



- f. ABDY 125 – \*Basic Automotive Refinishing 10 units, 20 hours weekly (No Xeroxing required.)
- g. ABDY 212 – \*Advanced Automotive Collision Repair I 5 units, 10 hours weekly  
Advisory: NONE  
Revised to:  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
- h. ABDY 213 – \*Advanced Automotive Collision Repair II 5 units, 10 hours weekly  
Advisory: NONE  
Revised to:  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
- i. ABDY 215 – \*Advanced Automotive Collision Repair 10 units, 20 hours weekly  
Advisory: NONE  
Revised to:  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
- j. ABDY 222 – \*Advanced Automotive Refinishing I 5 units, 10 hours weekly  
Advisory: NONE  
Revised to:  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
- k. ABDY 223 – \*Advanced Automotive Refinishing II 5 units, 10 hours weekly  
Advisory: NONE  
Revised to:  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
- l. ABDY 225 – \*Advanced Automotive Refinishing 10 units, 20 hours weekly  
Advisory: NONE  
Revised to:  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*

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

- a. CA 133 – \*Oracle PL/SQL Programming 3 units, 4 hours weekly  
*Revised: Course Content and Methods of Evaluation*
- b. CIS 121 – \*Computer Mathematics 3 units, 3 hours weekly
- c. CIS 145 – \*Introduction to Visual Basic.NET Programming 3 units, 4 hours weekly (No Xeroxing required.)
- d. CFE 105 – \*Discovery-Based Education for Children 3 units, 3 hours weekly (No Xeroxing required.)
- e. LIB 110 – \*Introduction to Internet Research 1 unit, 1 hour weekly (No Xeroxing required.)
- f. DA 111 – \*Choreography 3 units, 3 hours weekly (No Xeroxing required.)
- g. DA 104 – \*Beginning Jazz Dance 1 unit, 3 hours weekly  
*Revised: Course Objectives and Course Content*
- h. DA 124 – \*Intermediate Jazz Dance 1 unit, 3 hours weekly  
*Revised: Course Objectives and Course Content*
- i. DA 204 – \*Advanced Jazz Dance 1 unit, 3 hours weekly  
*Revised: Course Objectives and Course Content*
- j. DA 103 – \*Beginning Modern Dance 1 unit, 3 hours weekly  
*Revised: Course Objectives and Course Content*
- k. DA 123 – \*Intermediate Modern Dance 1 unit, 3 hours weekly  
*Revised: Course Objectives and Course Content*

- l. DA 203 – \*Advanced Modern Dance 1 unit, 3 hours weekly  
*Revised: Course Objectives and Course Content*
  - m. DA 105 – \*Beginning Tap Dance 1 unit, 3 hours weekly  
*Revised: Course Objectives and Course Content*
  - n. DA 125 – \*Intermediate Tap Dance 1 unit, 3 hours weekly  
*Revised: Course Objectives and Course Content*
  - o. DA 205 – \*Advanced Tap Dance 1 unit, 3 hours weekly  
*Revised: Course Objectives and Course Content*
- 10. DISCUSSION ITEMS – Revised Courses/CORS – First Reading**
- a. CIS 174 – \*Introduction to C#.NET Programming 3 unit, 4 hours weekly  
Prerequisite: Completion of CIS 111  
Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 130  
*Revised to:*  
*Advisory: Completion of CIS 111 and Eligibility for ENGL 099, READ 099 and Eligibility for MATH 102*
- 11. ACTION ITEMS – New Distance Education Courses – First Reading**
- a. CIS 174 – \*Introduction to C#.NET Programming 3 unit, 4 hours weekly – New Hybrid
- 12. ACTION ITEMS – Revised Distance Education Courses – Second Reading**
- a. CIS 145 – \*Introduction to Visual Basic.Net Programming 3 units, 4 hours weekly – Revised hybrid equivalent  
(No Xeroxing required.)
  - b. SOC 101 – Introduction to Sociology 3 units, 3 hours weekly – Revised online equivalent  
(No Xeroxing required.)
  - c. LIB 110 – \*Introduction to Internet Research 1 unit, 1 hour weekly – Revised online equivalent  
(No Xeroxing required.)
- 13. ACTION ITEMS – New Community Service Offering – Second Reading**
- a. Certified Wedding Planner – How to Start a Wedding Planning Business – Lynne Stein
- 14. DISCUSSION ITEMS – New Community Service Offering – First Reading**
- a. Photoshop from the Pros – Cynthia Kincaid (No Xeroxing required. Refer to material from 10/22/09 meeting.)
  - b. United States Constitution Exam – Dr. Don Ranish
  - c. Anatomy of Fear – Lee Bergthold
  - d. Mind Management Strategies – John O. Adams
  - e. U.S. Foreign Policy Since 1898 – Ken Shafer
- 15. ACTION ITEMS – Obsolete Course Request – Second Reading (No Xeroxing required. Refer to material from 10/22/09 meeting.)**
- a. MUS 190 – Piano Accompaniment I
  - b. MUS 235 – Piano Accompaniment II
  - c. MUS 241 – Choral Music Performance
  - d. ACRV 198A – Commercial Ice Machines
  - e. AJ 105 – Arson/Fire Investigation
  - f. PSY 217 – Psychology of Men
- 16. DISCUSSION ITEMS – Obsolete Course Request – First Reading**
- a. NA 101 – Nurse Aide
  - b. NA 102- Pharmacology for Certified Nurse Aides
  - c. HHA 102 Home Health Aide
  - d. CULA 120 – Introduction to Wines
  - e. CULA 121 – Wines and Food

- f. CULA 122 – Sensory Evaluation of Wines
- g. CULA 123 – Introduction to Wines of Unique and Emerging Regions
- h. BASL 910 – Cat. A & B Life and Workplace Skills
- i. BASM 903 – Cat. A: Mathematics
- j. BASM 904 – Cat. B: Mathematics
- k. BASO 900 – Cat. A & B Pathways to Success
- l. BASR 906 – Cat. A: Reading/Writing
- m. BASR 907 – Cat. B: Reading/Writing
- n. SEN 901 – Creative Retirement
- o. SEN 910 – Healthy Nutrition for Seniors
- p. SEN 920 – Gen through Photo and Journals
- q. WFDV 901 – Self Sufficiency Through Personal Development
- r. WFDV 902 – Self Sufficiency Through Job Readiness
- s. WFDV 903 – Self Sufficiency Through Job Retention
- t. WFDV 904 – Self Sufficiency Through Career Awareness

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

**Business and Computer Studies**

- a. ACCT 111 – Bookkeeping
- b. ACCT 113 – Bookkeeping II
- c. ACCT 121 – Microcomputer Accounting
- d. ACCT 201 – Financial Accounting
- e. ACCT 205 – Managerial Accounting
- f. BUS 101 – Introduction to Business
- g. BUS 105 – Business Mathematics
- h. BUS 113 – Business Communications
- i. BUS 212 – Women in Organization
- j. CA 121 – Microcomputer Spreadsheets
- k. CA 131 – Microcomputer Database Management
- l. CA 133 – Oracle PL/SQL Programming (First Reading 10/22/09; Pending revisions)
- m. CA 171 – Introduction to Networking (Agenda ready)
- n. CA 176 – Windows 2003 Networking (Technical Review 10/27/2009; Pending revisions)
- o. CA 182 – Network Security (Technical Review 10/27/2009; Pending revisions)
- p. CA 221 – Computer Concepts & Appl Business
- q. CIS 101 – Intro Computer Info Science
- r. CIS 111 – Intro Programming & Algorithms
- s. CIS 113 – Data Structures
- t. CIS 121 – Computer Mathematics (First Reading 10/22/09; Pending revisions)
- u. CIS 123 – Assem Lang & Computer Architec
- v. CIS 141 – Intro Basic Programming
- w. CIS 145 – Intro to Visual BASIC.NET Prog (First Reading 10/22/09; Pending revisions)
- x. CIS 174 – Intro to C#.NET Programming (Agenda ready; pending SLO)
- y. CIS 175 – Java Programming
- z. MGT 121 – Human Resources Management
- aa. MKTG 101 – Principles of Marketing
- bb. OT 105 – Beginning Keyboarding Technique
- cc. OT 113 – Adv MS Word (No SLO)
- dd. OT 201 – Admin Office Procedures

**Health Sciences**

- a. CFE 105 – Discovery-Based Ed for Children (Revision rcvd 10/23/2009; In process)
- b. CFE 109 – Supvn Admin Childhood Prog I (Rcvd 10/29/09; Tech Rvw 11/4/09)
- c. CFE 110 – Supvn Admin Childhood Prog II (Rcvd 10/29/09; Tech Rvw 11/4/09)
- d. CFE 115 – Guiding Children’s Behavior (Rcvd 10/29/09; Tech Rvw 11/4/09)
- e. CFE 122 – Infant Toddler Strategies (Rcvd 10/29/09; Tech Rvw 11/4/09)
- f. CFE 169 – D Rate Pre-Service Training (Rcvd 10/29/09; Tech Rvw 11/4/09)
- g. HHA 102 – Home Health Aide (Obsolete memo in process)
- h. NA 102 – Pharmacology for CAN (Obsolete memo in process)

**Instructional Resources**

- a. LIB 107 – Information Competency
- b. LIB 110 – Intro to Internet Research (First Reading 10/22/09; In process)

**Language Arts**

- a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
- b. ENGL 101 – Freshman Composition (1<sup>st</sup> reading 5/14/09; Technical review 10/27/09; Pending revisions 11/4/09)
- c. ENGL 225 – English Literature 800-1750 (Technical review 10/27/09; Pending revisions 11/4/09)
- d. ENGL 226 – English Literature 1750-1900 (Rcvd 10/28/09; Tech Rvw 11/4/09)
- e. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- f. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- g. ENGL 259 – Images of Women in Literature
- h. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- i. ESL 018 – ESL Reading and Writing 1 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- j. ESL 019 – ESL Skills Building 1 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- k. ESL 020 – ESL Vocabulary and Pronunciation 2 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- l. ESL 023 – ESL Grammar 2 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- m. ESL 028 – ESL Reading and Writing 2 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- n. ESL 029 – ESL Skills Building 2 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- o. ESL 030 – ESL Vocabulary and Pronunciation 3 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- p. ESL 033 – ESL Grammar 3 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- q. ESL 038 – ESL Reading and Writing 3 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- r. ESL 039 – ESL Skills Building 3 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- s. ESL 040 – ESL Vocabulary and Pronunciation 4 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- t. ESL 043 – ESL Grammar 4 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- u. ESL 048 – ESL Reading and Writing 4 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- v. ESL 049 – ESL Skills Building 4 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- w. ESL 058 – ESL Reading and Writing 5 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- x. ESL 059 – ESL Skills Building 5 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- y. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
- z. READ 175 – Literacy Tutor & Supervised Field Experience (Technical review 10/27/2009; Pending revisions 11/4/09)
- aa. SPAN 101 – Elementary Spanish (Technical review 10/27/2009)
- bb. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09)
- cc. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09)
- dd. SPAN 202 – Intermediate Spanish (Technical review 10/27/2009)
- ee. SPAN 203 – Advance Spanish (Technical review 10/27/2009)

**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 – 2<sup>nd</sup> Half
- g. MATH 080 – Plane Geometry

**Noncredit**

- a. BASL 910 – Cat. A & B Life and Workplace Skills (Obsolete memo rcvd 10/29/09; In process)
- b. BASM 903 – Cat. A: Mathematics (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- c. BASM 904 – Cat. B: Mathematics (Obsolete memo rcvd 10/29/09; In process)
- d. BASO 900 – Cat. A & B Pathways to Success (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- e. BASR 906 – Cat. A: Reading/Writing (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- f. BASR 907 – Cat. B: Reading/Writing (Obsolete memo rcvd 10/29/09; In process)
- g. LAC 900 – Supervised Tutoring
- h. LAC 901 – Supervised Learning Assistance
- i. LAC 939 – Prep for Success in Corp Train (No SLO)
- j. LAC 941 – Special Topics in WFDV (No SLO)
- k. LAC 942 – Learning Skills Lab for WFDV (No SLO)
- l. SEN 901 – Creative Retirement (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- m. SEN 910 – Healthy Nutrition for Seniors (No SLO) (Obsolete memo rcvd 10/29/09; In process)

- n. SEN 920 – Gen through Photo and Journals (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- o. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; Pending revisions and SLO)
- p. WDTO 905 – Basic Water Supply Science (Rcvd 11/4/09; No SLO)
- q. WDTO 910 – Water Chemistry and Quality (Rcvd 11/4/09; No SLO)
- r. WDTO 915 – Water Distribution I (Technical review 10/27/2009; No SLO)
- s. WDTO 916 – Water Distribution II (Rcvd 11/4/09; No SLO on File)
- t. WDTO 920 – Water Treatment I (Agenda Ready; Pending SLO)
- u. WFDV 901 – Self Sufficiency Through Personal Development (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- v. WFDV 902 – Self Sufficiency Through Job Readiness (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- w. WFDV 903 – Self Sufficiency Through Job Retention (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- x. WFDV 904 – Self Sufficiency Through Career Awareness (No SLO) (Obsolete memo rcvd 10/29/09; In process)

#### Physical Education & Athletics

- a. DA 103 – Beginning Modern Dance (First reading 9/10/2009; In process)
- b. DA 104 – Beginning Jazz Dance (First reading 9/10/2009; In process)
- c. DA 105 – Beginning Tap Dance (First reading 9/10/2009; In process)
- d. DA 111 – Choreography (First reading 9/10/2009; In process)
- e. DA 123 – Intermediate Modern Dance (First reading 9/10/2009; In process)
- f. DA 124 – Intermediate Jazz Dance (First reading 9/10/2009; In process)
- g. DA 125 – Intermediate Tap Dance (First reading 9/10/2009; In process)
- h. DA 203 – Advance Modern Dance (First reading 9/10/2009; In process)
- i. DA 204 – Advance Jazz Dance (First reading 9/10/2009; In process)
- j. DA 205 – Advance Tap Dance (First reading 9/10/2009; In process)
- k. PE 190 – Introduction to Physical Education
- l. 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. ABDY 112 – Basic Auto Body Repair (Second Reading 10/22/09; In process)
- b. ABDY 113 – Basic Auto Body Repair (Second Reading 10/22/09; In process)
- c. ABDY 115 – Basic Auto Body Repair (Second Reading 10/22/09; In process)
- d. ABDY 122 – Basic Automotive Refinishing (Second Reading 10/22/09; In process)
- e. ABDY 123 – Automotive Refinishing (Second Reading 10/22/09; In process)
- f. ABDY 125 – Basic Automotive Refinishing (Second Reading 10/22/09; In process)
- g. ABDY 212 – Advanced Collision Repair I (Second Reading 10/22/09; In process)
- h. ABDY 213 – Advanced Collision Repair II (Second Reading 10/22/09; In process)
- i. ABDY 215 – Advance Collision Repair (Second Reading 10/22/09; Pending revisions)
- j. ABDY 222 – Advanced Automotive Refinishing I (Second Reading 10/22/09; In process)
- k. ABDY 223 – Advanced Automotive Refinishing II (Second Reading 10/22/09; In process)
- l. ABDY 225 – Advanced Automotive Refinishing (Second Reading 10/22/09; Pending revisions)
- m. ACRV 198A – Commercial Ice Machine (Obsolete Memo; In process)
- n. AUTO 276 – C.A. Clean Air Car Course
- o. ELEC 110 – Fundamentals of Electricity
- p. ELEC 115 – Electrical Codes and Ordinances
- q. ELEC 120 – Residential Wiring
- r. ELEC 140 – Commercial/Industrial Wiring and Cabling
- s. ELEC 150 – Electrical Maintenance
- t. ELEC 160 – Fundamentals of Motor Control
- u. ELEC 220 – Advanced Motor Control – PLC
- v. ELEC 250 – Electricians Journeyman Review
- w. FTEC 102 – (I-200) Bas Incd Comm Sys
- x. FTEC 120 – (S-212) Wildfire Powersaws
- y. FTEC 122 – Wildland Firefighter
- z. FTEC 125 – Haz Mat First Responder Operations
- aa. FTEC 126 – Wildland Fire behavior
- bb. FTEC 127 – Wildland Firefighter Safety and Survival

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

**Visual & Performing Arts**

- a. ART 105 – Women Artists in History (Pending obsolete memo per Dr. Newby 10/6/2009)
- 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)

**18. ADJOURNMENT**

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NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, 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: November 12, 2009  
LOCATION: SSV 151 – Board Room  
TIME: 3:00 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>	<u>GUESTS PRESENT</u>
Susan Atwood (proxy)	Mrs. Sharon Lowry, V. P.	Linda Harmon, Faculty	John O. Adams
Beverly Beyer, Faculty	Academic Affairs	LaDonna Trimble, Dean	Cynthia Kincaid
Maria Clinton, Cochair	Rick Motawakel, Faculty		Ron Mummaw
De'Neen Coleman-Carew, Faculty	Sheronda Myers, Voting ASO		Dr. Don Ranish
Margaret Drake, Dean	David Newby, Faculty		Ken Shafer
Tooraj Gordi, Faculty	David Newman, Faculty		
Lee Grishman, Articulation	Duane Rumsey, Faculty		
Cynthia Littlefield, Faculty	Les Uhazy, Dean		
Scott Lee, Faculty	Darcy Wiewall, Faculty		

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**2009-2010**  
**Academic Policies & Procedures Committee Meeting No. 6**  
**MINUTES**

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

A motion was made and seconded to call the November 12, 2009 AP&P Committee Meeting to order at 3:08 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:08 p.m. Motion carried.

*Ms. Clinton requested a motion to amend the agenda to include item 6b Acronyms as a discussion item. A motion was made and seconded to include item 6b Acronyms as a discussion item. Motion carried.*

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

**a. CurricUNET Update**

Ms. Maria Clinton stated that per Academic Senate all committees are to go paperless. Since the majority of the items on the agenda were second and third readings and copies of those items were provided at previous meetings, she felt this was a good meeting to begin the paperless system.

Ms. Maria Clinton gave an update on the CurricUNET Conference, which included the following:

- San Diego Community College was first to implement the CurricUNET database and they created a large user guide that may work better if converted into an online tutorial.
- Chancellor's Office will start Beta testing in the next month and will be adding a few colleges at a time to use the program. It may be a while before our college is added and as a result we will need to continue to submit material in hard copy form.
- Compared to other colleges, Antelope Valley College has a very thorough Distance Education course process.

**3. APPROVAL OF MINUTES**

**a. October 22, 2009**

A motion was made and seconded to approve the October 22, 2009 Academic Policies and Procedures committee meeting minutes. Dr. Lee Grishman expressed a concern that De'Neen Coleman-Carew was not listed as an attending member and that Stephanie Low's name was spelled incorrectly. Also Ms. Maria Clinton stated that revisions to the Methods of Instruction of the autobody courses were not requested but rather revisions to the Methods of Evaluation. Motion carried as amended.

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

**a. Technical Review Committee Recruitment**

Ms. Maria Clinton announced that Mrs. Beverly Beyer, who has been on the Technical Review Committee for several years, wishes to resign her post. As a result, Ms. Clinton asked if there was any one on the AP&P Committee who wished to volunteer to serve on the Technical Review Committee. Dr. David Newman volunteered to participate on the committee for the spring 2010 semester but did not know if his work load would allow him to continue in the fall.



Ms. Maria Clinton stated that he may join the committee for the spring and his participation can be reevaluated in the fall if necessary.

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

Ms. Maria Clinton stated that per her conversation with Mr. Christos Valiotis, Academic Senate President, the Academic Policies and Procedures Committee can revise the Diversity Studies Requirement Statement as it sees fit. However, we may wish to align the revisions with Title 5 language and also change the title to Ethnic Studies. Dr. Lee Grishman asked Mr. Duane Rumsey if he was able to speak with his counterpart at Santa Barbara regarding the Deaf Studies course that they had listed as meeting the Diversity Studies Requirement. Mr. Duane Rumsey explained that the Deaf Studies course offered at Santa Barbara was not approved by the Chancellor's Office. A small conversation took place regarding the fact that in order to offer a class under Ethnic Studies it needs to address the needs of a dominant ethnic group in addition to a non-dominant ethnic group. Mrs. Sharon Lowry asked if the committee would like her to consult with the Statewide Academic Curriculum Committee (SACC). The committee was in agreement that consulting with SACC was the best course of action before proceeding.

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

None

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

**a. LAS Degree Requirements**

Ms. Maria Clinton stated that there is a major discrepancy in the current language of the LAS degree and this needs to be correct as soon as possible so that students are not impacted negatively. She also stated that Deborah Charlie, previous AP&P Faculty Co-Chair, provided her with a list of those individuals who revised the LAS degree and they are already working on revising the wording. Dr. Lee Grishman was concerned since he was one of two people who revised the LAS degree and he has yet to be contacted to work on the corrections. Ms. Maria Clinton stated that his name was not on the list of individuals involved in the initial revision of the LAS degree and asked Mr. Duane Rumsey to confirm that the Language Arts faculty are working on the corrections. Mr. Duane Rumsey confirmed that they were in fact working on the revisions, however, he thought they were revising the Language Arts degree requirements. Ms. Clinton stated that the Liberal Arts and Sciences (LAS) Degree requirements that she is referring to can be found on page 55 of the current catalog. She stated that she would contact Deborah Charlie again for clarification on the individuals who worked to revise this degree last year since she believes there was a misunderstanding on which LAS degree. Ms. Maria Clinton stated that this will return to the agenda on December 10, 2009 for further discussion. This item was tabled.

**b. Use of Acronyms in the Course Outline of Record**

Ms. Maria Clinton requested the committee to discuss the use of acronyms on the Course Outline of Record (COR) since there seems to be some inconsistencies on who is required to spell out acronyms. After some brief discussion on the matter the committee decided that it was necessary to spell out all acronyms once with the acronym in parentheses following the wording. Once the acronym or abbreviation is fully identified, the use of the acronym or abbreviation is acceptable on the COR.

**7. ACTION ITEMS**

**a. Upper Division Units**

Ms. Maria Clinton stated that Cindy Littlefield, faculty representative for Physical Education & Athletics, reported that her division wanted to approve the use of Upper Division Units by petition or on a case-by-case basis. As a result, Ms. Maria Clinton requested a motion to approve the use of upper division units when transferring to Antelope Valley College by petition. A motion was made and seconded to approve the use of upper division units when transferring to Antelope Valley College by petition. Motion carried.

*Ms. Clinton requested a motion to amend the agenda to move item 14e to be next on the agenda due to a schedule conflict for the instructor. A motion was made and seconded to move item 14e to be next on the agenda. Motion carried.*

**8. ACTION ITEMS – New Community Service Offering – First Reading**

**a. U.S. Foreign Policy Since 1898 – Ken Shafer**

A motion was made and seconded to approve U.S. Foreign Policy Since 1898 as a course offering through Corporate and Community Education. Mr. Ken Shaffer was present to discuss the course and the first item he was asked to clarify was the material fee of \$15.00. He stated that the fee was intended to cover the cost of running copies of handouts that are required to prepare the students for the next meeting. Mrs. Sharon Lowry stated that the fee can only be the amount spent per copy and no profit can be made on the handouts. It was recommended that the copies be sold through the bookstore to avoid any complications.

Extensive discussion took place on the inconsistencies of Corporate and Community Education course offerings,

specifically the division approval process, format of course outline, and the overlap of C&CE offerings with the credit courses offered through Antelope Valley College. Mrs. Beverly Beyer offered to work closely with Ms. Elayne Davis and Dr. Tom O'Neil, Dean of Business and Computer Studies, to develop a formal process for the Corporate and Community Education course offerings.

Mr. Ken Shaffer was also asked how he determined the enrollment fee. He stated that he worked closely with Elayne Davis and Human Resources to determine a reasonable price in these hard economic times. Mrs. Sharon Lowry stated that the enrollment fee is per student and \$525.00 is too high for this type of class. Ms. Clinton asked Mr. Ken Shaffer to revise the material fee, enrollment fee, and discuss the course with the discipline faculty before bringing the course back to AP&P. Motion failed.

**9. ACTION ITEMS – Revised Courses/CORS – Third Reading**

- a. **ABDY 112 – \*Basic Auto Body Repair** **5 units, 10 hours weekly** (No Xeroxing required.)
  - b. **ABDY 115 – \*Basic Auto Body Repair** **10 units, 20 hours weekly** (No Xeroxing required.)
  - c. **ABDY 122 – \*Basic Automotive Refinishing** **5 units, 10 hours weekly** (No Xeroxing required.)
  - d. **ABDY 125 – \*Basic Automotive Refinishing** **10 units, 20 hours weekly** (No Xeroxing required.)
- A motion was made and seconded to approve the revisions made to ABDY 112, ABDY 115, ABDY 122, and ABDY 125 courses. Ms. Maria Clinton stated that all changes that were requested during the second reading of these courses were made by the faculty. Motion carried.
- e. **ABDY 113 – \*Basic Auto Body Repair** **5 units, 10 hours weekly**  
 Advisory: NONE  
*Revised to:*  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
  - f. **ABDY 123 – \*Automotive Refinishing** **5 units, 10 hours weekly**  
 Advisory: NONE  
*Revised to:*  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
  - g. **ABDY 212 – \*Advanced Automotive Collision Repair I** **5 units, 10 hours weekly**  
 Advisory: NONE  
*Revised to:*  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
  - h. **ABDY 213 – \*Advanced Automotive Collision Repair II** **5 units, 10 hours weekly**  
 Advisory: NONE  
*Revised to:*  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
  - i. **ABDY 215 – \*Advanced Automotive Collision Repair** **10 units, 20 hours weekly**  
 Advisory: NONE  
*Revised to:*  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
  - j. **ABDY 222 – \*Advanced Automotive Refinishing I** **5 units, 10 hours weekly**  
 Advisory: NONE  
*Revised to:*  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
  - k. **ABDY 223 – \*Advanced Automotive Refinishing II** **5 units, 10 hours weekly**  
 Advisory: NONE  
*Revised to:*  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*
  - l. **ABDY 225 – \*Advanced Automotive Refinishing** **10 units, 20 hours weekly**  
 Advisory: NONE  
*Revised to:*  
*Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070*

A motion was made and seconded to approve the revisions made to ABDY 113, ABDY 123, ABDY 212, ABDY 213, ABDY 215, ABDY 222, ABDY 223, and ABDY 225 Course Outline of Records. Ms. Maria Clinton stated that all changes that were requested during the second reading of these courses were made by the faculty. She also requested that one additional change be made to ABDY 222 Course Proposal Form to move ABDY 123 and ABDY 125 from advisory to a prerequisite. Motion carried as amended. A motion was made and seconded to approve the revisions made to ABDY 113, ABDY 123, ABDY 212, ABDY 213, ABDY 215, ABDY 222, ABDY 223, and ABDY 225 course content. Ms. Maria Clinton stated that the faculty added the requested advisories to these courses. Motion carried.

Mrs. Maggie Drake suggested that a laptop be provided to each of the AP&P representatives since it is very difficult to

follow the material on the screen at the front of the room. Ms. Maria Clinton suggested that the committee members review the material prior to the meeting, making any notes regarding the CORs on a separate sheet of paper to be discussed at the meeting. She also asked if the committee was willing to move the December 10, 2009 AP&P meeting to a computer lab. The committee agreed to move the next meeting and Ms. Maria Clinton requested that Melissa Jauregui, Academic Affairs Technician, look into an alternate location.

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

- a. **CA 133 – \*Oracle PL/SQL Programming** **3 units, 4 hours weekly**  
*Revised: Course Content and Methods of Evaluation*  
 A motion was made and seconded to approve the revisions made to CA 133 Course Outline of Record. Ms. Maria Clinton stated that all changes that were requested during the first reading of this course were made by the faculty. A discussion took place regarding the acronyms used in the description and through out the COR. Ms. Clinton requested that the faculty spell out all acronyms upon first use and abbreviation can be used there after. Motion failed.
  
- b. **CIS 121 – \*Computer Mathematics** **3 units, 3 hours weekly**  
 A motion was made and seconded to approve the revisions made to CIS 121 Course Outline of Record. Ms. Maria Clinton stated that the course validation study has not returned yet, however it is the discipline faculty’s decision to add a prerequisite to a course. According to Dr. Lee Grishman, the CSU and UC requirements for transferability of this course has already been met. Ms. Maria Clinton asked Professor Mummaw whether he wished to proceed with out the course validation. Professor Mummaw requested that the COR be considered as is and the prerequisite can be added at a later date. Ms. Maria Clinton explained that all changes requested during the first reading of this course were made by the faculty and the committee needed to consider an approval of the COR revisions. Motion carried.
  
- c. **CIS 145 – \*Intro to Visual Basic.NET Programming** **3 units, 4 hours weekly** (No Xeroxing required.)
- d. **CFE 105 – \*Discovery-Based Education for Children** **3 units, 3 hours weekly** (No Xeroxing required.)
- e. **LIB 110 – \*Introduction to Internet Research** **1 unit, 1 hour weekly** (No Xeroxing required.)
- f. **DA 111 – \*Choreography** **3 units, 3 hours weekly** (No Xeroxing required.)  
 A motion was made and seconded to approve the revisions made to CIS 145, CFE 105, LIB 110, and DA 111 Course Outline of Records. Ms. Maria Clinton stated that all changes that were requested during the first reading of these courses were made by the faculty. Motion carried.
  
- g. **DA 104 – \*Beginning Jazz Dance** **1 unit, 3 hours weekly**  
*Revised: Course Objectives and Course Content*
- h. **DA 124 – \*Intermediate Jazz Dance** **1 unit, 3 hours weekly**  
*Revised: Course Objectives and Course Content*
- i. **DA 204 – \*Advanced Jazz Dance** **1 unit, 3 hours weekly**  
*Revised: Course Objectives and Course Content*
- j. **DA 103 – \*Beginning Modern Dance** **1 unit, 3 hours weekly**  
*Revised: Course Objectives and Course Content*
- k. **DA 123 – \*Intermediate Modern Dance** **1 unit, 3 hours weekly**  
*Revised: Course Objectives and Course Content*
- l. **DA 203 – \*Advanced Modern Dance** **1 unit, 3 hours weekly**  
*Revised: Course Objectives and Course Content*
- m. **DA 105 – \*Beginning Tap Dance** **1 unit, 3 hours weekly**  
*Revised: Course Objectives and Course Content*
- n. **DA 125 – \*Intermediate Tap Dance** **1 unit, 3 hours weekly**  
*Revised: Course Objectives and Course Content*
- o. **DA 205 – \*Advanced Tap Dance** **1 unit, 3 hours weekly**  
*Revised: Course Objectives and Course Content*  
 A motion was made and seconded to approve the revisions made to DA 104, DA 124, DA 204, DA 103, DA 123, DA 203, DA 105, DA 125, and DA 205 Course Outline of Records. Ms. Maria Clinton stated that all changes that were requested during the first reading of these courses were made by the faculty. The Course Objectives and the Course Content have been revised to show progression through the beginning, intermediate and advanced dance courses. Motion carried.

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

- a. **CIS 174 – \*Introduction to C#.NET Programming** **3 unit, 4 hours weekly**  
 Prerequisite: Completion of CIS 111  
 Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 130  
*Revised to:*  
*Advisory: Completion of CIS 111 and Eligibility for ENGL 099, READ 099 and Eligibility for MATH 102*

A motion was made and seconded to approve the revisions made to CIS 174 Course Outline of Record. Ms. Maria Clinton stated that this course is a first reading and requested the AP&P representatives to review the material. The committee requested that all acronyms be spelled out the first time used and minor revisions made to the course content. Motion failed

**12. DISCUSSION ITEMS – New Distance Education Courses – First Reading**

- a. **CIS 174 – \*Introduction to C#.NET Programming** 3 unit, 4 hours weekly – New Hybrid  
A motion was made and seconded to approve the revisions made to CIS 174 Distance Education Proposal. Ms. Maria Clinton stated that this course is a first reading and requested the AP&P representatives to review the material. The committee requested that all acronyms be spelled out the first time used, change Blackboard to AVC Course Management System and fix the footer so it does not overlap with the text. Motion failed

**13. ACTION ITEMS – Revised Distance Education Courses – Second Reading**

- a. **CIS 145 – \*Introduction to Visual Basic.Net Programming** 3 units, 4 hours weekly – Revised hybrid equivalent (No Xeroxing required.)
- b. **SOC 101 – Introduction to Sociology** 3 units, 3 hours weekly – Revised online equivalent (No Xeroxing required.)
- c. **LIB 110 – \*Introduction to Internet Research** 1 unit, 1 hour weekly – Revised online equivalent (No Xeroxing required.)  
A motion was made and seconded to approve the revisions made to CIS 145, SOC 101, and LIB 110 Distance Education courses. Ms. Maria Clinton stated that all changes that were requested during the first reading of these Distance Education courses were made by the faculty. Motion carried.

**14. ACTION ITEMS – New Community Service Offering – Second Reading**

- a. **Certified Wedding Planner – How to Start a Wedding Planning Business – Lynne Stein**  
A motion was made and seconded to approve the revisions made to the Certified Wedding Planner, Community Education course. Ms. Maria Clinton stated that all changes that were requested during the first reading of this Corporate and Community Education course were made by the instructor. Motion carried.

**15. ACTION ITEMS – New Community Service Offering – First Reading**

- a. **Photoshop from the Pros – Cynthia Kincaid** (No Xeroxing required. Refer to material from 10/22/09 meeting.)  
A motion was made and seconded to approve Photoshop from the Pros as a Corporate and Community Education course offering. Ms. Cynthia Kincaid presented a brief overview of the proposed course offering and her qualifications as an instructor. Ms. Kincaid provided clarification on the facilities needed, materials fee, and explained that this course is not hands-on but rather presentation based. Mrs. Sharon Lowry requested that the materials fee be reconsidered since it is not appropriate to change participants for a copy of the presenter's biographies. Ms. Maria Clinton requested that the materials fee be revised before resubmitting the course proposal to AP&P. Motion failed.
- b. **United States Constitution Exam – Dr. Don Ranish**  
A motion was made and seconded to approve United States Constitution Exam as a Corporate and Community Education course offering. Dr. Don Ranish presented a brief overview of the proposed course offering and his qualifications as an instructor. Dr. Ranish also provided clarification on the facilities needed, materials fee, course hours, and stated that this course is not a citizenship preparation course but rather a mandated exam that fulfills the state requirements for future elementary school teachers. Motion carried.
- c. **Anatomy of Fear – Lee Bergthold**  
This action item was postponed to the next AP&P meeting due to the absence of the instructor. No action was taken.
- d. **Mind Management Strategies – John O. Adams**  
A motion was made and seconded to approve Mind Management as a Corporate and Community Education course offering. John Adams presented a brief overview of the proposed course offering and his qualifications as an instructor. Mr. Adams also provided clarification on the course materials fee and the type of text referenced in his course outline. Motion carried.

**16. ACTION ITEMS – Obsolete Course Request – Second Reading (No Xeroxing required. Refer to material from 10/22/09 meeting.)**

- a. **MUS 190 – Piano Accompaniment I**
- b. **MUS 235 – Piano Accompaniment II**
- c. **MUS 241 – Choral Music Performance**
- d. **ACRV 198A – Commercial Ice Machines**
- e. **AJ 105 – Arson/Fire Investigation**

f. **PSY 217 – Psychology of Men**

A motion was made and seconded to approve items 16a-f to be made obsolete. Motion carried.

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

- a. **NA 101 – Nurse Aide**
- b. **NA 102- Pharmacology for Certified Nurse Aides**
- c. **HHA 102 Home Health Aide**
- d. **CULA 120 – Introduction to Wines**
- e. **CULA 121 – Wines and Food**
- f. **CULA 122 – Sensory Evaluation of Wines**
- g. **CULA 123 – Introduction to Wines of Unique and Emerging Regions**
- h. **BASL 910 – Cat. A & B Life and Workplace Skills**
- i. **BASM 903 – Cat. A: Mathematics**
- j. **BASM 904 – Cat. B: Mathematics**
- k. **BASO 900 – Cat. A & B Pathways to Success**
- l. **BASR 906 – Cat. A: Reading/Writing**
- m. **BASR 907 – Cat. B: Reading/Writing**
- n. **SEN 901 – Creative Retirement**
- o. **SEN 910 – Healthy Nutrition for Seniors**
- p. **SEN 920 – Gen through Photo and Journals**
- q. **WFDV 901 – Self Sufficiency Through Personal Development**
- r. **WFDV 902 – Self Sufficiency Through Job Readiness**
- s. **WFDV 903 – Self Sufficiency Through Job Retention**
- t. **WFDV 904 – Self Sufficiency Through Career Awareness**

Ms. Maria Clinton stated that items 17a-t are being requested by the division to be made obsolete. She requested that Dr. Lee Grishman, Articulation Officer, verify that this type of request is appropriate for these courses. These items will return to the agenda on December 10, 2009 as an Action Item.

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

**Business and Computer Studies**

- a. ACCT 111 – Bookkeeping
- b. ACCT 113 – Bookkeeping II
- c. ACCT 121 – Microcomputer Accounting
- d. ACCT 201 – Financial Accounting
- e. ACCT 205 – Managerial Accounting
- f. BUS 101 – Introduction to Business
- g. BUS 105 – Business Mathematics
- h. BUS 113 – Business Communications
- i. BUS 212 – Women in Organization
- j. CA 121 – Microcomputer Spreadsheets
- k. CA 131 – Microcomputer Database Management
- l. CA 133 – Oracle PL/SQL Programming (First Reading 10/22/09; Pending revisions)
- m. CA 171 – Introduction to Networking (Agenda ready)
- n. CA 176 – Windows 2003 Networking (Technical Review 10/27/2009; Pending revisions)
- o. CA 182 – Network Security (Technical Review 10/27/2009; Pending revisions)
- p. CA 221 – Computer Concepts & Appl Business
- q. CIS 101 – Intro Computer Info Science
- r. CIS 111 – Intro Programming & Algorithms
- s. CIS 113 – Data Structures
- t. CIS 121 – Computer Mathematics (First Reading 10/22/09; Pending revisions)
- u. CIS 123 – Assem Lang & Computer Architec
- v. CIS 141 – Intro Basic Programming
- w. CIS 145 – Intro to Visual BASIC.NET Prog (First Reading 10/22/09; Pending revisions)
- x. CIS 174 – Intro to C#.NET Programming (Agenda ready; pending SLO)
- y. CIS 175 – Java Programming
- z. MGT 121 – Human Resources Management
- aa. MKTG 101 – Principles of Marketing
- bb. OT 105 – Beginning Keyboarding Technique
- cc. OT 113 – Adv MS Word (No SLO)
- dd. OT 201 – Admin Office Procedures

### Health Sciences

- a. CFE 105 – Discovery-Based Ed for Children (Revision rcvd 10/23/2009; In process)
- b. CFE 109 – Supvn Admin Childhood Prog I (Rcvd 10/29/09; Tech Rvw 11/4/09)
- c. CFE 110 – Supvn Admin Childhood Prog II (Rcvd 10/29/09; Tech Rvw 11/4/09)
- d. CFE 115 – Guiding Children’s Behavior (Rcvd 10/29/09; Tech Rvw 11/4/09)
- e. CFE 122 – Infant Toddler Strategies (Rcvd 10/29/09; Tech Rvw 11/4/09)
- f. CFE 169 – D Rate Pre-Service Training (Rcvd 10/29/09; Tech Rvw 11/4/09)
- g. HHA 102 – Home Health Aide (Obsolete memo in process)
- h. NA 102 – Pharmacology for CAN (Obsolete memo in process)

### Instructional Resources

- a. LIB 107 – Information Competency
- b. LIB 110 – Intro to Internet Research (First Reading 10/22/09; In process)

### Language Arts

- a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
- b. ENGL 101 – Freshman Composition (1<sup>st</sup> reading 5/14/09; Technical review 10/27/09; Pending revisions 11/4/09)
- c. ENGL 225 – English Literature 800-1750 (Technical review 10/27/09; Pending revisions 11/4/09)
- d. ENGL 226 – English Literature 1750-1900 (Rcvd 10/28/09; Tech Rvw 11/4/09)
- e. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- f. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- g. ENGL 259 – Images of Women in Literature
- h. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- i. ESL 018 – ESL Reading and Writing 1 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- j. ESL 019 – ESL Skills Building 1 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- k. ESL 020 – ESL Vocabulary and Pronunciation 2 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- l. ESL 023 – ESL Grammar 2 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- m. ESL 028 – ESL Reading and Writing 2 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- n. ESL 029 – ESL Skills Building 2 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- o. ESL 030 – ESL Vocabulary and Pronunciation 3 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- p. ESL 033 – ESL Grammar 3 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- q. ESL 038 – ESL Reading and Writing 3 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- r. ESL 039 – ESL Skills Building 3 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- s. ESL 040 – ESL Vocabulary and Pronunciation 4 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- t. ESL 043 – ESL Grammar 4 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- u. ESL 048 – ESL Reading and Writing 4 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- v. ESL 049 – ESL Skills Building 4 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- w. ESL 058 – ESL Reading and Writing 5 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- x. ESL 059 – ESL Skills Building 5 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- y. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
- z. READ 175 – Literacy Tutor & Supervised Field Experience (Technical review 10/27/2009; Pending revisions 11/4/09)
- aa. SPAN 101 – Elementary Spanish (Technical review 10/27/2009)
- bb. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09)
- cc. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09)
- dd. SPAN 202 – Intermediate Spanish (Technical review 10/27/2009)
- ee. SPAN 203 – Advance Spanish (Technical review 10/27/2009)

### 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 – 2<sup>nd</sup> Half
- g. MATH 080 – Plane Geometry

### Noncredit

- a. BASL 910 – Cat. A & B Life and Workplace Skills (Obsolete memo rcvd 10/29/09; In process)
- b. BASM 903 – Cat. A: Mathematics (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- c. BASM 904 – Cat. B: Mathematics (Obsolete memo rcvd 10/29/09; In process)

- d. BASO 900 – Cat. A & B Pathways to Success (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- e. BASR 906 – Cat. A: Reading/Writing (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- f. BASR 907 – Cat. B: Reading/Writing (Obsolete memo rcvd 10/29/09; In process)
- g. LAC 900 – Supervised Tutoring
- h. LAC 901 – Supervised Learning Assistance
- i. LAC 939 – Prep for Success in Corp Train (No SLO)
- j. LAC 941 – Special Topics in WFDV (No SLO)
- k. LAC 942 – Learning Skills Lab for WFDV (No SLO)
- l. SEN 901 – Creative Retirement (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- m. SEN 910 – Healthy Nutrition for Seniors (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- n. SEN 920 – Gen through Photo and Journals (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- o. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; Pending revisions and SLO)
- p. WDTO 905 – Basic Water Supply Science (Rcvd 11/4/09; No SLO)
- q. WDTO 910 – Water Chemistry and Quality (Rcvd 11/4/09; No SLO)
- r. WDTO 915 – Water Distribution I (Technical review 10/27/2009; No SLO)
- s. WDTO 916 – Water Distribution II (Rcvd 11/4/09; No SLO on File)
- t. WDTO 920 – Water Treatment I (Agenda Ready; Pending SLO)
- u. WFDV 901 – Self Sufficiency Through Personal Development (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- v. WFDV 902 – Self Sufficiency Through Job Readiness (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- w. WFDV 903 – Self Sufficiency Through Job Retention (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- x. WFDV 904 – Self Sufficiency Through Career Awareness (No SLO) (Obsolete memo rcvd 10/29/09; In process)

#### Physical Education & Athletics

- a. DA 103 – Beginning Modern Dance (First reading 9/10/2009: In process)
- b. DA 104 – Beginning Jazz Dance (First reading 9/10/2009: In process)
- c. DA 105 – Beginning Tap Dance (First reading 9/10/2009: In process)
- d. DA 111 – Choreography (First reading 9/10/2009: In process)
- e. DA 123 – Intermediate Modern Dance (First reading 9/10/2009: In process)
- f. DA 124 – Intermediate Jazz Dance (First reading 9/10/2009: In process)
- g. DA 125 – Intermediate Tap Dance (First reading 9/10/2009: In process)
- h. DA 203 – Advance Modern Dance (First reading 9/10/2009: In process)
- i. DA 204 – Advance Jazz Dance (First reading 9/10/2009: In process)
- j. DA 205 – Advance Tap Dance (First reading 9/10/2009: In process)
- k. PE 190 – Introduction to Physical Education
- l. 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. ABDY 112 – Basic Auto Body Repair (Second Reading 10/22/09; In process)
- b. ABDY 113 – Basic Auto Body Repair (Second Reading 10/22/09; In process)
- c. ABDY 115 – Basic Auto Body Repair (Second Reading 10/22/09; In process)
- d. ABDY 122 – Basic Automotive Refinishing (Second Reading 10/22/09; In process)
- e. ABDY 123 – Automotive Refinishing (Second Reading 10/22/09; In process)
- f. ABDY 125 – Basic Automotive Refinishing (Second Reading 10/22/09; In process)
- g. ABDY 212 – Advanced Collision Repair I (Second Reading 10/22/09; In process)
- h. ABDY 213 – Advanced Collision Repair II (Second Reading 10/22/09; In process)
- i. ABDY 215 – Advance Collision Repair (Second Reading 10/22/09; Pending revisions)
- j. ABDY 222 – Advanced Automotive Refinishing I (Second Reading 10/22/09; In process)
- k. ABDY 223 – Advanced Automotive Refinishing II (Second Reading 10/22/09; In process)
- l. ABDY 225 – Advanced Automotive Refinishing (Second Reading 10/22/09; Pending revisions)
- m. ACRV 198A – Commercial Ice Machine (Obsolete Memo; In process)
- n. AUTO 276 – C.A. Clean Air Car Course
- o. ELEC 110 – Fundamentals of Electricity
- p. ELEC 115 – Electrical Codes and Ordinances
- q. ELEC 120 – Residential Wiring
- r. ELEC 140 – Commercial/Industrial Wiring and Cabling



- s. ELEC 150 – Electrical Maintenance
- t. ELEC 160 – Fundamentals of Motor Control
- u. ELEC 220 – Advanced Motor Control – PLC
- v. ELEC 250 – Electricians Journeyman Review
- w. FTEC 102 – (I-200) Bas Incd Comm Sys
- x. FTEC 120 – (S-212) Wildfire Powersaws
- y. FTEC 122 – Wildland Firefighter
- z. FTEC 125 – Haz Mat First Responder Operations
- aa. FTEC 126 – Wildland Fire behavior
- bb. FTEC 127 – Wildland Firefighter Safety and Survival
- cc. FTEC 128 – Wildland Fire Operations
- dd. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
- ee. FTEC 130 – Wildland Fire Logistics, Finance and Planning
- ff. FTEC 131 – (L-280) Followership to Leadership
- gg. FTEC 132 – (S-131) Advanced Firefighter Training
- hh. FTEC 137 – (S-211) Portable Pumps and Water Use
- ii. FTEC 138 – Wildland Engine Firefighter
- jj. FTEC 150 – (S-270) Basic Air Operations
- kk. FTEC 240 – Fuel Management and Fire Use

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

- a. ART 105 – Women Artists in History (Pending obsolete memo per Dr. Newby 10/6/2009)
- 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)

#### **19. ADJOURNMENT**

mj

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ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

DATE: October 22, 2009  
LOCATION: SSV 151 – Board Room  
TIME: 3:00 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>	<u>GUESTS PRESENT</u>
Beverly Beyer, Faculty	Rick Motawakel, Faculty	Sheronda Myers, Voting ASO	Dennis Kallemeyn
Maria Clinton, Cochair	David Newby, Faculty	Mrs. Sharon Lowry, V. P. Academic Affairs	Ron Mummaw
Enrique Camacho (proxy)	David Newman, Faculty		Catherine Overdorf
Margaret Drake, Dean	Duane Rumsey, Faculty		Lynn Palmer
Tooraj Gordi, Faculty	LaDonna Trimble, Dean		Mike Rios
Lee Grishman, Articulation	Les Uhazy, Dean		Tim Sturm
Linda Harmon, Faculty	Darcy Wiewall, Faculty		Annette White
Cynthia Littlefield, Faculty			
Scott Lee, Faculty			

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**2009-2010**  
**Academic Policies & Procedures Committee Meeting No. 5**  
**MINUTES**

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

A motion was made and seconded to call the October 22, 2009 AP&P Committee Meeting to order at 3:06 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:06 p.m. Motion carried.

*Ms. Clinton requested a motion to amend the agenda to remove agenda items 9g CA 171 and 11b CA 171 DE as requested by discipline faculty member, Mr. John Burns. A motion was made and seconded to remove agenda items 9g – CA 171 and 11b – CA 171 DE as requested by Mr. John Burns. Motion carried.*

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

a. **CurricUNET Update**

The Steering Committee participated in a five hour webinar on October 16, 2009 to review the process of entering a COR proposal. The whole process was mapped out in CurricUNET and the committee is looking at scheduling another meeting date to review the inputting process for Distance Education and Noncredit forms. Ms. Clinton reported the February 8, 2010 beta testing date is still on schedule.

**3. APPROVAL OF MINUTES**

a. **October 8, 2009 AP&P Committee Meeting**

A motion was made and seconded to approve the October 8, 2009 AP&P Committee Meeting minutes. Motion carried.

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

None

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

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

Ms. Clinton reported emails were sent out to the Chancellor's Office (Stephanie Lowe) and other California Community College Curriculum Chairs to obtain clarification on current Diversity Studies Requirements instituted and the Chancellor's Office approval standards for Diversity Studies courses. Ms. Stephanie Lowe did not respond to our inquiry. The Curriculum Chairs from Napa Valley College and Mount Jacinto College responded. Ms. Clinton inquired how the committee wanted to proceed. Should the item be tabled until another email can be forwarded to the Chancellor's Office for clarification on this matter or does the committee wish to move forward on this item using Best Practices? A small discussion ensued regarding the inconsistencies in the approval process of Diversity Studies courses. The sub-committee concluded further clarification on this matter was needed to move forward. The committee was in consensus to table this matter until further clarification could be obtained from the

Chancellor's Office. In addition, Ms. Clinton stated she would request Mr. Christos Valiotis, Academic Senate President, to take this matter to the Statewide Senate Fall Plenary Session for clarification, as well as forward another email to Ms. Stephanie Lowe. All obtained information will be reported to the committee at a future date.

b. **2009-2010 College Catalog Concerns – Attendance Statement**

Ms. Clinton announced Dr. De'Nean Coleman-Carew and Margaret Drake performed an excellent job in clarifying Attendance Statement language. The proposed language revision provides clarity to AVC's Attendance Policy and includes language for courses meeting less than sixteen weeks, as well as, an instructor's right to include tardies or leaving class early in calculating attendance. A brief discussion ensued regarding the legality of enforcing the proposed attendance policy. Division representatives were requested to take this item back to respective divisions for input and provide feedback obtained at the December 10, 2009 AP&P Committee meeting for further discussion. Ms. Clinton stated she will distribute an email to all committee representatives which includes AVC's current Attendance Policy with a copy of the proposed draft on the same page for comparison purposes.

c. **Upper Division Units – Report on Division Findings (Instructional Recourses/Extended Services, Language Arts, Science (Dr. Newman), Physical Education and Athletics, Social and Behavioral Sciences, Technical Education, and Visual and Performing Arts)**

Ms. Clinton requested for the identified division representatives to report feedback results. The following division representatives reported their faculty were in agreement to allow upper division units by petition: Instructional Recourses and Extended Services, Language Arts, Science (Dr. Newman), Social and Behavioral Sciences, Technical Education, and Visual and Performing Arts. Ms. Cindy Littlefield, Physical Education and Athletics representative, reported she had not obtained division feedback but can do so at an upcoming division meeting and provide a divisional report at the next AP&P Committee Meeting. Dr. David Newby inquired if discipline faculty will be involved in the evaluation process of courses. Dr. Lee Grishman responded discipline faculty would not be directly involved in the petition process unless deemed necessary by the Articulation Officer. Ms. Clinton announced this report item will be tabled until the next committee meeting when all divisional feedback is obtained. The item will be placed on the next meeting agenda to allow the discipline faculty of Physical Education and Athletics to present their feedback and then the committee will determine what course of action will take place at that time.

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

a. **Cooperative Work Experience Education**

- i. Title 5 Regulations: Proposed Revisions
- ii. General Work Experience
- iii. Occupational Work Experience
- iv. Maximum Class Size

Ms. Clinton stated Title 5 Proposed Revisions to Cooperative Work Experience Education information was included in meeting packets for review and discussion for potential implementation. The current movement supported by the Chancellor's Office and Statewide Senate is to separate Work Experience courses in two categories: General and Occupational. The courses for each area will result in distinct outcomes, General Work Experience Courses include "...learning objectives broader than one occupational discipline...By contrast, Occupational Work Experience is focused solely on the particular skills of one occupational area..." The proposed revision to Title 5 language is focused on specific language pertaining to credit and repetition of Work Experience Courses, allowing for a greater Work Experience Course unit maximum for students enrolled in Occupational Work Experience Courses. Committee members engaged in a lengthy discussion regarding the need to regulate AVC's Work Experience Program. The district is mandated to conform to Title 5 and these proposed revisions will provide students with a clear understanding of course outcomes as either soft skill and/or occupational skills. Designating Work Experience Courses as either General or Occupational will enable AP&P to establish standardized rubrics for each category, and set course maximums dependant on course designation to ensure sound instructor/student ratios. Ms. Clinton reported if the committee wanted to move towards creating a parallel Work Experience structure the numbering system would remain the same. Individual courses will be included underneath umbrella course of WE 199 – General Work Experience Course, and WE 197 – Occupational Work Experience Course. Ms. Clinton stated she will forward an email to AP&P representatives requesting specific divisional feedback regarding potential changes to Work Experience courses. In addition, Ms. Clinton will contact Mr. Ted Younglove, to obtain statistical data on Work Experience Courses. Committee representatives were requested to obtain divisional feedback based on the correspondence distributed by Ms. Clinton, and report division feedback at the December 10, 2009 AP&P Meeting.

7. **ACTION ITEMS**

a. **Upper Division Units**

A motion was made and seconded to approve Upper Division Units by petition. Ms. Clinton stated the committee may want to table this action item until the Physical Education and Athletics Division Faculty have an opportunity

to provide input. Committee members were in consensus to table this action item to the December 10, 2009 AP&P Committee Meeting. Motion failed.

**8. ACTION ITEMS – Revised Courses/CORS – Second Reading**

- a. **GEOL 101 – \*Physical Geology** **3 units, 3 hours weekly** (No Xeroxing required.)  
Advisory: Eligibility for College Level Reading and ENGL 099 and Eligibility for MATH 070

*Revised to:*

*Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for MATH 102*

A motion was made and seconded to approve COR revisions made to GEOL 101 requested during the October 8, 2009 AP&P committee meeting. Motion carried.

A motion was made and seconded to approve GEOL 101 Course Content. Motion carried.

- b. **ABDY 112 – \*Basic Auto Body Repair** **5 units, 10 hours weekly**
- c. **ABDY 113 – \*Basic Auto Body Repair** **5 units, 10 hours weekly**
- d. **ABDY 115 – \*Basic Auto Body Repair** **10 units, 20 hours weekly**

A motion was made and seconded to approve COR revisions made to ABDY 112, 113, and 115. Tim Sturm presented COR revisions as requested by the committee. He reported each course has been updated to reflect current industry standards, which provides students who complete these courses with a good foundation of skills to obtain employment in the autobody industry. Committee members reviewed individual CORs and requested acronyms be spelled out and correct identified grammatical revisions. In addition, a statement noting the course content from ABDY 112 and 113 combined equals ABDY 115 should be included in the course description. Furthermore, all course CORs should include consistent advisory language as documented on full course, ABDY 115 COR, and Methods of Instruction language should be consistent on full course, ABDY 115, with what is documented on partial courses. Mr. Sturm was praised for bringing the COR content current with industry standards and was requested to revise CORs accordingly for approval at the next AP&P meeting. Motion failed.

- e. **ABDY 122 – \*Basic Automotive Refinishing** **5 units, 10 hours weekly**
- f. **ABDY 123 – \*Automotive Refinishing** **5 units, 10 hours weekly**
- g. **ABDY 125 – \*Basic Automotive Refinishing** **10 units, 20 hours weekly**

A motion was made and seconded to approve COR revisions made to ABDY 122, 123, and 125. Committee members reviewed individual CORs and requested the following revisions be made: spell out acronyms and correct identified grammatical revisions. In addition, a statement noting the course content from ABDY 122 and 123 combined equals ABDY 125 should be included in the course description. Furthermore, all course CORs should include consistent advisory language as documented on full course, ABDY 125 COR, and Methods of Instruction language should be consistent on full course, ABDY 125, with what is documented on partial courses. Mr. Sturm was praised for bringing the COR content current with industry standards and was requested to revise CORs accordingly for approval at the next meeting AP&P meeting. Motion failed.

- h. **ABDY 212 – \*Advanced Automotive Collision Repair I** **5 units, 10 hours weekly**
- i. **ABDY 213 – \*Advanced Automotive Collision Repair II** **5 units, 10 hours weekly**
- j. **ABDY 215 – \*Advanced Automotive Collision Repair** **10 units, 20 hours weekly**

A motion was made and seconded to approve COR revisions made to ABDY 212, 213, and 215. Committee members reviewed individual CORs and requested the following revisions be made: spell out acronyms and correct identified grammatical revisions. In addition, a statement noting the course content from ABDY 212 and 213 combined equals ABDY 215 should be included in the course description. Furthermore, all course CORs should include consistent advisory language as documented on full course, ABDY 215 COR, and Methods of Instruction language should be consistent on full course, ABDY 215, with what is documented on partial courses. Mr. Sturm was praised for bringing the COR content current with industry standards and was requested to revise CORs accordingly for approval at the next AP&P meeting. Motion failed.

- k. **ABDY 222 – \*Advanced Automotive Refinishing I** **5 units, 10 hours weekly**
- l. **ABDY 223 – \*Advanced Automotive Refinishing II** **5 units, 10 hours weekly**
- m. **ABDY 225 – \*Advanced Automotive Refinishing** **10 units, 20 hours weekly**

A motion was made and seconded to approve COR revisions made to ABDY 222, 223, and 225. Committee members reviewed individual CORs and requested the following revisions be made: spell out acronyms and correct identified grammatical revisions. In addition, a statement noting the course content from ABDY 222 and 223 combined equals ABDY 225 should be included in the course description. Furthermore, all course CORs should include consistent advisory language as documented on full course, ABDY 225 COR, and Methods of Instruction language should be consistent on full course, ABDY 225, with what is documented on partial courses. Mr. Sturm

was praised for bringing the COR content current with industry standards and was requested to revise CORs accordingly for approval at the next AP&P meeting. Motion failed.

**9. ACTION ITEMS – Revised Courses/CORS – First Reading**

- a. **LIB 110 – \*Introduction to Internet Research** **1 unit, 1 hour weekly (No Xeroxing required.)**  
A motion was made and seconded to approve COR revisions made to LIB 110. Mr. Scott Lee provided a brief review of course content and revisions. Committee members reviewed the COR and requested the following revisions be made: spell out acronym documented in the advisory and include course objectives in method of evaluation. Mr. Lee was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.
- b. **CFE 105 – \*Discovery-Based Education for Children** **3 units, 3 hours weekly**  
A motion was made and seconded to approve COR revisions made to CFE 105. Ms. Catherine Overdorf provided a brief overview of course revisions. Committee members reviewed the COR and requested homework item #1 be written in a more general manner, as well as some language revisions. Ms. Overdorf was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.
- c. **CIS 121 – \*Computer Mathematics** **3 units, 3 hours weekly**  
A motion was made and seconded to approve COR revisions made to CIS 121. Mr. Ron Mummaw stated he simply used the current COR form, but all course content remained the same. Mr. Tooraj Gordi expressed concern regarding the similarity of course content to the obsolete Discrete Math course. The advisory documented on the CIS 121 COR is Math 130 or Math 140, whereas on the obsolete Discrete Math course advisory was listed as Math 160 - Calculus and Analytic Geometry II. The documented advisory of Math 130 for this course does not accurately reflect course content, in addition, the textbook being used is the same that was used in the obsolete Discrete Math course. Another concern was raised in regards to how this course could be transferable to the CSU system without a prerequisite. Ms. Clinton stated the course information will be forwarded to Dr. Lee Grishman, Articulation Officer, for transferability clarification. In addition, the course will be sent for a Course Validation Study to determine student success rate, until all concerns can be addressed and clarified, course approval should be postponed to a future AP&P meeting. Motion failed.
- d. **CIS 145 – \*Introduction to Visual Basic.NET Programming** **3 units, 4 hours weekly**  
A motion was made and seconded to approve COR revisions made to CIS 145. Mr. Ron Mummaw provided a brief overview of course revisions. Committee members reviewed the COR and requested the following revisions be made: all acronyms be spelled out, and remove specific equipment identified under Methods of Instruction and replace it with the wording “multimedia equipment”. Mr. Mummaw was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.
- e. **CA 133 – \*Oracle PL/SQL Programming** **3 units, 4 hours weekly**  
A motion was made and seconded to approve COR revisions made to CA 133. Mr. Dennis Kallemayn presented a brief overview of course revisions. Committee members reviewed the COR and requested that the Methods of Evaluation be more descriptive to possibly include classroom discussion and/or web quizzes. In addition, the course content should be presented in an outline format that is being made standard by AP&P. Mr. Kallemayn was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.
- f. **CA 141 – \*Developing PowerPoint Presentations** **1.5 units, 32 hours total**  
A motion was made and seconded to approve COR revisions made to CA 141. Mrs. Beverly Beyer presented a brief overview of course revisions. Committee members reviewed the COR and no changes were requested. Motion carried.
- g. **CA 171 – \*Introduction to Networking** **3 units, 4 hours weekly**  
This item was removed from the agenda as requested by the Mr. John Burns (See agenda amendment on page #1 after agenda Item #1 – Call To Order and Roll Call). He will present all COR revisions for review and discussion at a future meeting rather than individually at separate AP&P meetings.

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

- a. **GEOL 101 – \*Physical Geology** **3 units, 3 hours weekly – Revised Hybrid Equivalent**  
A motion was made and seconded to approve COR revisions made to GEOL 101 DE. Mr. Richard Balogh presented a brief overview of course revisions. Committee members reviewed the COR and requested minor grammatical revisions be made and forwarded to Melissa Jauregui no later than the close of business on October 23, 2009. Motion carried as amended.

**11. ACTION ITEMS – Revised Distance Education Courses – First Reading**

- a. **LIB 110 – \*Introduction to Internet Research** **1 unit, 1 hour weekly – Revised Online Equivalent (No Xeroxing required.)**

A motion was made and seconded to approve COR revisions made to LIB 110 DE. Mr. Scott Lee presented a brief overview of course revisions. Committee members reviewed the COR and requested accessibility language be included. Mr. Lee was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.

- b. **CA 171 – \*Introduction to Networking** **3 units, 4 hours weekly – Revised Hybrid Equivalent**

This item was removed from the agenda as requested by the Mr. John Burns (See agenda amendment on page #1 after agenda Item #1 – Call To Order and Roll Call). He will present all COR revisions for review and discussion at a future meeting rather than individually at separate AP&P meetings.

- c. **CIS 145 – \*Introduction to Visual Basic.Net Programming** **3 units, 4 hours weekly – Revised Hybrid Equivalent**

A motion was made and seconded to approve COR revisions made to CIS 145. Mr. Ron Mummaw presented a brief overview of course revisions. Committee members reviewed the COR and requested all references to Blackboard be replaced with AVC Course Management System and spell out all acronyms. Mr. Mummaw was requested to revise the COR accordingly and resubmit for approval at the next AP&P meeting. Motion failed.

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

- a. **Seven Spiritual Laws of Yoga – Annette White**

A motion was made and seconded to approve Seven Spiritual Laws of Yoga as a Corporate and Community Education course offering. Ms. Annette White presented a brief overview of the proposed course offering and her qualifications as a Yoga instructor. Ms. White provided clarification on course fees, frequency of course and health evaluations forms used for course participation. Committee members reviewed the proposed course offering and indicated classroom space is limited campus wide. It was requested that the frequency of the course and a brief description of her qualifications be submitted in writing by the close of business on October 23, 2009. In addition, they requested all future Corporate and Community Education course proposals include the number of sessions offered, and a brief summary of instructor qualifications. Motion carried as amended.

- b. **Photoshop from the Pros – Cynthia Kincaid**

This action item was postponed to the next AP&P meeting due to the absence of the instructor. No action was taken.

- c. **Certified Wedding Planner – How to Start a Wedding Planning Business – Lynne Stein**

A motion was made and seconded to approve Certified Wedding Planner – How to Start a Wedding Planning Business as a Corporate and Community Education course offering. Ms. Lynne Stein was not present at the meeting, however, Ms. Beverly Beyer provided a brief overview of the course offering. She reported that this course is similar to a course offered at California State University, East Bay, and costs two times the proposed fees. In addition, the instructor is a certified wedding planner from the Wedding Planning Institute and will provide community members with an opportunity to obtain skills needed to become a certified wedding planner. Dr. David Newby expressed concerns regarding a portion of the course content - "Music – How to write a musical score." He indicated that this is an academic and professional skill and would question the instructor's qualifications to teach this portion of the course offering. Dr. Newby indicated he could not support the approval of this course offering until clarification was provided. The committee was in consensus to request clarification and that the course content item be changed or removed for approval at a future AP&P meeting. Ms. Beverly Beyer was requested to take the course offering back to Corporate and Community Education for clarification and/or revision. Motion failed.

- d. **Reiki 1 – Lynn Palmer**

A motion was made and seconded to approve Reiki 1 as a Corporate and Community Education course offering. Ms. Lynn Palmer presented a brief overview of course offering and her qualifications as a Reiki instructor. She provided clarification on course offerings and materials/supplies fee. Motion carried.

**13. ACTION ITEMS – Obsolete Course Request – First Reading**

- a. **MUS 190 – Piano Accompaniment I**  
b. **MUS 235 – Piano Accompaniment II**  
c. **MUS 241 – Choral Music Performance**  
d. **ACRV 198A – Commercial Ice Machines**

e. **AJ 105 – Arson/Fire Investigation**

f. **PSY 217 – Psychology of Men**

A motion was made and seconded to approve designating action items 13a-f as obsolete courses. Dr. Lee Grishman was asked to investigate any issues in making these courses obsolete. It was requested that these items be brought back to AP&P on November 12, 2009 as a discussion item. Motion failed.

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

**Business and Computer Studies**

- a. ACCT 111 – Bookkeeping
- b. ACCT 113 – Bookkeeping II
- c. ACCT 121 – Microcomputer Accounting
- d. ACCT 201 – Financial Accounting
- e. ACCT 205 – Managerial Accounting
- f. BUS 101 – Introduction to Business
- g. BUS 105 – Business Mathematics
- h. BUS 113 – Business Communications
- i. BUS 212 – Women in Organization
- j. CA 121 – Microcomputer Spreadsheets
- k. CA 131 – Microcomputer Database Management
- l. CA 133 – Oracle PL/SQL Programming (In process)
- m. CA 141 – Dev. PowerPoint Presentations (In process)
- n. CA 171 – Introduction to Networking (In process)
- o. CA 176 – Windows 2003 Networking (Technical Review 10/13/2009)
- p. CA 182 – Network Security (Technical Review 10/13/2009)
- q. CA 221 – Computer Concepts & Appl Business
- r. CIS 101 – Intro Computer Info Science
- s. CIS 111 – Intro Programming & Algorithms
- t. CIS 113 – Data Structures
- u. CIS 121 – Computer Mathematics (In process)
- v. CIS 123 – Assem Lang & Computer Architec
- w. CIS 141 – Intro Basic Programming
- x. CIS 145 – Intro to Visual BASIC.NET Prog (In process)
- y. CIS 174 – Intro to C#.NET Programming (In process; pending SLO)
- z. CIS 175 – Java Programming
- aa. MGT 121 – Human Resources Management
- bb. MKTG 101 – Principles of Marketing
- cc. OT 105 – Beginning Keyboarding Technique
- dd. OT 113 – Adv MS Word (No SLO on File)
- ee. OT 201 – Admin Office Procedures

**Health Sciences**

- a. CFE 105 – Discovery-Based Ed for Children (In process)
- b. CFE 109 – Supvn Admin Childhood Prog I
- c. CFE 110 – Supvn Admin Childhood Prog II
- d. CFE 115 – Guiding Children’s Behavior
- e. CFE 122 – Infant Toddler Strategies
- f. CFE 169 – D Rate Pre-Service Training
- g. HHA 102 – Home Health Aide
- h. NA 102 – Pharmacology for CAN

**Instructional Resources**

- a. LIB 107 – Information Competency
- b. LIB 110 – Intro to Internet Research (In process)

**Language Arts**

- a. COMM 215 – Public Relations Communication (Rcvd 10/13/2009)
- b. ENGL 101 – Freshman Composition (First reading 5/14/2009; Revisions Rcvd 10/13/2009)
- c. ENGL 225 – English Literature 800-1750
- d. ENGL 226 – English Literature 1750-1900
- e. ENGL 256 – Chicano Literature (Rcvd 10/13/2009)
- f. ENGL 257 – Native-American Literature (Rcvd 10/13/2009)

- g. ENGL 259 – Images of Women in Literature
- h. ENGL 299 – Special Topics in Literature
- i. ESL 018 – ESL Reading and Writing 1 (Technical Review 10/13/2009)
- j. ESL 019 – ESL Skills Building 1 (Technical Review 10/13/2009)
- k. ESL 020 – ESL Vocabulary and Pronunciation 2 (Technical Review 10/13/2009)
- l. ESL 023 – ESL Grammar 2 (Technical Review 10/13/2009)
- m. ESL 028 – ESL Reading and Writing 2 (Technical Review 10/13/2009)
- n. ESL 029 – ESL Skills Building 2 (Technical Review 10/13/2009)
- o. ESL 030 – ESL Vocabulary and Pronunciation 3 (Technical Review 10/13/2009)
- p. ESL 033 – ESL Grammar 3 (Technical Review 10/13/2009)
- q. ESL 038 – ESL Reading and Writing 3 (Technical Review 10/13/2009)
- r. ESL 039 – ESL Skills Building 3 (Technical Review 10/13/2009)
- s. ESL 040 – ESL Vocabulary and Pronunciation 4 (Technical Review 10/13/2009)
- t. ESL 043 – ESL Grammar 4 (Technical Review 10/13/2009)
- u. ESL 048 – ESL Reading and Writing 4 (Technical Review 10/13/2009)
- v. ESL 049 – ESL Skills Building 4 (Technical Review 10/13/2009)
- w. ESL 058 – ESL Reading and Writing 5 (Technical Review 10/13/2009)
- x. ESL 059 – ESL Skills Building 5 (Technical Review 10/13/2009)
- y. READ 150 – Speed Reading (Technical Review 5/2009; Revisions Rcvd 10/13/2009)
- z. READ 175 – Literacy Tutor & Supervised Field Experience (Rcvd 10/13/2009)
- aa. SPAN 101 – Elementary Spanish (Rcvd 10/13/2009)
- bb. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009)
- cc. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009)
- dd. SPAN 202 – Intermediate Spanish (Rcvd 10/13/2009)
- ee. SPAN 203 – Advance Spanish (Rcvd 10/13/2009)

**Math/Science and Engineering**

- a. DRFT 130 – Architectural Drafting I
- b. DRFT 240 – Electronic Drafting
- c. ENGR 130 – Materials Science
- d. ENGR 130L – Materials Science Lab
- e. ENGR 210 – Statics
- f. GEOL 101 – Physical Geology (In process)
- g. MATH 070B – Elementary Algebra – 2<sup>nd</sup> Half
- h. MATH 080 – Plane Geometry

**Noncredit**

- a. BASL 910 – Cat. A & B Life and Workplace Skills
- b. BASM 903 – Cat. A: Mathematics (No SLO on File)
- c. BASM 904 – Cat. B: Mathematics
- d. BASO 900 – Cat. A & B Pathways to Success (No SLO on File)
- e. BASR 906 – Cat. A: Reading/Writing (No SLO on File)
- f. BASR 907 – Cat. B: Reading/Writing
- g. LAC 900 – Supervised Tutoring
- h. LAC 901 – Supervised Learning Assistance
- i. LAC 939 – Prep for Success in Corp Train (No SLO on File)
- j. LAC 941 – Special Topics in WFDV (No SLO on File)
- k. LAC 942 – Learning Skills Lab for WFDV (No SLO on File)
- l. SEN 901 – Creative Retirement (No SLO on File)
- m. SEN 910 – Healthy Nutrition for Seniors (No SLO on File)
- n. SEN 920 – Gen through Photo and Journals (No SLO on File)
- o. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; Pending revisions and SLO)
- p. WDTO 905 – Basic Water Supply Science (No SLO on File)
- q. WDTO 910 – Water Chemistry and Quality (No SLO on File)
- r. WDTO 915 – Water Distribution I (No SLO on File)
- s. WDTO 916 – Water Distribution II (No SLO on File)
- t. WDTO 920 – Water Treatment I (Agenda Ready; Pending SLO)
- u. WFDV 901 – Self Sufficiency Through Personal Development (No SLO on File)
- v. WFDV 902 – Self Sufficiency Through Job Readiness (No SLO on File)
- w. WFDV 903 – Self Sufficiency Through Job Retention (No SLO on File)
- x. WFDV 904 – Self Sufficiency Through Career Awareness (No SLO on File)

**Physical Education & Athletics**

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

**Social & Behavioral Sciences / FACE**

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

**Technical Education**

- a. ABDY 112 – Basic Auto Body Repair (In process: Second Reading)
- b. ABDY 113 – Basic Auto Body Repair (In process: Second Reading)
- c. ABDY 115 – Basic Auto Body Repair (In process: Second Reading)
- d. ABDY 122 – Basic Automotive Refinishing (In process: Second Reading)
- e. ABDY 123 – Automotive Refinishing (In process: Second Reading)
- f. ABDY 125 – Basic Automotive Refinishing (In process: Second Reading)
- g. ABDY 212 – Advanced Collision Repair I (In process: Second Reading)
- h. ABDY 213 – Advanced Collision Repair II (In process: Second Reading)
- i. ABDY 215 – Advance Collision Repair (In process: Second Reading)
- j. ABDY 222 – Advanced Automotive Refinishing I (In process: Second Reading)
- k. ABDY 223 – Advanced Automotive Refinishing II (In process: Second Reading)
- l. ABDY 225 – Advanced Automotive Refinishing (In process: Second Reading)
- m. ACRV 198A – Commercial Ice Machine (Obsolete Memo; In process)
- n. AUTO 276 – C.A. Clean Air Car Course
- o. ELEC 110 – Fundamentals of Electricity
- p. ELEC 115 – Electrical Codes and Ordinances
- q. ELEC 120 – Residential Wiring
- r. ELEC 140 – Commercial/Industrial Wiring and Cabling
- s. ELEC 150 – Electrical Maintenance
- t. ELEC 160 – Fundamentals of Motor Control
- u. ELEC 220 – Advanced Motor Control – PLC
- v. ELEC 250 – Electricians Journeyman Review
- w. FTEC 102 – (I-200) Bas Incd Comm Sys
- x. FTEC 120 – (S-212) Wildfire Powersaws
- y. FTEC 122 – Wildland Firefighter
- z. FTEC 125 – Haz Mat First Responder Operations
- aa. FTEC 126 – Wildland Fire behavior
- bb. FTEC 127 – Wildland Firefighter Safety and Survival
- cc. FTEC 128 – Wildland Fire Operations
- dd. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
- ee. FTEC 130 – Wildland Fire Logistics, Finance and Planning
- ff. FTEC 131 – (L-280) Followership to Leadership
- gg. FTEC 132 – (S-131) Advanced Firefighter Training
- hh. FTEC 137 – (S-211) Portable Pumps and Water Use
- ii. FTEC 138 – Wildland Engine Firefighter
- jj. FTEC 150 – (S-270) Basic Air Operations
- kk. FTEC 240 – Fuel Management and Fire Use



**Visual & Performing Arts**

- a. ART 105 – Women Artists in History (Pending obsolete memo per Dr. Newby 10/6/2009)
- 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 on File)
- 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 October 22, 2009 AP&P Committee Meeting at 5:35 p.m. Motion carried.

mj

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.*

RECEIVED  
 OCT 27 2009  
 SLO 4-18-09  
 BY: Maurice

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

SECTION I

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 10/26/09 [Signature]  
 (indicates division review and approval)  
 Division Dean/Director: 10/26/09 [Signature]  
 Faculty Name: (print) Tim Sturm

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

Date 10/26/09

COURSE SUBJECT & NUMBER: **ABDY 113**  
 COURSE TITLE: **\*Basic Auto Body Repair**

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*  
 Update course outline of record with addition of SCANS, addition of advisories, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

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

## CONTENT REVIEW FORM

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

Course Subject & Number: ABDY 113

Course Name: \*Basic Auto Body Repair

#### SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

##### A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

##### B. READING PROFICIENCY: (skills are cumulative from course to course)

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

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

Technical or Other Instructional Reading Materials (*please specify*):

##### 2. WRITING PROFICIENCY: (skills are cumulative from course to course)

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

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

Mastering these skills indicates "eligibility" for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

Mastering these skills indicates "completion of" ENGL 101 on page 10

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)  
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

**SECTION IV**

**1) Proficiency Recommendations:**

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 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:	ABDY 112	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Yes

*Jim Stewart* 10/26/09  
Signature: Instructor Date

*Rick Stewart* 10/26/09  
Signature: AP&P Representative Date

*Carolyne Duke* 10/24/09  
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:** ABDY 113

**COURSE NAME:** \*Basic Auto Body Repair

**COURSE UNITS:** 5    **COURSE HOURS:** 10 hours weekly

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

**PREREQUISITE:** Completion of ABDY 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 continuation of ABDY 112 with instruction and practice in resistance and Metal Inert Gas (MIG) welding on automotive panels; panel replacement and alignment; servicing vehicle doors and door glass; modern auto body construction. (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. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Define estimate types.
3. \*Define and understand terms used in automotive collision estimates.
4. \*Evaluate a vehicle's worth.
5. Identify the difference between direct and indirect damage.
6. Record the damage sustained while performing a visual inspection.
7. Demonstrate basic methods used for installing and adjusting techniques.
8. Discuss methods used by the collision industry to restore corrosion protection.
9. List parts of a Gas Metal Arc Welder (GMAW).
10. Discuss welding safety

\* Designates SCANS competencies.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ABDY 113

**COURSE NAME:** \*Basic Auto Body Repair

**COURSE UNITS:** 5.0

**COURSE HOURS:** 10 hours weekly

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

**PREREQUISITE:** Completion of ABDY 112

**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).*

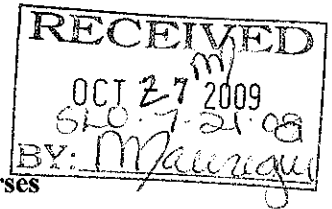
A continuation of ABDY 112 with instruction and practice in resistance and MIG welding on automotive panels; panel replacement and alignment; servicing vehicle doors and door glass; modern auto body construction. (AVC)

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

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

1. Safely work with auto body hand, power, and hydraulic tools and equipment.  
\* Analyze the effects of poor attendance and accidents on production schedules.
2. Use metal inert gas (MIG) welding and resistance welding to join automotive sheet metal panels in a variety of joints common to auto body construction.  
\*Read, interpret, and apply proper maintenance and set-up procedures through the use of technical manuals.
3. Identify the materials used in modern auto body construction. Distinguish conventional and unitized construction. Identify the major body assemblies, body parts and fasteners.  
\* Demonstrate effective teamwork skills through the successful completion of the group assignment.
4. Remove, replace, and align such body parts as hoods and deck lids, front-end sheet metal parts, and bumper assemblies.  
\* Calculate and make adjustments according to technical specifications.
5. Diagnose and service automotive doors and hinges, door hardware and glass.  
\* Design and apply a system for removal and replacement of automotive parts.

\* Designates possible SCANS and NATEF Applied Academic objectives.



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

SECTION I

Date Initial
AP&P Representative: 10/26/09 [Signature]
(indicates division review and approval)
Division Dean/Director: 10/26/09 [Signature]
Faculty Name: (print) Tim Sturm

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

Date 10/26/09

COURSE SUBJECT & NUMBER: ABDY 123

COURSE TITLE: \*Automotive Refinishing

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

List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Update course outline of record with addition of SCANS, addition of advisories, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

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

\*Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the \*course title above and on COR; check college catalog for consistency within a discipline.)

No (course offered for letter grade only) Explain:

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

AP&P
GE Approved:
GE Not Approved:



## CONTENT REVIEW FORM

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

Course Subject & Number: ABDY 123

Course Name: \*Automotive Refinishing

#### SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

##### A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

##### B. READING PROFICIENCY: (skills are cumulative from course to course)

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

###### Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

###### Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

###### Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

- Technical or Other Instructional Reading Materials (*please specify*):

##### 2. WRITING PROFICIENCY: (skills are cumulative from course to course)

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

###### Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

###### Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

Mastering these skills indicates "eligibility" for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

Mastering these skills indicates "completion of" ENGL 101 on page 10

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)  
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

**SECTION IV**

**1) Proficiency Recommendations:**

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 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:	ABDY 122	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

*[Signature]* 10/26/09  
 Signature: Instructor Date

*[Signature]* 10/26/09  
 Signature: AP&P Representative Date

*[Signature]* 10/26/09  
 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:** ABDY 123

**COURSE NAME:** \*Automotive Refinishing

**COURSE UNITS:** 5    **COURSE HOURS:** 10 hours weekly

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

**PREREQUISITE:** Completion of ABDY 122

**ADVISORY:** 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#).*  
 Intended for students interested in automotive refinishing techniques. Introductory to intermediate topics will be covered. Topics will include: safety, refinishing equipment, basic preparation and painting techniques, corrosion protection, and proper use of tools and equipment. (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. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Describe corrosion and elements that cause corrosion.
3. Demonstrate how to feather-edge, block, and sand for preparation of refinishing.
4. Demonstrate different types of masking.
5. Demonstrate the disassembly, cleaning and lubrication of a spray gun.
6. Explain the proper stroke, overlap and rate of movement for proper spraying.
7. Identify different spray techniques.
8. \*Calculate the proper ratios of paint and other refinishing products.

\*Denotes SCANS Competency



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ABDY 123  
**COURSE NAME:** \*Automotive Refinishing  
**COURSE UNITS:** 5.0  
**COURSE HOURS:** 10 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
**PREREQUISITE:** Completion of ABDY 122

**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 continuation of ABDY 122. Course of study to include instruction and application of: single-stage and base coat/clear coat paint systems; complete vehicle refinishing; refinishing plastic parts; final detailing of automotive paint finishes.  
(AVC)

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

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

1. Safely work with the hand and power tools used by the automotive refinisher.  
\* Analyze the effects of poor attendance and accidents on production schedules.
2. Properly identify and handle hazardous materials that are used in the paint and body shop.  
\* Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.
3. Properly prepare, clean, and spray a complete automobile using a single-stage or base coat/clear coat paint system to industry standards.  
\* Demonstrate effective teamwork skills through the successful completion of the group assignment.
4. Color sand and polish a paint finish to industry standards.  
\* Demonstrate good time management through the timely completion of written and laboratory assignments.
5. Final detail a vehicle for customer delivery.  
\* Analyze the importance of proper attitude towards customers, and the importance of satisfactorily dealing with customers.

\* Designates possible SCANS and NATEF Applied Academics objectives.

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

**RECEIVED**  
OCT 27 2009  
BY: *Maurer*

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 10/26/09 K  
*(indicates division review and approval)*  
 Division Dean/Director: 10/26/09 TD  
 Faculty Name: (print) TIM STURM

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

Date 10/26/09

**COURSE SUBJECT & NUMBER:** ABDY 212

**COURSE TITLE:** \*Advanced Automotive Collision Repair I

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
 Update course outline of record, addition of advisories, minor changes in course description, objectives, content, and textbook.*

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

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

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

## CONTENT REVIEW FORM

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

Course Subject & Number: ABDY 212

Course Name: \*Advanced Automotive Collision Repair I

#### SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

##### A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

##### B. READING PROFICIENCY: (skills are cumulative from course to course) Upon entry into course, students should be able to (*check all that apply*):

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

- Technical or Other Instructional Reading Materials (*please specify*):

##### 2. WRITING PROFICIENCY: (skills are cumulative from course to course) Upon entry into course, students should be able to (*check all that apply*):

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

Mastering these skills indicates “eligibility” for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

Mastering these skills indicates “completion of” ENGL 101 on page 10

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)  
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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



**SECTION IV**

**1) Proficiency Recommendations:**

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 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:	ABDY 113	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:	or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ABDY 115	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Yes

 \_\_\_\_\_ 10/26/09  
Signature: Instructor Date

 \_\_\_\_\_ 10/26/09  
Signature: AP&P Representative Date

 \_\_\_\_\_ 10/26/09  
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: ABDY 212

COURSE NAME: \*Advanced Automotive Collision Repair I

COURSE UNITS: 5 COURSE HOURS: 10 hours weekly

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

PREREQUISITE: Completion of ABDY 113 or ABDY 115

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#).

An advanced course in the theory and techniques of automotive collision repair. Course of study includes: resistance and Metal Inert Gas (MIG) welding of automotive sheet metals and structural members and an introduction to the repair of major collision damage. (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. Practice personal safety concerning proper dress, eye wear, gloves and respiratory and hearing protection.
2. Discuss the various structural designs used in the manufacture of the automobile.
3. Identify and isolate common and discrete damage sustained by the three sections of the automobile.
4. Identify different frame designs utilized on modern day vehicles.
5. Identify the difference between a space frame and a true unibody vehicle.
6. Demonstrate proper steps to set up MIG welder.
7. Practice four welding positions.
8. List at least five welding defects.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ABDY 212  
**COURSE NAME:** \*Advanced Automotive Collision Repair I  
**COURSE UNITS:** 5.0  
**COURSE HOURS:** 10 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
**PREREQUISITE:** Completion of ABDY 113 or ABDY 115

**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 advanced course in the theory and techniques of automotive collision repair. Course of study includes: resistance and MIG welding of automotive sheet metals and structural members; plastic composite repair procedures; servicing of active and passive restraint systems; introduction to the repair of major collision damage. (AVC)

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

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

1. Safely work with auto body hand, power, and hydraulic tools and equipment.  
\* Analyze the effects of poor attendance and accidents on production schedules.
2. Prepare, read and follow directions given on an estimate and work order.  
\* Communicate repair procedures to other individuals.
3. Use metal inert gas (MIG) welding join auto body sheet metals in a variety of joints common to auto body construction.  
\* Read, interpret, and apply proper maintenance and set-up procedures through the use of appropriate technical manuals.
4. Analyze and repair damaged automotive plastic composite materials.  
\* Read, interpret and apply proper repair procedures through the use of appropriate service manuals.
5. Service automotive active and passive restraint systems.  
\* Appraise the importance of personal integrity and how it affects the safety of repaired vehicles.
6. Categorize, analyze, and repair damaged automobile frames and structural components.  
\* Demonstrate effective teamwork skills through the successful completion of the group assignment.

\*Designates possible SCANS and NATEF Applied Academic objectives.

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

**RECEIVE**  
OCT 27 2009  
510-418-08  
BY: *M. Murray*

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 10/26/09 *[Signature]*  
*(indicates division review and approval)*  
 Division Dean/Director: 10/26/09 *[Signature]*  
 Faculty Name: (print) Tim Sturm

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

Date 10/26/09

**COURSE SUBJECT & NUMBER:** ABDY 213

**COURSE TITLE:** \*Advanced Automotive Collision Repair II

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
 Update course outline of record with addition of SCANS, addition of advisories, minor changes in course description, objectives, content, and textbook.*

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

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

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

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

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

## CONTENT REVIEW FORM

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

Course Subject & Number: ABDY 213

Course Name: \*Advanced Automotive Collision Repair II

#### SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

##### A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

##### B. READING PROFICIENCY: (skills are cumulative from course to course)

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

###### Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

###### Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

###### Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

- Technical or Other Instructional Reading Materials (*please specify*):

##### 2. WRITING PROFICIENCY: (skills are cumulative from course to course)

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

###### Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

###### Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

Mastering these skills indicates "eligibility" for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

Mastering these skills indicates "completion of" ENGL 101 on page 10

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)  
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

**SECTION IV**

**1) Proficiency Recommendations:**

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

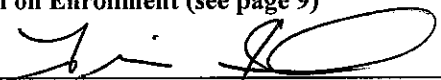
	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked=""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

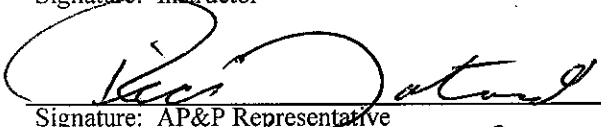
**2) Other Course Recommendations:**

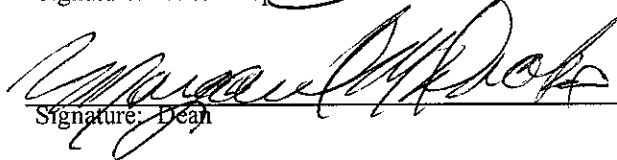
(Note: See Section II a, b, or c on page 8.)

Completion of:	ABDY 212	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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


10/26/09  
 \_\_\_\_\_  
 Signature: Instructor Date


10/26/09  
 \_\_\_\_\_  
 Signature: AP&P Representative Date


10/22/09  
 \_\_\_\_\_  
 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:** ABDY 213

**COURSE NAME:** \*Advanced Automotive Collision Repair II

**COURSE UNITS:** 5    **COURSE HOURS:** 10 hours weekly

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

**PREREQUISITE:** Completion of ABDY 212.

**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#).*

An advanced course in the theory and techniques of automotive collision repair. Course of study includes: conventional and unitized frame repair and repair systems; replacement of automotive glass, trim, and moldings, and repair of major collision damage. (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. Practice personal safety concerning proper dress, eye wear, gloves and respiratory and hearing protection.
2. Identify and describe the use of manual measuring equipment.
3. Identify and discuss the three-dimensional measuring system.
4. Describe types of damage sustained in a collision.
5. Recognize the type of equipment used to repair damage.
6. Operate structural straightening equipment.
7. \*Calculate suspension misalignment.
8. Discuss most common applications for each frame design.
9. Identify the variables for repairing and replacing frames.
10. Locate and utilize recommended vehicle specific repair procedures.

\*Designates SCANS Competencies.





**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** ABDY 213  
**COURSE NAME:** \*Advanced Automotive Collision Repair II  
**COURSE UNITS:** 5.0  
**COURSE HOURS:** 10 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
**PREREQUISITE:** Completion of ABDY 212

**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 advanced course in the theory and techniques of automotive collision repair. Course of study includes: conventional and unitized frame repair and repair systems; replacement of automotive glass, trim, and moldings; repair of major collision damage. (AVC)

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

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

1. Safely work with auto body hand, power, and hydraulic tools and equipment.  
\* Analyze the effects of poor attendance and accidents on production schedules.
2. Categorize, analyze, and repair damaged automotive frames and structural components.  
\* Demonstrate effective teamwork skills through the successful completion of the group assignments.
3. Remove and replace automotive interior and exterior trim and moldings.  
\* Design and apply a system for removal and replacement of automotive parts.
4. Remove, replace, and service automotive windshields and back lites.  
\* Demonstrate good time management through the timely completion of all written and laboratory assignments.
5. Repair a vehicle involved in a major front, rear, side, or roll-over collision.  
\* Analyze the importance of proper attitude towards customers, and the importance of satisfactorily dealing with customers.

\*Designates possible SCANS and NATEF Applied Academic objectives.



## CONTENT REVIEW FORM

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

Course Subject & Number: ABDY 215

Course Name: \*Advanced Automotive Collision Repair

#### SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

##### A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

##### B. READING PROFICIENCY: (skills are cumulative from course to course)

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

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

- Technical or Other Instructional Reading Materials (*please specify*):

##### 2. WRITING PROFICIENCY: (skills are cumulative from course to course)

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

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

Mastering these skills indicates “eligibility” for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

Mastering these skills indicates “completion of” ENGL 101 on page 10

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)  
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

**SECTION IV**

**1) Proficiency Recommendations:**

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 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:	ABDY 115	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Yes


10/27/09  
 Signature: Instructor Date

\_\_\_\_\_  
 Signature: AP&P Representative Date


10/27/09  
 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:** ABDY 215

**COURSE NAME:** \*Advanced Automotive Collision Repair

**COURSE UNITS:** 10    **COURSE HOURS:** 20 hours weekly

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

**PREREQUISITE:** Completion of ABDY 115

**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 continuation of ABDY 115. Intermediate to advanced automotive collision repair techniques will be covered. Topics will include: shop safety, Metal Inert Gas (MIG) welding, vehicle designs, frame designs, measuring structural damage, and suspension alignment. Completion of ABDY 215 is equivalent to the completion of both ABDY 212 and ABDY 213. (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. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Discuss the various structural designs used in the manufacture of the automobile.
3. Identify and isolate common and discrete damage sustained by the three sections of the automobile.
4. Identify different frame designs utilized on modern day vehicles.
5. Identify the difference between a space frame and a true unibody vehicle.
6. Identify and describe the use of manual measuring equipment.
7. Identify and discuss the three-dimensional measuring system.
8. Describe types of damage sustained in a collision.
9. Recognize the type of equipment used to repair damage.
10. Operate structural straightening equipment.
11. Locate damaged suspension.
12. \*Calculate suspension misalignment.
13. Demstrate proper steps to set up MIG welder.
14. Practice four welding positions.
15. List at least five welding defects.
16. Discuss most common applications for each frame design.
17. Identify the variables for repairing and replacing frames.
18. Locate and utilize recommended vehicle specific repair procedures.
19. Recognize the welding sequences and techniques used for permanent panel installation.

\*Denotes SCANS Competencies.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ABDY 215  
**COURSE NAME:** \*Advanced Automotive Collision Repair  
**COURSE UNITS:** 10.0  
**COURSE HOURS:** 20 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
**PREREQUISITE:** Completion of ABDY 115

**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).*

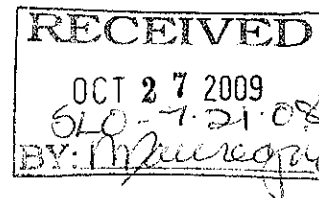
An advanced course in the theory and techniques of automotive collision repair. Course of study includes: resistance and MIG welding of automotive sheet metals and structural members; plastic composite repair procedures; servicing of active and passive restraint systems; conventional and unitized frame repair and repair systems; replacement of automotive glass, trim, and moldings; repair of major collision damage. (AVC)

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

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

1. Safely work with auto body hand, power, and hydraulic tools and equipment.  
\* Analyze the effects of poor attendance and accidents on production schedules.
2. Prepare, read and follow directions given on an estimate and work order.  
\* Communicate repair procedures to other individuals.
3. Use metal inert gas (MIG) welding join auto body sheet metals in a variety of joints common to auto body construction.  
\* Read, interpret, and apply proper maintenance and set-up procedures through the use of appropriate technical manuals.
4. Analyze and repair damaged automotive plastic composite materials.  
\* Read, interpret and apply proper repair procedures through the use of appropriate service manuals.
5. Categorize, analyze, and repair damaged automotive frames and structural components.  
\* Demonstrate effective teamwork skills through the successful completion of the group assignments.
6. Service automotive active and passive restraint systems.  
\* Appraise the importance of personal integrity and how it affects the safety of repaired automobiles.
7. Remove and replace automotive interior and exterior trim and moldings.  
\* Design and apply a system for removal and replacement of automotive parts.
8. Remove, replace, and service automotive windshields and back lites.  
\* Demonstrate good time management through the timely completion of all written and laboratory assignments.
9. Repair a vehicle involved in a major front, rear, side, or roll-over collision.  
\* Analyze the importance of proper attitude towards customers, and the importance of satisfactorily dealing with customers.

\*Designates possible SCANS and NATEF Applied Academic objectives.



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

SECTION I

Date Initial
AP&P Representative: 10/26/09 [Signature]
(indicates division review and approval)
Division Dean/Director: 10/26/09 [Signature]
Faculty Name: (print) Tim Sturm

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

Date 10/26/09

COURSE SUBJECT & NUMBER: ABDY 222

COURSE TITLE: \*Advanced Automotive Refinishing I

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

List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Update course outline of record with addition of SCANS, addition of advisories, minor changes in course description, objectives, content, and textbook.

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

AP&P
GE Approved:
GE Not Approved:



## CONTENT REVIEW FORM

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

Course Subject & Number: ABDY 222

Course Name: \*Advanced Automotive Refinishing I

#### SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

##### A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

##### B. READING PROFICIENCY: (skills are cumulative from course to course)

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

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

- Technical or Other Instructional Reading Materials (*please specify*):

##### 2. WRITING PROFICIENCY: (skills are cumulative from course to course)

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

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

**Mastering these skills indicates “eligibility” for ENGL 101 on page 10**

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

**Mastering these skills indicates “completion of” ENGL 101 on page 10**

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)  
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

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

**Mastering these skills indicates “eligibility” for MATH 060 (see page 10)**

Prealgebra (MATH 060)

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

**Mastering these skills indicates “eligibility” for MATH 070 (see page 10)**

Elementary Algebra (MATH 070)

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

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

**SECTION IV**

**1) Proficiency Recommendations:**

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 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:	ABDY 123	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
or Concurrent Enrollment in:	or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ABDY 125	<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

*Jim St*

Signature: Instructor

*10/26/09*

Date

*Ree Datarwood*

Signature: AP&P Representative

*10/26/09*

Date

*Wesley Duke*

Signature: Dean

*10/22/09*

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:** ABDY 222

**COURSE NAME:** \*Advanced Automotive Refinishing I

**COURSE UNITS:** 5    **COURSE HOURS:** 10 hours weekly

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

**PREREQUISITE:** Completion of ABDY 123 or ABDY 125

**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#).*

An advanced course in the theories and techniques of automotive refinishing. Course of study to include: shop equipment, estimating collision damage, spot panel, and sectional refinishing of automotive surfaces; color tinting, color matching and blending of automotive paints. (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. Practice personal safety concerning proper dress, eye wear, gloves and respiratory and hearing protection.
2. Operate and maintain spray booths.
3. Inspect air system for proper operation.
4. \*Complete an estimate and damage report.
5. \*Evaluate the market value of vehicles.
6. Recognize the difference between original equipment manufacture (OEM) and custom paint.
7. Apply different types of coatings.
8. Identify and properly remove trim.
9. Demonstrate proper removal and replacement of vinyl pinstripe.
10. Examine the types of anti-corrosion materials used to prevent or inhibit corrosion.
11. \*Demonstrate how to calculate and mix paint ratios.
12. \*Calculate amount of coating needed for specific applications.
13. Demonstrate proper blending techniques.
14. Explain color theory.
15. Demonstrate steps needed to color plot and tint a color.

\*Denotes SCANS Competencies.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ABDY 222  
**COURSE NAME:** \*Advanced Automotive Refinishing I  
**COURSE UNITS:** 5.0  
**COURSE HOURS:** 10 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
**PREREQUISITE:** Completion of ABDY 123 or ABDY 125

**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 advanced course in the theories and techniques of automotive refinishing. Course of study to include: spot, panel, and sectional refinishing of automotive surfaces; color tinting, color matching and blending of automotive paints; color sanding and polishing automotive surfaces. (AVC)

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

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

1. Safely work with the hand and power tools used by the automotive refinisher.  
\* Analyze the effects of poor attendance and accidents on production schedules.
2. Properly identify and handle hazardous materials that are used in the paint and body shop.  
\* Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.
3. Properly prepare an automotive surface for spot, panel and sectional refinishing.  
\* Analyze the parts, materials, and labor costs for a repair project and prepare a written estimate for the repair job.
4. Properly mix, tint, and blend an automotive panel to an acceptable color match.  
\* Calculate surface area of vehicle body panels to determine required paint materials.
5. Color sand and polish a paint finish to industry standards.  
\* Demonstrate good time management through the timely completion of all written and laboratory assignments.

\* Designates possible SCANS and NATEF Applied Academics objectives.

RECEIVED  
OCT 27 2009  
SLO-7-21-08  
BY: *Mouresquis*

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

SECTION I

Date Initial  
AP&P Representative: 10/26/09 [Signature]  
(indicates division review and approval)  
Division Dean/Director: 10/26/09 [Signature]  
Faculty Name: (print) Tim Sturm

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

Date 10/26/09

COURSE SUBJECT & NUMBER: **ABDY 223**  
COURSE TITLE: **\*Advanced Automotive Refinishing II**

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
Update course outline of record, addition of advisories, minor changes in course description, objectives, content, and textbook.*

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

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

## CONTENT REVIEW FORM

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

Course Subject & Number: ABDY 223

Course Name: \*Advanced Automotive Refinishing II

#### SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

##### A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

##### B. READING PROFICIENCY: (skills are cumulative from course to course) Upon entry into course, students should be able to (*check all that apply*):

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

- Technical or Other Instructional Reading Materials (*please specify*):

##### 2. WRITING PROFICIENCY: (skills are cumulative from course to course) Upon entry into course, students should be able to (*check all that apply*):

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

**Mastering these skills indicates “eligibility” for ENGL 101 on page 10**

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

**Mastering these skills indicates “completion of” ENGL 101 on page 10**

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)  
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

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

**Mastering these skills indicates “eligibility” for MATH 060 (see page 10)**

Prealgebra (MATH 060)

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

**Mastering these skills indicates “eligibility” for MATH 070 (see page 10)**

Elementary Algebra (MATH 070)

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

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



**SECTION IV**

**1) Proficiency Recommendations:**

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 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:	ABDY 222	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Jim Sk 10/26/09  
Signature: Instructor Date

Rich Durand 10/26/09  
Signature: AP&P Representative Date

[Signature] 10/26/09  
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:** ABDY 223

**COURSE NAME:** \*Advanced Automotive Refinishing II

**COURSE UNITS:** 5    **COURSE HOURS:** 10 hours weekly

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

**PREREQUISITE:** Completion of ABDY 222

**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#).*  
Intended for students who are continuing their studies in automotive refinishing techniques. Intermediate to advanced topics will be covered. Topics will include: spot, panel, and complete refinishing of automotive surfaces; color tinting and color matching of automotive paints; prevention and cure of paint problems; final detailing of vehicle paint finishes. (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. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Identify different plastics.
3. Demonstrate how to prepare plastic substrate.
4. Discuss the variables that affect coating performance.
5. Distinguish the different defects.
6. Examine a paint finish for defects.
7. Explain color theory.
8. Demonstrate steps needed to color plot and tint a color.



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** ABDY 223  
**COURSE NAME:** \*Advanced Automotive Refinishing II  
**COURSE UNITS:** 5.0  
**COURSE HOURS:** 10 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
**PREREQUISITE:** Completion of ABDY 222

**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 advanced course in the theories and techniques of automotive refinishing. Course of study to include: complete vehicle refinishing; prevention and cure of paint problems; final detailing of vehicle paint finishes. (AVC)

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

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

1. Safely work with the hand and power tools used by the automotive refinisher.  
\* Analyze the effects of poor attendance and accidents on production schedules.
2. Properly identify and handle hazardous materials that are used in the paint and body shop.  
\* Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.
3. Properly prepare, clean, and spray a complete automobile using a single-stage or multi-stage paint system to industry standards.  
\* Demonstrate effective teamwork skills through the successful completion of the group assignment.
4. Final detail a vehicle for customer delivery.  
\* Analyze the importance of proper attitude towards customers, and the importance of satisfactorily dealing with customers.

\* Designates possible SCANS and NATEF Applied Academics objectives.

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 BY: *M. Mauer*

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

**SECTION I**

AP&P Representative: 10/5/09 [Signature]  
*(indicates division review and approval)*

Division Dean/Director: 10/5/09 [Signature]

Faculty Name: (print) Tim Sturm

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

Date 10/5/09

**COURSE SUBJECT & NUMBER:** ABDY 225

**COURSE TITLE:** \*Advanced Automotive Refinishing

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
 Update course outline of record with addition of SCANS, minor changes in course description, objectives, content, and textbook.*

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

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

## CONTENT REVIEW FORM

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

Course Subject & Number: ABDY 225

Course Name: \*Advanced Automotive Refinishing

#### SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

##### A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

##### B. READING PROFICIENCY: (skills are cumulative from course to course) Upon entry into course, students should be able to (*check all that apply*):

###### Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

###### Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

###### Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

- Technical or Other Instructional Reading Materials (*please specify*):

##### 2. WRITING PROFICIENCY: (skills are cumulative from course to course)

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

###### Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

###### Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

Mastering these skills indicates “eligibility” for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

Mastering these skills indicates “completion of” ENGL 101 on page 10

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)  
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

**SECTION IV**

**1) Proficiency Recommendations:**

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

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

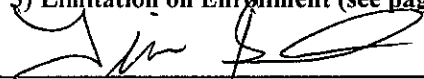
**2) Other Course Recommendations:**

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

Completion of:	ABDY 125	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


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

Yes

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

10/27/09  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature: AP&P Representative Date

  
 \_\_\_\_\_  
 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:** ABDY 225

**COURSE NAME:** \*Advanced Automotive Refinishing

**COURSE UNITS:** 10      **COURSE HOURS:** 20 hours weekly

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

**PREREQUISITE:** Completion of ABDY 125

**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#).*  
 Intended for students who are continuing their studies in automotive refinishing techniques. Intermediate to advanced topics will be covered. Topics will include: spot, panel, and complete refinishing of automotive surfaces; color tinting and color matching of automotive paints; prevention and cure of paint problems; final detailing of vehicle paint finishes. Completion of ABDY 225 is equivalent to the completion of both ABDY 222 and ABDY 223. (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. Practice personal safety concerning proper dress, eye wear, gloves, and respiratory and hearing protection.
2. Operate and maintain spray booths.
3. Inspect air system for proper operation.
4. \*Complete an estimate and damage report.
5. \*Evaluate the market value of vehicles.
6. Recognize the difference between original equipment manufacture (OEM) and custom paint.
7. Apply different types of coatings
8. Identify and properly remove trim.
9. Demonstrate proper removal and replacement of vinyl pinstripe.
10. Examine the types of anti-corrosion materials used to prevent or inhibit corrosion.
11. Identify different plastics.
12. Demonstrate how to prepare plastic substrate.
13. Discuss the variables that affect coating performance.
14. \*Demonstrate how to calculate and mix paint ratios.
15. \*Calculate amount of coating needed for specific applications.
16. Demonstrate proper blending techniques.
17. Explain color theory.
18. Demonstrate steps needed to color plot and tint a color.
19. Distinguish the different defects.
20. Examine a paint finish for defects.

\*Denotes SCANS Competencies.





ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ABDY 225  
**COURSE NAME:** \*Advanced Automotive Refinishing  
**COURSE UNITS:** 10.0  
**COURSE HOURS:** 20 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
**PREREQUISITE:** Completion of ABDY 125

**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 advanced course in the theories and techniques of automotive refinishing. Course of study to include: spot, panel, and complete refinishing of automotive surfaces; color tinting and color matching of automotive paints; prevention and cure of paint problems; final detailing of vehicle paint finishes. (AVC)

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

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

1. Safely work with the hand and power tools used by the automotive refinisher.  
\* Analyze the effects of poor attendance and accidents on production schedules.
2. Properly identify and handle hazardous materials that are used in the paint and body shop.  
\* Verify regulatory compliance of hazardous materials through supplier publications on the Internet or in the technical library.
3. Properly prepare an automotive surface for spot and panel refinishing.  
\* Analyze the parts, materials, and labor costs for a repair project and prepare a written estimate for the repair job.
4. Properly mix, tint, and blend an automotive panel to an acceptable color match.  
\* Calculate surface area of vehicle body panels to determine required paint materials.
5. Properly prepare, clean, and spray a complete automobile using a single-stage or multi-stage paint system to industry standards.  
\* Demonstrate effective teamwork skills through the successful completion of the group assignment.
6. Final detail a vehicle for customer delivery.  
\* Analyze the importance of proper attitude towards customers, and the importance of satisfactorily dealing with customers.

\* Designates possible SCANS and NATEF Applied Academics objectives.

First Reading  
10-22-09

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BY: M. Aureoju

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

SECTION I

Date Initial

AP&P Representative: 09-08-09 BD  
(indicates division review and approval)

Division Dean/Director: 9-08-09 JLD

Faculty Name: (print) Dennis Kalleman Date 09-08-09

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

COURSE SUBJECT & NUMBER: CA 133

COURSE TITLE: Oracle PL/SQL Programming

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

\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
Minor changes to Course Description (updated Oracle Exam number), Course Content, Typical Assignments, Methods of Evaluation, and Suggested Texts.

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: CA 133

COURSE NAME: Oracle PL/SQL Programming

COURSE UNITS: 3.0 COURSE HOURS: 4

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

Prerequisite: Completion of CA 132

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

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

Students will develop their Oracle Relational Database Structured Query Language (SQL) skills into writing Oracle Stored Procedures using PL/SQL in a client/server environment. In both lecture and lab, students will learn PL/SQL Database Programming by using the Oracle SQL\*Plus tool and a simple text editor. Proper structured programming design and formatting will be taught using flow diagrams and sample code. Students will refresh their knowledge of SQL Data Manipulation Language (DML) and Data Definition Language (DDL). Students will also learn how database security issues, such as database users, roles and grants, apply to the execution of PL/SQL code. This course helps prepare students for the PL/SQL portion of Oracle's Exam # SQL Exam (1Z0-007). **BEFORE ENROLLING** students should have used SQL to extract database records, create a table, enter, edit and delete records, sort, and group records. Students should understand how to save and retrieve files from local and network drives.

**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. Apply Structured Programming Concepts.
2. Describe the nature of a Computer Program.
3. Model Good Programming Practices.
4. Apply Basic PL/SQL Concepts.
5. Use PL/SQL in a Client-Server Architecture.
6. Use PL/SQL in the SQL\*Plus tool.
7. Explain General Programming Language Fundamentals.
8. Practice PL/SQL programming Fundamentals.
9. Use Data Manipulation Language (DML) in PL/SQL.
10. Demonstrate the use of a Save-point in PL/SQL.
11. Design Conditional Program Control using: IF Statements, ELSIF Statements, and Nested IF Statements.
12. Apply Exception Handling using Built-In-Exceptions.
13. Respond to Errors and Built-In-Exceptions.
14. Apply Structured Programming Iterative Control using: Simple Loops, WHILE Loops, Numeric FOR Loops, and Nested Loops.
15. Introduce Database Cursors, as a Special Type of Array, into their PL/SQL Programs.
16. Manipulate Cursors in a PL/SQL Program using Cursor FOR Loops and Nested Cursors.
17. Use PARAMETERS with Cursors.
18. Apply Programmatic Exceptions as error handlers.
19. Use Exception Scope, USER-DEFINED Exceptions, and Exception Propagation in PL/SQL programs.
20. Apply RAISE\_APPLICATION\_ERROR, EXCEPTION\_INITPRAGMA, SQLCODE and SQLERRM.
21. Create PL/SQL Procedures that pass Parameters IN and OUT of the Procedure.
22. Create and use PL/SQL Functions in the PL/SQL programs.
23. Appraise the Benefits of Utilizing PL/SQL Packages.
24. Use PL/SQL to write database Triggers.
25. Explain what Triggers are, the types of Triggers and how Triggers are used with Mutation Table issues.
26. Demonstrate the use of PL/SQL Tables.

**Course Subject & Number:** CA 133  
**Course Name:** Oracle PL/SQL Programming

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

- I. Programming Concepts
  - A. The Nature of a Computer Program.
  - B. Good Programming Practices.
  
- II. PL/SQL Concepts and Language Fundamentals
  - A. PL/SQL in Client-Server Architecture. PL/SQL in SQL\*Plus.
  - B. PL/SQL Programming Fundamentals
  - C. Making use of SQL - DML in PL/SQL
  - D. Making use of Save-point
  
- III. PL/SQL Programmatic Conditional Control
  - A. IF Statements. ELSIF Statements. Nested IF Statements
  - B. Interactive Control
    - 1. Simple Loops
    - 2. WHILE Loops
    - 3. Numeric FOR Loops
    - 4. Nested Loops
  
- IV. Introduction to Cursors
  - A. Cursor Manipulation
  - B. Using Cursor FOR Loops and Nesting Cursors
  - C. Using PARAMETERS with Cursors
  
- V. Exceptions
  - A. Handling Errors with Exception Handling and Built-in Exceptions
  - B. Exception Scope. USER\_DEFINED Exceptions.
  - C. Exception Propagation
  
- VI. Exceptions: Advanced Concepts
  - A. RAISE\_APPLICATION\_ERROR
  - B. EXCEPTION INIT PRAGMA
  - C. SLCODE and SQLERRM
  
- VII. PL/SQL Procedures & Functions
  - A. Creating Procedures
  - B. Passing Parameters IN and OUT of Procedures
  - C. Creating and Using Functions
  
- VIII. PL/SQL Packages
  - A. The Benefits of Utilizing Packages
  - B. Writing PL/SQL Packages
  
- IX. Stored Code
  - A. Advanced Features of Stored Code
  - B. Using Stored Code in PL/SQL
  
- X. Triggers
  - A. Triggers Defined
  - B. Types of Triggers
  - C. Mutating Table Issues
  
- XI. PL/SQL Tables
  - A. Making Use of PL/SQL Tables
  - B. Making use of PL/SQL Cursors

**Course Subject & Number:** CA 133  
**Course Name:** Oracle PL/SQL Programming

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

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

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

Each week students will be required to read 15 to 25 pages from the assigned textbook. Evaluation of student knowledge gained from the reading will be done using both class discussion time and the online Web quizzes provided by the textbook publisher.

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

Answer assigned weekly textbook problems and exercises by answering questions and by writing syntactically correct PL/SQL database programs. Each lesson culminates in one or more programming assignments.

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

Students will use mathematical functions to make calculations on data returned by database queries to generate derived data from table entries.

**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:**

Analyze requests for information and turn these into syntactically correct PL/SQL database code.

Apply the rules for PL/SQL program design to the problems of data manipulation and data definition.

Design and code Oracle database stored procedures, functions and packages.

Evaluate Oracle PL/SQL code for data manipulation and control.

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

**Reading Assignments:** 3  
**Computational Assignments:** 1

**Writing Assignments:** 2  
**Other Assignments:** 3 (writing PL/SQL programs)

**Course Subject & Number:** CA 133  
**Course Name:** Oracle PL/SQL Programming

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

Lectures, demonstrations by the instructor, and student lab participation using the text (Oracle PL/SQL Interactive Workbook) along with other instructional materials supplied by the instructor in class and online.

**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.)*

Instructor will evaluate the following: Student's completion of assigned chapter questions and website assignments.

- Results of quizzes and examinations that are based upon the textbook, online & lecture materials. (Objectives 2, 7)
- Student's completion of computer and lab assignments. . (Objectives 1, 3-6, and 8-26)
- Student's completion of short writing assignments. (Objectives 2, 7)
- Classroom participation in discussion of textbook and lecture material. (Objectives 2, 7)
- Evaluation of student knowledge gained from the reading will be done using both class discussion time and the online Web quizzes provided by the textbook publisher. (Objectives 2, 7)
- Evaluation of students adherence to programming practices (Objectives 1, 2, 3, 12, 13 & 14)

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

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

Primary Course Text: Oracle PL/SQL Interactive Workbook, 2<sup>nd</sup> Edition (with provided interactive training web site) by Benjamin Rosenzweig and Elena Siverstrova, published by Prentice Hall in 2003, ISBN: 10: 0-13-047320-0

The 2<sup>nd</sup> edition of book is still being sold and the course Web site is still active. This is the best text for a lab class because of the comprehensive scope of the programming assignments.

Current COR  
Summer 2004



ANTELOPE VALLEY COLLEGE  
Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** CA 133  
**COURSE NAME:** \*Oracle PL/SQL Programming  
**COURSE UNITS:** 3  
**COURSE HOURS:** 4

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

**PREREQUISITE:** Completion of CA 132  
**ADVISORY:** Eligibility for ENGL 099, READ 099 and MATH 102

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

Students will develop their Oracle Relational Database Structured Query Language (SQL) skills into writing Oracle Stored Procedures using PL/SQL in a client/server environment. In both lecture and lab, students will learn PL/SQL Database Programming by using the Oracle SQL\*Plus tool and a simple text editor. Proper structured programming design and formatting will be taught using flow diagrams and sample code. Students will refresh their knowledge of SQL Data Manipulation Language (DML) and Data Definition Language (DDL). Students will also learn how database security issues, such as database users, roles and grants, apply to the execution of PL/SQL code. This course helps prepare students for the PL/SQL portion of Oracle's Exam #1A0-001. BEFORE ENROLLING students should have used SQL to extract database records, create a table, enter, edit and delete records, sort, and group records. Students should understand how to save and retrieve files from local and network drives.

**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. Apply Structured Programming Concepts.
2. Describe the nature of a Computer Program.
3. Model Good Programming Practices.
4. Apply Basic PL/SQL Concepts.
5. Use PL/SQL in a Client-Server Architecture.
6. Use PL/SQL in the SQL\*Plus tool.
7. Explain General Programming Language Fundamentals.
8. Practice PL/SQL programming Fundamentals.
9. Use Data Manipulation Language (DML) in PL/SQL.
10. Demonstrate the use of a Save-point in PL/SQL.
11. Design Conditional Program Control using: IF Statements, ELSIF Statements, and Nested IF Statements.
12. Apply Exception Handling using Built-In-Exceptions.
13. Respond to Errors and Built-In-Exceptions.
14. Apply Structured Programming Iterative Control using: Simple Loops, WHILE Loops, Numeric FOR Loops, and Nested Loops.
15. Introduce Database Cursors, as a Special Type of Array, into their PL/SQL Programs.
16. Manipulate Cursors in a PL/SQL Program using Cursor FOR Loops and Nested Cursors.
17. Use PARAMETERS with Cursors.
18. Apply Programmatic Exceptions as error handlers.
19. Use Exception Scope, USER-DEFINED Exceptions, and Exception Propagation in PL/SQL programs.
20. Apply RAISE\_APPLICATION\_ERROR, EXCEPTION\_INIT PRAGMA, SQLCODE and SQLERRM.
21. Create PL/SQL Procedures that pass Parameters IN and OUT of the Procedure.

22. Create and use PL/SQL Functions in the PL/SQL programs.
23. Appraise the Benefits of Utilizing PL/SQL Packages.
24. Use PL/SQL to write database Triggers.
25. Explain what Triggers are, the types of Triggers and how Triggers are used with Mutation Table issues.
26. Demonstrate the use of PL/SQL Tables.



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

RECEIVED  
NOV - 6 2009  
BY: *M. Macgregor*

SECTION I

Date Initial

AP&P Representative: 11-05-09 BJ  
(indicates division review and approval)

Division Dean/Director: 11-5-09 JHL

Faculty Name: (print) Ronald Mummaw

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

Date 11.5.09

COURSE SUBJECT & NUMBER: CIS 121

COURSE TITLE: \*Computer Mathematics

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

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

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

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

**COURSE SUBJECT & NUMBER:** CIS 121

**COURSE NAME:** \*Computer Mathematics

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

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

**Advisory:** Completion of MATH 130 or MATH 140, Eligibility for College Level Reading and ENGL 099.

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

This is an introductory course in the area of mathematics applicable to computer science. Topics include logic and circuits, sets, mathematical induction, graphs, trees, algorithm development and refinement, and computational models like finite state automata and Turing machines. Emphasis is placed on problem solving and application of mathematical theory to data structures and database construction and operation. (Engineering and Science majors consult counselors.) (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. Construct truth tables for logic expressions, evaluate and simplify logic expressions, construct logically consistent proofs, including proof by contradiction and proof by mathematical induction.
2. Perform set operations including union, intersection, difference, and compliment, illustrating concepts using Venn diagrams; distinguish proper and improper subsets, set inclusion, and set equality. Define and analyze relations and identify reflexive, symmetric, and transitive properties. Identify and manipulate functional relations. Perform relational manipulation of data, including select, project, and join. Perform arithmetic operations with vectors and matrices; determine equality of vectors and matrices; calculate inner products and determinates.
3. Describe algorithms using formal notation; design algorithms that solve problems; race algorithms given specific inputs to demonstrate how they work, determine the time complexity of a given algorithm.
4. Use counting principles to solve problems involving trees, graphs, factorial, permutations, and combinations. Use probability fundamentals to solve problems involving counting principles, Bernoulli trials, and the binomial distribution.
5. Design recursive solutions to applicable problems using divide and conquer or inclusion-exclusion methods.
6. Identify graph characteristics, Euler and Hamiltonian cycles; use matrix representations of graphs, graph isomorphism and homomorphism, and graph-oriented algorithms to solve problems.
7. Identify tree characteristics. Construct and use binary and game trees; use isomorphism, homomorphism, and tree traversal algorithms to solve problems.
8. Define and construct Boolean algebras, set partitions, Cartesian products, and relations using sets, set notation and set operations. Design, construct, analyze, and simplify computer logic circuits using AND, OR, NOT, NOR, and NAND gates and truth tables.
9. Construct and analyze deterministic finite automata, including using and creating state transition diagrams and characterizing acceptance sets. Identify grammar and language characteristic. Use algorithms to transform non-deterministic finite automata into equivalent deterministic finite automata.

**Course Subject & Number:** CIS 121  
**Course Name:** \*Computer Mathematics

**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. Logic and Circuits
  - A. Propositions
  - B. Boolean Operators, Truth Tables
  - C. Universal and Existential Quantifiers
  - D. Logical Foundations of Proofs
  - E. Boolean Functions, Circuits, and Their Representations
- II. Sets, Sequences, and Mathematical Induction
  - A. Sets and Set Operations
  - B. Functions and Properties of Functions
  - C. Growth of Functions
  - D. Integers and Division
  - E. Number Theory and Applications to Computer and Information Science
  - F. Sequences and Summations
  - G. Mathematical Induction
  - H. Recursion and Structural Induction
- III. Graphs
  - A. Graph Terminology
  - B. Representations of Graphs
  - C. Euler and Hamiltonian
  - D. Graph Isomorphism
  - E. Graph Applications
- IV. Trees
  - A. Tree Terminology
  - B. Tree Traversal
  - C. Tree Applications
- V. Algorithms
  - A. Development of Algorithms and Pseudo-code
  - B. Time Complexity and Algorithm Analysis
- VI. Counting Principles
  - A. Basic Principles
  - B. The Pigeonhole Principle
  - C. Permutations and Combinations
  - D. Applications of the Binomial Theorem
  - E. Probability, Expected Value, and Variance
  - F. The Inclusion-Exclusion Principle and Applications
- VII. Recurrence Relations
  - A. Recurrence
  - B. Solving Recurrence Relations
- VIII. Relations
  - A. Relations and their Properties
  - B. N-ary Relations, Operations, and Applications
  - C. Representations of Relations
  - D. Equivalence Relations
- IX. Computation
  - A. Languages, Grammars, and Language Recognition
  - B. Finite State Machines
  - C. Turing Machines Computability

Course Subject & Number: CIS 121  
Course Name: \*Computer Mathematics

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

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

Students are required to read 3 to 5 chapter sections of the text per week, about 70 pages on average.  
Students are required to read a 3-10 page computer industry journal article during the course.

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

Students are required to write a summary, critique, and opinion of a computer industry journal article during the course.

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

Students are required to write solutions to 10 to 40 homework problems per week.

**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 have the option to present a 3-5 minute oral report that summarizes the computer industry journal article report they wrote. Therefore, students will prepare for this assignment as the homework portion.

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

**Reading Assignments:** 3 hours per week

**Writing Assignments:** 1 hour per week

**Computational Assignments:** 3 hours per week

**Other Assignments:** 0.5 hours per week

**Course Subject & Number:** CIS 121  
**Course Name:** \*Computer Mathematics

**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

Problem solving: Instructor facilitated, students will solve problems on the white board.

**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.)*

Quizzes:

Students are required to demonstrate specific skills by carrying out computations or solving problems related to lecture material just presented. (Objectives 2, 4 & 8)

Tests:

Students are required to solve problems on tests. Problems are similar to those assigned in homework or worked on in class. (Objectives 1-9)

Journal Article Report:

Students are required to read a computer industry journal (e.g. Communications of the ACM or IEEE Computer) article (3 to 10 pages), summarize the main points, criticize the article, and express their opinion on its value in a written report and an optional 3 to 5 minute oral presentation. (Objectives 1-9 depending on the article chosen)

#### **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.)*

*Discrete Math and Its Applications*, Rosen, McGraw-Hill Science Engineering, 2006, 6th Edition

*Discrete Math and Its Applications-Student Solutions Guide*, Rosen & Grossman, McGraw-Hill Science Engineering, 2006, 6th Edition

*How to Solve It: A New Aspect of Mathematical Method*, Polya, Princeton University Press, 2004,



ANTELOPEVALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: CIS 121  
COURSE NAME: \*Computer Mathematics  
COURSE UNITS: 3  
COURSE HOURS: 3

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

ADVISORY: Completion of MATH 130 or MATH 140, Eligibility for College Level Reading and ENGL 099 or satisfactory completion of ENGL 101

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

This is an introductory course in the areas of mathematics applicable to computer science. Topics include logic and circuits, sets, mathematical induction, graphs, trees, algorithm development and refinement, and computational models like finite state automata and Turing machines. Emphasis is placed on problem solving and application of mathematical theory to data structures and data base construction and operation. (Engineering and Science majors consult counselors.)

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. Construct truth tables for logic expressions, evaluate and simplify logic expressions, construct logically consistent proofs, including proof by contradiction and proof by mathematical induction.
2. Perform set operations including union, intersection, difference, and compliment, illustrating concepts using Venn diagrams; distinguish proper and improper subsets, set inclusion, and set equality. Define and analyze relations and identify reflexive, symmetric, and transitive properties. Identify and manipulate functional relations. Perform relational manipulation of data, including select, project, and join. Perform arithmetic operations with vectors and matrices; determine equality of vectors and matrices; calculate inner products and determinants.
3. Describe algorithms using formal notation; design algorithms that solve problems; trace algorithms given specific inputs to demonstrate how they work, determine the time complexity of a given algorithm.
4. Use counting principles to solve problems involving trees, graphs, factorials, permutations, and combinations. Use probability fundamentals to solve problems involving counting principles, Bernoulli trials, and the binomial distribution.
5. Design recursive solutions to applicable problems using divide and conquer or inclusion-exclusion methods.
6. Identify graph characteristics, Euler and Hamiltonian cycles; use matrix representations of graphs, graph isomorphism and homomorphism, and graph-oriented algorithms to solve problems.
7. Identify tree characteristics. Construct and use binary and game trees; use isomorphism, homomorphism, and tree traversal algorithms to solve problems.
8. Define and construct Boolean algebras, set partitions, Cartesian products, and relations using sets, set notation and set operations. Design, construct, analyze, and simplify computer logic circuits using AND, OR, NOT, NOR, and NAND gates and truth tables.
9. Construct and analyze deterministic and non-deterministic finite automata, including using and creating state transition diagrams and characterizing acceptance sets. Identify grammar and language characteristics. Use algorithms to transform non-deterministic finite automata into equivalent deterministic finite automata.

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

**RECEIVED**  
JAN 30 2009  
SLO 4/10/08  
BY: *JD*

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 1-22-09 CL  
(indicates division review and approval)

Division Dean/Director: 01-22-09 SM

Faculty Name: (print) CINDY Littlefield

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

Date 1-22-09

**COURSE SUBJECT & NUMBER:** DA 104

**COURSE TITLE:** \*Beginning Jazz Dance

- 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:  
Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

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

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

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

<b>AP&amp;P</b>
GE Approved: _____
GE Not Approved: _____



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

**Academic Affairs Only**

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

**COURSE SUBJECT & NUMBER:** DA 104

**COURSE NAME:** \*Beginning Jazz Dance

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

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

Advisory: Eligibility for ENGL 099 and READ 099.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*  
 An introduction to the basic movement skills employed in jazz dance techniques. Compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz as an artistic dance form. (CSU, UC, 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. Perform beginning movement skills of jazz dance e.g. isolation, fluidity, coordination and rhythm.
2. Demonstrate the basic skills in balance, strength, flexibility and stamina.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Define basic jazz dance terminology.
5. Recognize basic musical meter and rhythm and apply this knowledge when integrating movement and music.
6. Apply skills and knowledge gained in beginning jazz dance as a foundation from which he/she can pursue further dance studies.



**Course Subject & Number:** DA 104

**Course Name:** \*Beginning Jazz Dance

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

- I. Introduction and orientation
  - A. Jazz dance history
  - B. Dance class etiquette
  - C. Basic jazz dance vocabulary
- II. Stretching, dance conditioning, and warm-up exercises
  - A. Isolation and rhythmic exercises
  - B. Center work, barre work
  - C. Conditioning exercises
  - D. Injury prevention
- III. Combinations and routines
  - A. Jazz walks, grand battements, jazz turns, and grand allegro
  - B. Coordination and concentration exercises
- IV. Locomotors and axial use of space
  - A. Varying levels, directions, focus, and rhythms
  - B. Variations to movement combinations
- V. Jazz choreography
  - A. Elements in composition of individual and group studies
    1. Music (phrasing, counting, timing)
    2. Spacing (floor patterns)
  - B. Evaluate and critique oneself
- VII. Presentation of Group dance, class dance
  - A. Review all movement previously learned
  - B. Dress rehearsal, spacing rehearsal
  - C. View and critique recorded performance



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 104  
COURSE NAME: \*Beginning Jazz Dance  
COURSE UNITS: 1  
COURSE HOURS: 3

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

Advisory: Eligibility for Read 099 and Engl 099

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

This course is an introduction to the basic movement skills employed in jazz dance technique. Compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz as an artistic dance form. This course may be repeated three times for credit.

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. Perform basic jazz movements including isolation coordination and complex rhythmic forms.
2. Demonstrate increased flexibility, strength and athletic stamina.
3. Develop and demonstrate kinesthetic and physiological understanding of the body and movement.
4. Define basic dance vocabulary that relates primarily to jazz dance, but is appropriate for other forms of dance as well.
5. Reproduce or demonstrate in movement the basic dance vocabulary.
6. Combine basic dance vocabulary into a larger pattern utilizing compositional techniques.
7. Recognize basic musical meter and rhythm and integrate this knowledge into short dance compositions.
8. Use knowledge obtained in jazz class as a foundation from which he/she can pursue further dance studies.

**RECEIVED**  
 JAN 30 2009  
 560 9/17/08

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

**SECTION I**

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

AP&P Representative: 1-22-09 CL  
*(indicates division review and approval)*

Division Dean/Director: 01-22-09 JM

Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-22-09

**COURSE SUBJECT & NUMBER:** DA 124

**COURSE TITLE:** \*Intermediate Jazz Dance

- 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:  
 Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

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

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

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

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



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:** DA 124

**COURSE NAME:** \*Intermediate Jazz Dance

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

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

Advisory: Eligibility for ENGL 099 and READ 099.

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

This course continues development of intermediate movement skills employed in jazz dance technique with an emphasis on style and form. Increased compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz as an artistic dance form. Before enrolling, students should know basic jazz movements including isolation coordination and complex rhythmic forms, and/or completion of one semester of DA 104. (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. Perform intermediate movement skills of jazz dance including isolation coordination and complex rhythmic forms.
2. Increase and improve coordination, balance, control, strength, flexibility and athletic stamina while dancing.
3. Demonstrate a continued development in kinesthesia and proper body alignment as it relates to dance.
4. Define basic and intermediate jazz dance vocabulary.
5. Reproduce, duplicate, and demonstrate intermediate movement and various styles of jazz dance.
6. Understand the relationship of music and the social climate to the history of jazz dance.
7. Recognize complex musical meter and rhythm and apply this knowledge when integrating movement and music.
8. Apply skills and knowledge gained in intermediate jazz dance as a foundation from which he/she can pursue further dance studies.

**Course Subject & Number:** DA 124  
**Course Name:** \*Intermediate Jazz Dance

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

- I. Introduction and orientation
  - A. Jazz dance history
    1. Minstrel shows
    2. Vaudeville
    2. Matt Maddox, Michael Kidd, Debbie Reynolds
    3. Luigi, Gus Giordano
    4. Bob Fosse, Michael Bennett
    5. Joe Tremaine, Ann Reinking, Michael Jackson
  - B. Intermediate Jazz dance vocabulary
- II. Stretching, dance conditioning, and warm-up exercises
  - A. Complex isolation and rhythmic exercises
    1. head and neck
    2. shoulders
    3. rib cage
    4. pelvis
  - B. Center work, barre work
    1. strengthening feet
    2. body alignment
    3. balance
  - C. Conditioning exercises
    1. abdominals
    2. arm strength
  - D. Injury prevention
    1. exercises to avoid
    2. postural deviations
- III. Combinations and routines
  - A. Stylized jazz walks, grand battements and extensions, intermediate jazz turns, and grand allegro
  - B. Increased coordination exercises
- IV. Locomotors and axial use of space
  - A. Varying levels, directions, focus, and rhythms
  - B. Variations to movement combinations
- V. Application of jazz forms
  - A. Rhythmic, progressive, lyrical, theatrical, rock, and contemporary
  - B. Combinations including jazz forms
- VI. Jazz choreography
  - A. Elements in composition of individual and group studies
    1. Music (phrasing, counting, timing)
    2. Spacing (floor patterns)
  - B. Evaluate and critique oneself
- VII. Presentation of Group dance, class dance
  - A. Review all movement previously learned
  - B. Dress rehearsal, spacing rehearsal
  - C. View and critique recorded performance



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

Course Number  
Revised 10/2003

COURSE SUBJECT & NUMBER: DA 124  
COURSE NAME: \*Intermediate Jazz Dance  
COURSE UNITS: 1  
COURSE HOURS: 3

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

Advisory: At least one year of dance experience and/or completion of one semester of DA 104. Eligibility for READ 099 and ENGL 099.

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

This course is a continued development of intermediate movement skills employed in jazz dance technique with an emphasis on style and form. Increased compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz as an artistic art form. Before enrolling, students should know basic jazz movements including isolation coordination and complex rhythmic forms. This course can be repeated 3 times for credit.

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. Perform intermediate movement skills of jazz dance including isolation coordination and complex rhythmic forms.
2. Improve and increase flexibility, strength, and athletic stamina.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Increase dance vocabulary that is basic to jazz dance as well as other forms of dance.
5. Understand and demonstrate the basic principles of proper body alignment and form.
6. Reproduce, duplicate, or demonstrate more intermediate movement and other styles of jazz dance.
7. Recognize complex musical meter and rhythm and integrate this knowledge into short dance compositions relating to jazz dance.
8. Understand the relationship of music and the social climate to the history of jazz dance.
9. Apply technical skill and knowledge gained in intermediate jazz dances as a foundation from which he/she can pursue further dance studies.

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

**RECEIVED**  
JAN 30 2009  
BY: SLC 4/10/2008

**SECTION I**

	Date	Initial
AP&P Representative:	<u>1-22-09</u>	<u>CL</u>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	<u>01-22-09</u>	<u>JLL</u>
Faculty Name: (print)	<u>CINDY Littlefield</u>	

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

Date 1-22-09

**COURSE SUBJECT & NUMBER:** DA 204

**COURSE TITLE:** \*Advanced Jazz Dance

- 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. Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

**SECTION II Course/Catalog Information**

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

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

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

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

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> AA/AS Degree | <input type="checkbox"/> Vocational Education (see page 4, section VIII) |
| <input type="checkbox"/> Transfer     | <input type="checkbox"/> Non-degree Applicable (not transferable)        |

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

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

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

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

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

AP&P GE Approved: _____ GE Not Approved: _____
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ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

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

**COURSE SUBJECT & NUMBER:** DA 204

**COURSE NAME:** \*Advanced Jazz Dance

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

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

Advisory: Eligibility for ENGL 099 and READ 099.

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

This course is a progressive refinement of jazz dance technique with an emphasis on line, style and form. Advanced compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz as an artistic dance form. Students will demonstrate various jazz dance styles at a performance level. Before enrolling, students should know intermediate jazz movements including isolation coordination and complex rhythmic forms. Athletic stamina, strength and increased flexibility are necessary to succeed in advanced jazz. At least two years of previous jazz dance training and/or completion of DA 124 is advised. (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. Perform advanced movement skills of jazz dance including isolation coordination and complex rhythmic forms.
2. Increase and improve coordination, balance, control, strength, flexibility and athletic stamina while dancing.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Demonstrate and understand the basic principles of proper body alignment and form.
5. Define terminology that relates to jazz dance and other dance forms.
6. Reproduce, duplicate, and demonstrate more advanced movement and various styles of jazz dance at a performance level.
7. Understand the relationship of music and the social climate to the history of jazz dance.
8. Combine advanced dance vocabulary, complex musical meter and rhythm into a larger pattern utilizing compositional technique.
9. Project energy, control and emotion into advanced movements.
10. Apply skills and knowledge gained in advanced jazz dance as a foundation from which he/she can pursue further dance studies.



**Course Subject & Number:** DA 204

**Course Name:** \*Advanced Jazz Dance

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

- I. Introduction and orientation
  - A. Jazz dance history
    1. Minstrel shows
    2. Vaudeville
    2. Matt Maddox, Michael Kidd, Debbie Reynolds
    3. Luigi, Gus Giordano
    4. Bob Fosse, Michael Bennett
    5. Joe Tremaine, Ann Reinking, Michael Jackson
  - B. Advanced jazz dance vocabulary
- II. Stretching, dance conditioning, and warm-up exercises
  - A. Complex isolation and rhythmic exercises
    1. head and neck
    2. shoulders
    3. rib cage
    4. pelvis
  - B. Center work, barre work
    1. strengthening feet
    2. body alignment
    3. balance
    4. ballet for the jazz dancer
  - C. Conditioning exercises
    1. abdominals
    2. arm strength
  - D. Injury prevention
    1. self-assessment
    2. RICE- recipe for first aid
    3. injuries needing professional attention
  - E. Endurance
- III. Combinations and routines
  - A. Stylized jazz walks, grand battements and extensions, advanced jazz turns, and grand allegro
  - B. Advanced coordination exercises including complex rhythm forms
- IV. Locomotors and axial use of space
  - A. Varying levels, directions, focus, and rhythms
  - B. Variations to movement combinations
- V. Performance of jazz forms
  - A. Rhythmic, progressive, lyrical, theatrical, rock, and contemporary
  - B. Advanced combinations including jazz forms
- VI. Elements of advanced jazz movement including style, line, projection, emotion
- VII. Jazz choreography
  - A. Elements in composition of individual and group studies
    1. Music in relation to jazz dance (phrasing, counting, timing)
      - a. syncopation
      - b. improvisation
    2. Spacing (floor patterns)
  - B. Evaluate and critique oneself
- VIII. Presentation of Group dance, class dance
  - A. Review all movement previously learned
  - B. Dress rehearsal, spacing rehearsal
  - C. View and critique recorded performance



ANTELOPE VALLEY COLLEGE

Course Number  
Revised 10/2003

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 204  
COURSE NAME: \*Advanced Jazz Dance  
COURSE UNITS: 1  
COURSE HOURS: 3

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

Advisory: At least two years of dance experience and/or completion of one semester of DA 124. Eligibility for READ 099 and ENGL 099.

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

This course is a progressive refinement of jazz dance technique with an emphasis on line, style and form. Advanced compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz dance as an artistic art form. Students will demonstrate various jazz dance styles at a performance level. Before enrolling, students should know intermediate jazz movements including isolation coordination and complex rhythm forms. Athletic stamina, strength and increased flexibility is necessary to succeed in advanced jazz. This course can be repeated 3 times for credit.

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. Perform advanced movement skills and techniques of jazz dance, including isolation coordination and complex rhythmic forms.
2. Improve and increase flexibility, strength, and athletic stamina.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Increase dance vocabulary that is basic to jazz dance as well as other forms of dance.
5. Understand and demonstrate the detailed principles of proper body alignment and form.
6. Reproduce, duplicate, or demonstrate more advanced movement and various styles of jazz dance at a performance level.
7. Recognize complex musical meter and rhythm and integrate this knowledge into short dance compositions relating to jazz dance.
8. Understand the relationship of music and the social climate to the history of jazz dance.
9. Project energy, control and emotion into advanced movements.
10. Apply technical skill and knowledge gained in advanced jazz dance as a foundation from which he/she can pursue further dance studies.

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

RECEIVED  
JAN 30 2009  
SLO 4/10/08  
BY: [Signature]

SECTION I                      Date                      Initial

AP&P Representative: 1-20-09                      CL  
(indicates division review and approval)

Division Dean/Director: 1-20-09

Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-20-09

**COURSE SUBJECT & NUMBER:** DA 103

**COURSE TITLE:** \*Beginning Modern Dance

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

*\*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:  
Minor revisions made to course objectives, course content, written and other assignments, methods of instruction, methods of evaluation, and suggested texts.*

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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



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:** DA 103

**COURSE NAME:** \*Beginning Modern Dance

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

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

Advisory: Eligibility for ENGL 099 and READ 099.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*  
An introduction to the fundamentals of creative expression, and development of bodily strength, flexibility, coordination, balance, and rhythm through dance techniques. (CSU, UC, 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. Perform modern dance techniques developed by outstanding dancers in the field.
2. Demonstrate coordination, balance, control, strength, flexibility and stamina while dancing.
3. Analyze and understand different rhythms.
4. Understand the basic principles of body alignment and form.
5. Define basic terminology that relates to modern and other dance forms.
6. Express oneself through bodily movement.
7. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
8. Work cooperatively with classmates in problem solving situations using critical thinking.
9. Apply skills and knowledge gained in beginning modern dance as a foundation from which he/she can pursue further dance studies.

**Course Subject & Number:** DA 103

**Course Name:** \*Beginning Modern Dance

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

- I. Introduction and orientation
  - A. Modern dance history
  - B. Basic modern dance vocabulary
- II. Stretching, dance conditioning, and warm-up exercises
  - A. Center stretches
  - B. Introduce oneself by name through movement
  - C. Center exercises, barre work
- II. Fundamentals of basic locomotor movement
  - A. Traveling across the floor
  - B. Transform pedestrian movements into abstract movements
  - C. Mirror imagery and concentration exercises
- III. Movement patterns and combinations
  - A. Transitional phrases, turns, grand allegro
  - B. Variations to movement combinations
- IV. Practice in choreographic problem solving
  - A. Group and individual movement studies
  - B. Evaluate and critique oneself
- V. Presentation of Group dance, class dance
  - A. Review all movement previously learned
  - B. Dress rehearsal, spacing rehearsal
  - C. View and critique recorded performance



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 103  
COURSE NAME: \*Beginning Modern Dance  
COURSE UNITS: 1  
COURSE HOURS: 3

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

Advisory: Eligibility for Read 099 and Engl 099.

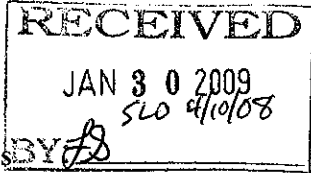
COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

An introduction to the fundamentals of creative expression, and development of bodily strength, flexibility, coordination, balance, and rhythm through dance techniques.

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. Demonstrate modern dance techniques developed by outstanding dancers in the field.
2. Increase coordination, balance, control, strength, flexibility and stamina through dancing.
3. Analyze and understand different rhythms.
4. Express oneself through bodily movement.
5. Understand and demonstrate the basic principles of alignment and form.
6. Define basic dance vocabulary that relates to modern dance and other dance forms as well.
7. Work cooperatively with classmates in problem solving situations.
8. Apply skills and knowledge gained in beginning modern dance as a foundation from which he/she can pursue further dance studies.



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

SECTION I

Date Initial  
AP&P Representative: 1-20-09 CL  
(indicates division review and approval)  
Division Dean/Director: 1-20-09 J.C.

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

Faculty Name: (print) CINDY Littlefield Date 1-20-09

COURSE SUBJECT & NUMBER: DA 123

COURSE TITLE: \*Intermediate Modern Dance

- 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 revisions made to course description, objectives, course content, written and other assignments, methods of instruction, methods of evaluation, and suggested texts.

SECTION II Course/Catalog Information

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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



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:** DA 123

**COURSE NAME:** \*Intermediate Modern Dance

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

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

Advisory: Eligibility for ENGL 099 and READ 099.

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

A study of dance techniques developed by outstanding dancers in the modern dance field, which uses beginning modern dance as a base and progresses to a higher level of technical difficulty and competency. Before enrolling, students should have completed one year of dance training and/or completion of DA 103. (CSU, UC, 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 and reproduce modern dance techniques developed by outstanding dancers in the field.
2. Increase the flexibility, balance, control, strength, coordination, and athletic stamina while dancing.
3. Analyze and understand different rhythms.
4. Understand and apply the basic principles of body alignment and form.
5. Define intermediate terminology that relates to modern dance.
6. Explain the purpose of various modern dance exercises.
7. Express oneself through bodily movement.
8. Recognize the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
9. Create short movement studies using critical thinking.
10. Apply skills and knowledge gained in intermediate modern dance as a foundation from which he/she can pursue further dance studies.



**Course Subject & Number:** DA 123  
**Course Name:** \*Intermediate Modern Dance

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

- I. Introduction and orientation
  - A. Modern dance history
    1. The founders of modern dance
      - a. Isadora Duncan
      - b. Ruth St. Denis
      - c. Ted Shawn
    2. The pioneers of modern dance
      - a. Martha Graham
      - b. Doris Humphrey, Charles Weidman
      - c. Merce Cunningham
      - d. Jose Limon
      - e. Lester Horton
    3. Succeeding Generations of modern dance
      - a. Alwin Nikolais
      - b. Alvin Ailey
      - c. Garth Fagan
      - d. Paul Taylor
      - e. Twyla Tharp
      - f. Pilobolus
  - B. Modern Dance Vocabulary
- II. Stretching, dance conditioning, and warm-up exercises
  - A. Introduce oneself by name through movement
  - B. Center work, barre work
- II. Presentation of specific modern dance techniques
  - A. Principles of modern tradition
  - B. Techniques developed by Lester Horton, Martha Graham, Jose Limon, and Doris Humphrey, and Mary Wigman
- III. Fundamentals of locomotor movement
  - A. Traveling across the floor
  - B. Transform pedestrian movements into abstract movements
  - C. Mirror imagery and concentration exercises
- IV. Movement patterns and combinations
  - A. Transitional phrases, turns, grand allegro
  - B. Variations to movement combinations
- V. Practice in choreographic problem solving
  - A. Presentation of midterm
  - B. Evaluate and critique oneself
- VI. Presentation of Group dance, class dance
  - A. Review all movement previously learned
  - B. Dress rehearsal, spacing rehearsal
  - C. View and critique recorded performance



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

**COURSE SUBJECT & NUMBER:** DA 123  
**COURSE NAME:** \*Intermediate Modern Dance  
**COURSE UNITS:** 1  
**COURSE HOURS:** 3

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

**Advisory:** Students should have at least one year of modern dance classes and or completion of DA 103.  
Eligibility for Read 099 and Engl 099.

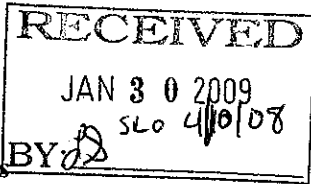
**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

A study of dance techniques developed by outstanding dancers in the modern dance field. This course may be repeated three times for credit.

**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. Demonstrate modern dance techniques developed by outstanding dancers in the field.
2. Increase coordination, balance, control, strength, flexibility and stamina through dancing.
3. Analyze and understand different rhythms.
4. Express oneself through bodily movement.
5. Understand and demonstrate the basic principles of alignment and form.
6. Define basic dance vocabulary that relates to modern dance and other dance forms as well.
7. Reproduce in movement combinations demonstrated by the instructor.
8. Work cooperatively with classmates in problem solving situations.
9. Use knowledge gained in beginning modern dance to progress to a higher level of competency and difficulty.
10. Apply knowledge gained in intermediate modern dance as a foundation from which he/she can pursue further dance studies.



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

SECTION I

Date Initial

AP&P Representative: 1-20-09 CL  
(indicates division review and approval)

Division Dean/Director: 1-20-09 NC

Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-20-09

COURSE SUBJECT & NUMBER: DA 203

COURSE TITLE: \*Advanced Modern Dance

- 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 revisions made to course description, objectives, course content, written and other assignments, methods of instruction, methods of evaluation, and suggested texts.

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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



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:** DA 203

**COURSE NAME:** \*Advanced Modern Dance

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

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

Advisory: Eligibility for ENGL 099 and READ 099.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).* Using beginning and intermediate modern dance as a base, this course is a continuation of the study of modern dance with an emphasis on performance style as well as increased technical and choreographic skills. Before enrolling, students should have completed two years of modern dance training and/or completion of DA 123. (CSU, UC, 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 increased technical capabilities in modern dance movement.
2. Apply the flexibility, balance, control, strength, coordination, and athletic stamina while dancing.
3. Develop and demonstrate a kinesthetic and physiological understanding of the body and movement.
4. Perform the principles of proper body alignment and form.
5. Define modern dance terminology.
6. Explain the purpose of modern dance exercises.
7. Combine modern dance movements into a larger pattern utilizing compositional techniques.
8. Recognize basic musical meter and rhythm and integrate this knowledge into short dance compositions.
9. Identify prominent artists in the field of modern dance.
10. Distinguish between various modern dance techniques as developed by outstanding artists.
11. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
12. Apply skills and knowledge gained in advanced modern dance as a foundation from which he/she can pursue further dance studies.

**Course Subject & Number:** DA 203  
**Course Name:** \*Advanced Modern Dance

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

- I. Introduction and orientation
  - A. Modern dance history
    1. The founders of modern dance
      - a. Isadora Duncan
      - b. Ruth St. Denis
      - c. Ted Shawn
    2. The pioneers of modern dance
      - a. Martha Graham
      - b. Doris Humphrey, Charles Weidman
      - c. Merce Cunningham
      - d. Jose Limon
      - e. Lester Horton
    3. Succeeding Generations of modern dance
      - a. Alwin Nikolais
      - b. Alvin Ailey
      - c. Garth Fagan
      - d. Paul Taylor
      - e. Twyla Tharp
      - f. Pilobolus
  - B. Modern dance vocabulary
  
- II. Stretching, dance conditioning, and warm-up exercises
  - A. Center work, barre work
  - B. Improvisation
    1. Group and individual improvisation
    2. Contact improvisation
  
- II. Review of specific modern dance techniques
  - A. Principles of modern tradition
  - B. Techniques developed by Lester Horton, Martha Graham, Jose Limon, and Doris Humphrey, and Mary Wigman, among others
  
- III. Fundamentals of movement using space, time and energy
  - A. Traveling across the floor using various musical phrasing
  - B. Transform pedestrian movements into abstract movements
  
- IV. Movement patterns and combinations
  - A. Transitional phrases, turns, grand allegro
  - B. Variations to movement combinations
  
- V. Practice in choreographic problem solving
  - A. Presentation of mid-term
  - B. Evaluate and critique oneself
  
- VI. Structured improvisation and choreography
  
- VII. Presentation of Group dance, class dance
  - A. Review all movement previously learned
  - B. Dress rehearsal, spacing rehearsal
  - C. View and critique recorded performance



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 203  
COURSE NAME: \*Advanced Modern Dance  
COURSE UNITS: 1  
COURSE HOURS: 3

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

Advisory: Students should have at least two years of modern dance classes and/or completion of DA 123.  
Eligibility for Read 099 and Engl 099.

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

Using beginning and intermediate modern dance as a base, this course is a continuation of the study of modern dance with an emphasis on performance style as well as increased technical and choreographic skills. This class may be repeated 3 times for credit.

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. Demonstrate increased technical capabilities in modern dance movement.
2. Demonstrate increased flexibility, strength and athletic stamina.
3. Develop and demonstrate a kinesthetic and physiological understanding of the body and movement.
4. Define basic dance vocabulary that relates primarily to modern dance, but is appropriate for other forms of dance as well.
5. Reproduce or demonstrate in movement the modern dance vocabulary.
6. Combine modern dance movements into a larger pattern utilizing compositional techniques.
7. Recognize basic musical meter and rhythm and integrate this knowledge into short dance compositions.
8. Use knowledge obtained in modern class as a foundation from which he/she can pursue further dance studies.
9. Identify prominent artists in the field of modern dance.
10. Distinguish between various modern dance techniques as developed by outstanding artists.

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

**RECEIVED**  
JAN 30 2009  
SLO 4/19/08  
BY: AF

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 1-22-09 CL  
(indicates division review and approval)

Division Dean/Director: 01-22-09 JLL

Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-22-09

**COURSE SUBJECT & NUMBER:** DA 105

**COURSE TITLE:** \*Beginning Tap Dance

- 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:  
Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

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**SECTION II Course/Catalog Information**

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

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

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

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

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

**3. Maximum Class Size:** 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:** DA 105

**COURSE NAME:** \*Beginning Tap Dance

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

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

Advisory: Eligibility for ENGL 099 and READ 099.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*  
This course will introduce basic tap dance techniques using various beginning level combinations and rhythmic structures. It will provide an opportunity to develop motor coordination and rhythm. Some history of tap dance will be included. Compositional forms and rhythms are practiced leading to an understanding and appreciation of tap as an artistic dance form. (CSU, UC, 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. Perform beginning movement skills of tap dance including motor coordination and rhythmic structures.
2. Increase and improve coordination, balance, control, strength, stamina, and rhythmic ability while dancing.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Understand the basic principles of proper body alignment and form.
5. Define basic terminology that relates to tap dance.
6. Reproduce and duplicate in movement various beginning level tap combinations.
7. Understand the relationship of music and the social climate to the history of jazz and tap dance.
8. Apply skills and knowledge gained in beginning tap dance as a foundation from which he/she can pursue further dance studies.



**Course Subject & Number:** DA 105

**Course Name:** \*Beginning Tap Dance

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

**I. Introduction and orientation**

- A. Tap dance history.
- B. Tap dance vocabulary
- C. Discussion and application of various tap styles and trends

**II. Introduction of tap techniques, tap warm-ups and rhythms**

- A. Dynamics
- B. Weight changes
- C. Tempo changes

**III. Practice beginning tap vocabulary**

- A. Shuffles, flaps, heel digs, toe digs, maxi-fords, cramp rolls, riffs, etc.
- B. Beginning-level combinations

**IV. Tap choreography**

- A. Elements in composition of individual and group studies (short dances)
- B. Spacing and timing
- C. Floor patterns and traveling steps

**V. Performance (Group dance, class dance)**

- A. Review all material previously learned
- B. Dress rehearsal, spacing rehearsal
- C. View and critique recorded performance



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 105  
COURSE NAME: \*Beginning Tap Dance  
COURSE UNITS: 1  
COURSE HOURS: 3

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

Advisory: Eligibility for Read 099 and Engl 099.

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

This course will introduce basic tap dance techniques and elementary tap dances, various beginning level routines and rhythmic structures. It provides an opportunity to develop motor coordination and rhythm. Some history of tap dance will be included. This class may be repeated 3 times for credit.

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. The student will develop the strength, coordination, and rhythmic ability to execute the technical skills necessary for basic tap dance steps.
2. The student will demonstrate the ability to perform beginning tap combinations.
3. The student will identify, define, and demonstrate tap terminology.
4. Through the knowledge of its history and development through the years, the student will demonstrate an appreciation of tap dance as an art form.

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

**RECEIVED**  
JAN 30 2009  
510 41608  
BY: JS

**SECTION I**

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 1-22-09 CL  
*(indicates division review and approval)*  
 Division Dean/Director: 01-22-09 JAM  
 Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-22-09

**COURSE SUBJECT & NUMBER:** DA 125

**COURSE TITLE:** \*Intermediate Tap Dance

- 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.  
 Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

**SECTION II Course/Catalog Information**

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

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

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

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

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

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

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

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

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

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



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: DA 125

COURSE NAME: \*Intermediate Tap Dance

COURSE UNITS: 1 COURSE HOURS: 3 hours weekly

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

Advisory: Eligibility for ENGL 099 and READ 099.

**COURSE DESCRIPTION:** (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#). This course is a continued development tap dance techniques and tap dances, emphasizing on intermediate level combinations and rhythmic structures. It will provide an opportunity to further develop motor coordination and rhythm. It includes the study of terminology, tap dance history, and tap dance styles. Compositional forms and rhythms are practiced leading to an understanding and appreciation of tap as an artistic dance form. **BEFORE ENROLLING**, students should have at least one year of tap dance, and/or completion of DA 105. (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. Perform intermediate movement skills of tap dance including motor coordination and complex rhythmic structures.
2. Increase and improve coordination, balance, control, strength, stamina, and rhythmic ability while dancing.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Demonstrate the basic principles of proper body alignment and form.
5. Define intermediate tap terminology.
6. Reproduce and duplicate in movement various tap dance styles.
7. Understand the relationship of music and the social climate to the history of jazz and tap dance.
8. Combine dance vocabulary, complex musical meter and rhythm into a larger pattern utilizing compositional technique.
9. Demonstrate tap improvisation and syncopation.
10. Apply skills and knowledge gained in intermediate tap dance as a foundation from which he/she can pursue further dance studies.

**Course Subject & Number:** DA 125  
**Course Name:** \*Intermediate Tap Dance

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

**I. Introduction and orientation**

A. Tap dance history

1. The Nicholas Brothers
2. Fred Astaire and Ginger Rogers
3. Bill "Bojangles" Robinson and Shirley Temple
4. Bunny Briggs
5. Eddie Brown
6. Gene and Fred Kelly
7. Jimmy Slyde
8. The Condos Brothers
9. Cholly Atkins and Charles "Honi" Coles
10. Gregory Hines
11. Savion Glover
12. Jason Samuels Smith
13. Rusty Frank

B. Intermediate Tap dance vocabulary

C. Discussion and application of various tap styles and trends

1. Classical Tap
2. Rhythm Tap
3. Clogging

**II. Introduction of tap techniques, tap warm-ups and rhythms**

A. Dynamics

B. Weight changes

C. Tempo changes

D. Syncopation

E. Improvisation

**III. Practice intermediate tap vocabulary**

A. Shuffles, flaps, heel digs, toe digs, maxi-fords, cramp rolls, riffs, etc.

B. Intermediate-level combinations

1. Time steps
2. Shim sham
3. Riff walks
4. Waltz clog
5. Pull backs

**IV. Tap choreography:**

A. Elements in composition of individual and group studies (short dances)

B. Spacing and timing

C. Floor patterns and traveling steps

**V. Performance (Group dance, class dance)**

A. Review all material previously learned

B. Dress rehearsal, spacing rehearsal

C. View and critique recorded performance



Course Number  
Revised 10/2003

**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 125  
COURSE NAME: \*Intermediate Tap Dance  
COURSE UNITS: 1  
COURSE HOURS: 3

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

Advisory: At least one year of tap dance experience and/or completion of DA 105. Eligibility for READ 099 and ENGL 099.

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

This course is a continued development tap dance techniques and tap dances, emphasizing on intermediate level routines and rhythmic structures. It provides an opportunity to further develop motor coordination and rhythm. It includes the study of terminology, tap history, and tap styles. Before enrolling, students should have the strength, coordination, and rhythmic ability to execute the technical skills necessary for basic tap dance steps. This class may be repeated 3 times for credit.

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. Continue the development of strength, coordination, and rhythmic ability to execute the technical skills necessary for intermediate tap dance steps.
2. Demonstrate the ability to perform intermediate tap combinations.
3. Identify, define, and demonstrate tap terminology.
4. Reproduce and duplicate specific tap dance styles.
5. Appreciate tap dance as an art form through the knowledge of its history and development through the years.

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 JAN 30 2009  
 SLO 5/1/08  
 BY: AD 4.16.08

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

SECTION I

Date \_\_\_\_\_ Initial \_\_\_\_\_  
 AP&P Representative: 1-22-09 CL  
*(indicates division review and approval)*  
 Division Dean/Director: 01-22-09 JMM  
 Faculty Name: (print) Cindy Littlefield

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

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 205

COURSE TITLE: \*Advanced Tap Dance

- 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:  
 Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.

SECTION II Course/Catalog Information

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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



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: DA 205

COURSE NAME: \*Advanced Tap Dance

COURSE UNITS: 1 COURSE HOURS: 3 hours weekly

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

Advisory: Eligibility for ENGL 099 and READ 099.

**COURSE DESCRIPTION:** (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#). This course is a continuation of intermediate tap dance, focusing on advanced level combinations and rhythmic structures. It will further expand the study of tap styles, tap dance history, and tap performance. Compositional forms and rhythms are practiced leading to an understanding and appreciation of tap as an artistic dance form. **BEFORE ENROLLING**, students should have the strength, coordination, and rhythmic ability to execute the technical skills necessary for intermediate tap dance steps. Students should have at least two years of tap dance experience, and/or completion of DA 125. (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. Perform advanced movement skills of tap dance including motor coordination and complex rhythmic structures.
2. Increase and improve coordination, balance, control, strength, stamina, and rhythmic ability while dancing.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Demonstrate the basic principles of proper body alignment and form.
5. Define specific terminology that relates to advanced tap dance.
6. Reproduce and duplicate in movement specific tap dance styles at a performance level.
7. Understand the relationship of music and the social climate to the history of jazz and tap dance.
8. Demonstrate and perform tap improvisation and syncopation.
9. Compose and perform a tap dance phrase.
10. Project energy, control and emotion into advanced movements.
11. Apply skills and knowledge gained in advanced tap dance as a foundation from which he/she can pursue further dance studies.



**Course Subject & Number:** DA 205

**Course Name:** \*Advanced Tap Dance

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

- I. Introduction and orientation**
  - A. Tap dance history
    1. The Nicholas Brothers
    2. Fred Astaire and Ginger Rogers
    3. Bill "Bojangles" Robinson and Shirley Temple
    4. Bunny Briggs
    5. Eddie Brown
    6. Gene and Fred Kelly
    7. Jimmy Slyde
    8. The Condos Brothers
    9. Cholly Atkins and Charles "Honi" Coles
    10. Gregory Hines
    11. Savion Glover
    12. Jason Samuels Smith
    13. Rusty Frank
  - B. Advanced tap dance vocabulary
  - C. Discussion and application of various tap styles and trends
    1. Hoofing
    2. Heel and Toe
    3. Clogging
    4. Classical Tap
    5. Rhythm Tap
- II. Introduction of tap techniques, tap warm-ups and rhythms**
  - A. Dynamics
  - B. Weight changes
  - C. Tempo changes
  - D. Syncopation
  - E. Improvisation
  - F. Counter-rhythm
- III. Practice tap vocabulary**
  - A. Shuffles, flaps, heel digs, toe digs, maxi-fords, cramp rolls, riffs, etc.
  - B. Advanced-level combinations:
    1. Time steps
    2. Shim sham
    3. Riff walks
    4. Waltz clog
    5. Pull backs
    6. Advanced turns
    7. Wings
    8. Paddle and rolls
    9. Triplets
    10. Trenches
    11. Slides
- IV. Tap choreography**
  - A. Elements in composition of individual and group studies (short dances)
  - B. Spacing and staging with counter-rhythm
  - C. Floor patterns and traveling steps
  - D. Combining improvisation with choreography
- V. Performance**
  - A. Group dance, class dance
    1. Dress rehearsal, spacing rehearsal
    2. View and critique recorded performance
  - B. Presentation of individual choreography



ANTELOPE VALLEY COLLEGE

Course Number  
Revised 10/2003

Academic Affairs Office  
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 205  
COURSE NAME: \*Advanced Tap Dance  
COURSE UNITS: 1  
COURSE HOURS: 3

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

Advisory: At least two years of tap dance experience and/or completion of one semester of DA 125. Eligibility for READ 099 and ENGL 099.

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

This course is a continuation of intermediate tap dance, focusing on advanced rhythms and combinations. It will further expand the study of tap styles, and tap history, and tap performance. Before enrolling, students should have the strength, coordination, and rhythmic ability to execute the technical skills necessary for intermediate tap dance steps. This class may be repeated 3 times for credit.

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

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

1. Develop the skills of advanced tap dance focusing on strength, coordination, balance, and rhythm.
2. Demonstrate the ability to perform advanced tap combinations.
3. Refine tap dance technique, building upon skills of intermediate tap dance.
4. Reproduce and duplicate specific tap dance styles.
5. Apply technical skill and knowledge gained in tap dance as an art form through the knowledge of its history and development through the years.
6. Compose and perform a tap dance phrase.

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

RECEIVED  
OCT - 9 2009  
BY: M. Murrego

SECTION I

Date \_\_\_\_\_ Initial \_\_\_\_\_  
AP&P Representative: 10-08-09 BY  
(indicates division review and approval)  
Division Dean/Director: 10.8.09 Jed  
Faculty Name: (print) Ronald Mummaw

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

Date 10.8.09

COURSE SUBJECT & NUMBER: CIS 174

COURSE TITLE: \*Introduction to C#.NET Programming

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

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

Prereq of CIS 111 changed to advisory since much of what is taught in CIS 174 duplicates some of the concepts.  
Determined that MATH 130 was beyond what was necessary for success, so changes to MATH 102.  
Adopted hours outside of class to new form with minor changes in totals.  
Other minor wording changes and punctuation/cosmetic changes.  
Slight change to course objectives.  
Updated course content.

SECTION II Course/Catalog Information

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

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

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:**

**Course Name:**

**SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:**

1.

**A. Textbook Reading Level** Select One

Explain how level was determined:

**B. READING PROFICIENCY: (skills are cumulative from course to course)**  
**Upon entry into course, students should be able to (*check all that apply*):**

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

**Mastering these skills indicates “eligibility” for READ 097 on page 10**

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

**Mastering these skills indicates “eligibility” for READ 099 on page 10**

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

**Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10**

- Technical or Other Instructional Reading Materials (*please specify*):

2. **WRITING PROFICIENCY: (skills are cumulative from course to course)**

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

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

**Mastering these skills indicates “eligibility” for ENGL 097 on page 10**

Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

**Mastering these skills indicates “eligibility” for ENGL 099 on page 10**

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

Mastering these skills indicates “eligibility” for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

Mastering these skills indicates “completion of” ENGL 101 on page 10

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)  
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

Intermediate Algebra (MATH 102)

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

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

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

College Algebra (MATH 130)

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

Trigonometry (MATH 135)

- Use the trig functions to solve a triangle
- Graph the trig functions  $\sin x$ ,  $\cos x$ , and  $\tan x$
- Find the amplitude, period, and phase shift of a trig function
- Use the basic trig identities (reciprocal, ratio, Pythagorean)

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

Calculus (MATH 150)

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

Additional computational proficiencies (*please specify*):

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

**Note: Not required for advisories.**

**(check only one):**

- Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).
- New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

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

**(check only one):**

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

**For pre or corequisites only:**

- Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)  
*Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)*

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

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

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

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

? CIS 111

**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 102	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**2) Other Course Recommendations:**

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

Completion of:	CIS 111	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9)  Yes

*Paul Munn* 10.8.09  
Signature: Instructor Date

*B. Byr* 10-08-09  
Signature: AP&P Representative Date

*Thomas J. J. J.* 10.8.09  
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





ANTELOPEVALLEY COLLEGE

Academic Affairs

Course Outline of Record

Academic Affairs Only

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

**COURSE SUBJECT & NUMBER:** CIS 174

**COURSE NAME:** \*Introduction to C#.NET Programming

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

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

**ADVISORY:** Completion of CIS 111 and Eligibility for ENGL 099, READ 099 and MATH 102

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#)).* Students will learn the fundamentals of Microsoft Windows programming using the C#.NET programming language. The course will include designing, implementing, and testing C#.NET programs, which will provide useful Windows applications to solve representative problems for business, science, mathematics, and engineering. This course is intended for students majoring in business or CIS or those desiring to increase their programming skills. BEFORE ENROLLING students should understand object-oriented programming concepts. This course is intended for students majoring in business or CIS or those desiring to increase their programming skills. (CSU, AVC)

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

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

1. Explain the syntax and semantics of the C#.NET programming language.
2. Describe the Visual Studio.NET programming environment (IDE) and the Microsoft Windows environment.
3. Create effective user interfaces using C#.NET following generally accepted Windows design concepts.
4. Design, implement, test, and execute C#.NET programs in the Microsoft Windows environment.
5. Understand object oriented programming (OOP) concepts.
6. Access database files
7. Create both Windows programs and Web programs.

**Course Subject & Number:** CIS 174

**Course Name:** \*Introduction to C#.NET Programming

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

- I. C#.NET
  1. Introduction
    - a. Writing Windows Applications
    - b. The Visual Studio Environment
  2. More Controls
    - a. Coding for Multiple Controls
    - b. Designing Applications for User Convenience
  3. Variables and Calculations
    - a. Variables and Exceptions
    - b. Calculations and Accumulation
  4. Decisions and Conditions
    - a. Decision Statements
    - b. Condition Statements
- II. Better Coding
  1. Menus and Procedures
    - a. Menus
    - b. Common Dialog Boxes
    - c. Sub and Function Procedures
  2. Multiple Forms
    - a. Multi-form Projects
    - b. About Box
    - c. Splash Screen
  3. Lists, Loops, and Printing
    - a. List and Combo Boxes
    - b. For Loops
    - c. Printing
  4. Arrays and Structures
    - a. Single Dimension Arrays
    - b. Structures
    - c. Table Lookup with Multidimensional Arrays
- III. Web
  1. Laying Out Web Forms
  2. Validator Controls
  3. Maintaining State
- IV. Advanced Introductory Topics
  1. Database Files
    - a. ADO.NET with SQL Server
    - b. Data Binding
  2. Data Files
    - a. Reading and Writing Data Files
    - b. Using Common Dialog Boxes
  3. Object Oriented Programming
    - a. Classes
    - b. Inheritance
  4. Graphics and Animation
    - a. Graphics
    - b. Random Numbers
    - c. Timer Component
    - d. Scroll Bars
    - e. Playing Sounds
    - f. Drag-n-Drop

Course Subject & Number: CIS 174  
Course Name: \*Introduction to C#.NET Programming

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

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**  
Each week students will be required to read 40 to 50 pages from the textbook and will be guided to apply what they have learned from their reading so they might succeed in the course.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**  
Each student will write descriptive documentation with each program assignment.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**  
Students will use basic algebraic logic to develop algorithms and will use basic algebraic operations and concepts in solving problems. Students will also use Boolean logic in problem solutions.

**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 test programs in a non-standard environment (without a mouse) to determine that their code can be used in all situations by all types of users.

*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 hrs.

**Writing Assignments:** 1 hr.

**Computational Assignments:** 2 hrs.

**Other Assignments:** 0.5 hr.

**Course Subject & Number:** CIS 174

**Course Name:** \*Introduction to C#.NET Programming

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

1. Lecture and discussion
2. Demonstration
3. Instructor-supervised individual and group hands-on activities

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

Students' grades will be determined by their ability to demonstrate understanding and retention of the elements of C#.NET, as evidenced by their completion of:

1. Graded programming assignments evaluating their program (code) and written documentation. (Objectives 3-7)
2. Class participation from discussions and answering other students' questions. (Objectives 1, 2, & 5)
3. Quizzes (Objectives 1-7)
4. Midterm and final exams. (Objectives 1-7)

Students will complete at least two exams consisting of objective questions and short answer questions and/or programming problems to assess students' understanding of the concepts, syntax, and semantics. Practical application of C#.NET will be evaluated based upon the programming assignments. These assignments will include a writing component and will be completed in and outside of the class. The ability to function within the C#.NET programming environment will be demonstrated by students successfully designing, implementing, testing, and executing C#.NET programs. (Objectives 1-7)

**Suggested Texts or Other Instructional Materials**

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

*Programming in Visual C# 2008, by Bradley & Millsbaugh, McGraw/Hill, 2008*



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** CIS 174  
**COURSE NAME:** \*Introduction to C#.NET Programming  
**COURSE UNITS:** 3  
**COURSE HOURS:** 4

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

**PREREQUISITE:** Completion of CIS 111

**ADVISORY:** Eligibility for ENGL 099, READ 099 and MATH 130

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

The students will learn the fundamentals of Microsoft Windows programming using the C#.NET programming language. The course will include designing, implementing and testing C#.NET programs, which will provide useful Windows applications to solve representative problems for business, science, mathematics, and engineering. Before enrolling, students should understand object oriented programming concepts. This course is intended for students majoring in Business or CIS or those desiring to increase their programming skills.

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

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

1. Explain the syntax and semantics of the C#.NET programming language.
2. Describe the Visual Studio programming environment (VS IDE) and Microsoft Windows.
3. Create effective user interfaces using C#.NET following generally accepted Windows design concepts.
4. Design, implement, test and execute C#.NET programs in the Microsoft Windows environment.
5. Understand object oriented programming (OOP) concepts.
6. Access database files.
7. Create both Windows programs and Web programs.

RECEIVED

OCT - 9 2009

*M. Mumaw*

~~Academic Affairs Only~~

Antelope Valley College

**DISTANCE EDUCATION PROPOSAL**

New DE Course

Revised

**COURSE SUBJ. & NO:** CIS 174      **COURSE TITLE:** Introduction to C#.NET Programming

**Instructor (print):** Ronald Mumaw

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

**Required Signatures:**

**AP&P Representative:** *B. Ben*  
(division approval required)

**Date:** 10-08-09

**Division Dean:** *Thomas Greif*

**Date:** 10.8.09

**Notes for Reporting Purposes:**

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

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

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

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

**Antelope Valley College**  
**DISTANCE EDUCATION FORM**

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

**COURSE SUBJ. & NO:** CIS 174 **COURSE TITLE:** Intro to C# .NET Programming

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

ITV       Online       Hybrid (Verify this is correct—on campus meetings are required)

**1. Why is this course particularly suited to be offered through this delivery system?** In a collaborative learning environment, students will learn how to design, code, and use both Windows programs and web forms – the same technology used throughout the online learning medium.

Many of the topics discussed in a programming class are supported by “real life” examples linked throughout the Internet. Most of the up-to-date information about computer programming is provided by resources available on the Internet (specifically, all the help files for Visual Studio .NET are available from the Microsoft website). Web links provided on the website and required student use of the Internet search engines will expand on the concepts and technologies being discussed.

**2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?** The college has secured Blackboard as its online delivery system. Although most students electing the online delivery of this course may be accessing the class from a home computer, the college currently provides computer labs, library research, and Internet access for research. Additionally, students may check out other related software through the MSDN program established on campus.

**3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)** Lectures have been designed to be completed by the student at the same time they read the chapter material from the textbook. In this way, notes, additions, and corrections to the chapter material are presented as the student is learning the information. The lectures also include active links to Internet resources that support the topic under discussion. Links to discussion areas are found in the lecture pages so that students may post questions or respond to other postings with other students. Email, discussion groups, and virtual classroom (chat rooms) will be used for asynchronous communication, discussion, and instant messaging. A textbook will be used to support information being covered, discussed, and evaluated. This is the same textbook that is used in the on-campus class. Blackboard measures and evaluates accessibility levels using two sets of standards: Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C).

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

**4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.** Students will have to read chapter materials from the assigned textbook, view and write lecture notes posted in Blackboard, download and view/print handouts in Adobe Acrobat PDF format, create programs to be submitted for grading, take quizzes and exams, be able to ask questions and answer other students' questions in both a discussion board and virtual classroom (chat room).

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

a) *Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)* Students have frequent contact with the instructor through email, asynchronous discussion groups, message boards, and an announcement section. The students may also telephone the instructor, make appointments for office visits, or connect online with instant messaging to hold a discussion.

Reviews and discussions would be ongoing due to the general nature of an online class. Discussions will remain posted throughout the class to provide a continuous record that the student may reference for test preparation. A pre-test discussion area may be established to address questions and concerns specifically regarding and approaching exam.

b) *If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)* A total of two on-campus sessions will be required:

1. An initial face-to-face meeting will be scheduled to provide students with an introduction and orientation to the technology used in delivering the course and navigating online.
2. Students will meet at the end of the semester to take the final exam. This will demonstrate their proficiency at programming.

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

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

Students' grades will be determined by their ability to demonstrate understanding and retention of the elements of C# .NET, as evidenced by their completion of:

1. Graded programming assignments evaluating their program (code) and written documentation
2. Class participation from discussions and answering other students' questions
3. Quizzes, Midterm and Final exams

**Online:** To accomplish this, students will review posted lecture notes for each chapter and will be required to submit completed chapter assignments for grading. Each posted chapter includes a quiz with True/False and Multiple Choice questions. Students post questions and respond to other students' questions and comments in discussion board and virtual classroom. The midterm will be taken online. Students have continuous access to their progress through Blackboard and can see their completed assignment, participation, and exam scores.

**Off-line:** Students will be required to read the chapter material from the book and design, code, and test program assignments from each chapter every week. Students will take the Final exam at the end of the semester on-campus.



1st Reading 10.22.09



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED  
OCT - 8 2009  
BY: M. McCreary

NUMBER:

TITLE: Certified Wedding Planner – How to Start A Wedding Planning Business

INSTRUCTOR: Lynne Stein

HOURS: 40 hrs. Total (10 - 4 hr. modules)

ENROLLMENT FEE: \$975 (\$97.50 per module) MATERIALS/SUPPLIES FEE: None

ENROLLMENT EXPECTED: 10-25

DESCRIPTION OF OFFERING: The Wedding Planner Certification course is perfect for the individual looking to get started as a professional wedding planner right away. The Wedding Planning Institute is offering this 40 hour, hands-on comprehensive program which covers everything an aspiring wedding planner needs to know to get started in the business. You will be provided all the tools necessary to work as a professional wedding planner or start your own wedding planning business. Fee includes textbook, 6 months of access to online library and the course itself (re-created on audio, video, and text), post-certification support ( Job Placement assistance), paid and non-paid apprenticeships, membership in the American Society of Wedding Planners, and national certification from the Wedding Planning Institute.

SPECIAL NEEDS:

Facilities:

Audio/Video: Projector/Screen, TV/VCR, DVD Player

Other:

Required Approval by Division Dean and AP&P Representative:  
Signature: *[Signature]* Date: 10-6-09  
Signature: *[Signature]* Date: 10-06-09

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

**Certification Syllabus:-** This comprehensive course has been streamlined into online and classroom videos to enhance the learning experience and help our students to move through the course more quickly.

Introduction - Video Library  
Wedding Industry Overview  
Wedding history  
Engagement purpose  
Current statistics  
Engagement Process as it leads to the wedding day

Your role as a wedding planner  
Setting expectations for all involved  
Budget Management  
Wedding Etiquette  
Planning, Coordinating and Directing

Business Structure  
Fee for services, Pricing, Packages, Proposals, Project Plan Budgeting  
Market place evaluation  
Small business start-up cost  
Business Location set-up  
Home Office  
SOHO Solutions  
Office Set-up

Documentation  
Training materials  
Design boards  
Fabric boards  
Manuals  
Design Project

Templates - over 40 editable documents for your business  
-Pricing Packages, Contracts,  
-Client hand-outs  
-Ceremony Structure, Customs, Traditions  
-many, many more

Vendor Selection  
Vendor Interviews  
Vendor contracts  
Vendor partnerships and negotiation  
Vendor marketing  
Vendor booking

Contracts  
Contract Law  
Createing Your Contracts  
Contract Templates  
Bridal Client Contracts  
Vendor partnership  
Traditional Wedding Planner packages

How to work with a prospective bride  
Profiling  
Training

Role playing  
Making the sale  
Educating the bridal client  
-bridal registry  
-setting expectations  
-wedding day vision vs. reality  
Traditional vs. non-traditional wedding ceremonies  
wedding party delegation

Over 15 different Ethnic Wedding Customs & Traditions Worldwide

The Wedding Gown  
-Gown styles  
-Veil styles  
-Body Types do's & don'ts  
Top 50 wedding dress designers

Destination Weddings

Music – How to write a musical script  
Popular Wedding Ceremony Music Selections  
-Processional  
-Recessional

Signature Weddings – How to create a signature wedding each and every time  
-Rehearsal Procedures  
-D4 Analysis - Wedding Design  
-A6 Production - Event Experience  
-Event Project Management

Business marketing practices, industry associations, networking

Bridal Shows –  
-Research  
-Checklist  
-Booking the bride  
-How to work a booth  
-Post show activities

Online Marketing strategies  
-Designing Your Website  
-Marketing Your Website

Industry terms  
-Traditional  
-Trendy

Public Relations  
-Becoming an expert in your field in your local market  
-Writing a Press Release  
-Writing Your Bio  
-Negotiating promotions

Organization  
-CRM (Client Relations Management)  
-Industry Software

-Expanding your business offerings and adding additional revenue streams

Certification – what does it mean and how it sets you apart.

How relationship education can be incorporated into your business – it is part of the couple's planning process.

Philanthropy

Final Exam



**ANTELOPE VALLEY COLLEGE**

Academic Affairs Office  
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED  
OCT - 7 2009  
BY: *M. A. ...*

NUMBER: TBA

TITLE: Photoshop from the Pros

INSTRUCTOR: Cynthia Kincaid

HOURS: 3 hrs.

ENROLLMENT FEE: \$20                      MATERIALS/SUPPLIES FEE: \$2.00

ENROLLMENT EXPECTED: 10-100

DESCRIPTION OF OFFERING: Watch industry professionals demonstrate how they work in Photoshop as they use the world's leading digital imaging software to create a variety of visual creative works. You will see artists retouch and refine portraits and other images, and see how the "tricks of the trade" are applied to a variety of commercial projects that are typical of the visual arts industry. This course is a great opportunity to receive an overview of Photoshop from professionals who use it everyday. Question and answer period follows demonstrations.

SPECIAL NEEDS:

Facilities: Class room with open space with a white board

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: *Heather Chelton*                      Date: *8-24-09*

Signature: *David L. ...*                      Date: *9/24/09*

AP&P Approval:

Date: \_\_\_\_\_

# Proposed CS Class

## Photoshop From the Pros

Facilitated by Professor Cynthia Kincaid

### **Course Description:**

Watch industry professionals demonstrate how they work in Photoshop as they use the world's leading digital imaging software to create a variety of visual creative works. You will see artists retouch and refine portraits and other images, and see how the "tricks of the trade" are applied to a variety of commercial projects that are typical of the visual arts industry. This course is a great opportunity to receive an overview of Photoshop from professionals who use it everyday. Q&A period follows demonstrations.

### **Course Outline:**

1. The Basics
2. Portrait Retouching
3. Special Effects
4. Combining Images and Text



**ANTELOPE VALLEY COLLEGE**

Academic Affairs Office  
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED  
OCT - 2 2009  
BY: *Maurequi*

NUMBER: TBA

TITLE: United States Constitution Examination

INSTRUCTOR: Dr. Don Ranish

HOURS: 3 hrs.

ENROLLMENT FEE: \$185.00 MATERIALS/SUPPLIES FEE: None

ENROLLMENT EXPECTED: 10-25

DESCRIPTION OF OFFERING: Dr. Donald Ranish, AVC Faculty member, offers the United States Constitution Examination to those teacher credential candidates who have a deficiency in the American political and constitution component of their credential program. Students in this course are referred by credential programs. The examination covers the history, principles, and provisions of the United States Constitution.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: *[Signature]* Date: *10/1/09*

Signature: *[Signature]* Date: *10/1/09*

AP&P Approval:

Date: \_\_\_\_\_

## United States Constitution Examination

The United States Constitution examination is offered for teaching credential candidates who must take an examination inclusive of both the United States and California Constitutions. It is usually required for those who have not completed the introductory college-level American government course. At Antelope Valley College, the course is American Political Institutions, Political Science 101. There are similar courses offered at both two and four year colleges and universities in California. Usually, the teacher candidate who has taken a comparable course in another state or county will still be obligated to take the examination because the course content did not include the California Constitution.

The examination covers the history, concepts, principles and provisions of both the American and California Constitutions. This includes the Articles of the United States Constitution--- Legislative Branch, Executive Branch, Judicial Branch, Interstate Relations, Supremacy Clause, federalism, civil liberties and civil rights provisions and policy incorporated in the Bill of Rights and the Fourteenth Amendment. The examination focuses on the comprehensive aspects of American and California constitutionalism.

To prepare, students are encouraged to acquire any college-level American government textbook and concentrate on the chapters on the Constitution, federalism, civil liberties and civil right, all common among books of this kind. Moreover, student might consider purchasing Corwin and Peltason's, Understanding the Constitution, published in its 17<sup>th</sup> edition in February 2007 with Sue Davis listed as the additional author. This is an Article-by-Article and Amendment-by-Amendment delineation of the American Constitution, its provisions and significance in an easy-to-follow format.

It has been customary to work with students as they prepare for the examination. The examination itself is 100 multiple choice questions with a minimum of 70 to pass. Students have an opportunity to review the results and if not successful, work with the instructor on preparing to retake the examination at a later date. The success rate has been very high although not all students pass on their first try. Once a student has successfully completed the examination, notice is provided for the student to submit to the appropriate credentialing authorities.

The sequence of events for registration, preparing, taking the examination and subsequent documentation is as follows:

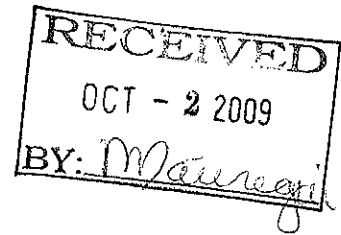
- A. Students inquire about the examination.
- B. Students discuss their situation with the instructor who provides information sheet and study list.
- C. Students communicate with the instructor regarding their progress toward taking the examination, request clarification on topics or principles involved in the test and any



other follow-up concerns or issues. Students assemble study materials with guidance from the instructor.

D. Students are scheduled for examination.


E. Students take the examination. Upon successful completion, students are provide the necessary documents to submit to the credential program, school district or state authorities.



Antelope Valley College  
Division of Social and Behavioral Sciences

October 1, 2009

TO: Co-Chairs, Vice President Sharon Lowry and Professor Maria Clinton, Academic Policies and Procedures Committee

  
FROM: Donald Ranish, Department of Political Science

SUBJECT: Reassignment NCR 910 to Corporate and Community Services

Please be advised that pursuant to an administrative directive, NCR 910, United States Constitution Examination, a not-for-grade but Credit or No Credit only examination for teaching credential candidates, is being reassigned to Corporate and Community Services. The required documentation to achieve that result is also being submitted to the Committee.

If there are any questions, please contact me. My extension is 2951 and the e-mail is [dranish@avc.edu](mailto:dranish@avc.edu).

Thank you for your assistance.

cc: Dean Tom O'Neil

AP&P Division Member Darcy Wiewall

Professor John Vento

Corporate and Community Services



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED  
OCT 20 2009  
BY: *M. [unclear]*

NUMBER: TBA

TITLE: Anatomy of Fear

INSTRUCTOR: Lee Bergthold

HOURS: 3 hrs.

ENROLLMENT FEE: \$20.00 MATERIALS/SUPPLIES FEE: none

ENROLLMENT EXPECTED: 10-40

DESCRIPTION OF OFFERING: Here is a class for the survivalists among us! Antelope Valley College faculty member Lee Bergthold photographs and films his many backcountry survival treks. He trains and guides those who follow Center for Wilderness Studies guidelines, placing heavy indoctrination on the emotional and mental stress of working in strange and hostile places, encompassing the worst scenario: fear. Professor Bergthold will lecture and demonstrate, with photo and DVD examples, how individuals can be overcome by the fear created by hostile and sinister environments. Professor Bergthold presents uncanny testimony of ghost story experiences (with witnesses), and will bring together the parallels of trekking in dark and strange surroundings compared to that of The Blair Witch Project film, a vivid example of how fear itself turns deadly. Highlight of the evening's presentation will be the viewing of The Blair Witch Project.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: *Thomas [unclear]* Date: 10-5-09

Signature: *[unclear]* Date: 10/9/09

AP&P Approval:

Date: \_\_\_\_\_

To: Corporate and Community Services

From: Lee Bergthold; Professor, Photography

Proposal: BLAIR WITCH PROJECT: filmmaking and the reality of backcountry survival...a stark comparison

Presentation date, time, and location: October 24, 2009, Saturday, 7:00-10:00 PM, Board Room

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For the past half century, Lee Bergthold has photographed and filmed his many backcountry survival treks: 7-10 day forays including a series of 35 day exploratories that covered Utah to Death Valley; northern Nevada to the Mexican border. The author takes on winter to summer; no trails (crosscountry), and at times, working solo during days-long excursions.

Bergthold trains and guides for those few who choose to follow Center for Wilderness Studies (CWS) guidelines...heavy indoctrination on the emotional and mental stresses of working in strange and hostile places: the worst scenario: fear!

The Blair Witch Project exemplifies that very fear which plagues the uninitiated, the uninformed, and the untrained.

Bergthold will lecture and demonstrate with photo and DVD examples on how individuals can be overcome by fear created by a hostile and sinister environment. Bergthold's ghost story experiences (with witnesses) are uncanny testimony, most notably, the death of a companion, during the winter of 1990-1991.

The Blair Witch Project film is a vivid example of how fear itself turns deadly.

Professor Bergthold will bring together the uncanny parallels of trekking in dark and strange surroundings compared to that of Blair Witch.

Highlight of the evening's presentation will be the viewing of The Blair Witch Project film/DVD.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED  
OCT 20 2009  
BY: *M. Auregn*

NUMBER:

TITLE: Mind Management Strategies

INSTRUCTOR: John O. Adams

HOURS: 3 hrs. *1 mtg*

ENROLLMENT FEE: \$35 MATERIALS/SUPPLIES FEE: \$10

ENROLLMENT EXPECTED: 10/40

DESCRIPTION OF OFFERING: The three-step process of Mind Management and Deliberate Attraction will provide you with tools and strategies to monitor your "vibrations," recognize, analyze, accept, reject, and "reset" your thinking. This course will help you understand that each moment is a new beginning where you may control your thoughts in a new way that leads to what you want. Through an interactive session and writing exercises you learn why and how you are not attracting what you desire. You will learn practical methods to control and change your thoughts and words in a manner that increases the probability of attracting what you want and stop attracting what you don't want.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other: White Board

Required Approval by Division Dean and AP&P Representative:

Signature: *[Signature]* Date: *7-20-09*

Signature: *[Signature]* Date: *9-14-09*

AP&P Approval:

Date: \_\_\_\_\_

*[Signature]* 10/9/09

## **MIND MANAGEMENT 101**

### *COURSE DESCRIPTION*

Through an interactive session and writing exercises you learn why and how you are not attracting what you desire. You will learn practical methods to control and change your thoughts and words in a manner that increases the probability of attracting what you want. You will learn how to stop attracting what you do not want. The three-step process of Mind Management and Deliberate Attraction will provide you with tools and strategies to monitor your “vibrations, recognize, analyze, accept, reject and “reset” your thinking. The course will help you to understand that each moment is a new beginning where you may control your thoughts in a way that leads to what you want.

Dr. John O. Adams

## Mind Management 101

It's been proven that we become what we think about most – and how we think will determine our success in life.

- Do you know how to use the Law of Attraction to manage your mind and focus your thoughts?
- Want to learn how to attract the things you want in life?
- Want to acquire skills that will last a lifetime?

If your desire is to fulfill your life ambitions, learn a proven method to increase the probability of realizing and experiencing the things you want in life and minimizing what you do not want, then this is the course for you.

This program will show you how to manage your mind to:

- + Identify your objectives
- + Focus your consciousness on your objectives
- + Allowing and receiving your results

Required \$10 handbook *"Managing Your Mind 101"* is available in class.

## DETAILED COURSE DESCRIPTION

### Course Title: "Mind Management 101"

**COURSE DESCRIPTION:** The course consist of 3 hours of "mind management" training using the principles of The Law of Attraction [LOA]. The training presentations are designed to walk the student through the basic three steps of the LOA:

- [1] **Identifying one's desire**, Setting Objectives, Imagining and Conceiving,
- [2] **Giving Your Desire Attention**, Focusing, Working and Moving Toward One's Objective and
- [3] **Allowing**, Paying Attention, Recognizing, Evaluating, Accepting or Refocusing depending upon the results encountered..

The principle presentations are provided in a highly interactive mode with the students responding verbally in addition to interacting with the questions and situations posed by the trainer. Addition student participation is required in learning the key components at work in understanding and implementation of the LOA. Including words and thoughts to avoid, the rephrasing of words and thought in a manner consistent with the student's desires. The various forms, diagrams and illustrations contained in the handouts serve as a primary training tool and are completed in real time by the students in conjunction with the presentation as part of the discipline and implementation of the LOA principles which can result in experiencing a potentially dramatic increase in obtaining the desired results.

**COURSE OBJECTIVES:** The primary objective of the course is to equip the student with a practical [as opposed to theoretical] method of altering and controlling their thoughts in a manner that increases the probability that the student will realize their desired objective and decrease the probability that the student will not realize their objectives. How to accept and "reset" one's thoughts in a way that results in recycling of one's

energies and reengage one's mind to repeat the procedures until satisfactory results are obtained.

**COURSE LENGTH:** The Basic course training is designed for a three hours session. It consists of 14 basic training modules that vary in length depending up the depth of understanding desired, the number and quality of the worksheet exercises and the type and length of illustrations

**SUPPORT SERVICES REQUIRED:** Though not an absolute requirement learning is enhanced with the use of large white boards [min 36" high and 10' wide] with multicolored markers and an eraser. A movable adjustable lectern with shelves and a stool are required. The student's chairs must have a writing surface suitable for the students to take notes and complete handouts which are an integral part of the learning process.

**PROPOSED DATE(S):** Due to the "leading edge" nature and primary purpose of the course it is best offered to Students at a time when they are contemplating or beginning a new activity or making a major change in their lives, i.e., at the beginning and end of each semester. It is recommended the students can "free their minds" to explore the "paradigm shift in consciousness" which is at the core of the time honored principles of "The Law of Attraction."

**Required Handbook:** "Managing Your Mind 101" is required/available for purchase in class. \$\_\_

**Optional Text:** M. Losier's "Law of Attraction" ISBN 2007926456 May be purchased in Class. \$\_\_

**John O. Adams, Esq.**  
Professional Speaker

[JohnOAdams@SBCGlobal.net](mailto:JohnOAdams@SBCGlobal.net)  
323.650.8879





ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED  
NOV - 3 2009  
BY: *Maurer*

NUMBER: TBA  
TITLE: U.S. Foreign Policy Since 1898  
INSTRUCTOR: Ken Shafer  
HOURS: 15 hrs. (6 meetings)  
ENROLLMENT FEE: \$525 MATERIALS/SUPPLIES FEE: \$15  
ENROLLMENT EXPECTED: 10-25

DESCRIPTION OF OFFERING: Ken Shafer, of the Antelope Valley College history department, presents this class for history and political science majors, history aficionados, military personnel, and veterans. The course will cover the events, policies, decisions, and patterns of American foreign policy since 1898. He will use primary documents and secondary resources to interpret American foreign policy, the strategic consistencies between the decision to invade Iraq and Afghanistan with the choices and actions of the past.

INSTRUCTOR BIOGRAPHY: Mr. Shafer is an AVC History department instructor.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:  
Signature: *Thomas D. [unclear]* Date: 10.26.09  
Signature: *[unclear]* Date: 11/2/09

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

**Preliminary Outline**  
**History of American Foreign Policy, 1898-Present**  
**Community Education Proposal**  
**Instructor: Ken Shafer**

**Course Objectives:** To Study the events, policies, decisions and patterns of American foreign policy since 1898. Instructor plans to use primary documents and secondary resources to interpret American foreign policy, and finally, to see if decisions to invade Iraq & the strategies there are consistent with our choices and actions in the past.

**Course Methodology:** A heavy emphasis on small group discussions using historical articles and commentary. Also, the impact of film and mass media in forming public opinion that would come to influence American foreign policy will be studied.

**An outline/schedule of the major topics is listed here:**

**Week One:** Actions that led to Spanish-American War, Annexing the Philippines, Our First Policies Concerning China & Taking Firm Stance in Caribbean.

**Week Two:** Neutrality during World War I, In War, Woodrow Wilson's "Just & Lasting Peace," Disarmament during 1920's.

**Week Three:** Isolationism during 1930's, Neutrality until Pearl Harbor, World War II Strategies & Agreements.

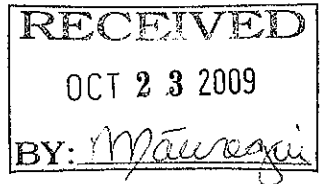
**Week Four:** Cold War, Truman-Cuban Missile Crisis.

**Week Five:** What Led to Vietnam, Lessons Learned, Reagan Defense Build-Up.

**Week Six:** Desert Shield-War on Terrorism. Patterns since 1898.



ANTELOPE VALLEY COLLEGE



Date: October 14, 2009

To: AP&P Committee

From: Health Sciences Division  
Dr. Karen Cowell *KC*  
Linda Harmon *LH*

Re: Obsolete Courses

After consideration during the October 5, 2009 Division Meeting, the faculty determined that the following courses need to be deleted from the catalog.

NA 101 Nurse Aide  
NA 102 Pharmacology for Certified Nurse Aides  
HHA 102 Home Health Aide  
CULA 120 Introduction to Wines  
CULA 121 Wines and Food  
CULA 122 Sensory Evaluation of Wines  
CULA 123 Introduction to Wines of Unique and Emerging Regions

Thank you for your consideration.



RECEIVED  
OCT 29 2009  
BY: *M. M. M.*

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

**MEMORANDUM**

DATE: October 28, 2009

TO: AP&P Committee

FROM: Dr. Tom O'Neil, Dean  
Beverly Beyer, AP&P Rep. *SB* *fl*

SUBJECT: Obsolete Courses

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The following courses have not been offered during the past several years. They should be listed as obsolete, and deleted from the catalog.

✓BASM 903	Cat. A: Mathematics
✓BASO 900	Cat. A & B Pathways to Success
✓BASR 906	Cat. A: Reading/Writing
✓SEN 901	Creative Retirement
✓SEN 910	Healthy Nutrition for Seniors
✓SEN 920	Generations through Photographs and Journals
WFDV 901	Self-Sufficiency Through Personal Development
WFDV 902	Self-Sufficiency Through Job Readiness
WFDV 903	Self-Sufficiency Through Job Retention
WFDV 904	Self-Sufficiency Through Career Awareness

In recent semesters, these classes have been cancelled due to low enrollment. They should be listed as obsolete, and deleted from the catalog.

✓BASR 907	Cat. B: Reading/Writing
✓BASM 904	Cat. B: Mathematics
✓BASL 910	Cat. A & B Life and Workplace Skills