

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

TO:

Beverly Beyer	Lisa Karlstein	LaDonna Trimble
Nancy Cholvin	Scott Lee	Les Uhazy
Maria Clinton	Cynthia Littlefield	Darcy Wiewall
De'Nean Coleman-Carew	Sharon Lowry	Enrique Camacho, ASO voting
Maggie Drake	Rick Motawakel	TBD, ASO non-voting
Lee Grishman	David Newman	
Linda Harmon	Duane Rumsey	

Technical Review Committee – Linda Harmon, Scott Lee, and David Newman

FROM: Ms. Maria Clinton / Mrs. Sharon Lowry

DATE: September 20, 2010

SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting
Thursday, October 14, 2010, BE 321 (Computer Lab), 3:00-5:30pm

2010-2011
Academic Policies & Procedures Committee Meeting No. 4
AGENDA

1. CALL TO ORDER AND ROLL CALL

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

3. APPROVAL OF MINUTES

- a. September 9, 2010
- b. September 23, 2010

4. INFORMATIONAL ITEMS

- a. The AP&P Faculty co chair will conduct CurricUNET training workshops on the following dates and times. All workshops will be conducted in TE7 room 103
 - October 15, 2010: 9am-11am
 - October 21, 2010: 4pm-6pm & 6pm-8pm
 - October 22, 2010: 1pm-3pm
 - October 25, 2010: 1pm-3pm
 - November 4, 2010: 1-3pm & 3-5pm
 - November 9 2010: 1-3pm & 3-5pm
- b. Credit by Examination List
- c. CurricUNET Processes

5. DISCUSSION ITEMS

- a. SB 1440

6. ACTION ITEMS – Consent Items - Course Revisions

- | | |
|---|-------------------------------|
| a. PE 102 Water Aerobics | .5/1 unit, 1.5/3 hours weekly |
| b. AJ 102 Criminal Law | 3 units, 3 hours weekly |
| c. AJ 205 Criminal Investigation | 3 units, 3 hours weekly |
| d. FTEC 295A Firefighter 1 Academy Module A | 8 units, 140 hours total |

7. ACTION ITEMS – Course Revisions

- | | |
|--|--------------------------------------|
| a. PSY 219 Dynamics of Sex and Gender | 3 units, 3 hours weekly |
| b. PSY 244 Introduction to Counseling | 3 units, 3 hours weekly |
| c. ACCT 205 Managerial Accounting (Distance Education) | 3 units, 3 hours weekly – NEW Hybrid |
| d. MOA 101 Beginning Medical Terminology | 3 units, 3 hours weekly |
| e. MOA 102 Advanced Medical Terminology | 3 units, 3 hours weekly |

f. PE 156 Intermediate Volleyball
Added Advisory (CurricUNET)

1 unit, 3 hours weekly

8. INFORMATIONAL ITEMS – Request to Designate a Course as Obsolete

- a. AJ 130 A Reserve Peace Officer Level III Part 1
- b. AJ 130 B Reserve Peace Officer Level III Part 2
- c. AJ 130 C Reserve Peace Officer Level II
- d. AJ 130 D Reserve Peace Officer Level I

9. ACTION ITEMS – Corporate and Community Services

- a. Astrology for Fun

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

Business and Computer Studies

ACCT 205 Managerial Accounting – DE ONLY; Technical Review 9/2/10; – Agenda Ready 10/14/10
ACCT 121 Microcomputer Accounting – Returned to Faculty 9/2/10; On agenda 9/20/10
BUS 201 Business Law – Submitted
CA 103 Intro to Microcomputers
CA 121 Microcomputer Spreadsheets – Returned to Faculty 9/2/10; On agenda 9/20/10
CA 151 Microcomputer Operating System
CA 221 Computer Concepts & Appl Bus – Returned to Faculty 9/2/10; On agenda 9/20/10
CIS 175 Java Programming
MKTG 112 Introduction to Advertising

Counseling

HD 198 Human Development Seminars

Health Sciences / FACE

CFE 113 Inc Classrooms Nutr Excep Child
CFE 114 Music Movement Ed Young Child
CFE 116 Justice, Equity & Inclu in CFE
CFE 168 Foster Parent Med Fagile Child
CFE 211 Health Safety for Young Child
CFE 212 School Age Programs
EMT 101 Emergency Medical Tech 1
MOA 102 Advanced Medical Terminology – Technical Review 9/2/10 – Agenda Ready 10/14/10
MOA 110 Beg Medical Office Assisting – Received 8/31/10; Technical Review 9/2/10
MOA 111 Adv Medical Office Assisting – Received 8/31/10; Technical Review 9/2/10
NS 111 Fundamentals of Nursing Science
NS 121 Obstet, Neonatal & Women's Health Nsg
NS 122 Medical/Surgical Nursing I
NS 230 Professional Nursing III
NS 231 Pediatric/Community Health Nursing
NS 232 Psychiatric/Geriatric/Community Health Nsg
NS 241 Medical/Surgical Nursing II
RCP 102 Clinical Preparation for Respiratory Care
RCP 103 Concepts in Respiratory Care
RCP 104 Respiratory Care Pharmacology
RCP 105 Fundamentals of Clinical Respiratory Care
RCP 201 Neonatal and Pediatric Respiratory Care
RCP 202 Fundamentals of Intensive Respiratory Care
RCP 203 Seminar & Practicum in Respiratory Care I
RCP 204 Seminar & Practicum in Respiratory Care II

Instructional Resources

LAC 100 Intro to Tutoring
LAC 200 Advanced Tutoring

Language Arts

COMM 101 Intro to Public Speaking
COMM 103 Process of Communication
COMM 105 Intro to Mass Communication

COMM 107 Intro to Interpersonal Comm
COMM 112 Oral Interpretation
COMM 114 Art of Storytelling
COMM 116 Forensics
COMM 214 Studies in Storytelling
COMM 219 Intercultural Communication
ENGL 095 Developmental Writing Skills – Rcvd 10/11/10
ENGL 097 Basic Composition – Rcvd 10/11/10
ENGL 099 Intermediate Composition – Rcvd 10/11/10
ENGL 104 The Research Paper
ENGL 111 Creative Writing: Fiction
ENGL 112 Creative Writing: Poetry
ENGL 113 Creative Writing: Nonfiction
ENGL 211 Advanced Fiction Writing
ENGL 212 Advanced Poetry Writing
ENGL 265 Literature and Film
GER 101 Elementary German 1 – Submitted
GER 102 Elementary German 2
GER 201 Intermediate German 1
JOUR 121 Beginning Journalism 8
JOUR 123 Newspaper Production

Math/Science and Engineering

MATH 020 Managing Math Anxiety – Submitted
MATH 021 Math Study Strategy – Submitted
MATH 050 Arithmetic 9
MATH 060 Prealgebra
MATH 115 Statistics
MATH 125 Math for Business & Economics
MATH 130 College Algebra
MATH 135 Plane Trigonometry
MATH 140 Precalculus
MATH 150 Calculus & Analytic Geometry
MATH 160 Calculus & Analytic Geometry
MATH 220 Linear Algebra
MATH 230 Intro Ordinary Diff Equations
MATH 250 Calculus & Analytic Geometry
BIOL 100 Elem Human Anatomy & Physiology
BIOL 101 General Biology
BIOL 104 Environmental Biology
BIOL 110 General Molecular Cell Biology
BIOL 120 Gen Organism, Eco & Evolution Biol 8
BIOL 205 Intro to Biotechnology
CHEM 101 Introductory Chemistry
CHEM 102 Introductory Chem (Organic)
CHEM 110 General Chemistry
CHEM 120 General Chemistry
CHEM 210 Organic Chemistry
CHEM 220 Organic Chemistry
ENGR 185 Digital Logic & Design
GEOG 101 L Phys Geog Lab: Earth's Surface Lndscp
GEOG 101 Phys Geog: Earth's Surface Landscapes
GEOG 105 Cultural Geography
GEOG 201 Map Interpretation and GPS
GEOG 205 Intro Geographic Info Systems
PHYS 101 Introductory Physics
PHYS 102 Introductory Physics
PHYS 110 General Physics
PHYS 120 General Physics

Physical Education & Athletics

ATH 100 Intro to Athletic Training

ATH 102 L Practical Appl of Athletic Training I Lab
 ATH 102 Practical Appl of Athletic Training I
 ATH 103 L Practical Appl of Athletic Training II Lab
 ATH 103 Practical Appl of Athletic Training II
 HE 101 Health Education
 HE 120 Stress Management
 PE 101 Adaptive Physical Education
 PE 102 Water Aerobics – Technical Review 9/2/10 – Agenda Ready 10/14/10
 PE 109 Hatha Yoga
 PE 111 Advanced Tennis Techniques
 PE 115 Advanced Basketball Techniques
 PE 118 Beginning Bowling
 PE 118 Intermediate Bowling
 PE 128 Beginning Golf
 PE 128 Advanced Golf
 PE 135 Physical Conditioning
 PE 139 Team Sport Fundamentals – Received 8/2010; Technical Review 9/2/10
 PE 140 Preseason Sport Conditioning – Received 8/2010; Technical Review 9/2/10
 PE 155 Beginning Volleyball – Received 8/2010; Technical Review 9/2/10
 PE 160 Beginning Tennis
 PE 160 Intermediate Tennis
 PE 160 Advanced Tennis
 PE 180 Advanced Volleyball Techniques – Received 8/2010; Technical Review 9/2/10
 PE 193 Officiating Fall Sports
 PE 194 Officiating Spring Sports
 PE 195 Sports Appreciation
 PE 205 Intercoll Men's Basketball
 PE 210 Intercoll Women's Basketball
 PE 225 Intercollegiate Women's Tennis
 PE 237 Intercollegiate Men's Golf
 PE 265 Intercollegiate Wmn's Volleyball – Received 8/2010; Technical Review 9/2/10

Social & Behavioral Sciences

ED 140 Introduction to Education
 ED 141 Intro to Special Education
 ED 145 Understand & Ed Learn Disabled
 HIST 101 Western Civ, Human Begin Until 1750
 HIST 102 Western Civ, from 1750Present
 HIST 104 Intro World Civ from Human Begin1500
 HIST 105 Intro World Civ 1500Present
 HIST 107 U.S. History, 16071877
 HIST 108 U.S. History, 1877Present
 HIST 109 Survey U.S. History
 HIST 110 African Amer History, 14501877
 HIST 111 African Amer History, 1877Present
 HIST 112 Contemp U.S. Hist: Vietnam
 HIST 113 Women American History
 HIST 114 History of California
 HIST 115 Cultural History of Mexico
 HIST 119 Hist Latin Amer & Caribbean
PHIL 101 Fundamental Reasoning Skills – Submitted
 PHIL 105 Ethics: Moral Issues in Soc
 PHIL 106 Intro to Philosophy
 PHIL 108 Philosophy of Religion
 PHIL 110 Introduction to Logic
PHIL 201 Critical Thinking – Submitted
 POLS 101 Amer Political Institutions
 POLS 201 Contemp Intntl Relations
 POLS 203 The Judicial Process
 PSY 219 Dynamics of Sex and Gender – Agenda Ready 10/14/10
 PSY 230 Social Psychology
 PSY 232 Theories of Personality

Technical Education

ACRV 100 Refrigeration Basics
ACRV 112 Basic Refrigeration Systems
ACRV 113 Basic Refrigeration Controls
ACRV 115 Basic Refrig Systems and Controls
ACRV 122 Residential Air Conditioning Systems
ACRV 123 Residential Air Conditioning Controls
ACRV 125 Residential Air Cond Systems & Cntrl
ACRV 212 Commercial Refrigeration Systems
ACRV 213 Commercial Refrigeration Controls
ACRV 215 Commercial Refrig Systems & Controls
ACRV 222 Commercial Air Conditioning Controls
ACRV 223 Commercial Air Conditioning Systems
ACRV 225 Commercial Air Cond Controls & Sys
AERO 120 Aircraft General I – Submitted
AERO 121 Aircraft General II – Submitted
AERO 230 Aircraft Airframe I – Submitted
AERO 231 Aircraft Airframe II – Submitted
AERO 240 Aircraft Powerplant I – Submitted
AERO 241 Aircraft Powerplant II – Submitted
AFAB 110 Basic Blueprint Interpretation – Submitted
AFAB 115 Aircraft Structures – Submitted
AFAB 120 Composites Fabrication and Repair – Submitted
AJ 102 Criminal Law – Submitted
AJ 104 Introduction to Corrections – Submitted
AJ 130 A Reserve Peace Officer Level III Part 1 (Received obsolete Memo 9/21/10)
AJ 130 B Reserve Peace Officer Level III Part 2 (Received obsolete Memo 9/21/10)
AJ 130 C Reserve Peace Officer Level II (Received obsolete Memo 9/21/10)
AJ 130 D Reserve Peace Officer Level I (Received obsolete Memo 9/21/10)
AJ 201 Police Community Relations – Submitted
AJ 205 Criminal Investigation – Submitted
AJ 206 Criminology – Submitted
AJ 209 Public Safety Communications
AJ 800 Peace Officer Intensive Basic Training
AJ 810 LASD Custody Assistant Course
CT 050 Sewing Basics
CT 101 Prin of Clothing Selection
CT 102 Textiles
CT 110 Clothing Construction I
CT 112 Clothing Construction II
CT 115 Speed Tailoring
CT 141 Tailoring
CT 213 Clothing Construction III
CT 242 Pattern Making by Flat Pattern
CT 243 Draping for Fashion Design
ELTE 125 Dir Current & Alt Current Prin – Submitted
ELTE 130 Digital Circuit Analysis – Submitted
ELTE 135 Analog Circuit Analysis – Submitted
FTEC 139 Wildland Fire Dispatcher – Submitted
FTEC 141 (S234) Ignition Operations – Submitted
FTEC 144 (S230) Single Resource Crew Boss – Submitted
FTEC 149 (S260) Interagency Inc Bus Mgt – Submitted
FTEC 216 Engine Company Operations – Submitted
FTEC 217 Truck Company Operations – Submitted
ID 200 Fundamentals of Lighting Design
ID 205 Professional Inter Des Business Practices
WELD 101 Welding Fundamentals
WELD 110 Oxyacetylene Weld, Cut, Brazing
WELD 120 Basic Shielded Metal Arc Welding

WELD 130 Advanced Shielded Metal Arc Welding
WELD 145 Advanced Welding Processes
WELD 211 Performance Welding Oxyacetylene
WELD 212 Performance Welding Arc
WELD 230 Welding Symbols & Print Reading
WELD 240 Welding Layout
WELD 260 Cert Welding L.A. City Building Code

Visual & Performing Arts

ART 101 History of Art: Prehistoric to Gothic
ART 102 History of Art: Renaissance to Modern
ART 110 Drawing
ART 140 Watercolor
ART 210 Advanced Drawing
ART 222 L Computerized Life Drawing Lab
ART 222 Computerized Life Drawing
MUS 151 Beginning Music Theory – Submitted
MUS 160 Symphonic Band – Submitted
MUS 161 Instrumental Ensemble Wood – Submitted
MUS 162 Beginning Clarinet Choir – Submitted
MUS 163 Instrumental Ensemble Brass – Submitted
MUS 168 Intermediate Clarinet Choir – Submitted
MUS 170 Beginning Flute Choir – Submitted
MUS 171 Intermediate Flute Choir – Submitted
MUS 251 A Intermediate Music Theory – Submitted
MUS 251 B Advanced Music Theory – Submitted
MUS 255 A Beginning Keyboard Harmony
MUS 255 B Advanced Keyboard Harmony
MUS 260 Concert Band – Submitted
MUS 262 Advanced Clarinet Choir – Submitted
MUS 270 Advanced Flute Choir – Submitted
MUS 291 Applied Music
MUS 292 Applied Music Performance
PHOT 107 History of Photography – Submitted
PHOT 250 Color Photography – Submitted

11. ADDITIONAL INFORMATION – SLOs by Division that need to be submitted to the SLO Committee

Business and Computer Studies

BUS 121 Investment Fundamentals
CA 110 Word Processing-WordPerfect
OT 208 Legal Office Procedures II

Counseling

HD 198 Human Development Seminars

Health Sciences

RADT 107 Radiographic Positioning and Procedures II
VN 109 Fundamentals of Patient Care for Vocational Nursing
VN 110 Self-Care: Fundamentals and Pharmacology
VN 110CL Self-Care: Fundamentals and Pharmacology
VN 111 Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient
VN 111CL Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient
VN 112 Nursing to Promote Self-Care Agency in Adult
VN 112CL Nursing to Promote Self-Care Agency in Adult
VN 113 Nursing Leadership to Promote Self-Care Agency in the Adult
VN 113CL Nursing Leadership to Promote Self-Care Agency in the Adult

Instructional Resource

GED 906 Bas Use of Dict & Thes for GED
NCR 910 U.S. Constitution Exam
WR 902 Job Search Preparation
WR 904 Surviving the Job Probation Period

WR 906 Developing as a Professional: Promotability

Language Arts

LATN 201 Intermediate Latin

Math/Science and Engineering

BIOL 205 Intro to Biotechnology

ENGR 185 Digital Logic & Design

MATH 099 Individualized Self-Study Math

Physical Education & Athletics

PE 118 Beginning Bowling

PE 118 Intermediate Bowling

PE 195 Sports Appreciation

PE 237 Intercollegiate Men's Golf

Social & Behavioral Sciences

WE 197 General Work Experience

Technical Education

ACRV 100 Refrigeration Basics

ACRV 198 Heating and Air Conditioning Seminars

AERO 101 Fundamentals of Aviation Technology

AJ 130A Reserve Peace Officer Level III Part 1 (Received obsolete Memo 9/21/10)

AJ 130B Reserve Peace Officer Level III Part 2 (Received obsolete Memo 9/21/10)

AJ 130C Reserve Peace Officer Level II (Received obsolete Memo 9/21/10)

AJ 130D Reserve Peace Officer Level I (Received obsolete Memo 9/21/10)

AUTO 198A Anti-Lock Braking Systems (ABS)

AUTO 198D Engine Performance Training Seminar

AUTO 198E Advanced Engine/Emission Sys Diagnosis & Repair

AUTO 198F Gaseous Fueled Vehicles Training Seminar

AUTO 198H Adv. Emissions Diagnostics Training Seminar

AUTO 198N Electronic Transmissions & Transaxles Seminar

AUTO 198C Electrical/Electronic Systems Training Seminar

AUTO 198 Automotive Seminars

Visual & Performing Arts

DM 101L Digital Media Arts Lab

DM 103L Graphic Design I Lab

DM 105L Interactive Media Lab

DM 106L Video Design and Production I Lab

DM 110L Motion Graphics Lab

DM 112L Experimental Digital Video Lab

DM 113L Photoshop I Lab

DM 115L Graphic Communications I Lab

DM 127L Web Design and Production I Lab

DM 128L Web Des & Prod II Lab

DM 133L Digital Printing I Lab

DM 143L Computer 2-D Animation Lab

DM 145L Computer 3-D Animation Lab

DM 203L Graphic Design II Lab

DM 205L Digital Illustration Lab

DM 206L Video Design and Production II Lab

DM 213L Photoshop II Lab

DM 215L Graphic Communications II Lab

DM 233L Digital Printing II Lab

DM 246L Portfolio and Job Search Lab

DM 298L Special Studies in Digital Media Lab

FTV 155 Film Festival Analysis

FTV 215 Directing for Film & Video

FTV 230 Digital Cinematography

FTV 242 Writing and Pre-Production of the Short Film

FTV 244 Production & Post-Production of the Short Film
FTV 251 Contemporary American Independent Film
PHOT 213L Life Photography Lab
PHTC 101L Beginning Black & White Photography Lab
PHTC 125L Beginning Digital Photography Lab
PHTC 150L Beginning Color Photography Lab
PHTC 201L Advanced Black & White Photography Lab
PHTC 203L Foundations of Cameras and Composition Lab
PHTC 205L Documentary and Landscape Photography Lab
PHTC 211L Wedding, Portrait and Event Photography Lab
PHTC 215L Photography Studio Practices Lab
PHTC 275L Advanced Digital Photography Lab
PHTC 298L Special Studies in Photography Lab
THA 205 Advanced Acting Workshop

12. ADJOURNMENT

NON-DISCRIMINATION POLICY

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

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Ms. Patricia A. Márquez Sandoval, 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: September 9, 2010
LOCATION: TE7 103 – Computer Room
TIME: 3:05 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>
Beverly Beyer, faculty	Cynthia Littlefield, Faculty	Mrs. Sharon Lowry, V. P. Academic Affairs
Enrique Camacho, ASO voting	Rick Motawakel, Faculty	LaDonna Trimble, Dean
Nancy Cholvin, faculty	David Newman, Faculty	
Maria Clinton, Cochair	Tom O'Neil, proxy	<u>GUESTS PRESENT</u>
De'Nean Coleman-Carew, Faculty	Mike Rios, PE proxy	Wade Saari
Margaret Drake, Dean	Duane Rumsey, Faculty	Danielle Hallam
Lee Grishman, Articulation	Les Uhazy, Dean	Kimberly Perkins
Linda Harmon, Faculty	Darcy Wiewall, Faculty	
Lisa Karlstein, Faculty		
Scott Lee, Faculty		

2010-2011
Academic Policies & Procedures Committee Meeting No. 2
MINUTES

1. CALL TO ORDER AND ROLL CALL

A motion was made and seconded to call the September 9, 2010 AP&P Committee Meeting to order at 3:05 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:05 p.m. Motion carried.

Ms. Clinton requested a motion to amend the agenda to table item 5a Attendance Policy for Distance Education Courses. A motion was made and seconded to amend the agenda as stated. Motion carried.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

3. APPROVAL OF MINUTES

a. **May 28, 2010**

A motion was made and seconded to approve the minutes for May 28, 2010. Ms. Beverly Beyer requested that her name not be mentioned on the first page of the minutes since she was not present at that meeting. Motion carried as amended.

b. **August 26, 2010**

A motion was made and seconded to approve the minutes for August 26, 2010. Motion carried.

4. INFORMATIONAL ITEMS

a. **Revising Diversity Studies Requirement**

Ms. Maria Clinton stated that this item would return to the agenda on 9/23/10 for discussion purposes.

b. **2010-11 Timeline – Courses approved by 2/24/2011 to be included in 11-12 College Catalog**

Ms. Maria Clinton restated the importance of submitting material in a timely manner so that all necessary approvals can take place prior to 2/24/11 and approved information can appear in the catalog.

c. **September 15, 2010 move to electronic submission for NEW and REVISED courses**

Ms. Maria Clinton restated that the electronic submission process was to start on September 15, 2010. She encouraged all faculty to attend a training session prior to using the CurricUNET program. Tomorrow would be another training session at 8:00a.m. and additional dates will be published soon for flex credit.

d. **Weave online and the implementation of CurricUNET**

Ms. Maria Clinton stated that a link is on the CurricUNET site linking it to the Weaveonline site which houses the data for the SLOs. Ms. Clinton stated that several ideas for linking the two software programs were considered however creating this link from one site to the other will accomplish the link with little maintenance. She continued to state that the approved Course Outline of Record has been posted for each

course within Weaveonline to also allow the faculty to review the approved COR without leaving the site. She also stressed the importance of using Weaveonline to post the SLOs for each course. She requested that all courses currently offered here have approved SLOs in Weaveonline and for the representatives to take that request back to their divisions.

e. **WE 199 SLO**

Ms. Maria Clinton stated that an SLO did come through last academic year for WE 199 and that the individuals who volunteered to develop the Work Experience SLOs only needed to focus on WE 197.

5. CONTINUING AP&P 09-10 AGENDA ITEMS

- a. Attendance Policy for Distance Education Courses
Item tabled per motion above.

6. REPORTS (limited to 5 min. each)

7. DISCUSSION ITEMS

a. **AP&P Handbook**

Ms. Maria Clinton requested the AP&P Representatives to review page 5 of the newly revised AP&P Handbook. She asked that the representatives review for completeness and bring any corrections to her or feedback by September 16, 2010. She explained that the committee needed to focus on course revisions and approvals in the fall, while focusing on Title 5 requirements and revisions in the spring. She asked the representatives again to remind their faculty to begin the review process of the courses at the end of this agenda now and bring revisions to AP&P this fall for approval.

b. **Corporate Community Services section in AP&P Handbook**

Ms. Maria Clinton requested the committee members to review the handbook information for Corporate Community Services. She asked the committee if this process was acceptable to the committee and whether or not the committee wished to revise the approval process for these courses. Mr. Duane Rumsey stated that it seems to be very difficult to offer a Corporate Community Services course. Mrs. Maggie Drake stated that it was important for these faculty to be present at an AP&P Committee meeting to discuss their course offering. Several committee members agreed though that the use of an online conferencing software could be used in the case of a hardship, which would be anyone traveling out of state or a long distance to attend an AP&P meeting. Several software programs were suggested, such as, SKYP, CCCConfer, or any other program that allows the faculty to conference in through the computer rather than a phone line since all computer rooms on campus lack the phone line necessary to call off campus.

c. **International Baccalaureate (IB) and College Level Examination Program (CLEP)**

Dr. Lee Grishman was present to explain the purpose and history of the International Baccalaureate (IB) and College Level Examination Program (CLEP). He stated that these are both external examinations that are used to measure a student's understanding of a subject matter and allow them to receive college credit depending on their exam scores. He tried to encourage the use of the CLEP and AP exams several years ago by sending out the Web links to the divisions and deans but unfortunately there was little response to those emails. The examinations need to be reviewed by discipline faculty and approved prior to the college accepting those units as college level. The local high schools are upset that this college does not accept those units since they encourage their students to pay for the examination and feel that the material is college equivalent. Dr. Les Uhazy stated that the faculty were not happy with these exams because students who tested high were not at the proper level of course understanding to move to the next course level. Dr. Grishman stated that it's necessary for the faculty to review the IB, AP, and CLEP exams and compare them to the course work here at AVC. Mrs. Maggie Drake stated that Technical Education has a process for articulating high school level course work that may be equivalent to the material taught at this level. The individual high school enters into an agreement with Antelope Valley College for accepting those courses as college level. Dr. Grishman stated that process may not work for these examinations since they are standardized across the United States. The courses are not different based on the high school. He continued to state that Dr. Uhazy has spoken for mathematics however the other disciplines need to make a determination on whether or not these exams are equivalent to the course work taught at this college. Ms. Maria Clinton requested the representatives to take this topic back to their divisions and discuss with discipline faculty.

8. ACTION ITEMS – Corporate and Community Services

a. **Corporate Community Services section in AP&P Handbook**

Ms. Maria Clinton requested a motion to approve the process for Corporate Community Services course with the addition of the hardship statement. A motion was made and seconded to approve this process as amended. Motion carried.

9. ACTION ITEMS – Corporate and Community Services

a. **Proctoring Services – AVC Assessment and Testing Center Office Staff**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Proctoring Services. Mr. Wade Saari was present to discuss the course offering. After a brief moment, it was decided that no changes needed to be made. Motion carried.

b. **Retirement Planning – Jerry Blakely (Name Change, Enrollment Fee, and Materials Fee)**

A motion was made and seconded to approve the name change to the Corporate and Community Education course offering of Retirement Planning. Dr. Tom O’Niel was present and stated that no other changes were made to the original course. Motion carried.

c. **Medical Transcription Editor – Online – Danielle Hallam**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Medical Transcription Editor. Ms. Danielle Hallam was present to discuss the course offering. After a brief moment, it was decided that no changes needed to be made. Motion carried.

d. **Financial Literacy – Kimberly Perkins**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Financial Literacy. Ms. Kimberly Perkins was present to discuss the course offering and answer questions. The committee felt that there may be too much information for the short period of time that the course is scheduled. Ms. Perkins assured the committee that the course material can be taught in the recommended length of time. After a brief moment, it was decided that no changes needed to be made. Motion carried.

10. ACTION ITEMS – Obsolete Course Request

a. **MGT 123 – Labor Management Relations**

b. **OT 208 – Legal Office Procedures II**

c. **PSY 240 – Peer Mentoring**

d. **CA 110 – Word Processing – WordPerfect**

A motion was made and seconded to approve designating action items 10a-d as obsolete courses. Motion carried.

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

Business and Computer Studies

ACCT 205 Managerial Accounting – DE ONLY Received 8/2010; Technical Review 9/2/10

ACCT 121 Microcomputer Accounting – Returned to Faculty 9/2/10

BUS 201 Business Law

CA 103 Intro to Microcomputers

CA 121 Microcomputer Spreadsheets – Returned to Faculty 9/2/10

CA 151 Microcomputer Operating System

CA 221 Computer Concepts & Appl Bus – Returned to Faculty 9/2/10

CIS 175 Java Programming

MKTG 112 Introduction to Advertising

Counseling

HD 198 Human Development Seminars

Health Sciences / FACE

CFE 113 Inc Classrooms Nutr Excep Child

CFE 114 Music Movement Ed Young Child

CFE 116 Justice, Equity & Inclu in CFE

CFE 168 Foster Parent Med Fragile Child

CFE 211 Health Safety for Young Child

CFE 212 School Age Programs

EMT 101 Emergency Medical Tech 1

MOA 102 Advanced Medical Terminology – Received 8/31/10; Technical Review 9/2/10

MOA 110 Beg Medical Office Assisting – Received 8/31/10; Technical Review 9/2/10

MOA 111 Adv Medical Office Assisting – Received 8/31/10; Technical Review 9/2/10

NS 111 Fundamentals of Nursing Science

NS 121 Obstet, Neonatal & Women's Health Nsg

NS 122 Medical/Surgical Nursing I

NS 230 Professional Nursing III

NS 231 Pediatric/Community Health Nursing
NS 232 Psychiatric/Geriatric/Community Health Nsg
NS 241 Medical/Surgical Nursing II
RCP 102 Clinical Preparation for Respiratory Care
RCP 103 Concepts in Respiratory Care
RCP 104 Respiratory Care Pharmacology
RCP 105 Fundamentals of Clinical Respiratory Care
RCP 201 Neonatal and Pediatric Respiratory Care
RCP 202 Fundamentals of Intensive Respiratory Care
RCP 203 Seminar & Practicum in Respiratory Care I
RCP 204 Seminar & Practicum in Respiratory Care II

Instructional Resources

LAC 100 Intro to Tutoring
LAC 200 Advanced Tutoring

Language Arts

COMM 101 Intro to Public Speaking
COMM 103 Process of Communication
COMM 105 Intro to Mass Communication
COMM 107 Intro to Interpersonal Comm
COMM 112 Oral Interpretation
COMM 114 Art of Storytelling
COMM 116 Forensics
COMM 214 Studies in Storytelling
COMM 219 Intercultural Communication
ENGL 095 Developmental Writing Skills
ENGL 097 Basic Composition
ENGL 099 Intermediate Composition
ENGL 104 The Research Paper
ENGL 111 Creative Writing: Fiction
ENGL 112 Creative Writing: Poetry
ENGL 113 Creative Writing: Nonfiction
ENGL 211 Advanced Fiction Writing
ENGL 212 Advanced Poetry Writing
ENGL 265 Literature and Film
GER 101 Elementary German 1
GER 102 Elementary German 2
GER 201 Intermediate German 1
JOUR 121 Beginning Journalism 8
JOUR 123 Newspaper Production

Math/Science and Engineering

MATH 020 Managing Math Anxiety
MATH 021 Math Study Strategy
MATH 050 Arithmetic 9
MATH 060 Prealgebra
MATH 115 Statistics
MATH 125 Math for Business & Economics
MATH 130 College Algebra
MATH 135 Plane Trigonometry
MATH 140 Precalculus
MATH 150 Calculus & Analytic Geometry
MATH 160 Calculus & Analytic Geometry
MATH 220 Linear Algebra
MATH 230 Intro Ordinary Diff Equations
MATH 250 Calculus & Analytic Geometry
BIOL 100 Elem Human Anatomy & Physiology
BIOL 101 General Biology
BIOL 104 Environmental Biology
BIOL 110 General Molecular Cell Biology
BIOL 120 Gen Organism, Eco & Evolution Biol 8

BIOL 205 Intro to Biotechnology
CHEM 101 Introductory Chemistry
CHEM 102 Introductory Chem (Organic)
CHEM 110 General Chemistry
CHEM 120 General Chemistry
CHEM 210 Organic Chemistry
CHEM 220 Organic Chemistry
ENGR 185 Digital Logic & Design
GEOG 101 L Phys Geog Lab: Earth's Surface Lndscp
GEOG 101 Phys Geog: Earth's Surface Landscapes
GEOG 105 Cultural Geography
GEOG 201 Map Interpretation and GPS
GEOG 205 Intro Geographic Info Systems
PHYS 101 Introductory Physics
PHYS 102 Introductory Physics
PHYS 110 General Physics
PHYS 120 General Physics

Physical Education & Athletics

ATH 100 Intro to Athletic Training
ATH 102 L Practical Appl of Athletic Training I Lab
ATH 102 Practical Appl of Athletic Training I
ATH 103 L Practical Appl of Athletic Training II Lab
ATH 103 Practical Appl of Athletic Training II
HE 101 Health Education
HE 120 Stress Management
PE 101 Adaptive Physical Education
PE 102 Water Aerobics – Received 8/2010; Technical Review 9/2/10
PE 109 Hatha Yoga
PE 111 Advanced Tennis Techniques
PE 115 Advanced Basketball Techniques
PE 118 Beginning Bowling
PE 118 Intermediate Bowling
PE 128 Beginning Golf
PE 128 Advanced Golf
PE 135 Physical Conditioning
PE 139 Team Sport Fundamentals – Received 8/2010; Technical Review 9/2/10
PE 140 Preseason Sport Conditioning – Received 8/2010; Technical Review 9/2/10
PE 155 Beginning Volleyball – Received 8/2010; Technical Review 9/2/10
PE 160 Beginning Tennis
PE 160 Intermediate Tennis
PE 160 Advanced Tennis
PE 180 Advanced Volleyball Techniques – Received 8/2010; Technical Review 9/2/10
PE 193 Officiating Fall Sports
PE 194 Officiating Spring Sports
PE 195 Sports Appreciation
PE 205 Intercoll Men's Basketball
PE 210 Intercoll Women's Basketball
PE 225 Intercollegiate Women's Tennis
PE 237 Intercollegiate Men's Golf
PE 265 Intercollegiate Wmn's Volleyball – Received 8/2010; Technical Review 9/2/10

Social & Behavioral Sciences

ED 140 Introduction to Education
ED 141 Intro to Special Education
ED 145 Understand & Ed Learn Disabled
HIST 101 Western Civ, Human Begin Until 1750
HIST 102 Western Civ, from 1750Present
HIST 104 Intro World Civ from Human Begin1500
HIST 105 Intro World Civ 1500Present
HIST 107 U.S. History, 16071877
HIST 108 U.S. History, 1877Present

HIST 109 Survey U.S. History
HIST 110 African Amer History, 1450-1877
HIST 111 African Amer History, 1877-Present
HIST 112 Contemp U.S. Hist: Vietnam
HIST 113 Women American History
HIST 114 History of California
HIST 115 Cultural History of Mexico
HIST 119 Hist Latin Amer & Caribbean
PHIL 101 Fundamental Reasoning Skills
PHIL 105 Ethics: Moral Issues in Soc
PHIL 106 Intro to Philosophy
PHIL 108 Philosophy of Religion
PHIL 110 Introduction to Logic
PHIL 201 Critical Thinking
POLS 101 Amer Political Institutions
POLS 201 Contemp Intntl Relations
POLS 203 The Judicial Process
PSY 219 Dynamics of Sex and Gender
PSY 230 Social Psychology
PSY 232 Theories of Personality
PSY 244 Intro to Counseling
SOC 112 American Social Issues

Technical Education

ACRV 100 Refrigeration Basics
ACRV 112 Basic Refrigeration Systems
ACRV 113 Basic Refrigeration Controls
ACRV 115 Basic Refrig Systems and Controls
ACRV 122 Residential Air Conditioning Systems
ACRV 123 Residential Air Conditioning Controls
ACRV 125 Residential Air Cond Systems & Cntrl
ACRV 212 Commercial Refrigeration Systems
ACRV 213 Commercial Refrigeration Controls
ACRV 215 Commercial Refrig Systems & Controls
ACRV 222 Commercial Air Conditioning Controls
ACRV 223 Commercial Air Conditioning Systems
ACRV 225 Commercial Air Cond Controls & Sys
AERO 120 Aircraft General I
AERO 121 Aircraft General II
AERO 230 Aircraft Airframe I
AERO 231 Aircraft Airframe II
AERO 240 Aircraft Powerplant I
AERO 241 Aircraft Powerplant II
AFAB 110 Basic Blueprint Interpretation
AFAB 115 Aircraft Structures
AFAB 120 Composites Fabrication and Repair
AJ 102 Criminal Law
AJ 104 Introduction to Corrections
AJ 130 A Reserve Peace Officer Level III Part 1
AJ 130 B Reserve Peace Officer Level III Part 2
AJ 130 C Reserve Peace Officer Level II
AJ 130 D Reserve Peace Officer Level I
AJ 201 Police Community Relations
AJ 205 Criminal Investigation
AJ 206 Criminology
AJ 209 Public Safety Communications
AJ 800 Peace Officer Intensive Basic Training
AJ 810 LASD Custody Assistant Course
CT 050 Sewing Basics
CT 101 Prin of Clothing Selection
CT 102 Textiles
CT 110 Clothing Construction I

CT 112 Clothing Construction II
CT 115 Speed Tailoring
CT 141 Tailoring
CT 213 Clothing Construction III
CT 242 Pattern Making by Flat Pattern
CT 243 Draping for Fashion Design
ELTE 125 Dir Current & Alt Current Prin
ELTE 130 Digital Circuit Analysis
ELTE 135 Analog Circuit Analysis
FTEC 139 Wildland Fire Dispatcher
FTEC 141 (S234) Ignition Operations
FTEC 144 (S230) Single Resource Crew Boss
FTEC 149 (S260) Interagency Inc Bus Mgt
FTEC 216 Engine Company Operations
FTEC 217 Truck Company Operations
ID 200 Fundamentals of Lighting Design
ID 205 Professional Inter Des Business Practices
WELD 101 Welding Fundamentals
WELD 110 Oxyacetylene Weld, Cut, Brazing
WELD 120 Basic Shielded Metal Arc Welding
WELD 130 Advanced Shielded Metal Arc Welding
WELD 145 Advanced Welding Processes
WELD 211 Performance Welding Oxyacetylene
WELD 212 Performance Welding Arc
WELD 230 Welding Symbols & Print Reading
WELD 240 Welding Layout
WELD 260 Cert Welding L.A. City Building Code

Visual & Performing Arts

ART 101 History of Art: Prehistoric to Gothic
ART 102 History of Art: Renaissance to Modern
ART 110 Drawing
ART 140 Watercolor
ART 210 Advanced Drawing
ART 222 L Computerized Life Drawing Lab
ART 222 Computerized Life Drawing
MUS 151 Beginning Music Theroy
MUS 160 Symphonic Band
MUS 161 Instrumental Ensemble Wood
MUS 162 Beginning Clarinet Choir
MUS 163 Instrumental Ensemble Brass
MUS 168 Intermediate Clarinet Choir
MUS 170 Beginning Flute Choir
MUS 171 Intermediate Flute Choir
MUS 251 A Intermediate Music Theory
MUS 251 B Advanced Music Theory
MUS 255 A Beginning Keyboard Harmony
MUS 255 B Advanced Keyboard Harmony
MUS 260 Concert Band
MUS 262 Advanced Clarinet Choir
MUS 270 Advanced Flute Choir
MUS 291 Applied Music
MUS 292 Applied Music Performance
PHOT 107 History of Photography
PHOT 250 Color Photography

12. ADDITIONAL INFORMATION – SLOs by Division that need to be submitted to the SLO Committee

Business and Computer Studies

BUS 121 Investment Fundamentals
CA 110 Word Processing-WordPerfect
OT 208 Legal Office Procedures II

Counseling

HD 198 Human Development Seminars

Health Sciences

RADT 107 Radiographic Positioning and Procedures II
VN 109 Fundamentals of Patient Care for Vocational Nursing
VN 110 Self-Care: Fundamentals and Pharmacology
VN 110CL Self-Care: Fundamentals and Pharmacology
VN 111 Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient
VN 111CL Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient
VN 112 Nursing to Promote Self-Care Agency in Adult
VN 112CL Nursing to Promote Self-Care Agency in Adult
VN 113 Nursing Leadership to Promote Self-Care Agency in the Adult
VN 113CL Nursing Leadership to Promote Self-Care Agency in the Adult

Instructional Resource

GED 906 Bas Use of Dict & Thes for GED
NCR 910 U.S. Constitution Exam
WR 902 Job Search Preparation
WR 904 Surviving the Job Probation Period
WR 906 Developing as a Professional: Promotability

Language Arts

LATN 201 Intermediate Latin

Math/Science and Engineering

BIOL 205 Intro to Biotechnology
ENGR 185 Digital Logic & Design
MATH 099 Individualized Self-Study Math

Physical Education & Athletics

PE 118 Beginning Bowling
PE 118 Intermediate Bowling
PE 195 Sports Appreciation
PE 237 Intercollegiate Men's Golf

Social & Behavioral Sciences

WE 197 General Work Experience

Technical Education

ACRV 100 Refrigeration Basics
ACRV 198 Heating and Air Conditioning Seminars
AERO 101 Fundamentals of Aviation Technology
AJ 130A Reserve Peace Officer Level III Part 1
AJ 130B Reserve Peace Officer Level III Part 2
AJ 130C Reserve Peace Officer Level II
AJ 130D Reserve Peace Officer Level I
AUTO 198A Anti-Lock Braking Systems (ABS)
AUTO 198D Engine Performance Training Seminar
AUTO 198E Advanced Engine/Emission Sys Diagnosis & Repair
AUTO 198F Gaseous Fueled Vehicles Training Seminar
AUTO 198H Adv. Emissions Diagnostics Training Seminar
AUTO 198N Electronic Transmissions & Transaxles Seminar
AUTO 198C Electrical/Electronic Systems Training Seminar
AUTO 198 Automotive Seminars
FTEC 123 First Responder EMS

Visual & Performing Arts

DM 101L Digital Media Arts Lab
DM 103L Graphic Design I Lab
DM 105L Interactive Media Lab
DM 106L Video Design and Production I Lab

DM 110L Motion Graphics Lab
DM 112L Experimental Digital Video Lab
DM 113L Photoshop I Lab
DM 115L Graphic Communications I Lab
DM 127L Web Design and Production I Lab
DM 128L Web Des & Prod II Lab
DM 133L Digital Printing I Lab
DM 143L Computer 2-D Animation Lab
DM 145L Computer 3-D Animation Lab
DM 203L Graphic Design II Lab
DM 205L Digital Illustration Lab
DM 206L Video Design and Production II Lab
DM 213L Photoshop II Lab
DM 215L Graphic Communications II Lab
DM 233L Digital Printing II Lab
DM 246L Portfolio and Job Search Lab
DM 298L Special Studies in Digital Media Lab
FTV 155 Film Festival Analysis
FTV 215 Directing for Film & Video
FTV 230 Digital Cinematography
FTV 242 Writing and Pre-Production of the Short Film
FTV 244 Production & Post-Production of the Short Film
FTV 251 Contemporary American Independent Film
PHOT 213L Life Photography Lab
PHTC 101L Beginning Black & White Photography Lab
PHTC 125L Beginning Digital Photography Lab
PHTC 150L Beginning Color Photography Lab
PHTC 201L Advanced Black & White Photography Lab
PHTC 203L Foundations of Cameras and Composition Lab
PHTC 205L Documentary and Landscape Photography Lab
PHTC 211L Wedding, Portrait and Event Photography Lab
PHTC 215L Photography Studio Practices Lab
PHTC 275L Advanced Digital Photography Lab
PHTC 298L Special Studies in Photography Lab
THA 205 Advanced Acting Workshop

13. ADJOURNMENT

A motion was made and seconded to adjourn the 9/9/10 AP&P Committee meeting at 5:30 p.m. Motion carried.

NON-DISCRIMINATION POLICY

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

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Ms. Patricia A. Márquez Sandoval, 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: September 23, 2010
LOCATION: TE7 103 – Computer Room
TIME: 3:09 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>
Beverly Beyer, faculty	Cynthia Littlefield, Faculty	David Newman, Faculty
Carolyn Burrell, IRS proxy	Mrs. Sharon Lowry, V. P. Academic Affairs	De'Nean Coleman-Carew, Faculty
Nancy Cholvin, faculty	Rick Motawakel, Faculty	Enrique Camacho, ASO Student
Maria Clinton, Cochair	Mike Rios, PE proxy	Scott Lee, Faculty
Margaret Drake, Dean	Duane Rumsey, Faculty	<u>GUESTS PRESENT</u>
Lee Grishman, Articulation	LaDonna Trimble, Dean	David White
Linda Harmon, Faculty	Les Uhazy, Dean	Debra Sinness
Lisa Karlstein, Faculty	Darcy Wiewall, Faculty	Kathy Moore
		Stephen Palmer

2010-2011
Academic Policies & Procedures Committee Meeting No. 3
MINUTES

1. CALL TO ORDER AND ROLL CALL

A motion was made and seconded to call the September 23, 2010 AP&P Committee Meeting to order at 3:09 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:09 p.m. Motion carried.

Ms. Clinton requested a motion to amend the agenda to table item 3a approval of minutes for September 9, 2010. A motion was made and seconded to amend the agenda as stated. Motion carried.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

a. AP&P and Technology

Ms. Maria Clinton stated that a rumor has surfaced that AP&P is anti-technology. She explained that the faculty of the campus are required to be present to discuss with the committee any recommended course of study or changes to a current course and felt that the Corporate Community Services courses be held to the same standard. She felt that the use of SKYP or another online based conferencing system will help to accommodate instructor who live out of the area.

b. ESL

Ms. Maria Clinton explained some concerns made by the ESL faculty. Apparently the ESL faculty are having difficulty with non ESL students registering for the ESL courses. These students attend the course and are being disruptive to the learning process. Mrs. Beverly Beyer asked how this concern is applicable to the AP&P committee. Ms. Clinton further explained that the ESL faculty are working to establish maximum/minimum qualifications for these courses so to keep these students from being allowed to register for those courses. She stated that once the faculty have the right language for the prerequisite or advisory, they will bring it to AP&P for discussion and later approval.

3. APPROVAL OF MINUTES

- a. September 9, 2010
Item tabled per motion above.

4. INFORMATIONAL ITEMS

a. Revising Diversity Studies Requirement

Mrs. Sharon Lowry, AP&P Co-Chair, was present to discuss this item with the committee. She directed the representatives to the link in the online packet. She requested that the committee review the article which illustrates the requirements for the diversity studies courses. Ms. Maria Clinton reminded the committee of

the issue surrounding the Diversity Studies Requirement from conversations that took place in the previous academic year. She stated that courses that carried this designation were not truly addressing the issue. Ms. Maria Clinton asked Mrs. Lowry what suggestions were made by SACC. Mrs. Lowry stated that SACC directed the committee to review this article. She continued to state that based on this article she did not believe we were out of compliance. Ms. Maria Clinton stated that the broader definition given in this article needed to be taken back to the division faculty and discussed in totality. Ms. Nancy Cholvin stated that if this is now optional why do we require it with such a deficit, this should no longer be required. Mrs. Lowry stated that Title 5 and Accreditation wanted the college to carry this designation. Ms. Maria Clinton stated that this requirement also comes from the requirements set by the CSU and Uc's. Mr. Duane Rumsey reminded the committee that this originally was discussed last academic year due to his request to have a DFST course carry the Diversity Studies designation. Ms. Maria Clinton stated that this item would return to the agenda as a discussion item after all research from the previous year's discussions has been conducted.

b. AP&P Representatives: Duties and Responsibilities

Ms. Maria Clinton reminded the committee members that CurricUNET was up and faculty were starting to use it to revise their courses. She requested that the representatives be available to help with the revision process within CurricUNET just as they assisted in the paper version of this process.

c. The AP&P Faculty co chair will conduct CurricUNET training workshops on the following dates and times. All workshops will be conducted in TE7 room 103

September 30, 2010: 2pm -4pm

October 4, 2010: 1pm-3pm

October 5, 2010: 1pm-3pm & 3pm-5pm

October 7, 2010: 1pm-3pm & 3pm-5pm

October 12, 2010: 1pm-3pm

October 15, 2010: 9am-11am

October 21, 2010: 4pm-6pm & 6pm-8pm

October 22, 2010: 1pm-3pm

October 25, 2010: 1pm-3pm

November 4, 2010: 1-3pm & 3-5pm

November 9 2010: 1-3pm & 3-5pm

Ms. Maria Clinton encouraged the representatives and the faculty within their division to attend one of the above trainings to become familiar with the CurricUNET process. She asked that the representatives share these dates with their divisions and have attendees bring their revisions to the training so she can assist them with the process.

d. The four Submittal Processes for CurricUNET

Ms. Maria Clinton stated that there is currently four submittal processes in CurricUNET: New Course Development, Major Course Revision, Minor Course Revision, and Non-Substantial Course Revision. She requested that the committee review the Non-Substantial Course Revision to be sure that this type of revision needed to go through a full course review process. The committee decided that this type of revision only needed to be approved by the Dean, AP&P Representative, Articulation Officer, and Technical Review Committee Chair. Ms. Maria Clinton agreed and will have Governet/CurricUNET make the adjustment to simply this process.

5. DISCUSSION ITEMS

a. Distance Education Attendance Policy – New Contract Language

Ms. Clinton requested a motion to amend the agenda to table item 5a Distance Education Attendance Policy – New Contract Language due to lack of time. A motion was made and seconded to amend the agenda as stated. Motion carried.

b. Cerritos College Contract Education – Nontraditional Experience Credit

Mrs. Maggie Drake was present to request that the committee accept credit from students who have attended non-credit courses at Cerritos College. She explained that time spent in those non-credit courses is the same as time spent in our credit courses. Cerritos had plans to turn that non-credit program into a credit based program however funding was pulled and the students affected are trying to take classes at AVC. She also stated that faculty in the discipline as well as her self have reviewed the course material and feel that it is in line with or exceeds the courses offered here at AVC. Dr. Grishman explained that this request is not covered by the guidelines set for Non Traditional Credit and would have to be approved as an exception. He offered to bring the guidelines to the next AP&P meeting for review. Mrs. LaDonna Trimble stated that there are other situations where non credit certificates offered at other colleges are equal to our programs. Dr. Grishman stated

that changes to those guidelines may need to go through Senate. Ms. Maria Clinton stated that this will have to return to the agenda for further discussion with the guidelines and information from Mr. Christos Valiotis, Senate President.

c. **General Education PLO's and PLO Assessments**

Dr. Lee Grishman, Articulation Officer, was present and stated that this request was made of him to create General Education PLO's and PLO Assessments. However, he feels that the discipline faculty should be responsible for reviewing and making suggestions based on how the courses are taught. He asked the representatives to take this information back to their divisions and talk with the general education faculty. Mrs. Lowery stated that Dr. Grishman is a coordinator on this project and not a creator and thanked him for his work thus far but asked the discipline faculty to provide feedback.

6. ACTION ITEMS – Course Revisions

- a. **ACCT 121 Microcomputer Accounting** **2 units, 3 hours weekly**
A motion was made and seconded to approve the course revision of ACCT 121 Microcomputer Accounting. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that additional paperwork was needed to approve the change to the advisory. Motion carried pending paperwork submission.
- b. **ACCT 121 Microcomputer Accounting** **Online Only**
A motion was made and seconded to approve the distance education revision of ACCT 121 Microcomputer Accounting Online Only. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that no changes needed to be made. Motion carried.
- c. **ACCT 121 Microcomputer Accounting** **Hybrid**
A motion was made and seconded to approve the distance education revision of ACCT 121 Microcomputer Accounting Hybrid. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that no changes needed to be made. Motion carried.
- d. **CA 121 Microcomputer Spreadsheets** **3 units, 4 hours weekly**
A motion was made and seconded to approve the course revision of CA 121 Microcomputer Spreadsheets. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that minor revisions needed to be made to the description and computational assignment hours changed to 1.5. Motion carried pending revisions.
- e. **CA 121 Microcomputer Spreadsheets** **Online Only**
A motion was made and seconded to approve the distance education revision of CA 121 Microcomputer Spreadsheets Online Only. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that no changes needed to be made. Motion carried.
- f. **CA 221 Computer Concepts & Applications in Business** **4 units, 5 hours weekly**
A motion was made and seconded to approve the course revision of CA 221 Computer Concepts & Applications in Business. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that the description was too long and the faculty of all affected areas needed to discuss. Motion failed.
- g. **CA 221 Computer Concepts & Applications in Business** **Online Only**
A motion was made and seconded to approve the distance education revision of CA 221 Computer Concepts & Applications in Business Online Only. Ms. Kathy Moore was present to discuss the revisions made to the course. After a brief moment, it was decided that no changes needed to be made. Motion carried.

7. ACTION ITEMS – Increase in Instructional Materials Fee

- a. **NS 122 Medical Surgical I**
- b. **NS 200 Nursing Transition**
Ms. Maria Clinton stated that the division is requesting that the material fee be increased for the above courses as stated on the submitted paperwork. A motion was made and seconded to approve discussion items 7a-b. Motion carried.

8. ACTION ITEMS – Corporate and Community Services

- a. **The Edge – Social Etiquette for Young People – Math Magicians**
A motion was made and seconded to approve the new Corporate and Community Education course offering of The Edge – Social Etiquette for Young People. Mrs. Debra Sinness was present to discuss the course

offering. After a brief moment, it was decided that no changes needed to be made. Motion carried.

b. **Extreme Success for Today's Teens – Math Magicians**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Extreme Success for Today's Teens. Mrs. Debra Sinness was present to discuss the course offering. After a brief moment, it was noticed that all the faculty in the division had declined the course. Motion failed.

c. **Bridge and Other Card Games – David White**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Bridge and Other Card Games. Mr. David White was present to discuss the course offering. After a brief moment, it was decided that no changes needed to be made. Motion carried.

d. **The History of Alchemy – Stephen Palmer**

A motion was made and seconded to approve the new Corporate and Community Education course offering of The History of Alchemy. Mr. Stephen Palmer was present to discuss the course offering. After a brief moment, it was decided that the USB cost should be identified on the course offering material. Motion carried pending revision.

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

Business and Computer Studies

ACCT 205 Managerial Accounting – DE ONLY Received 8/2010; Technical Review 9/2/10

ACCT 121 Microcomputer Accounting – Returned to Faculty 9/2/10; On agenda 9/20/10

BUS 201 Business Law

CA 103 Intro to Microcomputers

CA 121 Microcomputer Spreadsheets – Returned to Faculty 9/2/10; On agenda 9/20/10

CA 151 Microcomputer Operating System

CA 221 Computer Concepts & Appl Bus – Returned to Faculty 9/2/10; On agenda 9/20/10

CIS 175 Java Programming

MKTG 112 Introduction to Advertising

Counseling

HD 198 Human Development Seminars

Health Sciences / FACE

CFE 113 Inc Classrooms Nutr Excep Child

CFE 114 Music Movement Ed Young Child

CFE 116 Justice, Equity & Inclu in CFE

CFE 168 Foster Parent Med Fagile Child

CFE 211 Health Safety for Young Child

CFE 212 School Age Programs

EMT 101 Emergency Medical Tech 1

MOA 102 Advanced Medical Terminology – Received 8/31/10; Technical Review 9/2/10

MOA 110 Beg Medical Office Assisting – Received 8/31/10; Technical Review 9/2/10

MOA 111 Adv Medical Office Assisting – Received 8/31/10; Technical Review 9/2/10

NS 111 Fundamentals of Nursing Science

NS 121 Obstet, Neonatal & Women's Health Nsg

NS 122 Medical/Surgical Nursing I

NS 230 Professional Nursing III

NS 231 Pediatric/Community Health Nursing

NS 232 Psychiatric/Geriatric/Community Health Nsg

NS 241 Medical/Surgical Nursing II

RCP 102 Clinical Preparation for Respiratory Care

RCP 103 Concepts in Respiratory Care

RCP 104 Respiratory Care Pharmacology

RCP 105 Fundamentals of Clinical Respiratory Care

RCP 201 Neonatal and Pediatric Respiratory Care

RCP 202 Fundamentals of Intensive Respiratory Care

RCP 203 Seminar & Practicum in Respiratory Care I

RCP 204 Seminar & Practicum in Respiratory Care II

Instructional Resources

LAC 100 Intro to Tutoring

Language Arts

COMM 101 Intro to Public Speaking
COMM 103 Process of Communication
COMM 105 Intro to Mass Communication
COMM 107 Intro to Interpersonal Comm
COMM 112 Oral Interpretation
COMM 114 Art of Storytelling
COMM 116 Forensics
COMM 214 Studies in Storytelling
COMM 219 Intercultural Communication
ENGL 095 Developmental Writing Skills
ENGL 097 Basic Composition
ENGL 099 Intermediate Composition
ENGL 104 The Research Paper
ENGL 111 Creative Writing: Fiction
ENGL 112 Creative Writing: Poetry
ENGL 113 Creative Writing: Nonfiction
ENGL 211 Advanced Fiction Writing
ENGL 212 Advanced Poetry Writing
ENGL 265 Literature and Film
GER 101 Elementary German 1
GER 102 Elementary German 2
GER 201 Intermediate German 1
JOUR 121 Beginning Journalism 8
JOUR 123 Newspaper Production

Math/Science and Engineering

MATH 020 Managing Math Anxiety
MATH 021 Math Study Strategy
MATH 050 Arithmetic 9
MATH 060 Prealgebra
MATH 115 Statistics
MATH 125 Math for Business & Economics
MATH 130 College Algebra
MATH 135 Plane Trigonometry
MATH 140 Precalculus
MATH 150 Calculus & Analytic Geometry
MATH 160 Calculus & Analytic Geometry
MATH 220 Linear Algebra
MATH 230 Intro Ordinary Diff Equations
MATH 250 Calculus & Analytic Geometry
BIOL 100 Elem Human Anatomy & Physiology
BIOL 101 General Biology
BIOL 104 Environmental Biology
BIOL 110 General Molecular Cell Biology
BIOL 120 Gen Organism, Eco & Evolution Biol 8
BIOL 205 Intro to Biotechnology
CHEM 101 Introductory Chemistry
CHEM 102 Introductory Chem (Organic)
CHEM 110 General Chemistry
CHEM 120 General Chemistry
CHEM 210 Organic Chemistry
CHEM 220 Organic Chemistry
ENGR 185 Digital Logic & Design
GEOG 101 L Phys Geog Lab: Earth's Surface Lndscp
GEOG 101 Phys Geog: Earth's Surface Landscapes
GEOG 105 Cultural Geography
GEOG 201 Map Interpretation and GPS
GEOG 205 Intro Geographic Info Systems
PHYS 101 Introductory Physics

PHYS 102 Introductory Physics
PHYS 110 General Physics
PHYS 120 General Physics

Physical Education & Athletics

ATH 100 Intro to Athletic Training
ATH 102 L Practical Appl of Athletic Training I Lab
ATH 102 Practical Appl of Athletic Training I
ATH 103 L Practical Appl of Athletic Training II Lab
ATH 103 Practical Appl of Athletic Training II
HE 101 Health Education
HE 120 Stress Management
PE 101 Adaptive Physical Education
PE 102 Water Aerobics – Received 8/2010; Technical Review 9/2/10
PE 109 Hatha Yoga
PE 111 Advanced Tennis Techniques
PE 115 Advanced Basketball Techniques
PE 118 Beginning Bowling
PE 118 Intermediate Bowling
PE 128 Beginning Golf
PE 128 Advanced Golf
PE 135 Physical Conditioning
PE 139 Team Sport Fundamentals – Received 8/2010; Technical Review 9/2/10
PE 140 Preseason Sport Conditioning – Received 8/2010; Technical Review 9/2/10
PE 155 Beginning Volleyball – Received 8/2010; Technical Review 9/2/10
PE 160 Beginning Tennis
PE 160 Intermediate Tennis
PE 160 Advanced Tennis
PE 180 Advanced Volleyball Techniques – Received 8/2010; Technical Review 9/2/10
PE 193 Officiating Fall Sports
PE 194 Officiating Spring Sports
PE 195 Sports Appreciation
PE 205 Intercol Men's Basketball
PE 210 Intercol Women's Basketball
PE 225 Intercollegiate Women's Tennis
PE 237 Intercollegiate Men's Golf
PE 265 Intercollegiate Wmn's Volleyball – Received 8/2010; Technical Review 9/2/10

Social & Behavioral Sciences

ED 140 Introduction to Education
ED 141 Intro to Special Education
ED 145 Understand & Ed Learn Disabled
HIST 101 Western Civ, Human Begin Until 1750
HIST 102 Western Civ, from 1750Present
HIST 104 Intro World Civ from Human Begin1500
HIST 105 Intro World Civ 1500Present
HIST 107 U.S. History, 16071877
HIST 108 U.S. History, 1877Present
HIST 109 Survey U.S. History
HIST 110 African Amer History, 14501877
HIST 111 African Amer History, 1877Present
HIST 112 Contemp U.S. Hist: Vietnam
HIST 113 Women American History
HIST 114 History of California
HIST 115 Cultural History of Mexico
HIST 119 Hist Latin Amer & Caribbean
PHIL 101 Fundamental Reasoning Skills
PHIL 105 Ethics: Moral Issues in Soc
PHIL 106 Intro to Philosophy
PHIL 108 Philosophy of Religion
PHIL 110 Introduction to Logic
PHIL 201 Critical Thinking

POLS 101 Amer Political Institutions
POLS 201 Contemp Intntl Relations
POLS 203 The Judicial Process
PSY 219 Dynamics of Sex and Gender
PSY 230 Social Psychology
PSY 232 Theories of Personality
PSY 244 Intro to Counseling
SOC 112 American Social Issues

Technical Education

ACRV 100 Refrigeration Basics
ACRV 112 Basic Refrigeration Systems
ACRV 113 Basic Refrigeration Controls
ACRV 115 Basic Refrig Systems and Controls
ACRV 122 Residential Air Conditioning Systems
ACRV 123 Residential Air Conditioning Controls
ACRV 125 Residential Air Cond Systems & Cntrl
ACRV 212 Commercial Refrigeration Systems
ACRV 213 Commercial Refrigeration Controls
ACRV 215 Commercial Refrig Systems & Controls
ACRV 222 Commercial Air Conditioning Controls
ACRV 223 Commercial Air Conditioning Systems
ACRV 225 Commercial Air Cond Controls & Sys
AERO 120 Aircraft General I
AERO 121 Aircraft General II
AERO 230 Aircraft Airframe I
AERO 231 Aircraft Airframe II
AERO 240 Aircraft Powerplant I
AERO 241 Aircraft Powerplant II
AFAB 110 Basic Blueprint Interpretation
AFAB 115 Aircraft Structures
AFAB 120 Composites Fabrication and Repair
AJ 102 Criminal Law
AJ 104 Introduction to Corrections
AJ 130 A Reserve Peace Officer Level III Part 1 (Received obsolete Memo 9/21/10)
AJ 130 B Reserve Peace Officer Level III Part 2 (Received obsolete Memo 9/21/10)
AJ 130 C Reserve Peace Officer Level II (Received obsolete Memo 9/21/10)
AJ 130 D Reserve Peace Officer Level I (Received obsolete Memo 9/21/10)
AJ 201 Police Community Relations
AJ 205 Criminal Investigation
AJ 206 Criminology
AJ 209 Public Safety Communications
AJ 800 Peace Officer Intensive Basic Training
AJ 810 LASD Custody Assistant Course
CT 050 Sewing Basics
CT 101 Prin of Clothing Selection
CT 102 Textiles
CT 110 Clothing Construction I
CT 112 Clothing Construction II
CT 115 Speed Tailoring
CT 141 Tailoring
CT 213 Clothing Construction III
CT 242 Pattern Making by Flat Pattern
CT 243 Draping for Fashion Design
ELTE 125 Dir Current & Alt Current Prin
ELTE 130 Digital Circuit Analysis
ELTE 135 Analog Circuit Analysis
FTEC 139 Wildland Fire Dispatcher
FTEC 141 (S234) Ignition Operations
FTEC 144 (S230) Single Resource Crew Boss
FTEC 149 (S260) Interagency Inc Bus Mgt
FTEC 216 Engine Company Operations

FTEC 217 Truck Company Operations
ID 200 Fundamentals of Lighting Design
ID 205 Professional Inter Des Business Practices
WELD 101 Welding Fundamentals
WELD 110 Oxyacetylene Weld, Cut, Brazing
WELD 120 Basic Shielded Metal Arc Welding
WELD 130 Advanced Shielded Metal Arc Welding
WELD 145 Advanced Welding Processes
WELD 211 Performance Welding Oxyacetylene
WELD 212 Performance Welding Arc
WELD 230 Welding Symbols & Print Reading
WELD 240 Welding Layout
WELD 260 Cert Welding L.A. City Building Code

Visual & Performing Arts

ART 101 History of Art: Prehistoric to Gothic
ART 102 History of Art: Renaissance to Modern
ART 110 Drawing
ART 140 Watercolor
ART 210 Advanced Drawing
ART 222 L Computerized Life Drawing Lab
ART 222 Computerized Life Drawing
MUS 151 Beginning Music Theroy
MUS 160 Symphonic Band
MUS 161 Instrumental Ensemble Wood
MUS 162 Beginning Clarinet Choir
MUS 163 Instrumental Ensemble Brass
MUS 168 Intermediate Clarinet Choir
MUS 170 Beginning Flute Choir
MUS 171 Intermediate Flute Choir
MUS 251 A Intermediate Music Theory
MUS 251 B Advanced Music Theory
MUS 255 A Beginning Keyboard Harmony
MUS 255 B Advanced Keyboard Harmony
MUS 260 Concert Band
MUS 262 Advanced Clarinet Choir
MUS 270 Advanced Flute Choir
MUS 291 Applied Music
MUS 292 Applied Music Performance
PHOT 107 History of Photography
PHOT 250 Color Photography

10. ADDITIONAL INFORMATION – SLOs by Division that need to be submitted to the SLO Committee

Business and Computer Studies

BUS 121 Investment Fundamentals
CA 110 Word Processing-WordPerfect
OT 208 Legal Office Procedures II

Counseling

HD 198 Human Development Seminars

Health Sciences

RADT 107 Radiographic Positioning and Procedures II
VN 109 Fundamentals of Patient Care for Vocational Nursing
VN 110 Self-Care: Fundamentals and Pharmacology
VN 110CL Self-Care: Fundamentals and Pharmacology
VN 111 Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient
VN 111CL Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient
VN 112 Nursing to Promote Self-Care Agency in Adult
VN 112CL Nursing to Promote Self-Care Agency in Adult
VN 113 Nursing Leadership to Promote Self-Care Agency in the Adult
VN 113CL Nursing Leadership to Promote Self-Care Agency in the Adult

Instructional Resource

GED 906 Bas Use of Dict & Thes for GED
NCR 910 U.S. Constitution Exam
WR 902 Job Search Preparation
WR 904 Surviving the Job Probation Period
WR 906 Developing as a Professional: Promotability

Language Arts

LATN 201 Intermediate Latin

Math/Science and Engineering

BIOL 205 Intro to Biotechnology
ENGR 185 Digital Logic & Design
MATH 099 Individualized Self-Study Math

Physical Education & Athletics

PE 118 Beginning Bowling
PE 118 Intermediate Bowling
PE 195 Sports Appreciation
PE 237 Intercollegiate Men's Golf

Social & Behavioral Sciences

WE 197 General Work Experience

Technical Education

ACRV 100 Refrigeration Basics
ACRV 198 Heating and Air Conditioning Seminars
AERO 101 Fundamentals of Aviation Technology
AJ 130A Reserve Peace Officer Level III Part 1 (Received obsolete Memo 9/21/10)
AJ 130B Reserve Peace Officer Level III Part 2 (Received obsolete Memo 9/21/10)
AJ 130C Reserve Peace Officer Level II (Received obsolete Memo 9/21/10)
AJ 130D Reserve Peace Officer Level I (Received obsolete Memo 9/21/10)
AUTO 198A Anti-Lock Braking Systems (ABS)
AUTO 198D Engine Performance Training Seminar
AUTO 198E Advanced Engine/Emission Sys Diagnosis & Repair
AUTO 198F Gaseous Fueled Vehicles Training Seminar
AUTO 198H Adv. Emissions Diagnostics Training Seminar
AUTO 198N Electronic Transmissions & Transaxles Seminar
AUTO 198C Electrical/Electronic Systems Training Seminar
AUTO 198 Automotive Seminars

Visual & Performing Arts

DM 101L Digital Media Arts Lab
DM 103L Graphic Design I Lab
DM 105L Interactive Media Lab
DM 106L Video Design and Production I Lab
DM 110L Motion Graphics Lab
DM 112L Experimental Digital Video Lab
DM 113L Photoshop I Lab
DM 115L Graphic Communications I Lab
DM 127L Web Design and Production I Lab
DM 128L Web Des & Prod II Lab
DM 133L Digital Printing I Lab
DM 143L Computer 2-D Animation Lab
DM 145L Computer 3-D Animation Lab
DM 203L Graphic Design II Lab
DM 205L Digital Illustration Lab
DM 206L Video Design and Production II Lab
DM 213L Photoshop II Lab
DM 215L Graphic Communications II Lab
DM 233L Digital Printing II Lab

DM 246L Portfolio and Job Search Lab
DM 298L Special Studies in Digital Media Lab
FTV 155 Film Festival Analysis
FTV 215 Directing for Film & Video
FTV 230 Digital Cinematography
FTV 242 Writing and Pre-Production of the Short Film
FTV 244 Production & Post-Production of the Short Film
FTV 251 Contemporary American Independent Film
PHOT 213L Life Photography Lab
PHTC 101L Beginning Black & White Photography Lab
PHTC 125L Beginning Digital Photography Lab
PHTC 150L Beginning Color Photography Lab
PHTC 201L Advanced Black & White Photography Lab
PHTC 203L Foundations of Cameras and Composition Lab
PHTC 205L Documentary and Landscape Photography Lab
PHTC 211L Wedding, Portrait and Event Photography Lab
PHTC 215L Photography Studio Practices Lab
PHTC 275L Advanced Digital Photography Lab
PHTC 298L Special Studies in Photography Lab
THA 205 Advanced Acting Workshop

11. ADJOURNMENT

A motion was made and seconded to adjourn the 9/23/10 AP&P Committee meeting at 5:18 p.m. Motion carried.

NON-DISCRIMINATION POLICY

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

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Ms. Patricia A. Márquez Sandoval, 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
Office of the Dean of Enrollment Services

**PETITION FOR CREDIT BY EXAMINATION
INFORMATION, CONDITIONS AND RESTRICTIONS**

INFORMATION:

A currently enrolled student may challenge certain courses offered by the College for any of the following purposes:

- Satisfying prerequisites.
- Meeting graduation unit requirements.
- Obtaining course credit for equivalent experience or competency.

Students MAY NOT be registered for the course being challenged.

Students may be permitted to obtain credit by examination in selected subjects designated by a division in which the course is taught. A fee is charged for each examination. Students must be qualified to challenge a course by examination through satisfaction of prerequisites for the course or previous experience or training. The grade and credits received after satisfactory completion of examinations will be entered on the student's permanent record. The student's academic record shall be clearly annotated to reflect that the credit was earned by examination.

The results of the examination will be entered on the student's record. At the time a request is submitted, students must indicate whether they wish a letter grade, or a grade of "Pass/No Pass" (if allowed).

One year must elapse before a request for re-examination will be considered.

CONDITIONS AND RESTRICTIONS:

1. Students must be currently enrolled at AVC.
2. Students must submit challenge forms within the first four weeks of the semester.
3. Students challenging a course must complete the examination by Friday of the seventh week of the semester.
4. Students may challenge a maximum of four courses during their enrollment at AVC.
5. Challenge forms are available only in the fall and spring semesters. Summer forms are available only with the written permission of the instructor.
6. The units received by examination may not be used to satisfy the college's residency requirements.
7. Credit received is not applicable for financial aid, veteran's pay, or athletic eligibility.

**PETITION FOR CREDIT BY EXAMINATION
REQUEST PROCEDURE**

PROCEDURE:

1. Students requesting credit by examination must be currently registered at AVC and actively participating in course (s). Students MAY NOT be enrolled in the course they are challenging.
2. A student wishing to challenge a course must submit the completed Petition for Credit by Examination form to Admission and Records within the first four weeks of the semester. The form shall indicate if the course is to be challenged for grade or "Pass/No Pass".
3. Students whose form has been approved by Admissions & Records will be required to pay the current per-unit enrollment fee to the Cashier's Office.
4. The student then submits the form to the appropriate Division Dean and instructor for approval. It is the student's responsibility to make the necessary arrangements with the instructor.
5. The student should request a copy of the completed Petition for Credit by Examination form from the Division.
6. The form is forwarded to Admissions & Records by the Division Office with the final grade.
7. The grade will be posted to the record at the end of the semester.
8. The student is notified that a change has been made to their academic record by email.

ANTELOPE VALLEY COLLEGE
Office of Academic Affairs

CREDIT BY EXAMINATION COURSE LIST
(Challenge List)

BUSINESS, COMPUTER STUDIES AND ECONOMIC DEVELOPMENT

ACCT 111, 113	Bookkeeping, II
ACCT 121	Microcomputer Accounting
ACCT 201	Financial Accounting
ACCT 205	Managerial Accounting
BUS 101	Introduction to Business
BUS 105	Business Mathematics
BUS 111	Business English
BUS 201	Business Law
CA 103	Introduction to Microcomputers
CA 111	Word Processing – Microsoft Word
CA 121	Microcomputer Spreadsheets
CA 171	Introduction to Networking
CA 173	Novell Netware System Administration
CA 175	Administering Windows 2003 Server
CA 176	Windows 2003 Networking
CA 221	Computer Concepts and Applications in Business
CIS 101	Introduction to Computer Information Science
CIS 121	Computer Mathematics
MGT 101	Management Principles
MGT 105	Elements of Supervision
MGT 115	Human Behavior in Organizations
MGT 121	Human Resources Management
MGT 201	Small Business Management
MKTG 101	Principles of Marketing
MKTG 112	Introduction to Advertising
MKTG 121	Salesmanship
OT 101	Beginning Computer Keyboarding
OT 102	Intermediate Computer Keyboarding
OT 103	Advanced Computer Keyboarding
OT 121	Spreadsheets for the Office
OT 152	Beginning Medical Insurance
RE 111	Real Estate Finance
RE 121	Legal Aspects of Real Estate
RE 141	Escrow Principles
RE 161	Property Management

HEALTH SCIENCES

MOA 101	Beginning Medical Terminology
MOA 102	Advanced Medical Terminology
NS 110	Professional Nursing I
NS 111	Fundamentals of Nursing Science
NS 120	Professional Nursing II
continued	

NS 121	Obstetrical, Neonatal, and Women's Health
NS 122	Medical/Surgical Nursing I
NS 230	Professional Nursing III
NS 231	Pediatric/Community Health Nursing
NS 232	Psychiatric/Geriatric/Community Health Nursing
NS 240	Professional Nursing IV
NS 241	Medical/Surgical Nursing II
VN 101A	Fundamentals of Patient Care for Vocational Nurses
VN 101	Self Care: Fundamentals and Pharmacology
VN 102	Nursing to Promote Self-Care Agency in the Adult Patient and the Child-Bearing Family
VN 103	Nursing to Promote Self-Care Agency in the Adult, the Child, and the Dependent-Care Agent

LANGUAGE ARTS

CHIN 101, 102	Elementary Chinese 1, 2
DFST 101, 102	American Sign Language I, II
FREN 101, 102	Elementary French 1, 2
GER 101, 102	Elementary German 1, 2
LATN 101, 102	Elementary Latin 1, 2
SPAN 101, 102	Elementary Spanish

MATH, SCIENCE AND ENGINEERING

ASTR 101	Astronomy
BIOL 104	Environmental Biology
ENGR 110	Engineering Orientation and Basic Skills
ENGR 115	Basic Engineering Drawing
ENGR 120	Introduction to 2-D Autocad
ENGR 185	Digital Logic and Design
GEOG 101	Physical Geography: Earth's Surface Landscapes
GEOL 101	Physical Geology
MATH 050	Arithmetic
MATH 060	Prealgebra
MATH 070	Elementary Algebra
MATH 080	Plane Geometry
MATH 102	Intermediate Algebra
MATH 115	Statistics
MATH 125	Math for Business and Economics
MATH 130	College Algebra
MATH 135	Plane Trigonometry
MATH 140	Precalculus
MATH 150, 160, 250	Calculus and Analytic Geometry
MATH 210	Discrete Mathematics
MATH 220	Linear Algebra
MATH 230	Introduction to Ordinary Differential Equations

PHYSICAL EDUCATION

ATH 100	Introduction to Athletic Training
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continued

HE 101	Health Education
PE 190	Introduction to Physical Education
PE 191	First Aid and Emergency Care
PE 193, 194	Officiating-Fall Sports, Spring Sports
PE 195	Sports Appreciation

SOCIAL AND BEHAVIORAL SCIENCES

AJ 101	Introduction to Administration of Justice
AJ 102	Criminal Law
AJ 103	Criminal Evidence
AJ 104	Introduction to Corrections
AJ 204	Juvenile Procedures
ANTH 101	Introduction to Physical Anthropology
ANTH 102	Introduction to Cultural Anthropology
ANTH 103	Introduction to Prehistory

TECHNICAL EDUCATION

ABDY 112, 113, 115	Basic Auto Body Repair
ABDY 122, 125	Basic Automotive Refinishing
ABDY 123	Automotive Refinishing
ABDY 212, 213	Advanced Automotive Collision Repair I, II
ABDY 215	Advanced Automotive Collision Repair
ABDY 222, 223	Advanced Automotive Refinishing I, II
ABDY 225	Advanced Automotive Refinishing
ACRV 112	Basic Refrigeration Systems
ACRV 113	Basic Refrigeration Controls
ACRV 122	Residential Air Conditioning Systems
ACRV 123	Residential Air Conditioning Controls
ACRV 212	Commercial Refrigeration Systems
ACRV 213	Commercial Refrigeration Controls
ACRV 222	Commercial Air Conditioning Controls
ACRV 223	Commercial Air Conditioning Systems
AERO 280	Aircraft General – Written Test Review
AERO 281	Aircraft Airframe – Written Test Review
AERO 282	Aircraft Powerplant – Written Test Review
AFAB 110	Basic Blueprint Interpretation
AFAB 130	Aerospace Workplace Issues and Ethics
AGRI 102	Plant Pest Control
AGRI 104	Nursery Practices
AGRI 110	Basic Landscape Design
AGRI 112	Plant and Landscape Maintenance
AGRI 132	Turf and Landscape Maintenance
AGRI 134, 234	Plant Identification I, II
AGRI 153	Landscape Construction – Concrete and Masonry
AGRI 155	Landscape Construction – Wood and Lighting
AGRI 210	Advanced Landscape Design
AGRI 212	Interior Plantscape
AGRI 220	Landscape Irrigation
AGRI 230	Soils and Plant Nutrition
AGRI 250	Landscape Management
AUTO 100	Basic Automotive
CT 110	Clothing Construction I: Fundamentals

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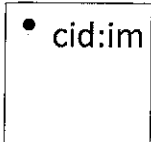
ELEC 110	Fundamentals of Electricity
ELEC 115	Electrical Codes and Ordinances
ELEC 120	Residential Wiring
ELEC 130	Alternating Current Theory
ELTE 110	Electronics Mathematics
ELTE 125	Direct Current and Alternating Current Principles
ELTE 130	Digital Circuit Analysis
FTEC 111	Fire Protection Organization
FTEC 112	Fire Prevention Technology
FTEC 113	Fire Protection Equipment and Systems
FTEC 114	Building Construction for Fire Protection
FTEC 115	Fire Behavior and Combustion
ID 100	Introduction to Interior Design
ID 115	History of Interior Architecture and Furniture I
ID 116	History of Interior Architecture and Furniture II
ID 125	Material Selection for Interior Design
ID 205	Professional Interior Design Business Practices

VISUAL AND PERFORMING ARTS

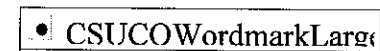
ART 101	History of Art, Prehistoric to Gothic
ART 102	History of Art, Renaissance to Modern
DM 101	Digital Media Arts (formally CG 101/MM 101 Introduction to Digital Media Arts)
DM 103	Graphic Design I (formally CG 103 Computer Imaging I)
DM 113	Photoshop I (formally CG 113 Digital Photographic Imaging)
DM 115	Graphic Communication I (formally CG 115 Graphic Communication I)
MM 101/CG 101	Introduction to Digital Media Arts
MUS 111	Fundamentals of Music
MUSC 112	Commercial Music Theory
MUS 131, 132	Keyboard Skills I, II
MUS 151	Beginning Music Theory (formerly Music Writing and Analysis I)
MUS 153	Beginning Musicianship (formerly Musicianship I)
MUS 255A	Beginning Keyboard Harmony
MUS 255B	Advanced Keyboard Harmony
PHOT 101	Photography
PHOT 201	Advanced Photography

Subject: Implementation of SB 1440: Joint Letter and Press Release
From: Gloria Mariana Kastner <gkastner@avc.edu>
Date: Fri, 08 Oct 2010 09:48:37 -0700 (PDT)
BCC:

FYI -



California Community Colleges
California State University



DATE: October 7, 2010

TO: Chief Executive Officers, California Community Colleges
Chief Executive Officers, California State University

FROM: Jack Scott, Chancellor, California Community Colleges
Charles Reed, Chancellor, California State University

SUBJECT: **Implementation of SB 1440 - Student Transfer**

As many of you are aware, SB 1440 by Senator Alex Padilla was unanimously passed by the California Legislature in late August and signed into law by Governor Schwarzenegger on September 29, 2010. This legislation is significant in that it addresses two important goals – preparing California community college (CCC) students for transfer to the California State University (CSU), while also awarding them an associate's degree in a major or area of emphasis. This legislation recognizes the associate degree as the measure of preparation and readiness for transfer to the CSU. Students who earn an associate degree designed for transfer will be guaranteed admission with junior standing to the CSU system and will not have to repeat coursework at the upper division level. It further provides students who earn this degree with priority consideration for admission into a similar major and to their local CSU.

As with any legislation of this magnitude, there is significant work ahead that will require the CSU and CCC systems to work closely together. We have already initiated this important intersegmental work and are committed to timely and smooth implementation. Our two offices have had preliminary discussions about overall project approach, and today we have announced the creation of a statewide joint implementation and oversight task force. This will include representatives of faculty, students, administrators and transfer experts from our colleges and universities.

As the legislation outlines, commencing with fall 2011, a student who earns an associate degree for transfer (comprised of 60 transferable units, either CSU General Education Breathe or IGETC and at least 18 units in a major or area of emphasis) and has at least a 2.0 GPA, is eligible for transfer admission. This highlights the need to expedite the establishment of associate degrees designed for transfer. The academic senate presidents of our respective segments are actively coordinating this work. The Academic Senate for California Community Colleges intends to convene intersegmental discipline faculty groups, coordinated through the Course Identification Numbering System (C-ID) process, to determine what courses would

comprise both the best CCC degree and the best lower-division transfer preparation in each of the most popular transfer majors. The recommendations of those groups will be vetted to discipline faculty statewide and become the foundation of a statewide model associate's degree for transfer curriculum. This statewide approach will have benefits for our students, colleges and universities.

It is important to recognize that SB 1440 will not solve every transfer related problem. As long as we face unprecedented fiscal challenges, issues such as impaction will remain. However, SB 1440 is a tremendous step in the right direction and, together, we are committed to its successful implementation.

Linda Michalowski
Vice Chancellor, Student Services and Special Programs
California Community Colleges Chancellor's Office
Office: (916) 327-5361
Cell: (916) 804-9392
Fax: (916) 327-8232
Email: lmichalo@cccco.edu

Dear Local Senate Presidents,

As you are undoubtedly aware, SB 1440 (Padilla, 2010) has just been signed into law. The Chancellor's Office and the Academic Senate began discussions during the last months in anticipation of this event. **This correspondence presents the current status of discussions to coordinate compliance with SB 1440** and upcoming activities that are planned. Please know that we will keep you apprised all along the way, especially given that there is a short timeline for implementation.

The Bill

SB 1440 requires that community colleges develop and grant associate degrees for transfer, with certain stipulations.

66746. (a) Commencing with the fall term of the 2011–12 academic year, a student that *who* earns an associate degree for transfer granted pursuant to subdivision (b) shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both of the following requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.91

Rather than have 112 colleges develop separate responses to the bill, we are urging a concerted, statewide response in the form of a model curriculum which will have benefits for our students, our colleges and universities.

The basic idea will be this: to convene intersegmental discipline faculty groups, coordinated through the Course Identification Numbering System (C-ID) processes, to simultaneously determine what courses would both comprise a California Community College degree and prepare students in each of the most popular transfer majors—building on the work of CSU Lower Division Transfer Pattern (LDTP) and Intersegmental Major Preparation Articulation Curriculum (IMPAC). The recommendations of those groups will be vetted using C-ID's online process and they would form the foundation of a transfer model curriculum in each discipline which will be given fast-track approval and would minimize the local work needed in order to

comply with SB 1440. Although the final name of the degree has not been determined, one possible name would be an “Associate Degree in ___X___ (the major) for Transfer.” Although following the transfer model curriculum would be optional for colleges, it will have the benefit of having had intersegmental discipline faculty vetting and will provide students and universities with some assurance of common preparation at the lower division. In addition, the Chancellor’s Office will be able to **provide fast-track approval** for degrees that match the transfer model curriculum. Students who attend multiple colleges will benefit from having consistent requirements across the state.

It is important to point out that the bill does *not* mean that existing degrees need to be discontinued. The new transfer degrees will be an *additional* avenue for students who plan to transfer, who also want to earn an associate degree and who desire the admissions priority guaranteed in the bill. The bill says,

66747. Notwithstanding Chapter 4 (commencing with Section 66201), the California State University shall guarantee admission with junior status to any community college student who meets all of the requirements of Section 66746. Admission to the California State University, as provided under this article, does not guarantee admission for specific majors or campuses. Notwithstanding Chapter 4 (commencing with Section 66201), the California State University shall grant a student priority admission to his or her local California State University campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the California State University campus to which the student is admitted. A student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012–13 academic year. You can view the final bill at http://www.leginfo.ca.gov/pub/09-10/bill/sen/sb_1401-1450/sb_1440_bill_20100830_enrolled.pdf

It is anticipated that once these degrees are in place, many more transfer students will also earn an associate degree, there will be more clarity and consistency about the best lower division preparation, and students will be guaranteed a place in the CSU.

Implementation Committees

The work to be done under SB 1440 can be divided into several categories, and there will be several committees established to manage each task area with appropriate representatives from the California Community Colleges (CCC) and California State University (CSU). Their tasks will include implementation oversight, academic considerations (involving the faculty primarily) and the administrative tasks including admissions, policies, etc. Once the groups are convened, we will develop detailed

information to support and streamline the work at each college and will send that information to you.

Implementation strategies

The CCC and CSU Chancellor's Offices have already begun preliminary planning discussions and **the CCC Academic Senate has met with the CSU Academic Senate to outline some implementation principles.** We intend to coordinate closely with CSU at each step. The most important caveat is that these new degrees will need to accomplish TWO ends: prepare students for transfer AND comprise an associate degree. Although the bill does not mandate a statewide solution, it would not make much sense if 112 colleges devised 112 different responses to the bill. One hundred and twelve different solutions would not provide simplicity or clarity for students and would not encourage the intersegmental discipline discussions that we know would improve student preparation. Therefore, colleges will be encouraged to make use of "transfer model curriculum" which will be developed in the following manner:

1. The Academic Senate will coordinate with the Course Identification Numbering System (www.c-id.net) and ask its intersegmental faculty discipline groups to design a "transfer model curriculum." Typically the transfer model curriculum will include:
 - a. A set number of units that are required in that major, ranging from 6-18 units. (The courses may or may not be in the major department).
 - b. The remainder of the 18 units will be either on a narrow list of courses (e.g., two of these four courses) or a broader list of courses which the intersegmental discipline groups identified and which each CCC will select for their local degree, based on their offerings and their student needs. (The courses listed on the transfer model curriculum list may or may not reside in the major department but will reflect the discipline's consensus about most appropriate courses).

The overarching question that the intersegmental discipline faculty will be asked to answer as they develop a transfer model curriculum is "What are the courses that are appropriate for an associate degree, providing a foundational understanding of the discipline, and prepare the student for transfer to any CSU?" In many fields, there is already a great deal of consensus that came out of previous work with IMPAC, LDTP and C-ID.

Working through the local academic senates during the coming months, the Academic Senate will invite faculty to participate in the discipline meetings and to review and critique the transfer model curriculum. We hope that many faculty members will volunteer to participate, to ensure the list of courses reflects the best consensus. **The C-ID meetings will begin this week and will continue throughout the academic year,**

adding more majors along the way. While not every major will be developed immediately, we believe we can make great progress and be able to comply with SB 1440. We believe there will be important benefit for students and benefits for colleges that choose to use the transfer model curriculum. Furthermore, a streamlined review process will be developed that permits a quick approval for colleges that adopt the transfer model curriculum.

CSU faculty will participate in each of the implementation areas and UC faculty are invited as well. However, it is important to note that the bill says that CCC faculty are responsible for the degree contents and the CSU is required to accept the coursework as full completion of lower division. If a CSU wants students to complete a course that was not a part of the transfer degree, the CSU may require an additional course as long as the baccalaureate degree requirements do not exceed 60 units at the university.

Other tasks to be addressed

There are various facets of the bill that will need to be worked out, and the Chancellor's Office will coordinate those efforts. For example, the details about priority admission and local CSU campuses will need to be determined; we will need a definition about what constitutes a "similar" field of study; it remains to be seen how the admissions processes at CSU will be developed; and we will explore how high unit majors might be handled. These questions and many others will be addressed during the implementation work in the coming months. We expect that by the end of this academic year, a number of some of the most popular majors statewide will have agreed-upon model curriculum and that all colleges will be in compliance for the Fall 2011 with evidence that they have some new degrees in place with more underway and more degrees put into place during the next academic year.

This bill has received a great deal of attention and we recognize that some colleges have begun some local conversations. **We hope that you will be willing to participate in the statewide response to this bill, which will provide the most number of students the largest number of options possible.**

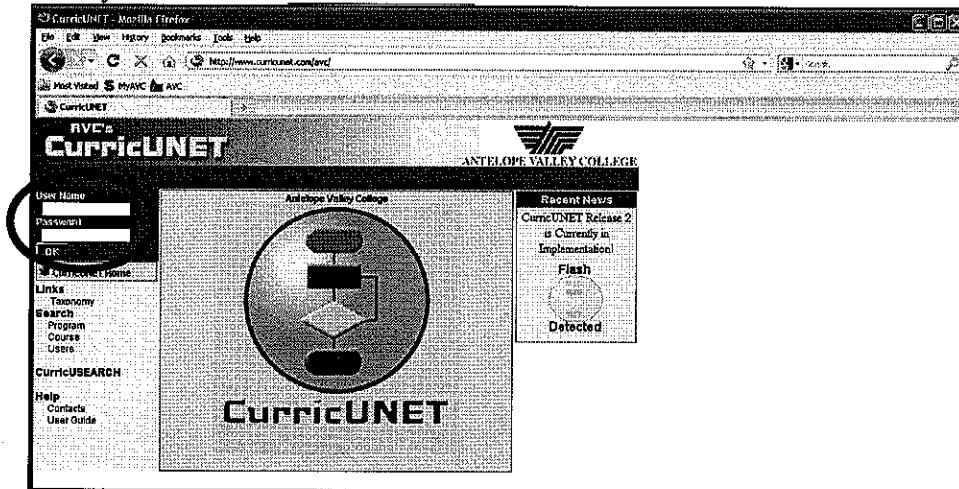
Please send your questions and suggestions to sb1440questions@cccco.edu.

Sincerely,

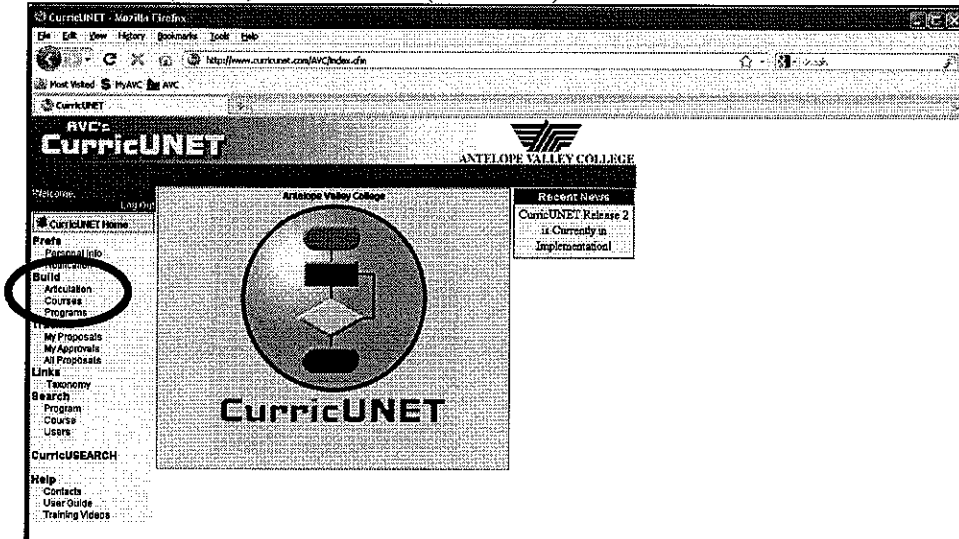
Jane Patton
President

CurricUNET Quick Guide: New Course Development

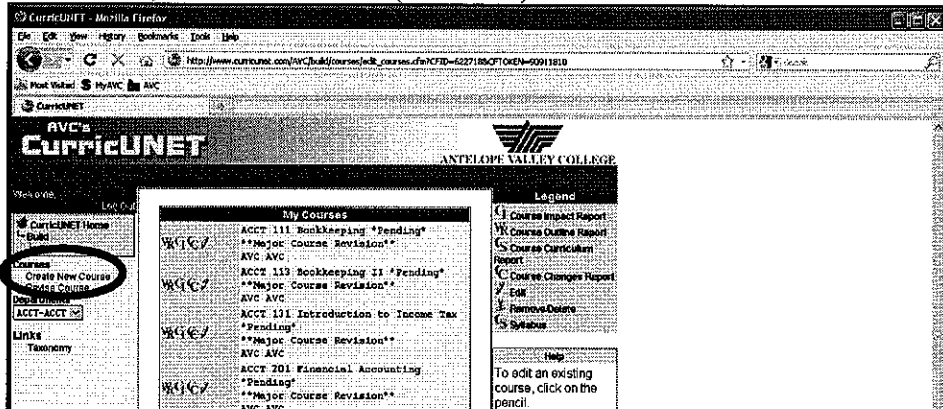
1. Go to <http://www.curricunet.com/AVC> to enter the CurricUNET site.
2. Enter your **LOGIN** information, Click **OK**: (User Name and Password are case sensitive)
> your User Name is _____
> your Password is _____



3. Left-hand column, **Build**, select **Courses** (new screen)



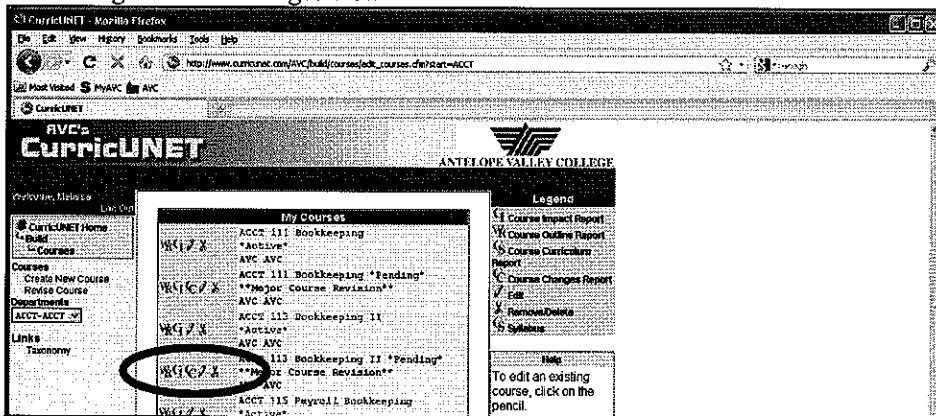
4. Left-hand column, **Create New Course** (new screen)



- **FINISH:** saves information and completes that section. **FINISH** activates a summary text box that confirms that all necessary information for that page is completed. Clicking **FINISH** on a work page notifies CurricUNET to check the box to the left of the title within the **Course Checklist** and changes the color of the title to green. You can always go back and edit that section by clicking the appropriate title within the **Course Checklist** and then **UNLOCK**.
- **CANCEL:** erases all unsaved data entered to the page.

Note: CurricUNET does NOT save automatically when leaving a section.

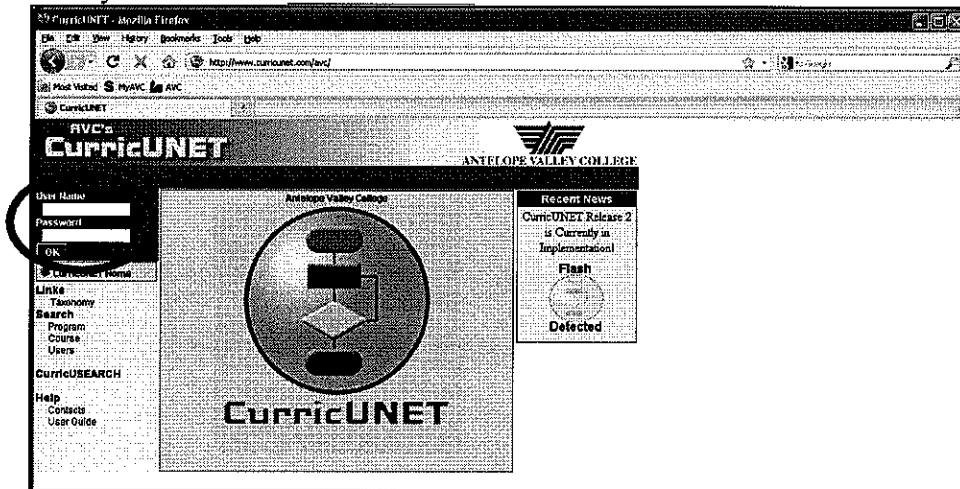
7. Finish every applicable item on the Course Checklist by entering all the necessary information for the Course Proposal and Course Outline of Record. By clicking **AUDIT** in the left column, a text box will appear in the upper middle of the page, either confirming the entire Course Checklist is complete or listing items that remain incomplete.
8. Left-hand column, **Build**, select **Courses**, under the **My Courses** list next to the course that is being edited, you can view various reports
 - **WR** icon: Course Outline
 - **CI** icon: Impact on other courses and programs
 - **CC** icon: For a proposal that is a revision of an existing course or program, this shows proposed changes through a Track Changes view



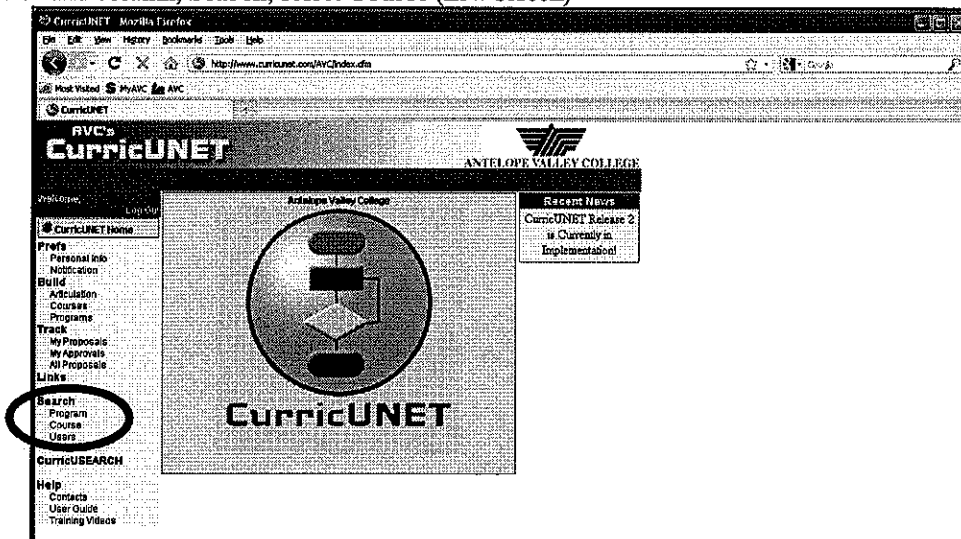
CurricUNET Quick Guide: Non-Substantial Course Changes

Non-Substantial Course Changes are revisions made only to the Homework, Method of Instruction, Method of Evaluation, and/or Textbooks, which appears on the Course Outline of Record. All other course revisions would be done through a different course revision type.

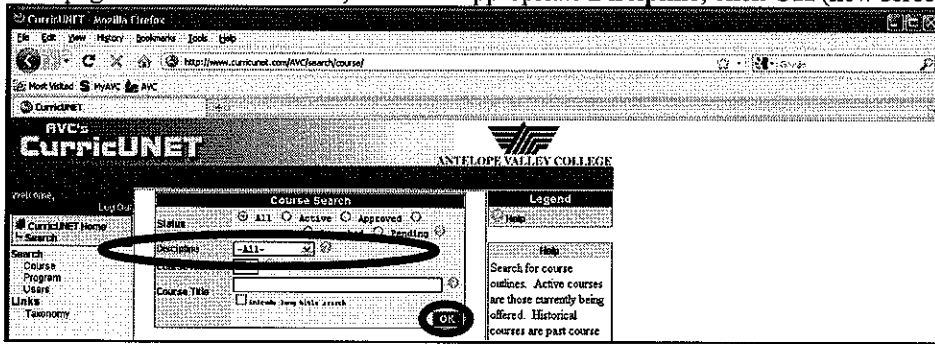
1. Go to <http://www.curricunet.com/AVC> to enter the CurricUNET site.
2. Enter your **LOGIN** information, Click **OK**: (User Name and Password are case sensitive)
> your User Name is _____
> your Password is _____



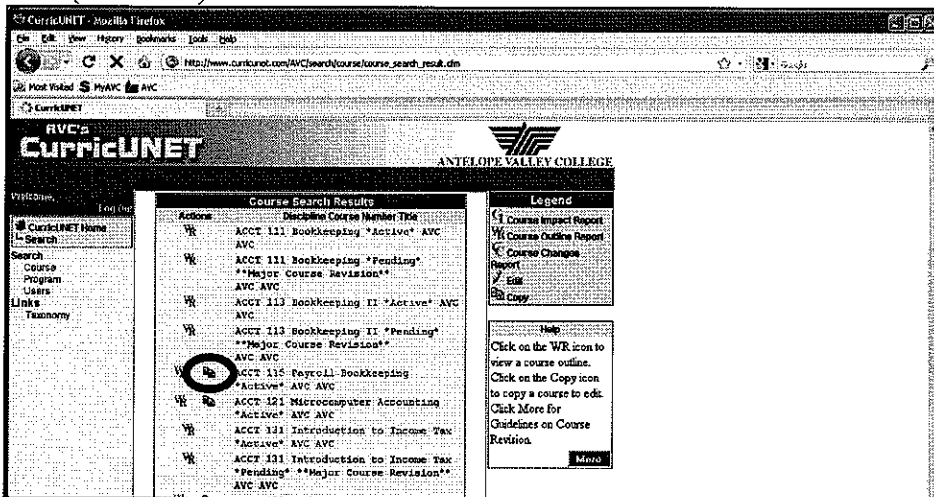
3. Left-hand column, Search, select Course (new screen)



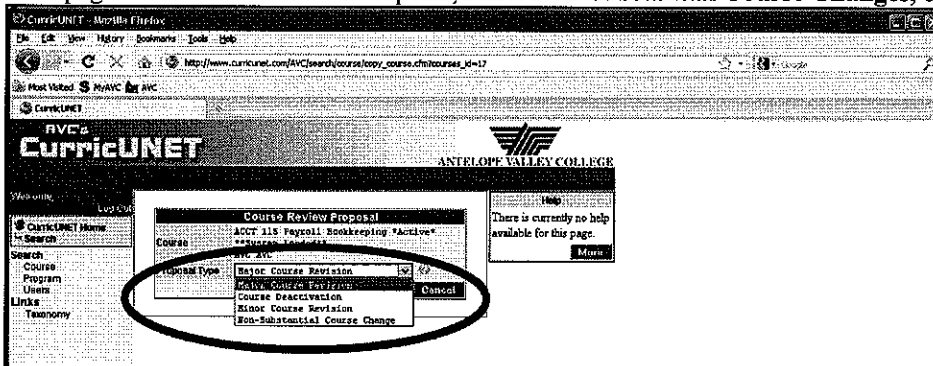
- Center of page under Course Search, select the appropriate Discipline, click OK (new screen)



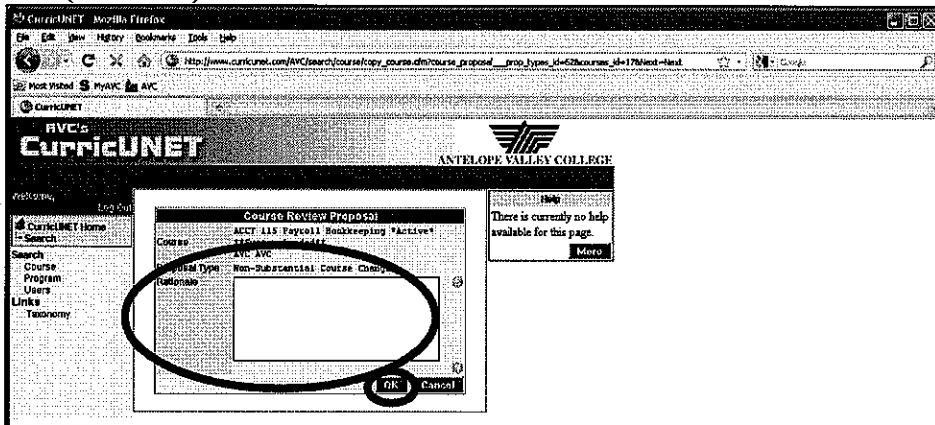
- Center of page under Course Search Result, locate the appropriate Course, click the Paper Icon to the left of the Red Title (new screen)



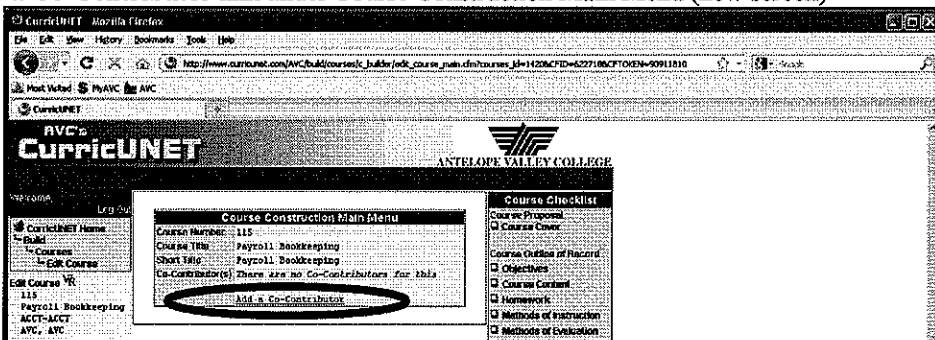
- Center of page under Course Review Proposal, select Non-Substantial Course Changes, click OK (new screen)



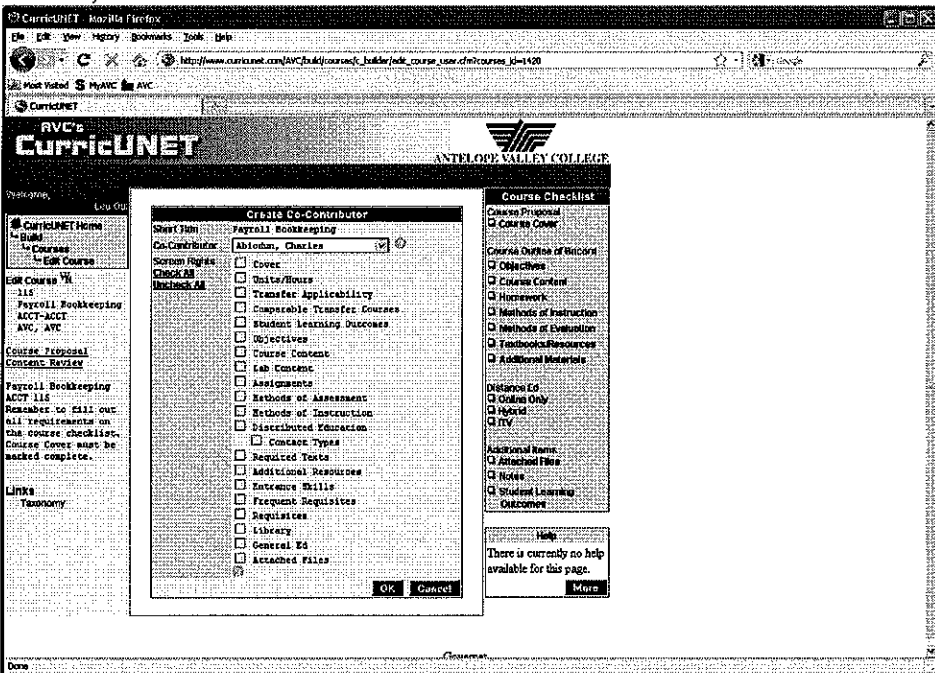
- Center of page under Course Review Proposal, in the Rationale box, describe the type of changes being proposed, click **OK** (new screen)



- To add a Co-Contributor, a fellow faculty member who will assist in the revision process for this course, click the **Add a Co-Contributor** link under Course Construction Main Menu (new screen)

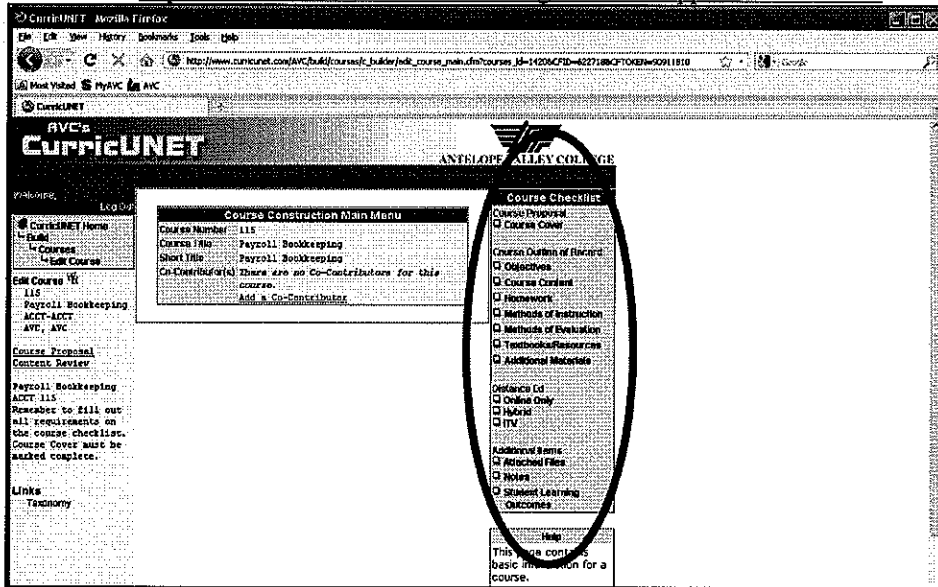


Select the **Co-Contributor** from the drop-down menu, click the boxes next to the areas that the Co-Contributor will work on, click **OK**



9. **Course Checklist** (column on the right side)

- Complete the data fields as they are presented
- Click on ? for **HELP** (some, but not all, are activated)
- As each item on the checklist is completed, a check will appear in the box to the left of the title within the checklist and changes the color of the title to green.
- Additional help for each item is provided in the 2010-11 AP&P Handbook, which can be found on the Web at <http://www.avc.edu/administration/organizations/app/documents.html>



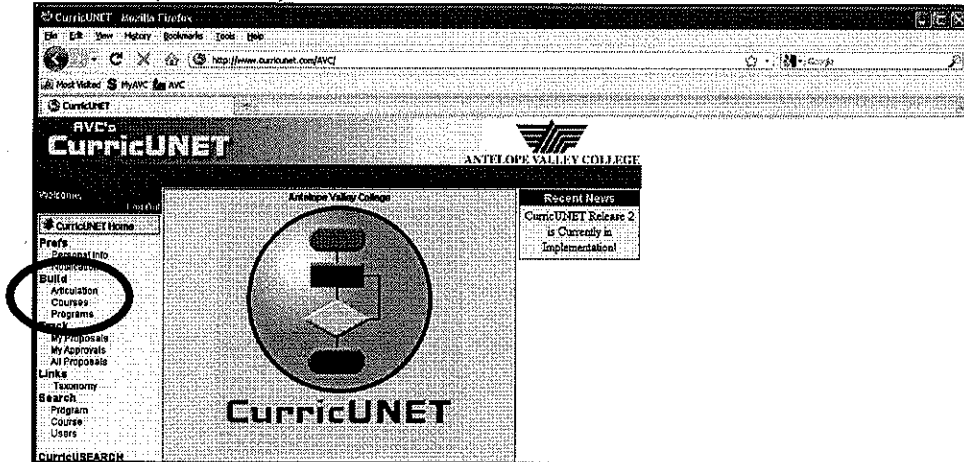
10. Once all items are completed within a link under the Course Checklist, notice the Buttons at the bottom of each work page:

- **SAVE:** saves information, but keeps the page open for additional information
- **FINISH:** saves information and completes that section. **FINISH** activates a summary text box that confirms that all necessary information for that page is completed. Clicking **FINISH** on a work page notifies CurricUNET to check the box to the left of the title within the **Course Checklist** and changes the color of the title to green. You can always go back and edit that section by clicking the appropriate title within the **Course Checklist** and then **UNLOCK**.
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Note: CurricUNET does **NOT** save automatically when leaving a section.

11. Finish every applicable item on the Course Checklist by entering all the necessary information for the Course Proposal and Course Outline of Record. By clicking **AUDIT** in the left column, a text box will appear in the upper middle of the page, either confirming the entire Course Checklist is complete or listing items that remain incomplete.

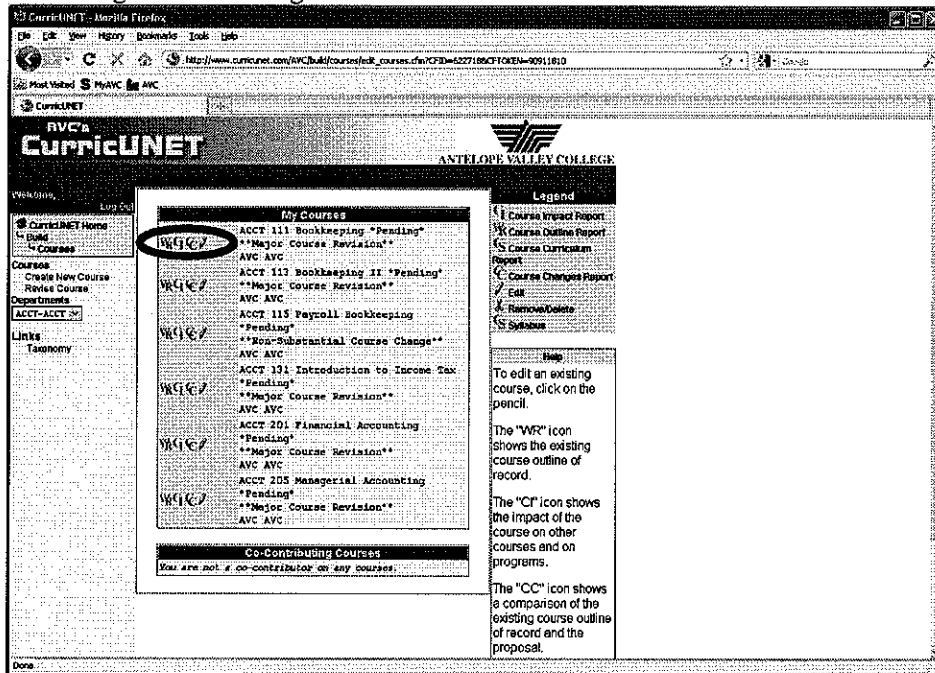
12. When returning to the Course to make additional revisions after leaving the Website, Left-hand column, **Build**, select **Courses (new screen)**



Select the appropriate Department (Discipline) from the drop down menu, click the Pencil Icon to the left of the course title (new screen), return to step 9 and resume course revisions.

Or next to the course that is being edited, you can view various reports by clicking an icon by the Pencil:

- **WR** icon: Course Outline
- **CI** icon: Impact on other courses and programs
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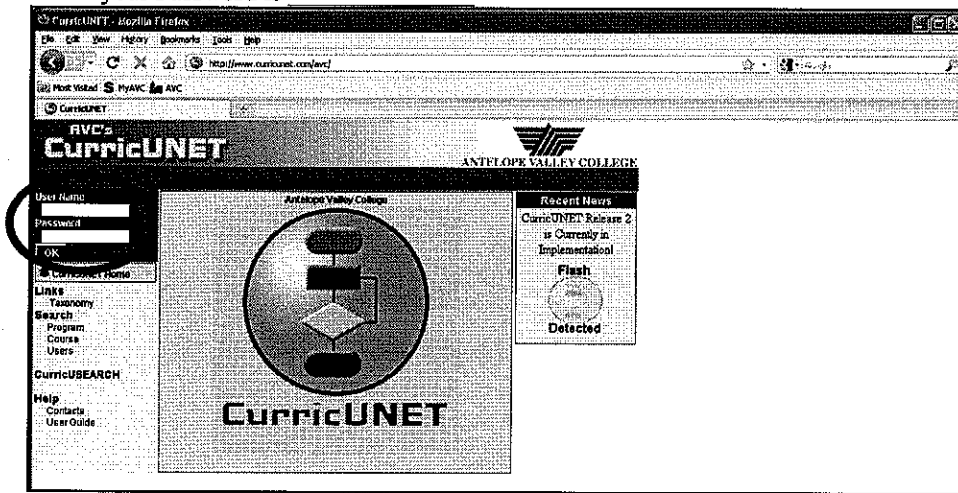


For additional information, contact your AP&P Representative by phone/email or contact the AP&P Office.

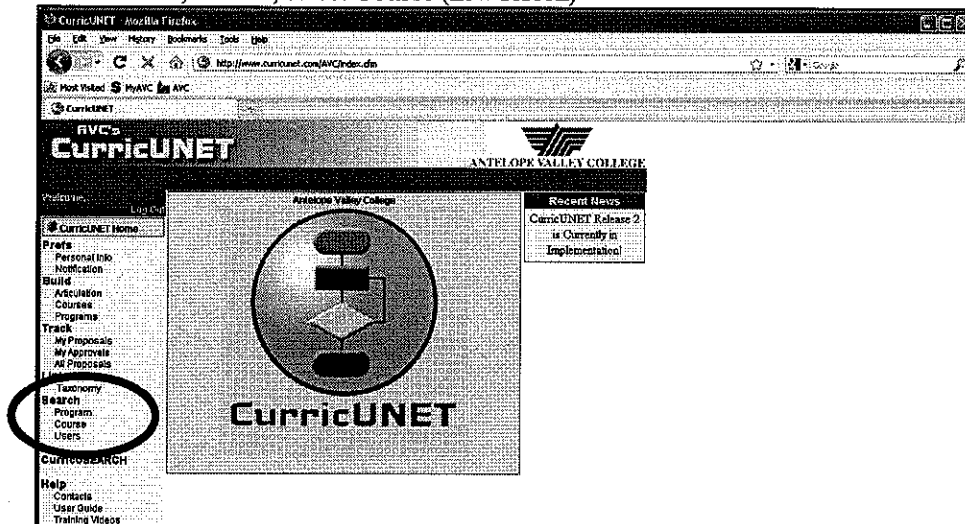
CurricUNET Quick Guide: Minor Course Revisions

Minor Course Revisions consist of changes needing to be made to the course description, objectives, and/or content in addition to the homework, methods of instruction, methods of evaluation, and/or textbooks.

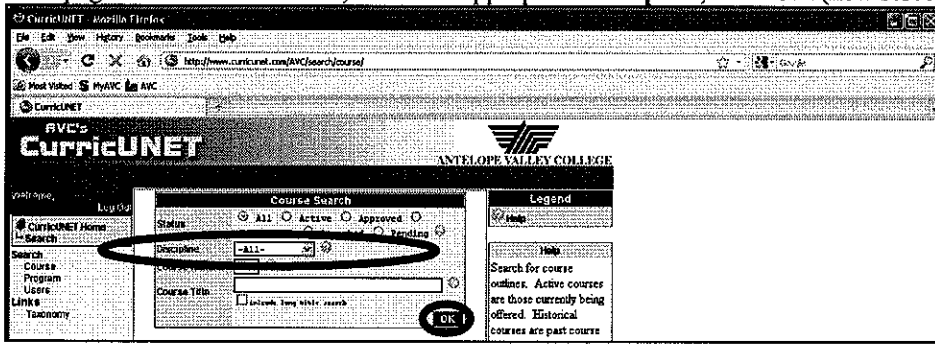
1. Go to <http://www.curricunet.com/AVC> to enter the CurricUNET site.
2. Enter your **LOGIN** information, Click **OK**: (User Name and Password are case sensitive)
> your User Name is _____
> your Password is _____



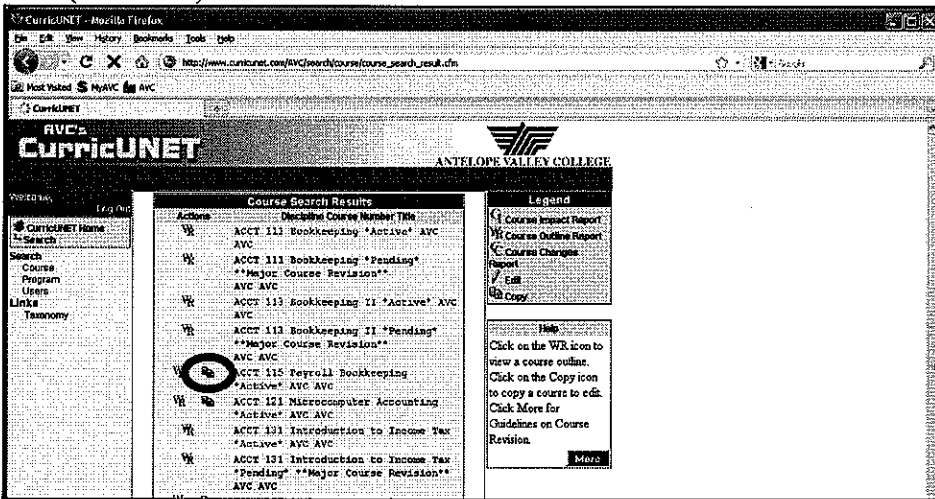
3. Left-hand column, Search, select Course (new screen)



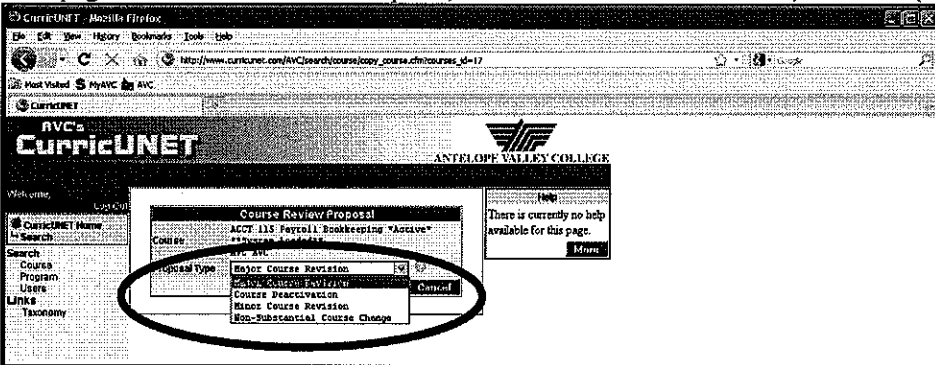
- Center of page under Course Search, select the appropriate Discipline, click OK (new screen)



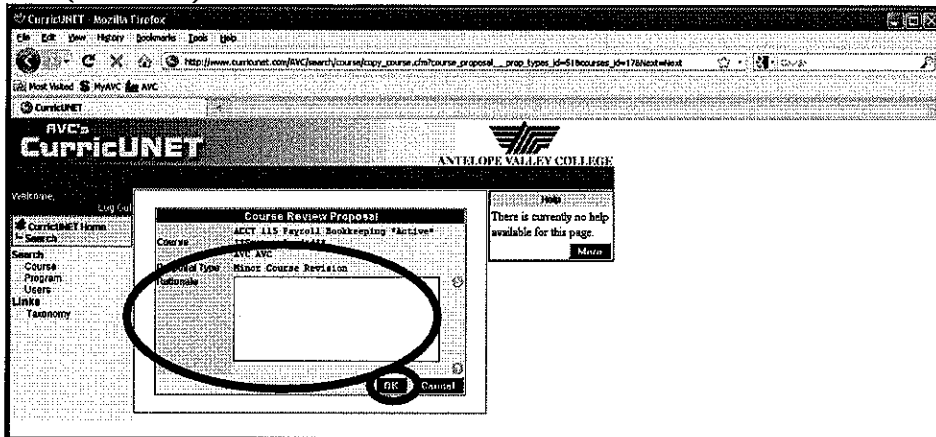
- Center of page under Course Search Result, locate the appropriate Course, click the Paper Icon to the left of the Red Title (new screen)



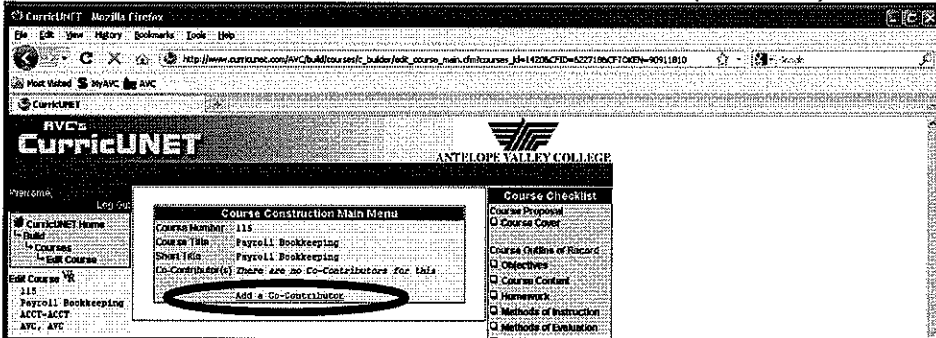
- Center of page under Course Review Proposal, select Minor Course Revision, click OK (new screen)



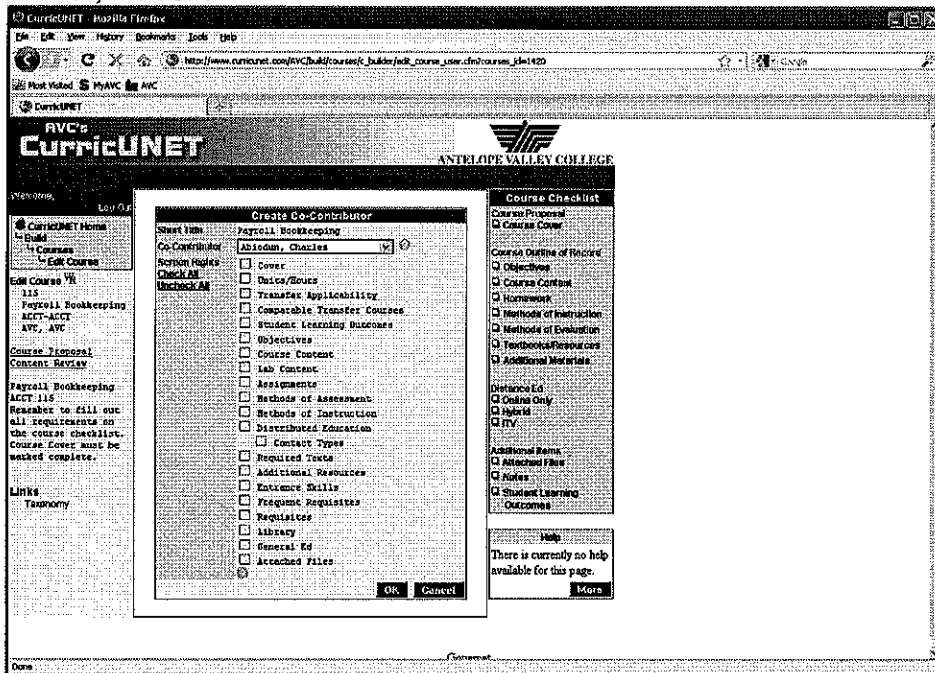
- Center of page under Course Review Proposal, in the Rationale box, describe the type of changes being proposed, click **OK** (new screen)



- To add a Co-Contributor, a fellow faculty member who will assist in the revision process for this course, click the **Add a Co-Contributor** link under Course Construction Main Menu (new screen)

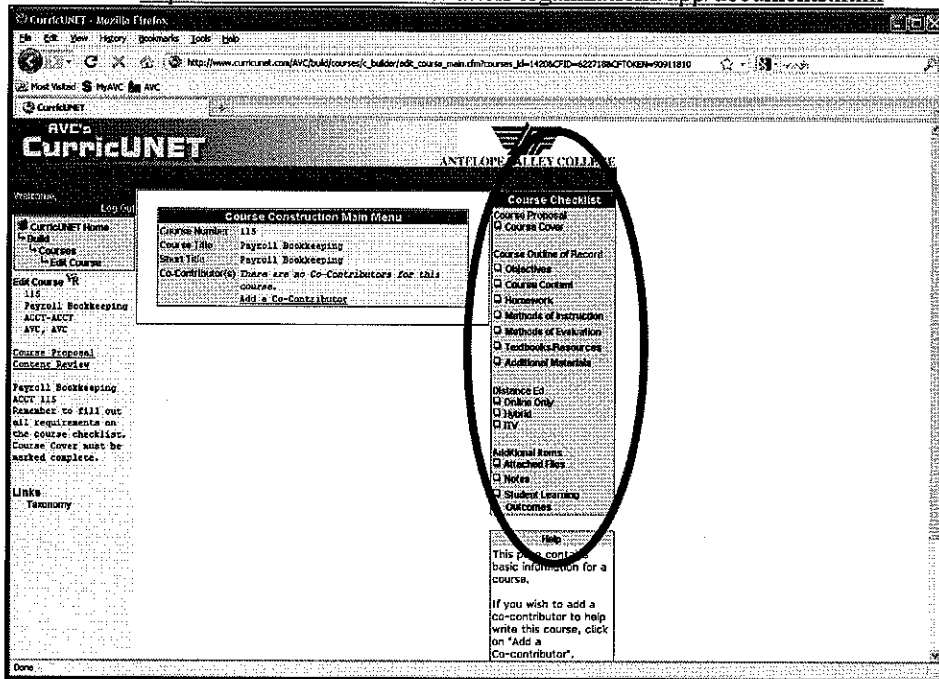


Select the **Co-Contributor** from the drop-down menu, click the boxes next to the areas that the Co-Contributor will work on, click **OK**



9. **Course Checklist** (column on the right side)

- Complete the data fields as they are presented
- Click on ? for **HELP** (some, but not all, are activated)
- As each item on the checklist is completed, a check will appear in the box to the left of the title within the checklist and changes the color of the title to green.
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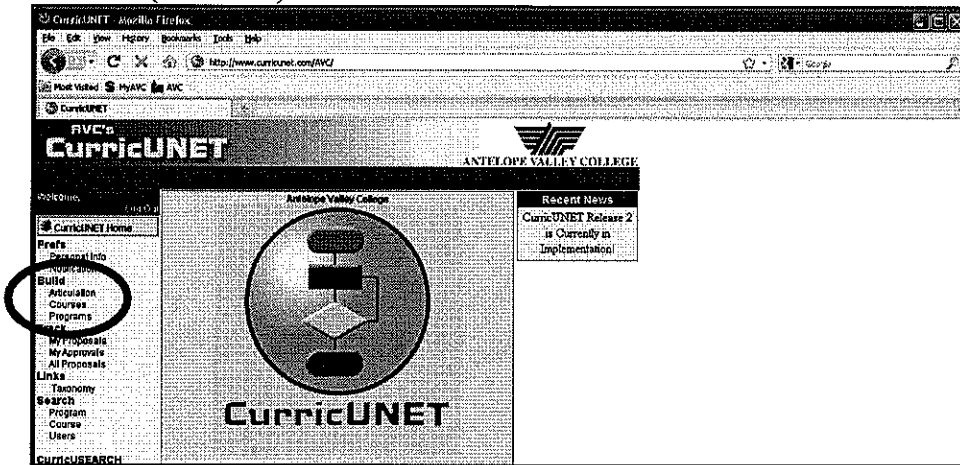
10. Once all items are completed within a link under the Course Checklist, notice the Buttons at the bottom of each work page:

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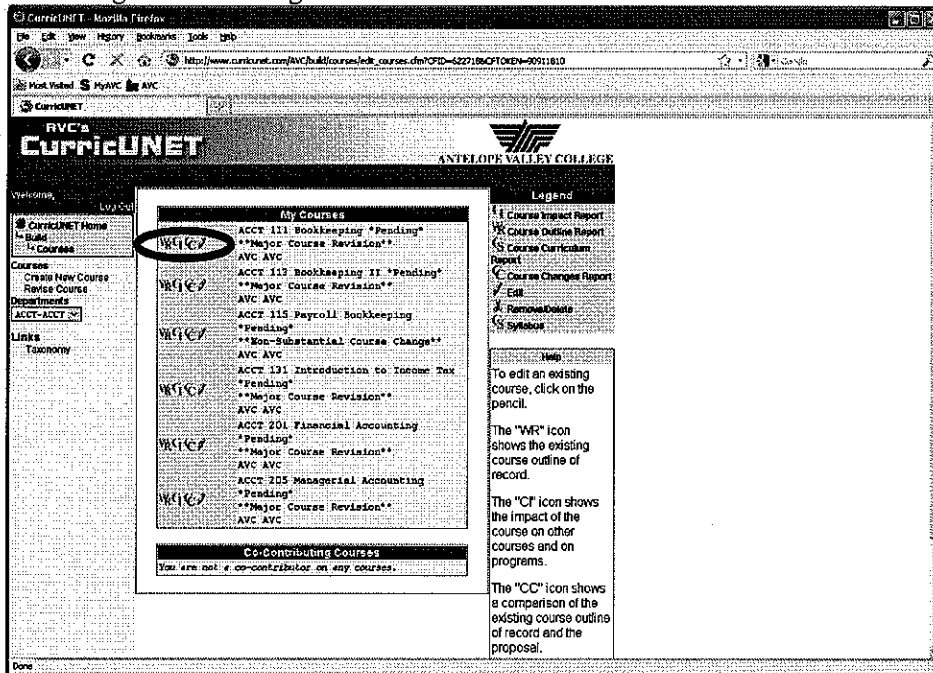
12. When returning to the Course to make additional revisions after leaving the Website, Left-hand column, **Build**, select **Courses (new screen)**



Select the appropriate Department (Discipline) from the drop down menu, click the Pencil Icon to the left of the course title (new screen), return to step 9 and resume course revisions.

Or next to the course that is being edited, you can view various reports by clicking an icon by the Pencil:

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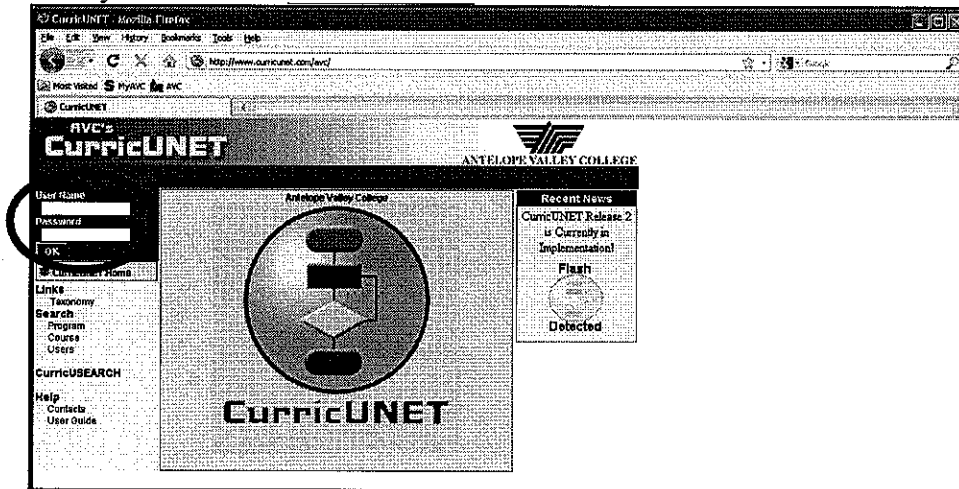


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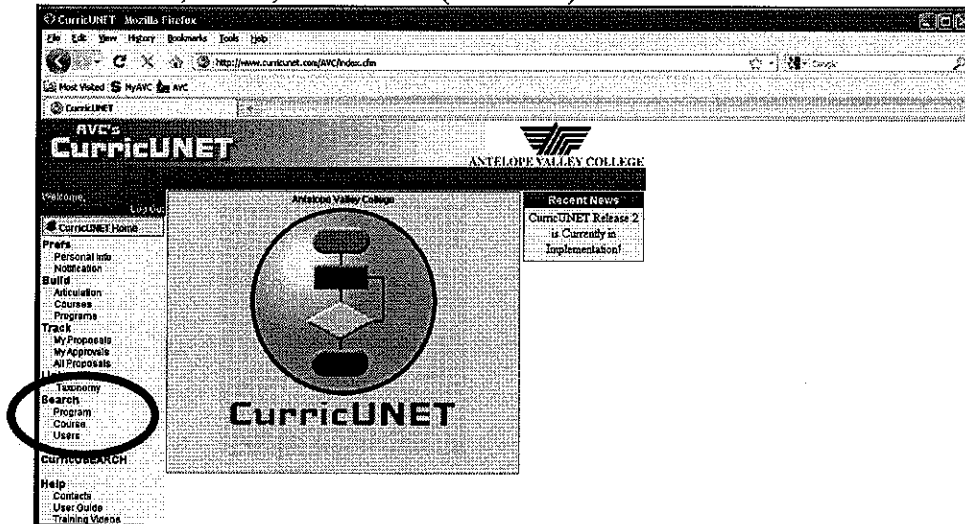
CurricUNET Quick Guide: Major Course Revision

Major Course Revision are changes made to pre-requisites, co-requisites, advisories, units/hours, etc, in addition to any revisions made to the course description, objectives, content, homework, methods of instruction, methods of evaluation, and/or textbooks. If revisions are not of this magnitude, consider selecting either minor course revisions or non-substantial course changes.

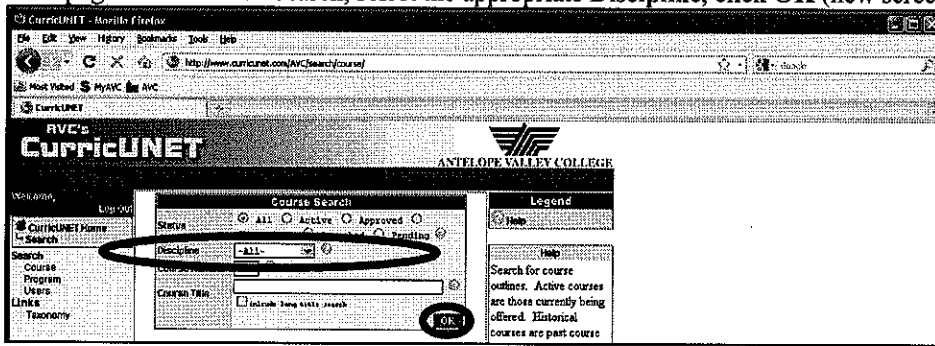
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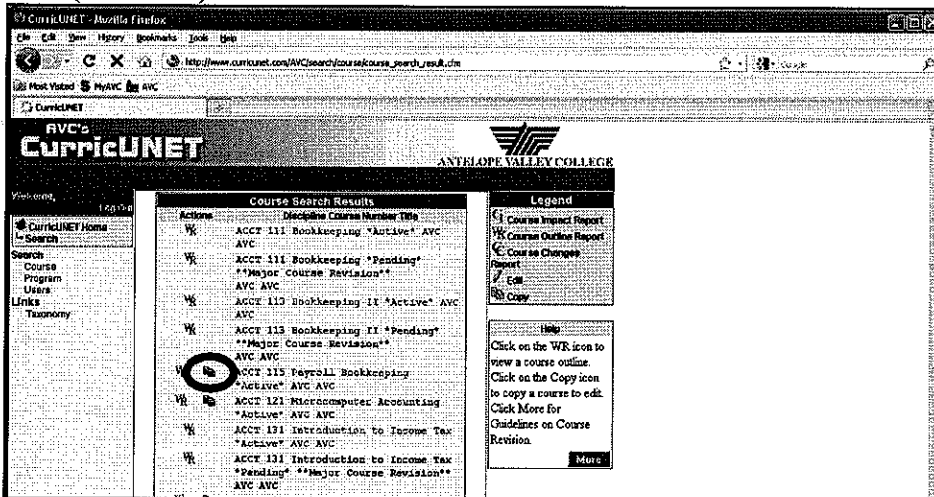
3. Left-hand column, Search, select Course (new screen)



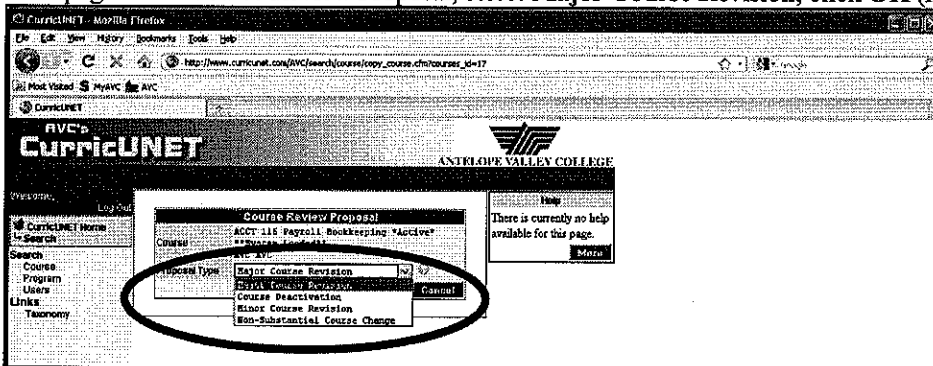
- Center of page under Course Search, select the appropriate Discipline, click **OK** (new screen)



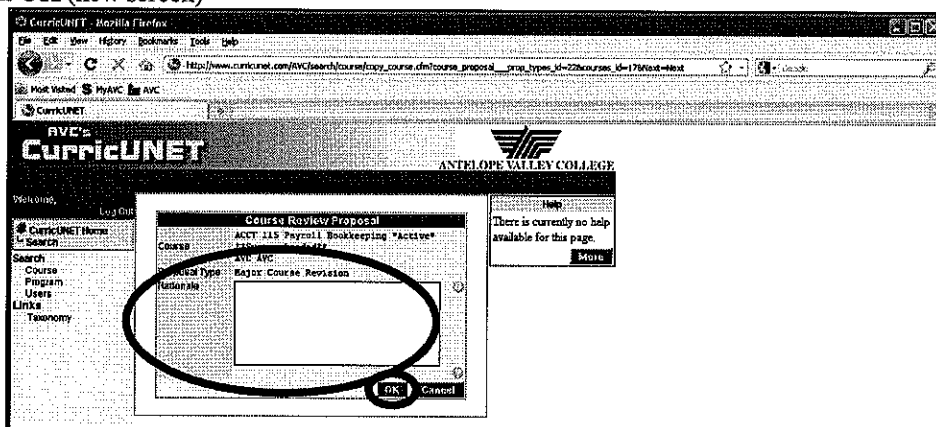
- Center of page under Course Search Result, locate the appropriate Course, click the **Paper Icon** to the left of the **Red Title** (new screen)



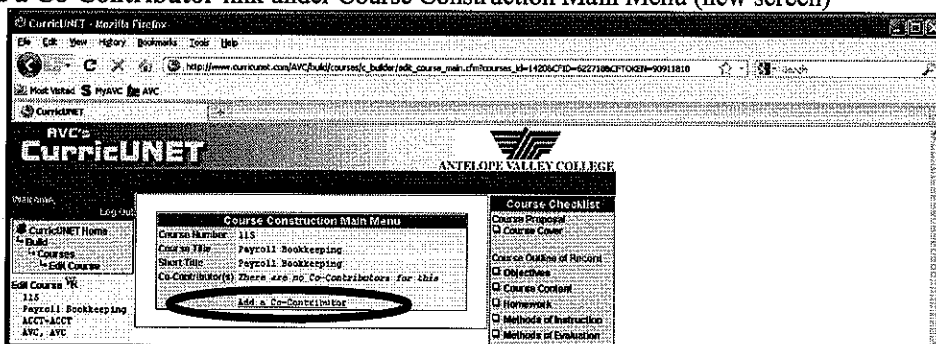
- Center of page under Course Review Proposal, select **Major Course Revision**, click **OK** (new screen)



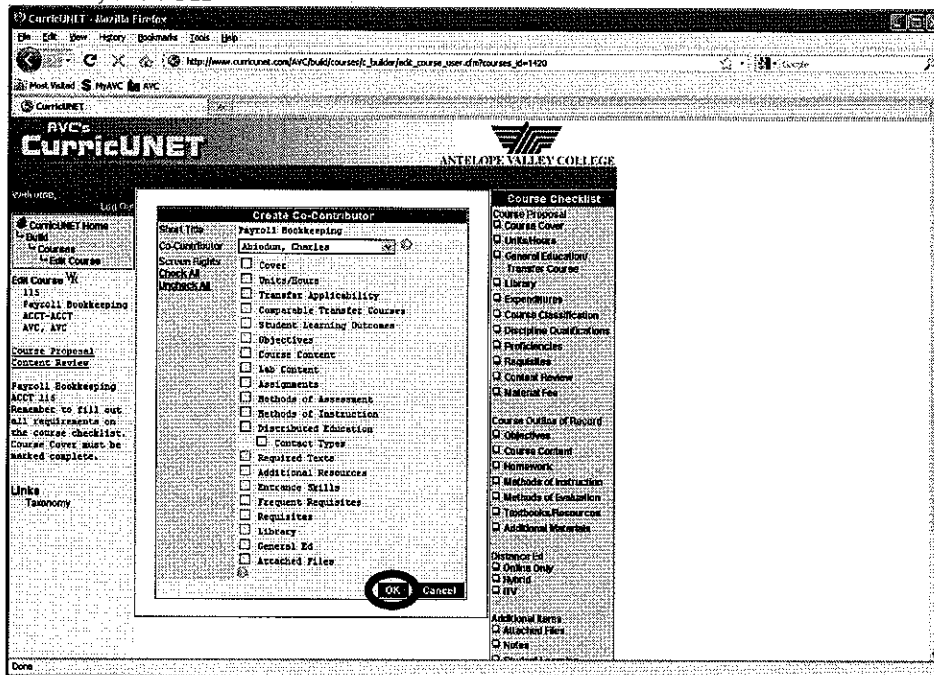
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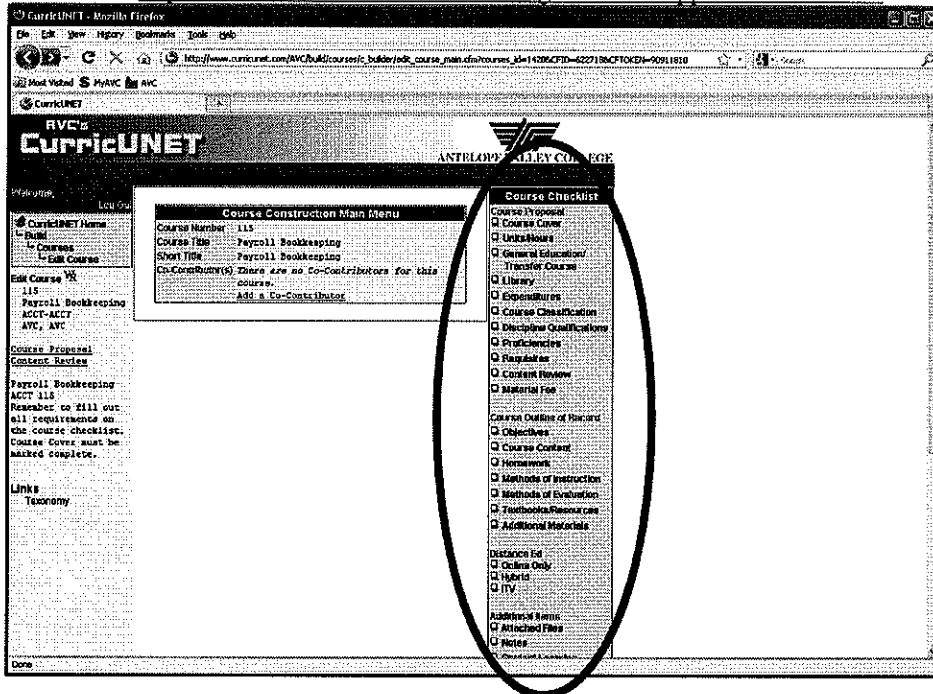


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9. **Course Checklist** (column on the right side)

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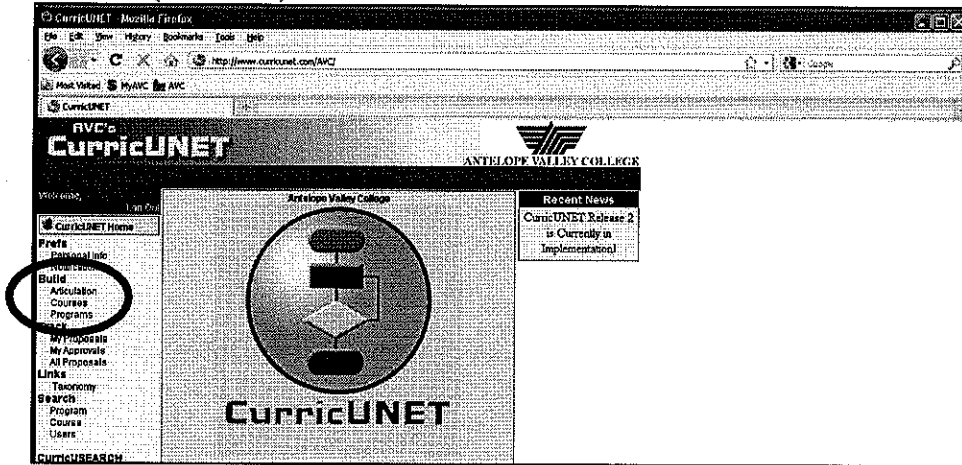


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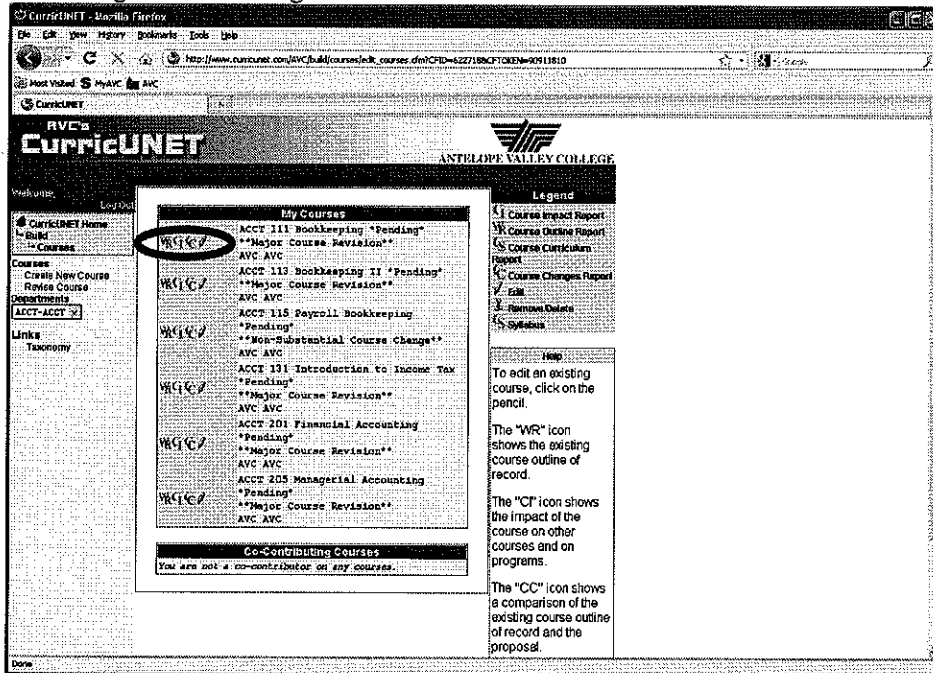
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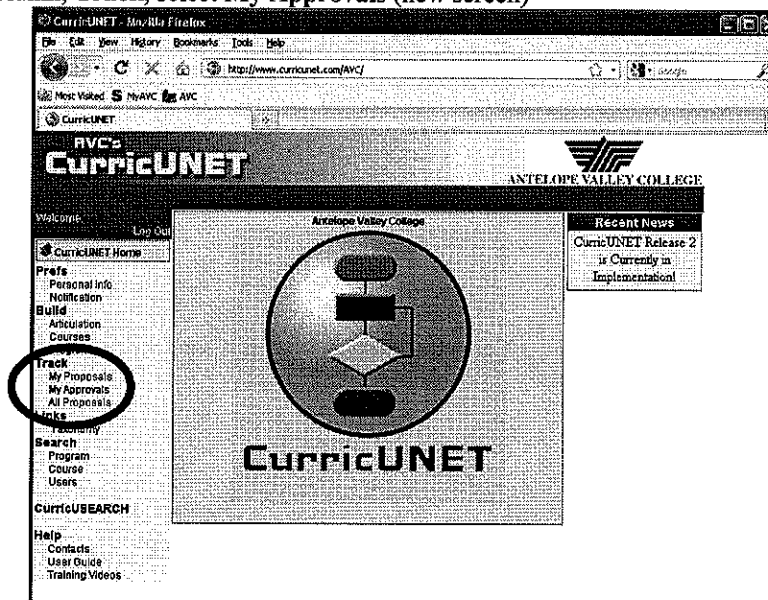
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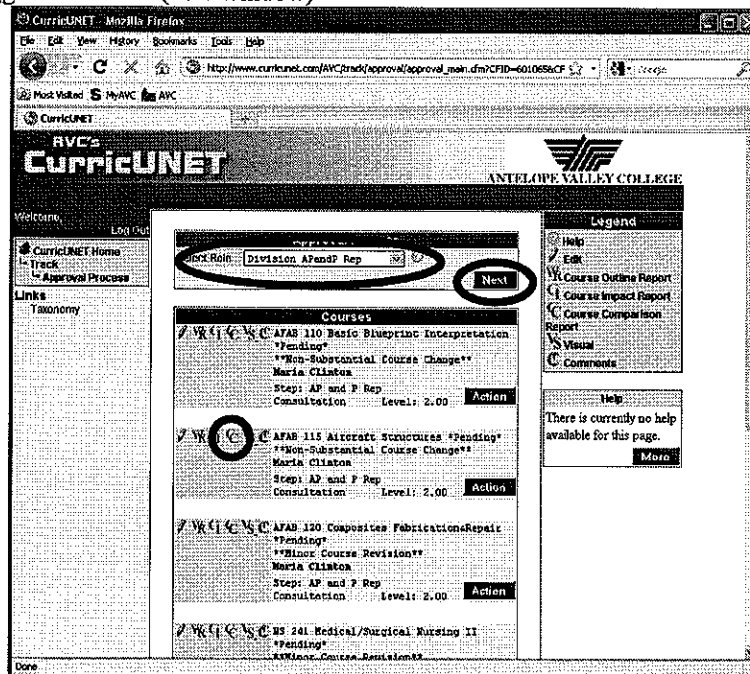
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CurricUNET: Revising and Resubmitting Courses

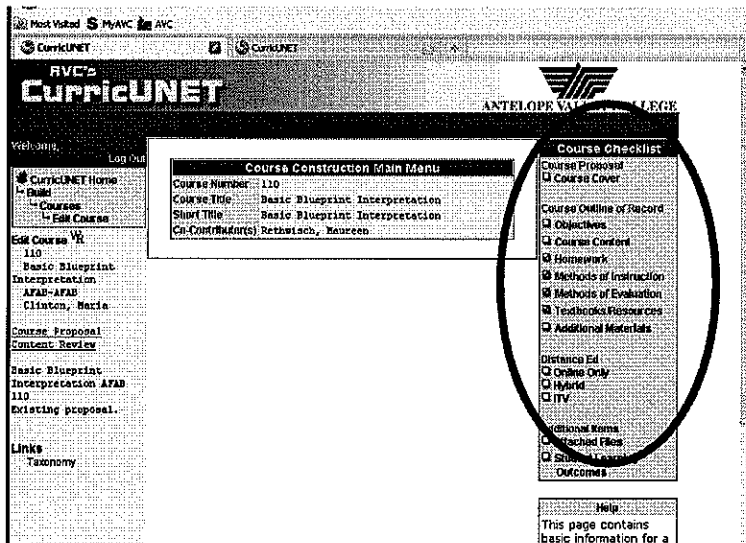
1. Click on <http://www.curricunet.com/AVC> to enter the CurricUNET site.
2. Enter your **LOGIN** information: (User Name and Password are case sensitive.)
 - > your User Name is _____
 - > your Password is _____Click **OK**.
3. Left-hand column, **Track**, select **My Approvals** (new screen)



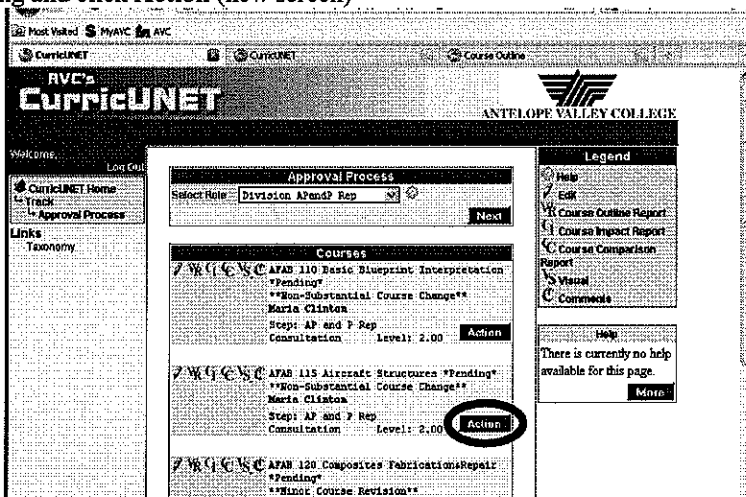
4. Center of page, **Approval Process**, Select **Role**, click **Next**, Select course and click the **C!** icon to view the comments/suggestions made (new window)



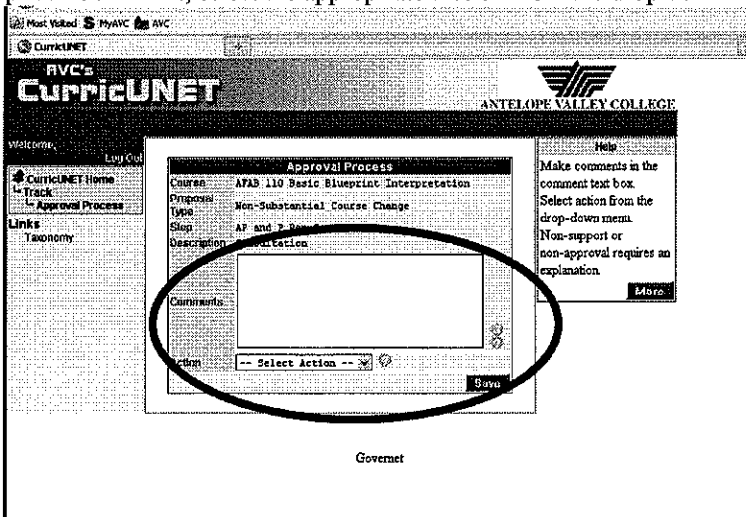
5. Click the **Pencil** icon and navigate through the checked boxes under the Course Checklist to make necessary revisions (new screen)



- After reviewing the comments and making necessary revisions, return to the My Approvals screen, return to the course listing and click Action (new screen)



- Enter the appropriate Comment, select the appropriate Action from the drop down menu, and click Save



For additional information, contact your AP&P Representative by phone/email or contact the AP&P Office.

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

SECTION I

Date _____ Initial _____

AP&P Representative: _____
(indicates division review and approval)

Division Dean/Director: _____

Faculty Name: (print) IRIT GAT

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

Date 10-05-10

COURSE SUBJECT & NUMBER: PSY 219

COURSE TITLE: *Dynamics of Sex and Gender

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

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

1. Updated Course Description to be more concise and overview with some examples rather than so detailed.
2. Course Objectives were reworded, reorganized and made to fit revised and updated Course Description and Content.
3. Course Content was reorganized to a different sequence and some topics combined and a bit less detailed and more overview of some of the content areas and also gives instructor more academic freedom within topics.
4. Reading and Writing assignments were made more concise.
5. Books updated.

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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

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

RECEIVED
SEP 13 2010
BY: *M. Maurer*

SECTION I

Date _____ Initial _____
 AP&P Representative: 9/9/10 [Signature]
(indicates division review and approval)
 Division Dean/Director: 9/13/2010 [Signature]
 Faculty Name: (print) Init GAT

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

Date 09-13-10

COURSE SUBJECT & NUMBER: PSY 219

COURSE TITLE: *Dynamics of Sex and Gender

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

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

- Updated Course Description to be more concise and overview with some examples rather than so detailed.
- Course Objectives were reworded, reorganized and made to fit revised and updated Course Description and Content.
- Course Content was reorganized to a different sequence and some topics combined and a bit less detailed and more overview of some of the content areas (it was felt the original had too much detail to cover adequately in one semester) and also gives instructor more academic freedom within topics. *not really needed here.*
- Reading and Writing assignments were made more concise.
- Books updated.

SECTION II Course/Catalog Information

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

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

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

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- 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:

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

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

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

SECTION IV

1) Proficiency Recommendations:

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

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

2) Other Course Recommendations:


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

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

3) Limitation on Enrollment (see page 9) Yes


09-13-10

 Signature: Instructor Date



 Signature: AP&P Representative 9/10/10
Date



 Signature: Dean 9.13.2010
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 checked="" type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: PSY 219

COURSE NAME: *Dynamics of Sex and Gender

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

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

Advisory: Completion of PSY 101 or Sociology 101 and eligibility for College Level Reading and English 101.

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

This course examines how gender and biological sex effect a variety of psychological behaviors and attitudes. Some examples include gender differences and similarities with regard to cognitive abilities, emotion, relationships (e.g, work, family and intimate), physical and mental health issues and treatment. The specific topics will be examined from a variety of theories such as Psychobiology, Developmental, Cognitive-Behavioral, Psychoanalytic and Social Learning. Gender differences and similarities will be addressed throughout using scientific research, as well as an examination of stereotyping and sexism. Further, course material will be applied to students current lives. (CSU, UC, AVC)

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

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

1. Identify, contrast, synthesize, evaluate and apply the major facts, concepts and theories that currently informs the field of Gender Studies utilizing scientific research.
2. Identify and critically evaluate different scientific methods used in gender research.
3. Critically examine gender issues presented in popular media for methodological inaccuracies focusing on stereotypes and issues of sexism.
4. Examine and evaluate the implications of gender resarch and theories in everyday life. Specific examples include the impact of gender on frienships and romance, cognitive abilities, workplace interactions, family relationships and roles, physical and mental health.
5. Explain the interactions of gender and culture within the United States.
6. Identify, evaluate, compare and contrast different psychological therapies for mental health issues related to gender identity.
7. Investigate, compare and contrast and apply influences (eg, peers, media, family, cultural) on gender identity development and examine and apply these on your own gender identity.

Course Subject & Number: PSY 219

Course Name: *Dynamics of Sex and Gender

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. Sex versus Gender

- A. Sexual Differentiation in Utero
- B. Hormones and Chromosomes

II. Theories of Gender Development

- A. Psychodynamic
- B. Social Learning
- C. Cognitive-Behavioral

III. Approaches to Research

- A. Research Methods
- B. Bias in Research

IV. Gender Stereotypes

- A. Masculinity, Femininity, and Androgyny
- B. Sexism

V. Influences on Gender Identity Development

- A. Biological
- B. Family
- C. Peers
- D. Culture
- E. Media

VI. Cognitive Abilities

- A. Male/Female Differences
- B. Male/Female Similarities

VII. Gender and Relationships

- A. Work
- B. Family
- C. Love Relationships

VIII. Gender, Lifestyle, and Health

- A. Health and Stress
- B. Mental Disorder and Treatment

IX. Overall Differences and Similarities

- A. Conclusions for Self
- B. Conclusions for Society

Course Subject & Number: PSY 219
Course Name: *Dynamics of Sex and Gender

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

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

Students will read an average of 25 - 30 pages from the course textbook as well as optional materials such as peer-reviewed journal articles, current events, etc. assigned by the instructor.

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

Writing assignments will include journal entries or reaction papers to classroom discussion, lecture or assigned readings as assigned by the instructor.

Written critical analysis of selected gender issues and contemporary life as they relate to classroom material, as assigned.

Written critical analysis of research from peer-reviewed articles.

Short essay questions on exams or quizzes of classroom material.

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

n/a

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

Student debates, small group discussion.

Collaborative learning exercises for individual or group grade.

Preparation for individual or small group oral presentations.

Creative assignments such as making a collage to bring and present in class.

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

Reading Assignments: 3

Writing Assignments: 3

Computational Assignments: n/a

Other Assignments: 2

Course Subject & Number: PSY 219
Course Name: *Dynamics of Sex and Gender

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

Lecture
Instructor Guided Discussion
Audio-Visual
Cooperative Learning
Guest Speakers

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

Students' knowledge of terms, research methods, ability to compare, contrast and critique different psychological theories and sub-topics in the field of Sex and Gender will be evaluated through essay and/or objective examinations, quizzes, and writing assignments (objectives 1, 2, 3, 4, 5 and 6).

Classroom participation will be evaluated through in-class writing assignments and instructor observation during class discussion (objectives 1, 3, 4, 5, 6, and 7).

Journal entries and/or reaction papers, other written assignments and/or oral presentations will measure students' ability to research, organize, apply and integrate ideas (objectives 1, 2, 3, 4, 5, 6, and 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.)

Brannon, L. (2011). Gender: Psychological Perspectives (6th ed). Allyn and Bacon.

White, J. C. (2008). Taking Sides: Clashing Views (4th ed). McGraw Hill.

Professional Psychology: Research and Practice (APA Peer-Reviewed Journal).

DVD: Sex and Gender (seventeenth program in the DISCOVERING PSYCHOLOGY series - updated series 2001. NOTE- this is the most recent update of this DVD - no updates have been done since 2001).



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: Psy 219 Soc 124
COURSE NAME: * Dynamics of Sex and Gender
COURSE UNITS: 3
COURSE HOURS: 3

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

Advisory: Completion of Psychology 101 or Sociology 101 and eligibility for College Level Reading and English 101, or satisfactory completion of English 101

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

This course examines the topic of gender, the behaviors and attitudes that relate to biological sex. Focus will be upon a psychological, social, and physiological analysis, including a look at the growing body of knowledge from neurology and biochemistry, and a less detailed look at anthropological theories. Formal scientific research will be contrasted to other methods of understanding gender. The course will examine popular mythology about gender with the focus upon a logical and empirical dialogue for analysis of key issues and theories. Gender differences will be analyzed within a context of the vast similarities we all share. Throughout the course, the parallel topics of sexism and racism will be addressed. Students of all genders and gender orientations will be encouraged to enroll in this course, which is highly advised for those majoring in psychology, sociology, Gender Studies, or Women's Studies.

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:

Identify, contrast, synthesize, evaluate, and apply the major facts, concepts, and theories that currently inform the field of Gender Studies.

Analyze research questions and select the appropriate research methods of gender study from the anecdotal, correlational, and experimental methods, being mindful of ethical protocols.

Select, compare, and contrast the relevant concepts and theories from the disciplines of psychology, sociology, physiology, and anthropology as they relate to the issues of Gender Studies.

Critically examine the gender "research findings" presented in popular media for methodological inaccuracies, drawing upon their new knowledge of formal studies and interview techniques.

Examine and evaluate the implications of gender research and theories in contemporary daily life. For example, the student should be able to differentiate the significant Gender Studies terms and explanations relevant to friendship and romance, workplace interactions, sexuality, careers, schools, stress, health and fitness, and coping skills. In most of these contexts, evidence of sexism will be evaluated in terms of validity, causes, and cures.

Explain the interactions of gender and culture in comparisons of different ethnic groups within and outside the United States. In this context the interactions of ethnicity and gender, as well as their parallel impacts, will be identified and contrasted.

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

SECTION I

Date _____ Initial _____

AP&P Representative: _____
(indicates division review and approval)

Division Dean/Director: _____

Faculty Name: (print) IRIT GAT

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

Date 10-05-10

COURSE SUBJECT & NUMBER: PSY 244

COURSE TITLE: Introduction to Counseling

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

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

1. Course Description: minor wording changes and shortened for overview description (took out some details that did not seem to be necessary in the overall catalog description).
2. Course Objectives: some minor wording changes and combined objectives #3 and #6
3. Updated Course Content to reflect current topics and deleted some of the specific historical trends as there is not enough time in the semester to cover this in such detail and not as important as other topics listed. Rearranged some of the content to reflect more logical topic progression.
4. Updated Suggested Texts, DVDs, etc.

SECTION II Course/Catalog Information

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

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:** Stayed consistent with past offering; P/NP was not an option

 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 POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
SEP 13 2010
BY: *M. Neuregio*

SECTION I

AP&P Representative: Date 9/13/10 Initial DD
(indicates division review and approval)

Division Dean/Director: 9-13-2010 [Signature]

Faculty Name: (print) IRAT GAT

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

Date 09-13-10

COURSE SUBJECT & NUMBER: PSY 244

COURSE TITLE: Introduction to Counseling

- 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:*

1. Course Description: minor wording changes and shortened for overview description (took out some details that did not seem to be necessary in the overall catalog description).
2. Course Objectives: some minor wording changes and combined objectives #3 and #6
3. Updated Course Content to reflect current topics and deleted some of the specific historical trends as there is not enough time in the semester to cover this in such (deal) and not as important as other topics listed. Also rearranged some of the content to reflect more logical topic progression.
4. Updated Suggested Texts, DVDs, etc.

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: PSY 244

COURSE NAME: *Introduction to Counseling

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

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

Prerequisite: Completion of PSY 101

Advisory: Eligibility for College Level Reading and ENGL 099.

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

This course provides an introduction and broad overview to the field of Counseling Psychology. Primary topics covered include counseling theories, a brief history of this speciality, skills strategies and processes for working with individuals or groups. Additional topics include an introduction to various mental health professions, ethical guidelines, identifying the characteristics of effective helpers and examining the process of personal bias in the counseling relationship. (CSU, AVC)

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

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

1. Identify, describe, compare and evaluate different theoretical models within the field of Counseling Psychology.
2. Examine, analyze, and apply counseling skills and strategies.
3. Assemble and critically analyze recent information on topics in Counseling Psychology using scientific journals.
4. Identify current ethical guidelines.
5. Identify and assess personal motivators and biases for becoming a helper and evaluate how these might effect the helping relationship.
6. Identify and demonstrate APA writing style.

Course Subject & Number: PSY 244

Course Name: Introduction to Counseling

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. A Brief Historical Overview of the Counseling Profession

II. Theories of Counseling

- A. Why Have a Theory of Counseling?
- B. Psychodynamic Theory
- C. Cognitive-Behavioral Theory
- D. Humanistic-Existential Theory
- E. Solution Focused Counseling
- F. Current trends

III. Counseling Skills and Strategies

- A. The Counseling Environment
- B. Building Relationships and Establishing Therapeutic Goals
- C. Case Notes and Record Keeping
- D. Individual versus Group Counseling
- E. A Developmental Analysis of the Counselor and Examination of Personal Motivators to Become a Counselor

IV. Ethical, Professional and Legal Issues

- A. Privileged Communication and Confidentiality
- B. Conflict of Interest
- C. Dual Role Relationships
- D. Issues Affecting the Helping Process: Examining Personal Bias

V. Types of Counseling Psychologists

- A. Sub-specialties (eg, College Counselors, Social Workers, Clinical Psychologists, etc)
- B. Current job trends

Course Subject & Number: PSY 244
Course Name: Introduction to Counseling

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

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

Students will read an average of 25 - 30 pages from the course textbook as well as optional materials such as peer-reviewed journal articles, current events, etc. assigned by the instructor.

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

Students will either complete an APA style research paper (to be no less than 7 pages in length and 3 references, one of which is from a scholarly journal) or 3 to 4 shorter papers such as 1 to 2 page reaction papers to different topics and/or 3 annotated bibliographies in APA style.

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

n/a

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

Additional assignments may include class discussion, working in small groups, oral presentation or additional homework assignments designed by the instructor.

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

Reading Assignments: 3 hours

Writing Assignments: 3 hours

Computational Assignments: n/a

Other Assignments: 1 hours

Course Subject & Number: PSY 244
Course Name: Introduction to Counseling

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

Lecture
Instructor Guided Discussion
Audio-Visual
Cooperative Learning
Guest Speakers

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

Students' knowledge of terms, ability to compare, contrast and critique different counseling theories, strategies, process, ethical guidelines and personal bias and motivators will be evaluated through essay and/or objective examinations, quizzes, and writing assignments (objectives 1, 2, 3, 4, and 5).

Classroom participation will be evaluated through in-class writing assignments and instructor observation (objectives 1, 2, 3, 4, and 5).

Research and/or reaction papers will measure students' ability to research, organize and integrate ideas (objectives 1, 2, 3, 4, 5, and 6).

Suggested Texts or Other Instructional Materials

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

Okun, B. F., & Kantrowitz, R. E. (2008). *Effective Helping: Interviewing and Counseling Techniques* (7th ed.). CA: Brooks/Cole Publishing.

Nash, C, Scott S., and Decker, C.L. (2009). *Developing Helping Skills: A Step-by-Step Approach* (1st ed). CA: Cengage.

Counseling Psychology - APA Scholarly Journal
Clinical Psychology - APA Scholarly Journal

CD-ROM for Integrative Counseling, 1st Edition by Gerald Corey- California State University, Fullerton (Emeritus) and Robert Haynes- Borderline Productions (2007).



ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: PSY 244
COURSE NAME: * Introduction to Counseling
COURSE UNITS: 3
COURSE HOURS: 3

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

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

This course provides an introduction and broad overview to Counseling Psychology. Counseling theories such as Cognitive-Behavioral, Psychodynamic, Solution-Focused, and Humanistic-Existential are discussed. Additional topics include: the history of the Counseling profession, skills, strategies and processes in working with individuals and/or groups. Students will also be introduced to various mental health professions, identify the characteristics of effective helpers and examine ethical issues in Counseling Psychology.

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

1. Identify, describe, compare, and evaluate different theoretical models within the field of Counseling Psychology.
2. Examine, analyze, and apply counseling skills and strategies.
3. Assemble and critically analyze recent information on topics in Counseling Psychology, including the history of Counseling Psychology and current ethical guidelines.
4. Identify and assess personal motivators for becoming a helper and evaluate how these might effect the helping relationship.
5. Name and discuss the various mental health professions and jobs.
6. Recognize and appraise scientific journals in the field of psychology.
7. Identify and demonstrate APA writing style.

Antelope Valley College
DISTANCE EDUCATION PROPOSAL

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

RECEIVED
SEP - 1 2010
BY: *M. Auregio*

COURSE SUBJ. & NO: ACCT 205 COURSE TITLE: Managerial Accounting

Instructor (print): Stacey R. Adams

Division: BCSED

Required Signatures:

AP&P Representative: *F. Bay*
(division approval required)

Date: 08-19-10

Division Dean: *Theresa Davis*

Date: 8.20.2010

Notes for Reporting Purposes:

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

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

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

**Antelope Valley College
DISTANCE EDUCATION FORM**

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

COURSE SUBJ. & NO: ACCT 205 **COURSE TITLE:** Managerial Accounting

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

ITV *Online* *Hybrid*

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

Students taking ACCT 205 typically have a solid foundation in the basics of accounting and are prepared to learn in a more flexible and independent manner. Additionally, we offer only a couple of sections of this course, and offering the course as a hybrid will give busy students scheduling options. Furthermore, ACCT 205 is a transfer-level course with a prerequisite, so most students are well-prepared and capable of learning in an online environment.

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

AVC's course management system will serve as the primary vehicle for presenting the course. AVC has training available for faculty to learn to teach hybrid or fully online through ITS's technical trainer. Additionally, tutorials are available for faculty and students through the course management system. Furthermore, some training sessions are available through the Professional Development Program. AVC has computer labs available for students needing access to a computer.

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)

AVC's course management system is certified to be compliant with ADA accessibility requirements. Other materials, including presentation software and spreadsheet workbooks will be used, but these will be the same as used in the off-line course and are compliant or can be adapted upon student request. If faculty desire, recorded lectures can be provided to students in a digital format and text equivalent files can be produced for students with accessibility issues.

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.)

Because the course will be a hybrid, historically challenging topics will be covered and demonstrated in live sessions with the students. Tests and presentations will also occur during in-person sessions. Faculty may provide lectures in a digital format with text equivalent.

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

Students in the online course will read the same textbooks, complete the same assignments, and will be assessed the same. Students will have access to e-mail, chat rooms, and discussion boards for communications between students and faculty.

5. METHODS OF INSTRUCTION:

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

Faculty and students can maintain regular effective contact via e-mail, telephone, chat rooms, and discussion boards. Additionally, students needing help will be encouraged to come to in-person office hours.

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

Because of the challenging nature of the course, it is recommended that the course have at least five on-campus sessions. These sessions should be used for an orientation session, lectures, workshops, tests, group projects and student presentations.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

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

Online:

For the online version of the class, in lieu of attending and participating in live lectures, after reading the assigned chapter, students will be expected to review the lecture notes or slides available from the instructor, and then participate in an online discussion forum or write responses to specific questions assigned by the instructor. Faculty may give weekly quizzes online, and certain homework assignments may be completed online at the faculty's discretion.

Off-line:

Students will be required to read and study approximately 30 pages per week from the textbook. Students will independently research material in connection with course objectives. Students will be required to reply in narrative format to at least 5 end-of-chapter questions per week plus make written responses to the narrative portions of exercises and problems. Students will also be required to make written responses toward out-of-class group case projects. Students will be required to solve approximately 3 exercises and 3 problems per week, using specialized business math and algebra skills. One or more times during the semester students will be using their math skills to solve case problems in out-of-class groups and on an individual basis in conjunction with using technology software. Students are required to give oral presentations as part of group case projects.

Students will be evaluated on demonstrated proficiency in managerial accounting based on weekly homework assignments, quizzes, objective tests, essays, group case work with written reports and oral presentations, and an individual technology-based assignment.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 5/13/2010
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs 4/30/2008

COURSE SUBJECT & NUMBER: ACCT 205

COURSE NAME: *Managerial Accounting

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

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

Prerequisite: Completion of ACCT 201 within the past five years

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

Students will learn how to process, report, and communicate managerial accounting information both in written and oral format. They will be able to identify, explain, calculate, and use accounting information to make managerial decisions. BEFORE ENROLLING students should have a basic knowledge of spreadsheets and know how to use word processing. This course is primarily targeted for transfer students. Business or economics majors should take this class the next term after successfully completing ACCT 201.(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 Employ the use of groups to solve and present the solutions to financial cases using word processing, presentation software, and spreadsheets.
- *2. Examine and evaluate the importance of ethics in managerial accounting.
- *3. Differentiate between financial and managerial accounting.
- *4. Prepare and interpret a cost of goods manufacturing schedule.
 5. Calculate and record job costing journal entries.
- *6. Prepare and interpret process costing production reports.
- *7. Analyze detail of cost behavior and the contribution format income statement
- *8. Calculate and evaluate break-even and target sales using cost behavior techniques.
 9. Calculate and reconcile net incomes using absorption and variable costing.
- *10. Prepare and analyze activity-based costing data.
 11. Prepare operating budgets both manually and using spreadsheets.
 12. Examine and prepare flexible budgets.
- *13. Calculate and analyze variances using standard costing.
- *14. Examine and interpret decentralization by preparing segmented managerial reports.
- *15. Employ and analyze relevant cost data for decision-making purposes.
- *16. Explore and apply capital budgeting as it relates to present value concepts.

* Denotes SCANS competencies.

Course Subject & Number: ACCT 205
Course Name: *Managerial Accounting

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

- I. Presentation of group cases using word processing, presentation software, and spreadsheets.
 - A. Students organize in groups outside of class and assign specific parts of the case to solve.
 - B. Students use content from specific chapters to solve the cases using critical thinking.
 - C. Students assemble written reports and present their findings orally in the class using word processing, presentation software, and/or spreadsheets.
- II. The importance of ethics in managerial accounting
 - A. Identifying and explaining the 4 distinct principles of ethics in the business world.
 - B. Importance of the Sarbanes-Oxley Act as related to corporate ethics.
 - C. Examination of the Certified Management Accountant (CMA) certificate and its value in managerial accounting.
- III. Comparing financial and managerial accounting.
 - A. Understanding the specific differences between financial and managerial accounting.
 - B. Identifying the work of management and the need for managerial accounting information
- IV. The cost of goods manufacturing schedule
 - A. The three manufacturing costs used in the schedule
 - B. Differentiating product costs and period costs
 - C. Understanding in which financial statements manufacturing costs appear
 - D. Introduction to cost behavior
- V. Job-order costing
 - A. Measuring direct materials, direct labor, and manufacturing overhead
 - B. Problems of applying manufacturing overhead
 - C. Understanding the flow of costs
 - D. Recording journal entries and related financial statements
- VI. Process costing production reports
 - A. Differentiation of job costing and process costing.
 - B. Computing equivalent units of production, cost per equivalent unit, and assigning costs to the output
 - C. Examining a hybrid between job costing and process costing—operation costing.
- VII. Cost behavior and the contribution format income statement
 - A. Identify specific examples and the behavior of variable and fixed costs
 - B. Analysis of mixed costs including scattergraphs and the high-low method
 - C. Understand and prepare the contribution format income statement
- VIII. Cost-volume-profit relationships
 - A. Importance of contribution margin per unit and contribution margin ratio
 - B. Application of cost-volume-profit concepts
 - C. Computations dealing with break-even analysis and target profit
 - D. Dealing with sales mix and assumptions of cost-volume-profit analysis
- IX. Absorption and variable costing
 - A. Differentiating between absorption and variable costing
 - B. Computation of unit product costs and preparation of absorption and variable costing income statements
 - C. Reconciliation of variable costing net income with absorption costing net income
- X. Activity-based costing
 - A. Examining how costs are treated under activity based costing
 - B. Designing an activity based costing system
 - C. The mechanics of activity based costing
 - D. Comparing traditional and ABC product costs
- XI. Profit planning
 - A. Examining the framework of the operational budgeting process
 - B. Preparing the master budget which includes the all-important cash budget
 - C. Preparation and submission of a spreadsheet-generated cash budget
- XII. Flexible budgets
 - A. How flexible budgets work
 - B. Computing and analyzing flexible budget variances
- XIII. Standard costing and operating performance measures
 - A. Setting standard costs
 - B. Direct material, direct labor, plus variable manufacturing overhead variances including comparing standard to actual costs
 - C. Computing delivery cycle, throughput time, and manufacturing cycle efficiency
- XIV. Decentralization and segmented financial reporting
 - A. Understanding and preparation of segmented income statements
 - B. Evaluating investment center performance using return on investment and residual income
 - C. Examining the balanced scorecard and transfer pricing
- XV. Relevant costs for decision making
 - A. Identifying relevant and irrelevant costs
 - B. Consideration of dropping a segment and make or buy decisions
 - C. Utilization of contained resources and joint product costs
- XVI. Capital budgeting techniques
 - A. Discounted cash flows—net present value method and internal rate of return method
 - B. Expanding net present value
 - C. Other approaches to capital budgeting decisions

Course Subject & Number: ACCT 205
Course Name: *Managerial Accounting

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

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

Students will be required to read and study approximately 30 pages per week from the textbook. Students will independently research material in connection with course objectives.

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

Students will be required to reply in narrative format to at least 5 end-of-chapter questions per week plus make written responses to the narrative portions of exercises and problems. Students will also be required to make written responses toward out-of-class group case projects.

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

Students will be required to solve approximately 3 exercises and 3 problems per week, using specialized business math and algebra skills. One or more times during the semester students will be using their math skills to solve case problems in out-of-class groups and on an individual basis in conjunction with using technology software.

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

Students are required to give oral presentations as part of group case projects. Students will be preparing for these assignments as part of their homework.

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

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments: 4

Other Assignments: 1

Course Subject & Number: ACCT 205
Course Name: *Managerial Accounting

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

Instructor will lecture, facilitate discussion of accounting topics, demonstrate exercises and problems, and facilitate group work.

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

Students will be evaluated on demonstrated proficiency in managerial accounting based on weekly homework assignments, quizzes, objective tests, essays, group case work with written reports and oral presentations, and an individual technology-based assignment. (Objectives 1 through 16)

Homework assignments typically include a writing component and computational problems to assess comprehension of chapter material. (Objectives 2 through 16)

Quizzes are typically objective, but require computation and analysis. (Objectives 2 through 16)

Tests are primarily objective, but also include subjective sections, requiring computations, problem solving skills, and writing brief essays. Tests assess comprehension of chapter material based on accuracy of computations. (Objectives 2 through 16)

The individual technology assignment is graded on demonstrated comprehension of the effective operation of spreadsheet software to prepare a cash budget and is graded on accuracy and completeness (Objective 11).

The group case work and oral presentations are graded on demonstrated comprehension of accounting concepts, writing, analysis and presentation of accounting information. (Objective 1)

Suggested Texts or Other Instructional Materials

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

MANAGERIAL ACCOUNTING, Garrison, Noreen, & Brewer, McGraw-Hill Irwin, Thirteenth Edition, 2010

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

RECEIVED
SEP - 1 2010
BY: _____

SECTION I

Date _____ Initial _____
AP&P Representative: 7/21/10 KS
(indicates division review and approval)

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

Division Dean/Director: 8/9/10 kc

Faculty Name: (print) KAREN STENBACK

Date 8-17-10

COURSE SUBJECT & NUMBER: MOA 101

COURSE TITLE: *Beginning Medical Terminology

- 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 description, course objectives, and textbooks.*

SECTION II Course/Catalog Information

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

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

2. Course Justification (check all that apply):

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

3. Maximum Class Size: 30 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:
Maximum number of students with whom the instructor can interact in group work.*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:
This course is part of a sequence of vocational education courses in the medical office assisting discipline that leads to an associate's degree in medical office assisting (clinical, administrative, or both).*

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: MOA 101

COURSE NAME: Beginning Medical Terminology

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

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

Advisory: Eligibility for ENGL 099 and READ 099

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

This course provides experience in building basic terms commonly used in the medical field using prefixes, suffixes and word roots. An introduction to anatomy and physiology is used to illustrate applications of terms in a body systems approach. (CSU, AVC).

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

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

1. Describe the structure and function of body systems using medical terms, including the functional relationship between the systems.
2. Describe disorders of body systems in oral and written formats.
3. Explain medical terms concerning diagnostic and therapeutic procedures and pharmacology related to treatment of disorders.
4. Interpret and analyze medical terminology in medical reports and laboratory results.
5. Pronounce, spell, build and use medical terms correctly.
6. Analyze medical terminology in professional literature, case studies and other health information.

Course Subject & Number: MOA 101

Course Name: Beginning Medical Terminology

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

- I. Review of basic word structure, prefixes and suffixes
 - A. Medical word structure
 - B. Structural organization of the body
 - C. Prefixes
 - D. Suffixes
- II. Integumentary system
 - A. Anatomy and physiology
 - B. Medical word elements
 - C. System disorders
 - D. Common diagnostic and symptomatic terms, laboratory tests and treatments
 - E. Application of knowledge
- III. Digestive system
 - A. Anatomy and physiology
 - B. Medical word elements
 - C. System disorders
 - D. Common diagnostic and symptomatic terms, laboratory tests and treatments
 - E. Application of knowledge
- IV. Respiratory system
 - A. Anatomy and physiology
 - B. Medical word elements
 - C. System disorders
 - D. Common diagnostic and symptomatic terms, laboratory tests and treatments
 - E. Application of knowledge
- V. Cardiovascular system
 - A. Anatomy and physiology
 - B. Medical word elements
 - C. System disorders
 - D. Common diagnostic and symptomatic terms, laboratory tests and treatments
 - E. Application of knowledge
- VI. Blood, lymph, and immune system
 - A. Anatomy and physiology
 - B. Medical word elements
 - C. System disorders
 - D. Common diagnostic and symptomatic terms, laboratory tests and treatments
 - E. Application of knowledge
- VII. Musculoskeletal system
 - A. Anatomy and physiology
 - B. Medical word elements
 - C. System disorders
 - D. Common diagnostic and symptomatic terms, laboratory tests and treatments
 - E. Application of knowledge
- VIII. Genitourinary system
 - A. Anatomy and physiology
 - B. Medical word elements
 - C. System disorders
 - D. Common diagnostic and symptomatic terms, laboratory tests and treatments
 - E. Application of knowledge
- IX. Female reproductive system
 - A. Anatomy and physiology
 - B. Medical word elements
 - C. System disorders
 - D. Common diagnostic and symptomatic terms, laboratory tests and treatments
 - E. Application of knowledge
- X. Endocrine system
 - A. Anatomy and physiology
 - B. Medical word elements

- C. System disorders
- D. Common diagnostic and symptomatic terms, laboratory tests and treatments
- E. Application of knowledge

XI. Nervous system

- A. Anatomy and physiology
- B. Medical word elements
- C. System disorders
- D. Common diagnostic and symptomatic terms, laboratory tests and treatments
- E. Application of knowledge

XII. Special senses

- A. Anatomy and physiology
- B. Medical word elements
- C. System disorders
- D. Common diagnostic and symptomatic terms, laboratory tests and treatments
- E. Application of knowledge

Course Subject & Number: MOA 101
Course Name: Beginning Medical Terminology

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

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

Ten to twenty pages of reading assignments from textbook and other medical sources weekly.

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

One 3 to 4 page paper per semester.

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

None

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

Homework assignments in workbook (fill-in-the-blank, crossword puzzles, matching, short answer) and preparation of two oral presentations: a journal article and the essay paper.

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

Reading Assignments: 2

Writing Assignments: 1

Computational Assignments: 0

Other Assignments: 3

Course Subject & Number: MOA 101
Course Name: Beginning Medical Terminology

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

Lecture, audio-visuals, instructor-guided discussion, small group work, worksheets

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

#1 and #2: Examinations and quizzes that include multiple choice, true-false, matching and short answer to determine ability to use terms to describe the structure and function of the body, the relationship between body systems, and disorders of the body systems.

#3: Completion of written homework assignment and worksheets to determine ability to interpret medical terms in diagnostic and therapeutic procedures and pharmacology.

#2, #5 and #6: Written paper to determine ability to use medical terminology related to medical disorders, ability to spell and use medical terms correctly.

#4 and #5: Oral presentation of a journal article to determine accurate pronunciation of medical terms.

#5 and #6: Oral presentation of the research paper to determine accurate pronunciation, spelling and use of medical terms and understanding of disease processes (signs, symptoms, causes, treatments, diagnostic measures, pathophysiology, prognosis, and complications).

Suggested Texts or Other Instructional Materials

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

Gyls, B.A. and Wedding, M.E. Medical Terminology Systems: A Body Systems Approach, 6th Ed. F.A. Davis, 2009.

Stedman, T.L. Stedman's Medical Dictionary for Health Professions and Nursing, 6th Ed. Lippincott, 2008.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> | New Course |
| <input type="checkbox"/> | Effective Date
(for articulation) |
| <input checked="" type="checkbox"/> | COR Revision 5/13/2010 |
| <input type="checkbox"/> | Pre Req/Advisories |
| <input type="checkbox"/> | Other Changes |
| <input checked="" type="checkbox"/> | SLOs 5/27/2008 |

COURSE SUBJECT & NUMBER: MOA 101

COURSE NAME: *Beginning Medical Terminology

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

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

Advisory: Eligibility for ENGL 099 and READ 099

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

Basic terms commonly used in the medical field with emphasis on prefixes, suffixes and word roots. An introduction to anatomy and physiology will be used as an applied learning tool. (CSU, AVC)

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

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

1. Describe body systems using medical terms.
2. Describe disorders of body systems using medical terms in oral and written formats.
3. Interpret medical terms found in medical reports and laboratory results.
4. Pronounce and use medical terms correctly.
5. Analyze professional literature, case studies and other health information.

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

SECTION I

Date _____ Initial _____
 AP&P Representative: 10/7/10 LH
(indicates division review and approval)
 Division Dean/Director: _____

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

Faculty Name: (print) _____ Date _____

COURSE SUBJECT & NUMBER: MOA 102

COURSE TITLE: Advanced Medical Terminology

- 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: Objectives, content and text have been updated. Advisories have been added "Eligibility for ..."*

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 _____ before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

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

2. Course Justification (check all that apply):

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

3. Maximum Class Size: 30 *Provide pedagogical rationale and/or discipline history; room size is not sufficient.*
 Maximum number of students that can participate in group work.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
 MOA is one course in a sequence that leads to an Associate's degree or certificate in three specialities: Clinical Medical Assisting, Administrative Medical Assisting and Medical Assisting. The medical assisting courses are career technical programs.

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: _____

RECEIVED

SEP - 1 2010

BY: Mattrecci

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES

Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date Initial
AP&P Representative: 7/21/10 LS
(indicates division review and approval)

Division Dean/Director: 8/9/10 ke

Faculty Name: (print) KAREN STENBACK

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

Date 8-17-10

COURSE SUBJECT & NUMBER: MOA 102

COURSE TITLE: Advanced Medical Terminology

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

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

Objectives and content have been updated. Advisories have been changed.
and text added "Eligibility For..."

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: Part of a sequence that leads to a degree

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

2. Course Justification (check all that apply):

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

3. Maximum Class Size: 30 Provide pedagogical rationale and/or discipline history; room size is not sufficient:
Maximum number of students that can participate in group work.

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:
MOA 102 is one course in a sequence that leads to an Associate's degree or certificate in three specialties: Clinical medical assisting, Administrative medical assisting and medical assisting. The medical assisting courses are career technical programs.

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: MOA 102

Course Name: Advanced Medical Terminology

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)

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.

Eligibility for ENGL 101: Students are required to write a paper that requires analysis of medical terms used in medical documentation and literature.

SECTION III: Limitation On Enrollment:

(This applies to only a limited category of courses. See guidelines in AP&P Standards & Practices Handbook.)

- | | |
|---|---|
| <input type="checkbox"/> Health and safety considerations | <input type="checkbox"/> *Honors courses (sections) |
| <input type="checkbox"/> Legal requirements (statutory, regulatory, or contractual) | <input type="checkbox"/> *Audition required for performance/art courses |
| <input type="checkbox"/> *Try-out for intercollegiate teams | <input type="checkbox"/> *Other (special courses/programs; e.g. PACE; Puente) |

For whichever category is checked above, provide a brief explanation:

*If this course is a requirement for any certificate or degree, list alternative course (subject and number) that does not exclude students based upon the limitation.

SECTION IV

1) Proficiency Recommendations:

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	CLR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 101	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Math placement level — Eligibility for:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Other Course Recommendations:

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

Completion of:	MOA 101	<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 _____ Date _____

Sinda Harmon _____ *10/7/10*
 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 _____

SECTION IV

1) Proficiency Recommendations:

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	CLR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 101	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Math placement level — Eligibility for:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Other Course Recommendations:

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

Completion of:	MOA 101	<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

Karen Steinhack 8-17-10
Signature: Instructor Date

Shirley Harmon 7/21/10
Signature: AP&P Representative Date

Karen W. Couell 8/9/10
Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee _____ Date _____



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: MOA 102

COURSE NAME: Advanced Medical Terminology

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

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

Prerequisite: Completion of MOA 101

Advisory: Eligibility for College Level Reading and ENGL 101

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

The focus of this course is continued development of understanding and application of medical language to practical situations that occur in hospitals, clinics, physicians' offices, medical records and medical communications.

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

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

1. Examine and interpret the structure and function of the body systems.
2. Interpret information about disorders of body systems using medical terms in oral and written formats.
3. Interpret and analyze medical terms found in medical reports, laboratory results, diagnostic imaging and medical literature.
4. Deconstruct and analyze medical terms into word elements.
5. Analyze professional literature, case studies and other health information.

Course Subject & Number: MOA 102

Course Name: Advanced Medical Terminology

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

- I. Review of basic word structure, prefixes and suffixes
 - A. Medical word structure
 - B. Structural organization of the body
 - C. Prefixes
 - D. Suffixes
- II. Anatomy and physiology, advanced studies
 - A. Digestive system
 - B. Urinary system
 - C. Female reproductive system
 - D. Male reproductive system
 - E. Nervous system
 - F. Cardiovascular system
 - G. Respiratory system
 - H. Blood system
 - I. Lymphatic system
 - J. Skin
 - K. Sense organs: eye and ears
 - L. Endocrine system
 - M. Psychiatry
- III. Medical word elements, advanced studies
 - A. Digestive system
 - B. Urinary system
 - C. Female reproductive system
 - D. Male reproductive system
 - E. Nervous system
 - F. Cardiovascular system
 - G. Respiratory system
 - H. Blood system
 - I. Lymphatic system
 - J. Skin
 - K. Sense organs: eye and ears
 - L. Endocrine system
 - M. Psychiatry
 - N. Oncology
 - O. Radiology and nuclear medicine
 - P. Pharmacology
- IV. System disorders, advanced studies
 - A. Digestive system
 - B. Urinary system
 - C. Female reproductive system
 - D. Male reproductive system
 - E. Nervous system
 - F. Cardiovascular system
 - G. Respiratory system
 - H. Blood system
 - I. Lymphatic system
 - J. Skin
 - K. Sense organs: eye and ears
 - L. Endocrine system
 - M. Psychiatry
- V. Diagnostic imaging and symptomatic terms, and laboratory tests
 - A. Digestive system
 - B. Urinary system
 - C. Female reproductive system
 - D. Male reproductive system
 - E. Nervous system

- F. Cardiovascular system
- G. Respiratory system
- H. Blood system
- I. Lymphatic system
- J. Skin
- K. Sense organs: eye and ears
- L. Endocrine system
- M. Psychiatry

VI. Clinical procedures and treatments

- A. Digestive system
- B. Urinary system
- C. Female reproductive system
- D. Male reproductive system
- E. Nervous system
- F. Cardiovascular system
- G. Respiratory system
- H. Blood system
- I. Lymphatic system
- J. Skin
- K. Sense organs: eye and ears
- L. Endocrine system
- M. Psychiatry

VII. Applied studies

- A. Digestive system
- B. Urinary system
- C. Female reproductive system
- D. Male reproductive system
- E. Nervous system
- F. Cardiovascular system
- G. Respiratory system
- H. Blood system
- I. Lymphatic system
- J. Skin
- K. Sense organs: eye and ears
- L. Endocrine system
- M. Psychiatry
- N. Oncology
- O. Radiology and nuclear medicine
- P. Pharmacology

VIII. Special situations

- A. Oncology: carcinogenesis, identification and classification, clinical procedures and treatments
- B. Radiology and nuclear medicine: use of diagnostic imaging in evaluation and treatment of medical conditions
- C. Pharmacology: drug names, classes, standards and references; drug action and toxicity; drug administration

Course Subject & Number: MOA 102
Course Name: Advanced Medical Terminology

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

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

Ten to twenty pages of reading assignments from textbook and other medical sources weekly.

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

One 3 to 4 page paper per semester. Paper must reflect use of sources other than the textbook and reflect student's analysis of the context of medical terms used in medical literature.

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

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

Homework assignments in workbook (fill-in-the-blank, crossword puzzles, matching, short answer) and preparation of two presentations: a journal article and the paper.

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

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments: 0

Other Assignments: 2

Course Subject & Number: MOA 102
Course Name: Advanced Medical Terminology

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

Lecture, audio-visuals, instructor-guided discussion, small group work, worksheets

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

#1 and #3: Completion of written homework assignment, exams and worksheets to determine ability to interpret medical terms in medical documents and laboratory reports.

#2: Written paper to determine ability to use medical terminology related to medical disorders. Oral presentation of a journal article to determine accurate pronunciation of medical terms.

#4: Written paper to determine ability to break down and interpret medical terminology related to medical disorders.

#5: Examinations and quizzes that include multiple choice, true-false, matching and short answer to determine application of combining forms, prefixes, suffixes and definitions within the medical context. Written paper to determine an ability to analyze medical literature, case studies and other health information.

Suggested Texts or Other Instructional Materials

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

The Language of Medicine, Chabner, D.E. Saunders, 2010, 9th ed.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: MOA 102
COURSE NAME: Advanced Medical Terminology
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES:
Prerequisite: Completion of MOA 101

COURSE DESCRIPTION:

The focus of this course is application of medical language to practical situations that occur in hospitals, clinics, physicians' offices, medical research, and medical communications.

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

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

1. Describe body systems using medical terms.
2. Describe disorders of body systems using medical terms in oral and written formats.
3. Interpret medical terms found in medical reports and laboratory results.
4. Pronounce and use medical terms correctly.
5. Analyze professional literature, case studies and other health information.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

9/28/10
AP&P

COPY

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. PDAF-001
Course Title: Astrology for Fun

Instructor (print): Mr. Anthony

RECEIVED
MAY 27 2010
BY: _____
09-01-10

Division Faculty Review

[Signature]
Faculty Review Signature

Psychology
Discipline

09-01-10
Date

Approved _____ Denied

Reason Sorry - but ASTROLOGY IS A Pseudo-science + I CANNOT support this

[Signature]
Faculty Review Signature

Anthropology
Discipline

9-27-10
Date

Approved Denied _____

Reason _____

Matthew Lee
Faculty Review Signature

HISTORY
Discipline

9/29/10
Date

Approved Denied _____

Reason NOT BEING PRESENTED AS SCIENCE. SEEMS ACCEPTABLE FOR GENERAL AUDIENCE

[Signature]
Faculty Review Signature

SOCIOLOGY
Discipline

9/29/10
Date

Approved Denied _____

Reason A "fun" topic, not to be taken seriously!

[Signature]
AP&P Representative Signature

5/24/10
Date

Approved Denied _____

Reason _____

[Signature]
Division Dean Signature

5-26-10
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: PDAF-001
TITLE: Astrology for Fun
INSTRUCTOR: Mr. Anthony
HOURS: 2 hrs. per session NUMBER OF MEETINGS: 6
ENROLLMENT FEE: \$ 60 MATERIALS/SUPPLIES FEE: \$5
Text / CDs / DVDs / Handouts
Materials provided for review: [X] N
ENROLLMENT EXPECTED: 10/20

DESCRIPTION OF OFFERING: Target audience: Adults, 18 and over
Recommended advisories/pre-requisites/instructor approval: None

Course description: Everyone wants to learn the magical language of Astrology!
Mr. Anthony, of Mr. Anthony Astrology Center, presents a unique way of learning this language. You'll learn how to get the answers to the questions of your life: relationships, business concerns, and the timing of things. Take Mr. Anthony's class and learn how to get the answers through the fun language of Astrology!

INSTRUCTOR BIOGRAPHY: Mr. Anthony is the founder of the Mr. Anthony Astrology Center bringing love, joy, and entertainment to people worldwide through astrology parties, classes and readings plus energy blessings for your business, home or office. He holds an AA degree in Communications from East LA College, and has taken Astrology courses with the Long Beach Astrology Center. Mr. Anthony has appeared on television and radio, and has been featured in magazines focusing on astrological predictions. Currently, Mr. Anthony is being featured on a Southern California radio station as a resident astrologer.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other: Tables and Sink.

Need software installed:

ITS notified: Date Signature

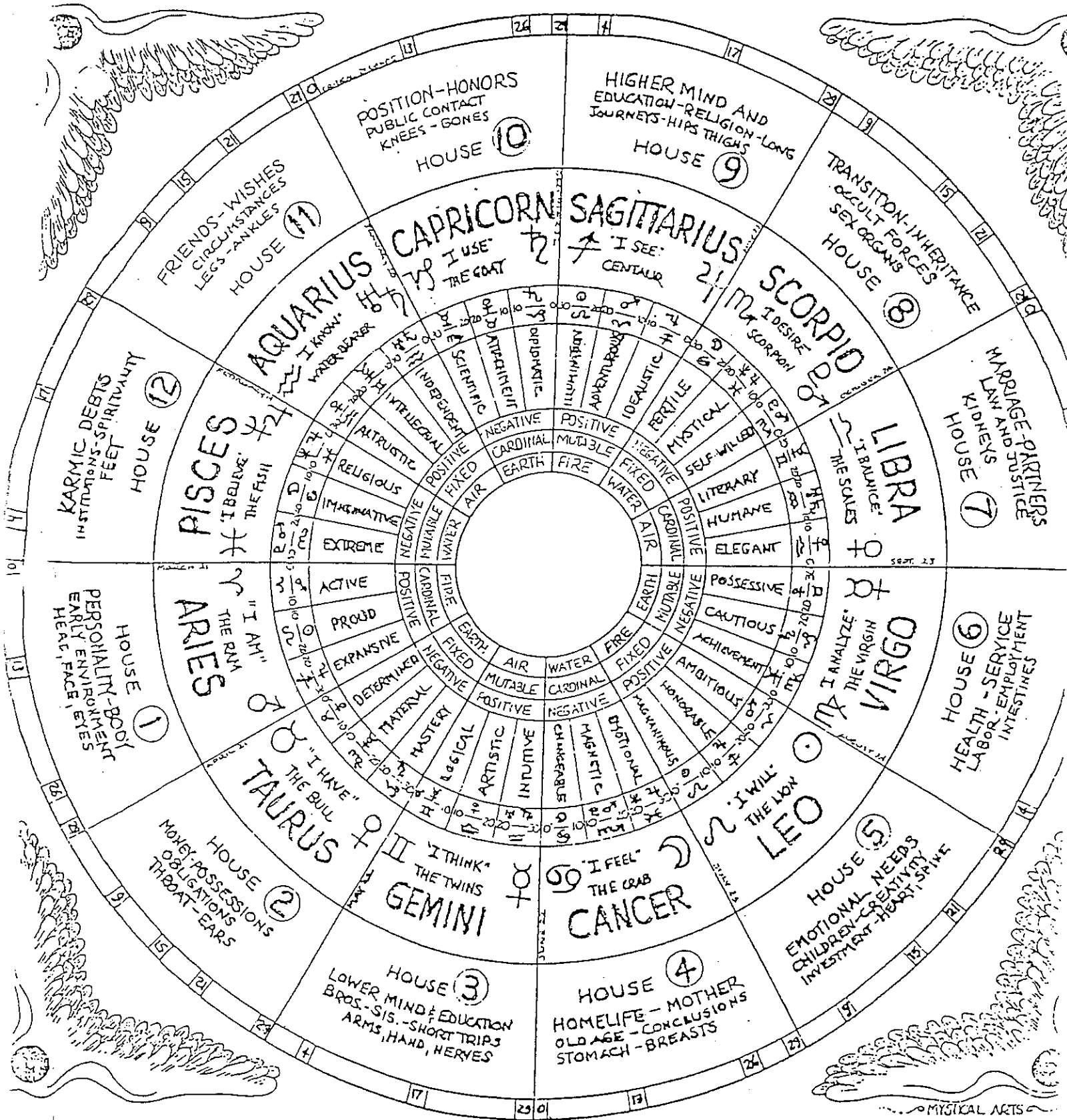
ONLINE CLASS:

How offered? Independent study
Online instructor
Synchronous Only
Synchronous and Asynchronous
Number of required sessions
Hybrid
Number of required sessions online vs. face-to-face

Portal used, web address listed:

Enrollment: Start dates Open Y N

THE GREAT MANDALA



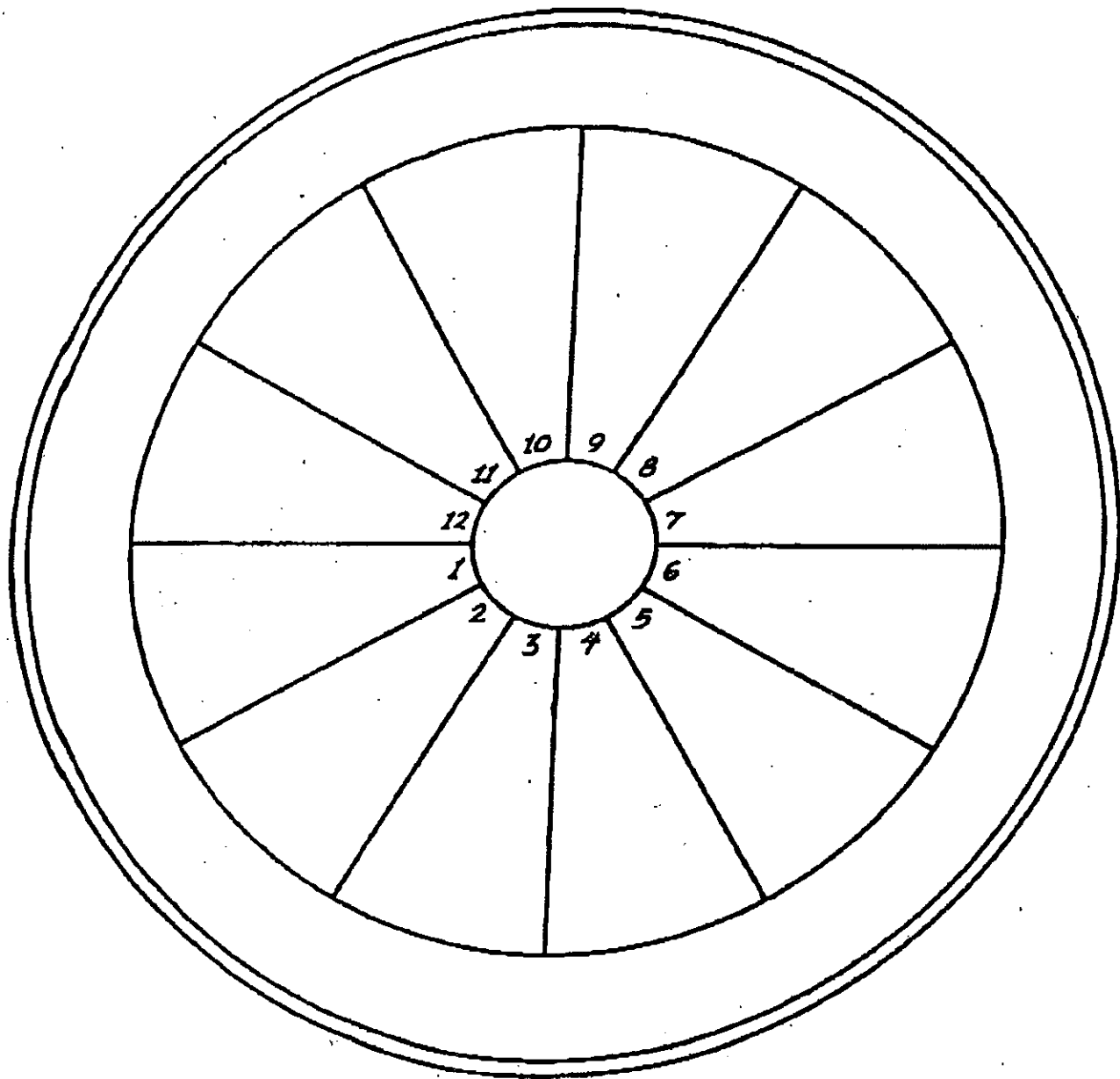
PLANETS - KEYWORDS

☉	SUN	Life Giver, Consciousness
☾	MOON	Growth, Emotions, Change
☿	MERCURY	Reason, Communication
♀	VENUS	Love, Beauty, Possessions

♃	JUPITER	Expansion, Values, Ideals
♄	SATURN	Responsibility, Restriction
♅	URANUS	Illumination, Upheaval
♆	NEPTUNE	Divinity, Illusion, Inspiration

SPEED OF PLANETS

☉	28 Days	♃	12 Years
☾	88 Days	♄	29 1/2 Years
☿	224 Days	♅	84 Years
♆	365 1/4 Days	♆	165 Years



Signs

♈	Aries
♉	Taurus
♊	Gemini
♋	Cancer
♌	Leo
♍	Virgo
♎	Libra
♏	Scorpio
♐	Sagittarius
♑	Capricorn
♒	Aquarius
♓	Pisces

Aspects

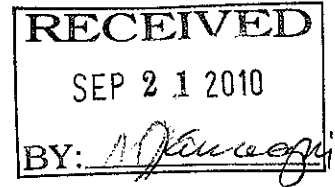
♋	Conjunctions
♌	Oppositions
♍	Trines
♎	Squares
♏	Semi Sextiles
♐	Sextiles
♑	Inconjuncts
♒	Semi Squares
♓	Sesquiquadrates
♈	Quintiles
♉	Septiles
♊	Noviles
♋	Parallel
♌	Contra-Parallel

Planets

♁	Sun	☾	Moon	♿	Mercury
♀	Venus	♂	Mars	♃	Jupiter
♄	Saturn	♅	Uranus	♆	Neptune
♇	Pluto	♁	North Node	♇	South Node
♁	Chiron	♁	Pallas	♁	Juno
♁	Ceres	♁	Vesta	♁	Earth



ANTELOPE VALLEY COLLEGE
Technical Education Division



DATE: September 10, 2010

TO: Academic Policies and Procedures Committee

FROM: ^{MMD} Margaret M. Drake, Dean, Technical Education Division
Dexter Cummins, Instructor, Administration of Justice Program *we*

SUBJECT: Obsolete Administration of Justice Courses

We are requesting that the following Administration of Justice courses become obsolete. These courses have never been taught and have not been brought forward to AP&P for renewal. They should, therefore, be removed from the active course file.

Administration of Justice courses to be made obsolete:

AJ 130A, Reserve Peace Officer Level III Part 1
AJ 130B, Reserve Peace Officer Level III Part 2
AJ 130C, Reserve Peace Officer Level II
AJ 130D, Reserve Peace Officer Level I

Thank you.

MMD:mr

cc: L. Snow
M. Jaurequi