from novels and non-fiction works
- b.) supplemental material (instructor handouts) on the elements of fiction and poetry
- c.) additional readings (instructor handouts) exploring the history, background, critical theory, and analysis of the selected works.

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

Students will be required to write at least 6,500 words throughout all composition tasks, some of which will include practice or research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format. Writing tasks will focus on evaluation and analysis to meet current SLO's. At least one writing assignment will include research to meet the current SLO's.

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

N/A

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

Students may be required to give an oral report, possibly using visual media.

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

Reading Assignments: 2-3 hours/week

Writing Assignments: 2-3 hours/week

Computational Assignments:

Other Assignments: 1 hour/week

Course Subject & Number: ENGL 257
Course Name: *Native American Literature

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

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

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

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

Suggested Texts or Other Instructional Materials

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

Anthologies:

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

Fiction:

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

Poetry:

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

*Many of these texts are older than 5 years. This course explores literature that spans time, reflecting the history and cultural identity of various peoples.



ANTELOPEVALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ENGL 257
COURSE NAME: *Native American Literature
COURSE UNITS: 3
COURSE HOURS: 3

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

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

An introductory analysis of the literary, social, and cultural aspects of novels, short stories, essays, and poetry reflecting Native American society. The course will study the contributions of Native Americans in literature and how various literary forms express their world views and cultures. The course will deal with the Native American in relation to Western culture including issues of racism and sexism.

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

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

1. Examine the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and apply the language of literary criticism and literary terminology in discussions and writing.
3. Develop and use critical reading and writing skills.
4. Conduct library research (traditional and via the Internet); locate, evaluate, and synthesize source material, and compose analytical and/or research papers using MLA citations and format.
5. Recognize and discuss the attributes that make literary works unusual and timeless.
6. Explain, analyze, and write about literature using relevant support from various types of literary texts.
7. Recognize and compare the issues of racism, sexism, and class as they are reflected in literary texts.
8. Examine Native Americans' contributions as writers.
9. Discuss a literary work objectively and recognize subjective responses to the works read.
10. Recognize the literary impact and importance of the oral tradition to Native American literature.

ANTELOPE VALLEY COLLEGE
NONCREDIT COURSES

RECEIVED
DEC 11 2009
SLO-2-21-09
BY: *Maurer*

SECTION I

AP&P Representative: S.W.L. Date 12/10/09 Initial SWL
(division approval)

Division Dean: 12-10-09 OK

Faculty Name: Diane Flores-Kagan
(print)

Date 12-10-09

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

COURSE SUBJECT AND NUMBER: LAC 900

COURSE TITLE: Supervised Tutoring for S.I.

COURSE HOURS: Average of 20-50 hours per semester
(check one) NEW REVISED

ADD TOTAL

If revised, explain the changes and fill out applicable sections, including COR (attach original COR for comparison):
course title - omit "for S.I."; course hours - omit "per semester"; course description - after first sentence, added sentence re:
what tutorials consist of; course objectives - added two more; course content - from a description to a list; methods of
instruction - focus on methods used in tutorials; methods of evaluation - what faculty will be looking for.

SECTION II Course Information

1. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:
Explain how number was determined:

2. Course Justification: Explain how course fits student and community needs, interests, or objectives as stated in the AVC
College Catalog Mission Statement and the Course Categories (see 1-10 on following page):

3. If there are any special expenditures, briefly explain:

4. Course Repeatability: There is no limitation on repeatability for noncredit courses. However, faculty can set limits as
deemed necessary. The number of times course can be repeated should be written at end of course description.
Number of times this course can be repeated:
Provide a brief explanation:



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Noncredit Course Outline

Academic Affairs Only
 New Course
 COR Revision
 Other Changes

COURSE SUBJECT & NUMBER: LAC 900
COURSE TITLE: Supervised Tutoring
COURSE HOURS: Average of 20-50 hours total

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify those students who would benefit most from taking this course.)*

Upon faculty/counselor referral, students receive tutoring in a designated subject area in the Learning Center. Tutorial sessions focus on course content of the subject tutored and emphasize the study skills necessary to be successful in college. Cumulative progress plus attendance records will be maintained for this non-credit, open-entry/open-exit course. No tuition will be charged, nor will grades be received. The course will not appear on the student's transcript. (Students may repeat as many times as content faculty or Learning Center faculty deem necessary as long as repeatability is consistent with District policy.)

COURSE OBJECTIVES: *(These should be stated as performance-based, measurable objectives. These objectives are common to all students and should be clearly related to course content, assignments, and methods of evaluation.)*

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

1. Identify, analyze, and discuss areas for study skills improvement.
2. Identify his/her learning modality preferences.
3. Discuss his/her motivation, knowledge acquisition, retention, and performance with his/her tutor and/or the faculty learning specialist.
4. Develop a study improvement plan.
5. Choose, apply, and evaluate specific new study strategies.
6. Demonstrate progress in the ability to study independently using metacognitive behaviors.
7. Develop critical thinking in his/her learning process within the context of the tutorial.

Course Subject & Number: LAC 900
Course Name: Supervised Tutoring

COURSE CONTENT: *(Describe course content in terms of topics or a specific body of knowledge to be covered. Put topics in outline form with major and minor headings. Instructors must cover all material listed.)*

Tutorials are individually tailored and will include some or all of the following topics:

- I. Goal setting
- II. Learning modality preferences
- III. Time management strategies
- IV. Test taking strategies
- V. Note taking skills
- VI. Textbook reading strategies
- VII. Study session strategies
- VIII. Writing, reading, computing/solving process

Course Subject & Number: LAC 900

Course Name: Supervised Tutoring

TYPICAL HOMEWORK/IN CLASS ASSIGNMENTS: READING, WRITING, COMPUTATIONAL, OTHER

Assignments and tests should be clearly related to course objectives, content, and methods of evaluation. Please provide typical examples for each item completed. For each, include an estimated number of hours per week it would take a student to complete the assignment.

1. Describe nature and frequency of reading assignments and tests, if applicable:

Reading is dependent upon the assignments of the course for which tutoring is offered. The tutor may occasionally provide additional handouts and study skills materials to read.

2. Describe nature and frequency of writing assignments and tests, if applicable:

In addition to the writing necessary for the course for which tutoring is offered, the tutee may also write metacognitively about his/her learning during each tutorial session.

3. Describe nature and frequency of computational assignments and tests, if applicable:

Computation is dependent upon assignments of the course for which tutoring is offered.

4. Describe other types of assignments and tests, if applicable:

Study skills assessments may be required.

Course Subject & Number: LAC 900
Course Name: Supervised Tutoring

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.)*

Tutorials are conducted by tutors who receive ongoing training and evaluation in a learning environment supervised by Faculty Learning Specialists.

All tutors use the Tutor Cycle consisting of twelve steps in the tutorial, Socratic questioning strategies, listening strategies, the modeling of appropriate study behaviors, and when appropriate, Computer Assisted Instruction (CAI).

The tutor facilitates the review of subject-specific materials to assist the student in developing learning strategies according to his/her learning modality preferences.

METHODS OF EVALUATION: *Describe specific methods used for determining whether students have met course objectives through assignments and tests. What will faculty be looking for when evaluating a student's work?*

For tutorials, evaluation will be based on the following:

1. Tutor observation of the student's participation in a directed learning activity developed by Faculty Learning Specialists which provides structure for the tutorial (Objectives 1-7).
2. Student's completion of a learning modality inventory (Objective 2) and a study skills inventory (Objective 1).

Suggested Texts or other Instructional Materials *(include titles, authors, publishers, dates, and editions):*
Instructional materials developed by Faculty Learning Specialists.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline

Dr. Rosa Hall

Revised 8/02

COURSE NUMBER: LAC 900

COURSE TITLE: Supervised Tutoring For S.I..

COURSE HOURS: Average of 20-50 hours per semester

LIMITATION ON ENROLLMENT:

Enrollment in class for which tutoring is required.

COURSE DESCRIPTION:

Upon faculty/counselor referral, students will receive tutoring in a designated subject area in the Learning Center. Cumulative progress + attendance records will be maintained for this non-credit, open-entry/open-exit course. No tuition will be charged, nor will grades be received. The course will not appear on the student's transcript. (Students may repeat as many times as content faculty and Learning Center faculty deem necessary as long as repeatability is consistent with District policy.)

COURSE OBJECTIVES:

The tutored student (tutee) will

1. Demonstrate progress in ability to work independently and achieve an improved functional level of independent performance in the designated subject area.
2. Achieve individualized goals in the designated subject area.
3. Improve skills in critical and creative thinking.
4. Develop better study skills.
5. Be reinforced towards a positive self image.

ANTELOPE VALLEY COLLEGE
NONCREDIT COURSES

RECEIVED
DEC 16 2009
SLO - 2-21-09
BY: *Maureque*

SECTION I

AP&P Representative: 12/10/09 S.W.L.
(division approval)

Division Dean: 12/15/09 *[Signature]*

Faculty Name: Diane Flores-Kagan
(print)

Date 12-10-09

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

COURSE SUBJECT AND NUMBER: LAC 901

COURSE TITLE: Supervised Learning Assistance

COURSE HOURS: Average of 10-30 hours per semester
(check one) NEW REVISED

Add Note **If revised, explain the changes and fill out applicable sections, including COR (attach original COR for comparison):**

course hours - omit "per semester"; course description - add a sentence re: workshops; course objectives - add "content" to first objective, re-word third objective, from ILP to ILIP in fifth objective and addition of "if appropriate"; course content - to a general list; assignments - addition of reading, writing, computational and in other types of assignments the addition of referral to OSD, etc.; methods of instruction - to specific methods; methods of evaluation - breakdown of methods for both workshops and ILIPs; suggested texts or other instructional materials - materials developed by faculty and ones from other sources.

SECTION II Course Information

1. **Maximum Class Size:** *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
Explain how number was determined:

2. **Course Justification:** *Explain how course fits student and community needs, interests, or objectives as stated in the AVC College Catalog Mission Statement and the Course Categories (see 1-10 on following page):*

3. **If there are any special expenditures, briefly explain:**

4. **Course Repeatability:** *There is no limitation on repeatability for noncredit courses. However, faculty can set limits as deemed necessary. The number of times course can be repeated should be written at end of course description.*

Number of times this course can be repeated:

Provide a brief explanation:



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Noncredit Course Outline

Academic Affairs Only
 New Course
 COR Revision
 Other Changes

COURSE SUBJECT & NUMBER: LAC 901
COURSE TITLE: Supervised Learning Assistance
COURSE HOURS: Average of 10-30 hours total

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify those students who would benefit most from taking this course.)*

Students meet with Faculty Learning Specialists for learning assistance in workshops/group instruction and one-on-one assessment and intervention. For workshops, Faculty Learning Specialists teach subjects/topics that match general skill deficiencies of students and individual ones that students self-report. When appropriate and/or upon referral by an instructor or counselor, Faculty Learning Specialists conduct a student intake that includes developing an academic history, administering learning assessment instruments, and together with the student, creating an individual learning improvement plan (ILIP) focused on addressing his/her skill deficiencies. The ILIP includes the referral of students to appropriate services and resources and monitoring of student participation and progress cumulatively. Positive attendance records will be maintained for this open entry, open exit course. No tuition is charged, no grades given, and no grades appear on the student's transcript.

COURSE OBJECTIVES: *(These should be stated as performance-based, measurable objectives. These objectives are common to all students and should be clearly related to course content, assignments, and methods of evaluation.)*

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

1. Identify individual content and skill deficiencies.
2. Recognize and locate available resources to address his/her individual needs.
3. Improve and apply study skills.
4. Improve metacognitive behaviors.
5. Achieve individualized goals as related to the ILIP, if appropriate.
6. Demonstrate progress in the ability to work independently.

Course Subject & Number: LAC 901

Course Name: Supervised Learning Assistance

COURSE CONTENT: *(Describe course content in terms of topics or a specific body of knowledge to be covered. Put topics in outline form with major and minor headings. Instructors must cover all material listed.)*

- I. Goal setting
- II. Learning modality preferences
- III. Time management strategies
- IV. Test taking strategies
- V. Note taking skills
- VI. Textbook reading strategies
- VII. Study session strategies
- VIII. Writing, reading, computing/solving process
- IX. Cultural acclimation
- X. Personal communication skills

Course Subject & Number: LAC 901

Course Name: Supervised Learning Assistance

TYPICAL HOMEWORK/IN CLASS ASSIGNMENTS: READING, WRITING, COMPUTATIONAL, OTHER

Assignments and tests should be clearly related to course objectives, content, and methods of evaluation. Please provide typical examples for each item completed. For each, include and estimated number of hours per week it would take a student to complete the assignment.

1. Describe nature and frequency of reading assignments and tests, if applicable:

As appropriate, students may read print and online materials, and/or computer software.

2. Describe nature and frequency of writing assignments and tests, if applicable:

As appropriate, students may utilize print and online materials or computer software to respond in writing.

3. Describe nature and frequency of computational assignments and tests, if applicable:

As appropriate, students may utilize print and online materials or computer software to compute.

4. Describe other types of assignments and tests, if applicable:

When appropriate, referral to Computer-Assisted-Instruction (CAI); multimedia instructional materials; existing tutorial services; Counseling Department for personal counseling, if appropriate; Office of Students with Disabilities (OSD), CalWORKS, STAR, if appropriate.

Within the context of the workshop and/or ILIP, the student will do some or all of the following: review and evaluate classroom assignments and tests; evaluate his/her notes and textbook marking systems; analyze learning style preferences and determine the best strategies for learning; analyze study behaviors and remediate deficiencies/utilize new study techniques.

Course Subject & Number: LAC 901

Course Name: Supervised Learning Assistance

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.)*

Workshops/small groups – lecture, demonstration, presentation of audio/visual materials, facilitation of group work, explanation of instructional materials

Individual Learning Improvement Plans (ILIPs) - consultation, formal and informal diagnosis/assessment, lecture, demonstration, presentation of audio/visual materials, Computer-Assisted-Instruction, explanation of instructional materials.

METHODS OF EVALUATION: *Describe specific methods used for determining whether students have met course objectives through assignments and tests. What will faculty be looking for when evaluating a student's work?*

Workshops:

Pre and post tests (Objectives 1-4)

Individual Learning Improvement Plans:

Pre and post tests (Objectives 1-6).

ILIP assignments tailored to the individual needs of the student (Objective 1).

Observation of the student's ability to utilize resources to which he/she was referred (Objective 2).

Student self-reporting through consultation with the Faculty Learning Specialist (Objective 6).

Case notes on student progress developed by the Faculty Learning Specialist (Objectives 1-6).

Suggested Texts or other Instructional Materials *(include titles, authors, publishers, dates, and editions):*

Instructional materials developed by the Faculty Learning Specialist.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office

Course Outline of Record for Non-Credit Course Only

COURSE SUBJECT & NUMBER: LAC 901
COURSE NAME: Supervised Learning Assistance
COURSE HOURS: Average of 10-30 hours per semester

LIMITATIONS ON ENROLLMENT:
None

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify those students who would benefit most from taking this course. If repeatable, state the number of times at end of description).*
Students will meet with Faculty Learning Specialists for individualized learning assistance in small group instruction or one-on-one assessment and intervention. When appropriate, Faculty Learning Specialists will conduct an intake that includes developing an academic history, administering learning assessment instruments, and together with the student developing an individual learning plan (ILP) focused on addressing the student's skill deficiencies. This ILP will include referring students to appropriate services and resources and monitoring student progress. Cumulative progress on the ILP and positive attendance records will be maintained for this open entry open exit course. No tuition will be charged, no grades will be given grades, and no grades appear on the student's transcript.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable, expected student outcomes. 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 individual skill deficiencies
- Recognize and locate available resources to address their individual needs
- Apply improved study skills
- Improve metacognitive behaviors
- Achieve individualized goals as related to ILP
- Demonstrate progress in the ability to work independently



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED
NOV 16 2009
BY: *Maureen*

NUMBER: TBA
TITLE: How to Become a Debt-Free Real Estate Investor
INSTRUCTOR: Seewing Yee
HOURS: 3 hrs. (1 meeting)
ENROLLMENT FEE: \$39 MATERIALS/SUPPLIES FEE: \$49 (Optional)
ENROLLMENT EXPECTED: 10-39

DESCRIPTION OF OFFERING: Seewing Yee, Real Estate Network owner and financial advisor, presents a revolutionary approach to achieving true financial independence. This class is perfect for anyone who is interested in becoming a debt-free real estate investor. You will learn how to buy a portfolio of positive cash flow investment properties and use the positive cash flow to pay off your mortgages (including your principle home) in less than 10 years. Develop and use your new skills to retire early, debt free!

INSTRUCTOR BIOGRAPHY: Seewing Yee holds a Master's degree in Taxation, has 20 years of experience in comprehensive financial planning with major financial institutions, and owns a Real Estate Investment Network and a successful credit restoration and counseling company.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:
Signature: *Thomas Duff* Date: *11-9-09*
Signature: *B. Byr* Date: *11-12-09*

AP&P Approval:
Date: _____

Course Outline

1. The problem
2. The Solution - 3 Stages of being Debt Free
 - 100% Cash
 - Pay off All Debts
 - Focus all in Wealth Building
 - Invest in Real Estate to Rebuild Wealth
3. Debt Pay off Calculation Worksheet
4. Lifestyle to do List
5. Financial Freedom

How to Become a Debt-Free Real Estate Investor

You will learn:

A revolutionary approach to achieve true financial independence

- How to buy a portfolio of positive cash flow investment properties, with low down payments
- Then using the positive cash flow to pay off all of your mortgages, including your principal home in 6-9 years
- Then retire completely debt free with passive income for the rest of your life
- The key to financial independence is to first “invest” in your debts by using our simple linear math variable path methodology to eliminate all of your debts, including credit cards, car loans, student loans, lines of credit, principal home loans, and investment property loans, current and future.

Optional Materials fee of \$49.00 is payable to the instructor at the door for comprehensive workbook. Bring a list of all debts, calculator, and pencil. Husbands and wives are strongly encouraged to attend together.

TRANSFORMING DEBT INTO WEALTH®

Table of Contents

WELCOME .....	.4
THE PROMISE .....	.5
As of today you are as good as debt free! .....	.5
THE PROBLEM .....	.8
Being in Debt Means... ..	.8
Being in Debt is Damaging to... ..	.9
Why Are We Obsessed with Using Credit? .....	.10
Major Causes of Damage: Mortgages and Car Loans .....	.12
Still More Damage – Credit Cards .....	.15
Using Credit Actually Lowers Your Standard of Living .....	.15
Zero Percent Interest and Frequent Flier Cards .....	.16
It's Not All Your Fault .....	.17
You are Likely a Millionaire in the Making .....	.18
Who's Scripting Your Dreams? .....	.19
Keeping up with the Jones is insane! .....	.20
Who Built This Financial Prison? .....	.21
The Monthly Payment Trap .....	.22
How Are You Doing So Far? .....	.26
Frequently Asked Questions about the Debt Problem .....	.38
THE SOLUTION .....	.31
The Three Stages of Transforming Debt into Wealth® .....	.31
Stage One: Operate on a 100% CASH Basis .....	.32
Operating on Cash – Get Rid of the Plastic .....	.33
What's it Like to Operate on Cash? .....	.35
Stage Two: Pay Off ALL Debts, Including Any Mortgages .....	.36
Stage Three: Focus All Available Cash on Continued Wealth Building .....	.37
The Cascading Debt-Elimination System™ .....	.38
Your Accelerator Margin™ .....	.40
Watch the Power of Mathematics .....	.41
Now Let's Pay Off Your Debts .....	.44
FAQ's About Debt Elimination .....	.46
Your Accelerator Margin™ is the Key .....	.50
Finding Accelerator Margin™ Money .....	.52
From Snowflake to Avalanche .....	.53
Frequently Asked Questions about the Accelerator Margin™ .....	.58
Manage Your Spending to Maximize Your Accelerator Margin™ .....	.59
Impulse Spending – a Wealth Drain .....	.59
The C.I.A. Is Out to Get Your Money .....	.59
The Discipline of Cash .....	.60
Money-saving Shopping Tips to Build Your Accelerator Margin™ .....	.61

Step-by-Step to True Financial Independence

Shrinking Santa's Stocking .....	.63
Wisdom From The Depression .....	.64
Don't Give Up on Giving .....	.66
Keeping Car Costs Under Control .....	.67
The Millionaire's Guide to Buying a Used Car .....	.69
Frequently Asked Questions about Financial Freedom .....	.70
A Day in the Life of A TDIW Graduate .....	.72
THE OPPORTUNITY .....	.74
You Now Have the Opportunity to Redesign Your Life .....	.74
Work It Out: Your Financial Freedom Lifestyle To-Do List .....	.75
Make the Commitment .....	.76
Now it's Up to You .....	.76
APPENDIX A PERSONAL FINANCIAL STATEMENTS .....	.78
Instructions for Completing Personal Financial Statements .....	.78
Step 1 – Get your records together .....	.78
Step 2 – Complete Worksheets A-1 through A-11. Record payments, withdrawals, and charges to the appropriate expense worksheets. ....	.79
Step 3 – Complete Worksheet B-1 – Summary of Monthly Expenses. ....	.86
Step 4 – Complete Worksheet B-2 – Summary of Monthly Income. ....	.86
Step 5 – Complete Worksheet B-3 - Reserve for Infrequent Expenses .....	.86
Step 6 – Complete Worksheet C – Personal Financial Statement Summary ...	.88
Step 7 – Begin your journey to financial freedom. ....	.88
APPENDIX B RESOURCES .....	.90
Software .....	.90
Newsletters .....	.90
Debt Elimination Time Calculator .....	.92
Accelerator Margin Find Form .....	.93
Planned Spending System .....	.95
Calculating Your Debt Payoff (\$30,000 household) .....	.96
Calculating Your Debt Payoff (\$60,000 household) .....	.97
Calculating Your Debt Payoff (\$150,000 household) .....	.98
Calculating Your Debt Payoff (your debts) .....	.99
Wealth Building Time Calculator .....	.100
APPENDIX C SEMINAR OUTLINE .....	.101
The Promise .....	.101
The Problem .....	.101
The Solution .....	.105
The Opportunity .....	.108

Instructor SeeWing Yee, BBA in Accounting and Masters of Science (M.S.) in Taxation, is a California licensed real estate broker. He has over 20 years of financial planning experience with major Wall Street firms, has owned a credit repair company for over 20 years, and is a retired US Army with 20 years of military service. He is currently the founder and CEO of Yee Real Estate Network in Fremont, CA and has coached and mentored thousands of individuals to financial success over the past several decades

RECEIVED
NOV - 2 2009
BY: *Maurice*



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBA
TITLE: Busy Mom's Book Club
INSTRUCTOR:
HOURS: 1 hr. - 5 meetings
ENROLLMENT FEE: \$50 MATERIALS/SUPPLIES FEE: \$20
ENROLLMENT EXPECTED: 10-25

DESCRIPTION OF OFFERING: Are you a busy Mom, always on the go? Dr. Ellen Colman, Antelope Valley College Professor and busy mom herself, will present Mom-based literature. Topics will focus on all aspects of motherhood including child-rearing, relationships, and family. Excerpts from books will be provided for your enjoyment and discussion; only excerpts - we're busy Moms after all! Take some time for yourself and unwind with Dr. Coleman at the Busy Mom's Book Club.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: <i>Sandra Harmon</i>	Date: <i>10/30/09</i>
Signature: <i>Karen W. Cowell</i>	Date: <i>10/29/09</i>

AP&P Approval:
Date:

Per your request.

--
Elayne S. Davis
Antelope Valley College
Corporate & Community Services
3041 W. Avenue K, SSV 126
Lancaster, CA 93536
661.722.6300, ext. 6584

----- Original Message -----

From Ellen Coleman <ecoleman214@hotmail.com>
Date Sat, 07 Nov 2009 07:59:11 +0000
To Elayne Davis <edavis@avc.edu>
Subject RE: Request

Hi Elayne,

Hope this is okay:

"Hello. I'm Dr. Coleman and I have been an adjunct instructor at AVC for the past six years, where I currently teach American Political Institutions. I was born and raised in the Antelope Valley and actually received my AA degree from AVC, before moving on to Claremont Graduate University, where I eventually graduated with a Ph.D. in Political Science. I also hold a MPA, which I obtained from SDSU.

I am a full-time peace officer and have been employed as a state investigator for ten years. I also hold a P.I. license. In 2002, I gave birth to my daughter, Alexis, and it was the happiest day of my life! I am the typical busy mother, working and raising a child. Although my days are very challenging, I have still found the time, alright, made the time, to read – some days just a few pages at a time, but still reading nonetheless. Diving into a good book is a great way to escape, if only for a few minutes, and it was my love of reading and books that gave way to the underlying premise for my course proposal, The Busy Mom's Book Club."

Ellen Coleman, Ph.D.

> Date: Wed, 4 Nov 2009 12:34:45 -0800
> From: edavis@avc.edu
> Subject: Request
> To: ecoleman@avc.edu
>
> Your "Busy Mom's Book Club" class proposal is coming up for review by
> the AP&P committee next week. We've been asked to provide a short bio on
> you. Please email me a response as soon as you are able, so I may
> forward it on.
> Thank you,
>
> --
> Elayne S. Davis
> Antelope Valley College
> Corporate & Community Services
> 3041 W. Avenue K, SSV 126
> Lancaster, CA 93536
> 661.722.6300, ext. 6584
>

Find the right PC with Windows 7 and Windows Live. Learn more.

Busy Mom's Book Club
Course Description

Target Audience

The target audience for this course will be mothers between the ages of 30 and 50.

Possible flier, pamphlet, or advertising would involve the following script:

“Are you a busy Mom? Are you always on the go? Dr. Coleman is a professor at Antelope Valley College and a busy mother, just like you. Come join Dr. Coleman and other mothers to discuss Mom-based literature. Topics will focus on all aspects of motherhood, to include child-rearing; relationships; family; etc. Because we're busy mothers, we'll only read *excerpts* from various books (excerpts provided in class) and discuss the readings each week. Take some time for yourself and unwind with Dr. Coleman at the Busy Mom's Book Club!”

Prerequisites

Participants should enjoy reading and discussing literature.

Detailed Course Outline

The class will meet for one hour, on a selected day, to discuss excerpts/chapters from various books addressing issues concerning motherhood. The class will run for five weeks. All excerpts/chapters will be classified as *materials* and provided to the students on the first day of class for a \$20 fee. I will lead the discussion and solicit class participation from the group regarding the assigned readings.

Text or Materials Required

Possible books for discussion include the following:

The Mask of Motherhood: How Becoming a Mother Changes Our Lives and why we Never talk About it – Susan Maushart

You're Not the Boss of Me: Adventures of a Modern Mom – Erika Schickel

Motherhood Deferred, A Woman's Journey – Anne Fleming

Mother on Fire: A True Mother's Story About Parenting – Sandra Tsing Loh

Baby Love: Choosing Motherhood After a Lifetime of Ambivalence – Rebecca Walker

Life Laughs: The Naked Truth About Motherhood, Marriage, and Moving On – Jenny McCarthy

To Hell With All That: Loving and Loathing Our Inner Housewife – Caitlin Flanagan

The Honeymoon's Over: True Stories of Love, Marriage, and Divorce – edited by Andrea Chapin and Sally Wofford-Girand

Creating a Life: What Every Woman Needs to Know About Having a Baby and a Career
– Sylvia Ann Hewlett

Choice: True Stories of Birth, Contraception, Infertility, Adoption, Single Parenthood & Adoption – edited by Karen Binder and Nina de Gramont

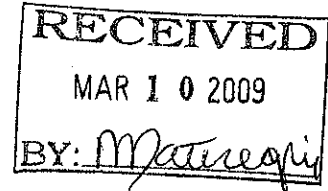
America's Cheapest Family Gets You Right on the Money – Steve and Annette Economides

The Bitch in the House: 26 Women tell the Truth About Sex, Solitude, Work, Motherhood, and Marriage – Cathi Hanauer

Flux: Women on Sex, Work, Love, Kids, and Life in a Half-Changed World – Peggy Orenstein

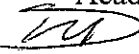


ANTELOPE VALLEY COLLEGE
Technical Education Division



DATE: March 8, 2010

TO: Academic Policies and Procedures Committee

FROM:  Margaret M. Drake, Dean, Technical Education Division
Joe Owens, Instructor, Air Conditioning & Refrigeration Program

SUBJECT: Obsolete Air Conditioning & Refrigeration Courses

We are requesting that ACRV 215, Commercial Refrigeration Systems and Controls and ACRV 225, Commercial Air Conditioning Controls and Systems become obsolete. These courses have not been offered for two academic years and have not been brought forward to AP&P for renewal. They should, therefore, be removed from the active course file.

Thank you.

MMD:mr

cc: L. Snow