ANTELOPE VALLEY COLLEGE
Academic Affairs Office

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

FROM: Ms. Clinton/Mrs. Lowry

DATE: February 5, 2010

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

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

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

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

3. **APPROVAL OF MINUTES –** December 10, 2009

4. **INFORMATIONAL ITEMS (5 minutes each)**
   a. Curricunet Update

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

6. **DISCUSSION ITEMS (10 minutes each)**
   a. Revising the Diversity Studies Requirement Statement – Maria Clinton

7. **ACTION ITEMS** – Catalog Revisions
   a. Revising the Diversity Studies Requirement Statement – Maria Clinton

8. **DISCUSSION ITEMS** – Revised Courses – First Reading
   a. SPAN 101 – *Elementary Spanish 1   5 units, 5 hours weekly

   b. SPAN 102 – *Elementary Spanish 2   5 units, 5 hours weekly

   c. SPAN 201 – *Intermediate Spanish 1   5 units, 5 hours weekly

   d. SPAN 202 – *Intermediate Spanish 2   5 units, 5 hours weekly

   e. SPAN 203 – *Advance Spanish   3 units, 3 hours weekly

   f. SOC 110 – *Ethnic Relations   3 units, 3 hours weekly

   g. CFE 109 – *Supervision and Administration of Childhood I 3 units, 3 hours weekly

   h. CFE 110 – *Supervision and Administration of Childhood II 3 units, 3 hours weekly

   i. CFE 115 – *Guiding Children's Behavior   3 units, 3 hours weekly

   j. CFE 122 – *Infant/Toddler Strategies   3 units, 3 hours weekly

k. CFE 169 – *Foster Parenting the Emotionally Disturbed Child   1 unit, 18 hours total

l. CFE 201 – *Child Development Practicum   3 units, 6 hours weekly
   Title Change to: Child Development Practicum – Observation and Assessment

m. CFE 202 – *Child Development Practicum   3 units, 6 hours weekly
   Title Change to: Child Development Practicum – Emergent Leadership

9. **ACTION ITEMS** – Revised Courses – Second Reading
   a. ENGL 225 – *English Literature 800-1750   3 units, 3 hours weekly

   b. ENGL 226 – *English Literature 1750-1900   3 units, 3 hours weekly

   c. ENGL 299 – *Special Topics in Literature   3 units, 3 hours weekly

   d. ESL 018 – ESL Reading and Writing 1   3 units, 3 hours weekly

   e. ESL 018 DE – ESL Reading and Writing I   3 units, 3 hours weekly – Revised hybrid equivalent

   f. ESL 019 – ESL Skills Building 1   5 units, 5 hours weekly

   g. ESL 020 – ESL Vocabulary and Pronunciation 2   4 units, 4 hours weekly

   h. ESL 023 – ESL Grammar 2   3 units, 3 hours weekly

   i. ESL 023 DE – ESL Grammar 2   3 units, 3 hours weekly – Revised hybrid equivalent

   j. ESL 028 – ESL Reading and Writing 2   3 units, 3 hours weekly

   k. ESL 028 DE – ESL Reading and Writing 2   3 units, 3 hours weekly – Revised hybrid equivalent

   l. ESL 029 – ESL Skills Building 2   5 units, 5 hours weekly

   m. ESL 030 – ESL Vocabulary and Pronunciation 3   4 units, 4 hours weekly

   n. ESL 033 DE – ESL Grammar 3   3 units, 3 hours weekly – Revised hybrid equivalent

   o. ESL 038 – ESL Reading and Writing 3   3 units, 3 hours weekly

   p. ESL 038 DE – ESL Reading and Writing 3   3 units, 3 hours weekly – Revised hybrid equivalent

   q. ESL 039 – ESL Skills Building 3   5 units, 5 hours weekly

   r. ESL 040 – ESL Vocabulary and Pronunciation 4   4 units, 4 hours weekly

   s. ESL 043 – ESL Grammar 4   3 units, 3 hours weekly

   t. ESL 043 DE – ESL Grammar 4   3 units, 3 hours weekly – Revised hybrid equivalent

   u. ESL 048 – ESL Reading and Writing 4   3 units, 3 hours weekly

   v. ESL 048 DE – ESL Reading and Writing 4   3 units, 3 hours weekly – Revised hybrid equivalent

   w. ESL 049 – ESL Skill Building 4   5 units, 5 hours weekly

   x. ESL 058 – ESL Reading and Writing 5   3 units, 3 hours weekly

   y. ESL 058 DE – ESL Reading and Writing 5   3 units, 3 hours weekly – Revised hybrid equivalent

   z. ESL 059 – ESL Skill Building 5   5 units, 5 hours weekly

10. DISCUSSION ITEMS – Revised Courses – First Reading
    a.   ATH 103L – Practical Applications of Athletic Training II Lab 4 units, 12 hours weekly
        Class Maximum: 8 Students

    b.   MATH 070B – Elementary Algebra-Second Half with SAS   2 units, 4 hours weekly

    c.   MATH 080 – Plane Geometry   4 units, 4 hours weekly

    d.   ACCT 111 - *Bookkeeping   3 units, 3 hours weekly

11. DISCUSSION ITEMS – Revised Certificate – First Reading
    a.   Both Networking Certificates
        Required: CA 176 and CA 182
        Electives: CA 153 and CA 103

    b.   Core Certificate
        Required: CA 175
        Not Required: CIS 157

    c.   Multi-Platform Certificate
        Required: CIS 159 (replaces CA 173)

12. DISCUSSION ITEMS – New Community Service Offering – First Reading
    a.   How to Become a Debt-Free Real Estate Investor – Seewing Yee

    b.   Busy Mom's Book Club – Ellen Coleman

    c.   Fundraising Fundamentals – John Drew

    d.   Grant Writing – Intermediate – John Drew

    e.   Nursing Preceptorship – Bonnie Curry & Elizabeth Sundberg

13. ACTION ITEMS – Obsolete Course Request – First Reading
    a.   ART 105 – *Survey of Women Artists in History
    b.   CA 173 – *Novell Netware System Administration

14. ADDITIONAL INFORMATION – **Courses by Division that need to be revised and submitted to AP&P**
    Business and Computer Studies
        a.   ACCT 111 – Bookkeeping (In process)
        b.   ACCT 113 – Bookkeeping II
        c.   ACCT 121 – Microcomputer Accounting
        d.   ACCT 201 – Financial Accounting
        e.   ACCT 205 – Managerial Accounting
        f.   BUS 101 – Introduction to Business
        g.   BUS 105 – Business Mathematics
        h.   BUS 113 – Business Communications
        i.   BUS 212 – Women in Organization
        j.   CA 121 – Microcomputer Spreadsheets
        k.   CA 131 – Microcomputer Database Management
        l.   CA 171 – Introduction to Networking (In process)
        m. CA 176 – Windows 2003 Networking (Technical Review 10/27/2009; In process)
        n.   CA 182 – Network Security (Technical Review 10/27/2009; In process)
        o.   CA 221 – Computer Concepts & Appl Business
        p.   CIS 101 – Intro Computer Info Science
        q.   CIS 111 – Intro Programming & Algorithms
        r.   CIS 113 – Data Structures
        s.   CIS 123 – Assem Lang & Computer Architect
        t.   CIS 141 – Intro Basic Programming
        u.   CIS 175 – Java Programming
        v.   MGT 121 – Human Resources Management

w. MKTG 101 – Principles of Marketing
x. OT 105 – Beginning Keyboarding Technique
y. OT 113 – Adv MS Word (No SLO)
z. OT 201 – Admin Office Procedures

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

Instructional Resources
a. LIB 107 – Information Competency

Language Arts
a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
b. ENGL 225 – English Literature 800-1750 (First Reading 12/10/2009; In process)
c. ENGL 226 – English Literature 1750-1900 (First Reading 12/10/2009; In process)
d. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
e. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
f. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; In process)
g. ESL 018 – ESL Reading and Writing 1 (First Reading 12/10/2009; In process)
h. ESL 019 – ESL Skills Building 1 (First Reading 12/10/2009; In process)
i. ESL 020 – ESL Vocabulary and Pronunciation 2 (First Reading 12/10/2009; In process)
j. ESL 023 – ESL Grammar 2 (First Reading 12/10/2009; In process)
k. ESL 028 – ESL Reading and Writing 2 (First Reading 12/10/2009; In process)
l. ESL 029 – ESL Skills Building 2 (First Reading 12/10/2009; In process)
m. ESL 030 – ESL Vocabulary and Pronunciation 3 (First Reading 12/10/2009; In process)
n. ESL 038 – ESL Reading and Writing 3 (First Reading 12/10/2009; In process)
o. ESL 039 – ESL Skills Building 3 (First Reading 12/10/2009; In process)
p. ESL 040 – ESL Vocabulary and Pronunciation 4 (First Reading 12/10/2009; In process)
q. ESL 043 – ESL Grammar 4 (First Reading 12/10/2009; In process)
r. ESL 048 – ESL Reading and Writing 4 (First Reading 12/10/2009; In process)
s. ESL 049 – ESL Skills Building 4 (First Reading 12/10/2009; In process)
t. ESL 058 – ESL Reading and Writing 5 (First Reading 12/10/2009; In process)
u. ESL 059 – ESL Skills Building 5 (First Reading 12/10/2009; In process)
v. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
w. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)
x. SPAN 101 – Elementary Spanish (Technical review 10/27/2009; In process)
y. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09; In process)
z. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09; In process)
aa. SPAN 202 – Intermediate Spanish (Technical review 10/27/2009; In process)
bb. SPAN 203 – Advance Spanish (Technical review 10/27/2009; In process)

Math/Science and Engineering
a. DRFT 130 – Architectural Drafting I
b. DRFT 240 – Electronic Drafting
c. ENGR 130 – Materials Science
d. ENGR 130L – Materials Science Lab
e. ENGR 210 – Statics
f. MATH 070B – Elementary Algebra – 2nd Half (In process)
g. MATH 080 – Plane Geometry (In process)

Noncredit
a. LAC 900 – Supervised Tutoring
b. LAC 901 – Supervised Learning Assistance
c. LAC 939 – Prep for Success in Corp Train (No SLO)
d. LAC 941 – Special Topics in WFDV (No SLO)

e. LAC 942 – Learning Skills Lab for WFDV (No SLO)
f. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; Pending revisions and SLO)
g. WDTO 905 – Basic Water Supply Science (Rcvd 11/4/09; No SLO)
h. WDTO 910 – Water Chemistry and Quality (Rcvd 11/4/09; No SLO)
i. WDTO 915 – Water Distribution I (Technical review 10/27/2009; No SLO)
j. WDTO 916 – Water Distribution II (Rcvd 11/4/09; No SLO on File)
k. WDTO 920 – Water Treatment I (Agenda Ready; Pending SLO)

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

Social & Behavioral Sciences / FACE
a. PSY 215 – Psychology of Prejudice
b. PSY 235 – Child Psychology
c. WE 199 – Work Experience

Technical Education
a. ACRV 198 – Heating and Air Conditioning Seminars
b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09)
c. ELEC 110 – Fundamentals of Electricity (Rcvd 11/19/2009)
d. ELEC 115 – Electrical Codes and Ordinances (Rcvd 11/19/2009)
e. ELEC 120 – Residential Wiring (Rcvd 11/19/2009)
f. ELEC 140 – Commercial/Industrial Wiring and Cabling (Rcvd 11/19/2009)
g. ELEC 150 – Electrical Maintenance (Rcvd 11/19/2009)
h. ELEC 160 – Fundamentals of Motor Control (Rcvd 11/19/2009)
i. ELEC 220 – Advanced Motor Control – PLC (Rcvd 11/19/2009)
j. ELEC 250 – Electricians Journeyman Review (Rcvd 11/19/2009)
k. FTEC 102 – (I-200) Bas Incd Comm Sys
l. FTEC 120 – (S-212) Wildfire Powersaws
m. FTEC 122 – Wildland Firefighter
n. FTEC 125 – Haz Mat First Responder Operations
o. FTEC 126 – Wildland Fire behavior
p. FTEC 127 – Wildland Firefighter Safety and Survival
q. FTEC 128 – Wildland Fire Operations
r. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
s. FTEC 130 – Wildland Fire Logistics, Finance and Planning
t. FTEC 131 – (L-280) Followership to Leadership
u. FTEC 132 – (S-131) Advanced Firefighter Training
v. FTEC 137 – (S-211) Portable Pumps and Water Use
w. FTEC 138 – Wildland Engine Firefighter
x. FTEC 150 – (S-270) Basic Air Operations
y. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts
a. ART 105 – Women Artists in History (Obsolete Memo Rcvd 12/9/2009; In process)
b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
d. THA 105 – Introduction to Lighting Design (No SLO)
e. THA 120D – Rehearsal and Performance: Children's Theatre (Technical Review 5/2009: pending revisions)

15. ADJOURNMENT

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

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

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

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

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

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

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

4. **INFORMATIONAL ITEMS (5 minutes each)**
    a. CurricUNET Update
        Ms. Clinton gave an update on how CurricUNET was coming along. She reported that she will be sending out an email requesting volunteers to be part of a testing group. There will be three groups of six individuals to test the dataware and this will be approximately a 3-4 week process. After the training sessions, there will be a few weeks to revise the system and then we will go live. AVC will be using both the paper system and the online system until the online system has proven itself successfully implemented. Maggie Drake volunteered herself and her administrative assistant, Maureen Rethwisch but asked that they not be in the same group. Other volunteers were Scott Lee, Beverly Beyer and Ed Beyer,. Darcy Wiewall volunteered to join a group, but asked to be in the second

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

5. **REPORTS (10 minutes each)**
   There were no reports.

6. **DISCUSSION ITEMS (10 minutes each)**
   a. Revising the Diversity Studies Requirement Statement – Maria Clinton
   Ms. Clinton discussed a memo she had written regarding the diversity statement, and she will email this memo to the committee members. There also was an article in the Senate Rostrum regarding ethnic studies, and Ms. Clinton will see that committee members get a copy of that as well. The Academic Senate President attended an Academic Senate Plenary ethnic studies breakout session, at this session it was advised that community colleges should stay within the federal definition of what ethnicity is when developing their diversity statement. Ms. Clinton noted that the statewide Academic Senate will be writing a resolution regarding a diversity statement and asked the committee if they wanted to wait until that has come down before drafting our own resolution.

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

8. **DISCUSSION ITEMS** – Revised Courses – First Reading
   a. SPAN 101 – *Elementary Spanish 1   5 units, 5 hours weekly
   A motion was made and seconded to approve the revisions made to the Course Outline of Record for SPAN 101 Elementary Spanish 1. Rosa Onofre and Lucia Pozo were present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was requested that the word "hours" be written out completely under Reading Assignments, and also that the first sentence "Five hours per week are spent in the classroom" be removed under Methods of Instruction. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

   b. SPAN 102 – *Elementary Spanish 2   5 units, 5 hours weekly
   A motion was made and seconded to approve the revisions made to the Course Outline of Record for SPAN 102 Elementary Spanish 2. Rosa Onofre and Lucia Pozo were present and gave a brief description of the revisions made to the Course Outline of Record.   After review, it was requested that a rationale be provided for the prerequisites and that the first sentence "Five hours per week are spent in the classroom" be removed under Methods of Instruction. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions. A motion was made and seconded to approve the revisions made to SPAN 102 course content. Motion carried.

   c. SPAN 201 – *Intermediate Spanish 1   5 units, 5 hours weekly
   A motion was made and seconded to approve the revisions made to the Course Outline of Record for SPAN 201 Intermediate Spanish 1. Rosa Onofre and Lucia Pozo were present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was requested that a rationale be provided for the prerequisite. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions. A motion was made and seconded to approve the revisions made to SPAN 201 course content. Motion carried.

   d. SPAN 202 – *Intermediate Spanish 2   5 units, 5 hours weekly
   A motion was made and seconded to approve the revisions made to the Course Outline of Record for SPAN 202 Intermediate Spanish 2. Rosa Onofre and Lucia Pozo were present and gave a brief description of the revisions made to the Course Outline of Record. Ms. Onofre noted that they had contacted the publisher and they are sending her the new edition of the textbook, which should arrive next week and they will add that to the COR. After review,

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

e. SPAN 203 – *Advance Spanish   3 units, 3 hours weekly
    A motion was made and seconded to approve the revisions made to the Course Outline of Record for SPAN 203 Advanced Spanish. Rosa Onofre and Lucia Pozo were present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that since this class is taught entirely in Spanish, that statement should be included under Methods of Instruction. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

f. SOC 110 – *Ethnic Relations   3 units, 3 hours weekly
    A motion was made and seconded to approve the revisions made to the Course Outline of Record for SOC 110 Ethnic Relations. Angelea Davis was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the word "eligibility" was misspelled on the first page, item #!. In addition, on Page #7, the box under Item #4, Additional Documentation should not be checked for revised course; the word "theoretical" is misspelled on page #8 under c) Advisory; and under Methods of Instruction, the words audio visual or multimedia should be used in place of PowerPoint; and the ISBN numbers should be removed from the Suggested Texts category. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions. A motion was made and seconded to approve the revisions made to SOC 110 course content. Motion carried.

g. CFE 109 – *Supervision and Administration of Childhood I   3 units, 3 hours weekly
    A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 109 Supervision and Administration of Childhood Programs I. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that under Course Content, Section V(b) Title 22 should be capitalized. In addition, the ISBN #s should be removed from the Suggested Texts category. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

h. CFE 110 – *Supervision and Administration of Childhood II   3 units, 3 hours weekly
    A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 110 Supervision and Administration of Childhood Programs II. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the ISBN #s should be removed from the Suggested Texts category. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

i. CFE 115 – *Guiding Children's Behavior   3 units, 3 hours weekly
    A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 115 Guiding Children's Behavior. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was requested that the fact that students are required to do on-site observation be identified in the Course Description. In addition, under Homework Assignments, item #4, should be modified to state that students will conduct field observations. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

j. CFE 122 – *Infant/Toddler Strategies   3 units, 3 hours weekly
    A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 122 Infant/Toddler Strategies. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the Methods of Evaluation do not have objectives applied to them. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

k. CFE 169 – *Foster Parenting the Emotionally Disturbed Child   1 unit, 18 hours total
    A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 169 Foster Parenting the Emotionally Disturbed Child-D Rate Pre-Service Training. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the word "education" was misspelled under Course Description. Pending this correction being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

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

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

9. **ACTION ITEMS** – Revised Courses – Second Reading
a.   ENGL 225 – *English Literature 800-1750   3 units, 3 hours weekly
b.   ENGL 226 – *English Literature 1750-1900   3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 225 English Literature 800-1750, and ENGL 226 English Literature 1750-1900. Maria Clinton stated that all changes requested during the first reading had been made to the Course Outline of Record. Motion carried with no objections or abstentions.

c.   ENGL 299 – *Special Topics in Literature   3 units, 3 hours weekly
A motion was made and seconded to table this agenda item until clarification can be provided regarding the umbrella course. Motion carried with no objections or abstentions.

d.   ESL 018 – ESL Reading and Writing 1   3 units, 3 hours weekly
A motion was made and seconded to approve ESL 018 - ESL Reading and Writing 1. Motion carried with no objections or abstentions.

e.   ESL 018 DE – ESL Reading and Writing I   3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 018 DE - ESL Reading and Writing 1. After a brief discussion the motion carried with no objections or abstentions.

f.   ESL 019 – ESL Skills Building 1   5 units, 5 hours weekly
A motion was made and seconded to approve ESL 019 - ESL Skills Building 1. Motion carried with no objections or abstentions.

g.   ESL 020 – ESL Vocabulary and Pronunciation 2   4 units, 4 hours weekly
A motion was made and seconded to approve ESL 020 - ESL Vocabulary and Pronunciation 2. Motion carried with no objections or abstentions.

h.   ESL 023 – ESL Grammar 2   3 units, 3 hours weekly
A motion was made and seconded to approve ESL 023 - ESL Grammar 2. Motion carried with no objections or abstentions.

i.   ESL 023 DE – ESL Grammar 2   3 units, 3 hours weekly – Revised hybrid equivalent

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

j.   ESL 028 – ESL Reading and Writing 2   3 units, 3 hours weekly
A motion was made and seconded to approve ESL 028 - ESL Reading and Writing 2. Motion carried with no objections or abstentions.

k.   ESL 028 DE – ESL Reading and Writing 2   3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 028 DE - ESL Reading and Writing 2. Motion carried with no objections or abstentions.

l.   ESL 029 – ESL Skills Building 2   5 units, 5 hours weekly
A motion was made and seconded to approve ESL 029 - ESL Skills Building 2. Motion carried with no objections or abstentions.

m.   ESL 030 – ESL Vocabulary and Pronunciation 3   4 units, 4 hours weekly
A motion was made and seconded to approve ESL 030 - ESL Vocabulary and Pronunciation 3. Motion carried with no objections or abstentions.

n.   ESL 033 DE – ESL Grammar 3   3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 033 DE – ESL Grammar 3. After a brief discussion it was stated that the last sentence under Methods of Instruction should be removed and replaced with "The instructor will respond to the students in a timely manner." Pending changes being made and returned to Academic Affairs within one week, the motion carried with no objections or abstentions.

o.   ESL 038 – ESL Reading and Writing 3   3 units, 3 hours weekly
A motion was made and seconded to approve ESL 038 - ESL Reading and Writing 3. Motion carried with no objections or abstentions.

p.   ESL 038 DE – ESL Reading and Writing 3   3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 038 DE – ESL Reading and Writing 3. Motion carried with no objections or abstentions.

q.   ESL 039 – ESL Skills Building 3   5 units, 5 hours weekly
A motion was made and seconded to approve ESL 039 - ESL Skills Building 3. Motion carried with no objections or abstentions

r.   ESL 040 – ESL Vocabulary and Pronunciation 4   4 units, 4 hours weekly
A motion was made and seconded to approve ESL 040 - ESL Vocabulary and Pronunciation 4. Motion carried with no objections or abstentions.

s.   ESL 043 – ESL Grammar 4   3 units, 3 hours weekly
A motion was made and seconded to approve ESL 043 - ESL Grammar 4. Motion carried with no objections or abstentions.

t.   ESL 043 DE – ESL Grammar 4   3 units, 3 hours weekly – Revised hybrid equivalent
A motion was made and seconded to approve ESL 043 DE – ESL Grammar 4. . After a brief discussion it was stated that the last sentence under Methods of Instruction should be removed and replaced with "The instructor will respond to the students in a timely manner." Pending changes being made and returned to Academic Affairs within one week, the motion carried with no objections or abstentions.

u.   ESL 048 – ESL Reading and Writing 4   3 units, 3 hours weekly
A motion was made and seconded to approve ESL 048 - ESL Reading and Writing 4. Motion carried with no objections or abstentions.

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

w. ESL 049 – ESL Skill Building 4   5 units, 5 hours weekly
    A motion was made and seconded to approve ESL 049- ESL Skills Building 4. Motion carried with no objections or
    abstentions.

x. ESL 058 – ESL Reading and Writing 5   3 units, 3 hours weekly
    A motion was made and seconded to approve ESL 058 - ESL Reading and Writing 5. Motion carried with no
    objections or abstentions.

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

z. ESL 059 – ESL Skill Building 5   5 units, 5 hours weekly
    A motion was made and seconded to approve ESL 059 - ESL Skills Building 5. Motion carried with no objections
    or abstentions.

10. **DISCUSSION ITEMS** – Revised Courses – First Reading
    a. ATH 103L – Practical Applications of Athletic Training II Lab   4 units, 12 hours weekly
        Class Maximum: 8 Students
        A motion was made and seconded to approve the revisions made to the Course Outline of Record for ATH 103
        Practical Applications of Athletic Training II Lab. Cindy Littlefield explained that the committee had previously
        approved ATH 102 for a reduction in class size, and it was assumed that ATH 103 had been also approved at the
        same time. After a brief discussion, the motion carried with no objections or abstentions.

    b. MATH 070B – Elementary Algebra-Second Half with SAS   2 units, 4 hours weekly
        A motion was made and seconded to approve the revisions made to the Course Outline of Record for MATH 070B
        Elementary Algebra-Second Half with SAS. Tooraj Gordi gave a brief description of the revisions made to the
        Course Outline of Record. After a brief discussion, the motion carried with no objections or abstentions.

    c. MATH 080 – Plane Geometry   4 units, 4 hours weekly
        A motion was made and seconded to approve the revisions made to the Course Outline of Record for MATH 080
        Plane Geometry. Tooraj Gordi gave a brief description of the revisions made to the Course Outline of Record.
        After a brief discussion, the motion carried with no objections or abstentions.

    d. ACCT 111 - *Bookkeeping   3 units, 3 hours weekly
        A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACCT 111
        Bookkeeping. Beverly Beyer gave a brief description of the revisions made to the Course Outline of Record. After
        a brief discussion, it was noted that ACCT 111 was being shown as ACCT III in the Course Description. Pending
        this correction being made and returned to Academic Affairs within one week, the motion to approve carried with no
        objections or abstentions.

11. **DISCUSSION ITEMS** – Revised Certificate – First Reading
    a. Both Networking Certificates
        Required: CA 176 and CA 182
        Electives: CA 153 and CA 103

    b.   Core Certificate
        Required: CA 175
        Not Required: CIS 157

    c.   Multi-Platform Certificate
        Required: CIS 159 (replaces CA 173)

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

12. **DISCUSSION ITEMS –** New Community Service Offering – First Reading
    a.   How to Become a Debt-Free Real Estate Investor – Seewing Yee
        A motion was made and seconded to table agenda item 12a since instructor Seewing Yee was not present to discuss the course offering proposal. Maria Clinton stated that due to the absence of the instructors and dean, this Corporate and Community Education offering will be placed on the next agenda. Motion carried with no objections or abstentions.

    b.   Busy Mom's Book Club – Ellen Coleman
        A motion was made and seconded to table agenda item 12a so that the proposal can be reviewed by Language Arts faculty. Motion carried with no objections or abstentions.

    c.   Fundraising Fundamentals – John Drew
    d.   Grant Writing – Intermediate – John Drew
        A motion was made and seconded to table agenda items 12c and 12d since instructor John Drew was not present to discuss the course offering proposals. Maria Clinton stated that due to the absence of the instructors and dean, this Corporate and Community Education offering will be placed on the next agenda. Motion carried with no objections or abstentions.

    e.   Nursing Preceptorship – Bonnie Curry & Elizabeth Sundberg
        A motion was made and seconded to approve the Corporate and Community Education course offering Nursing Preceptorship. Elizabeth Sundberg and Bonnie Curry gave a brief overview of the course offering noting that this course will be offered during the summer and was really needed by the nursing students. After discussion, the committee requested that the information regarding instructors pay be removed from the first page. In addition all references made to "work experience" should be removed from the proposal. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

13. **ACTION ITEMS** – Obsolete Course Request – First Reading
    a.   ART 105 – *Survey of Women Artists in History
    b.   CA 173 – *Novell Netware System Administration
    Ms. Clinton reported that this is the first reading to have ART 105 and CA 173 be obsolete. Mrs. Lowry noted that if courses are pulled back, they won't be in the catalog, and if it's not in the catalog, it won't be offered. She asked committee members to kindly encourage people to look at these courses.

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

14. **ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P**
    Business and Computer Studies
        a.   ACCT 111 – Bookkeeping (In process)
        b.   ACCT 113 – Bookkeeping II
        c.   ACCT 121 – Microcomputer Accounting
        d.   ACCT 201 – Financial Accounting
        e.   ACCT 205 – Managerial Accounting
        f.   BUS 101 – Introduction to Business
        g.   BUS 105 – Business Mathematics

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

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

Instructional Resources
a.   LIB 107 – Information Competency

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

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

Math/Science and Engineering
    a.   DRFT 130 – Architectural Drafting I
    b.   DRFT 240 – Electronic Drafting
    c.   ENGR 130 – Materials Science
    d.   ENGR 130L – Materials Science Lab
    e.   ENGR 210 – Statics
    f.   MATH 070B – Elementary Algebra – 2nd Half (In process)
    g.   MATH 080 – Plane Geometry (In process)

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

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

Social & Behavioral Sciences / FACE
    a.   PSY 215 – Psychology of Prejudice
    b.   PSY 235 – Child Psychology
    c.   WE 199 – Work Experience

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

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

Visual & Performing Arts
     a. ART 105 – Women Artists in History (Obsolete Memo Rcvd 12/9/2009; In process)
     b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
     c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
     d. THA 105 – Introduction to Lighting Design (No SLO)
     e. THA 120D – Rehearsal and Performance: Children's Theatre (Technical Review 5/2009: pending revisions)

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

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE:	December 10, 2009
LOCATION:	TE7 103 – Computer Room
TIME:	3:00 p.m.

MEMBERS PRESENT		MEMBERS ABSENT	GUESTS PRESENT
Vickie Beatty (proxy)	Cynthia Littlefield, Faculty	Linda Harmon, Faculty	John Burns
Beverly Beyer, Faculty	Scott Lee, Faculty	Sheronda Myers, Voting	Angela Davis
Maria Clinton, Cochair	Mrs. Sharon Lowry, V. P.	ASO	Mark Hoffer
De'Nean Coleman-Carew,	Academic Affairs	David Newman, Faculty	Scott Jenison
Faculty	Rick Motawakel, Faculty	LaDonna Trimble, Dean	Asim Khan
Margaret Drake, Dean	David Newby, Faculty		Melanie Parker
Tooraj Gordi, Faculty	Duane Rumsey, Faculty		Mike Rios
Lee Grishman, Articulation	Les Uhazy, Dean		
Jessica Harper (proxy)	Darcy Wiewall, Faculty		

2009-2010
Academic Policies & Procedures Committee Meeting No. 7
MINUTES

1. **CALL TO ORDER AND ROLL CALL**
   A motion was made and seconded to call the December 10, 2009 AP&P Committee Meeting to order at 3:11 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:11 p.m. Motion carried. Ms. Maria Clinton stated that Melissa Jauregui contacted Steve Thyberg and he stated that since we have already provided him with all the material necessary to implement our document format on CurricUNET that a meeting this month was not necessary. The next CurricUNET meeting will be in January.

2. **OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR**
   a. **Scott Lee** - Academic Senate for California Community Colleges Counseling and Library Faculty Issues Committee
      Ms. Maria Clinton announced that Mr. Scott Lee was appointed to the Academic Senate for California Community Colleges Counseling and Library Faculty Issues Committee for 2009-10. Mr. Scott Lee explained briefly his new title and role on the Academic Senate for California Community Colleges Counseling and Library Faculty Issues Committee.

3. **APPROVAL OF MINUTES – November 12, 2009**
   A motion was made and seconded to approve the November 12, 2009 Academic Policies and Procedures committee meeting minutes. De'Nean Coleman-Carew was not listed as an attending member and should be added. Motion carried as amended.

4. **INFORMATIONAL ITEMS (5 minutes each)**
   a. **Revising the Diversity Studies Requirement Statement – Maria Clinton**
      Ms. Maria Clinton stated that Mr. Christos Valiotis, Academic Senate President, met at the state level and reported back to her on his findings. Unfortunately, at this time Ms. Clinton has not had a chance to review all the material that was given to her but plans to do that over the intersession break. Ms. Maria Clinton will report back to AP&P in a memo format on the Mr. Valiotis' findings and the courses offered as diversity studies. She will then allow the committee to vote as to whether it wishes to make changes to the current description or if it would rather wait until the Title 5 language is finalized before making revisions.

   b. **Work Experience Program – Maria Clinton**
      Ms. Maria Clinton stated that the Work Experience program is a much large topic then originally anticipated and she will need the intersession break to review all the material on this topic. She will also report back to the committee with recommended Course Outline of Records and a compilation of other issues surrounding this topic that AP&P will need to consider since the college wishes to bring this program back in the Fall of 2010. Mrs. Maggie Drake stated that she received paperwork requesting a proposed work experience plan for Antelope Valley College and she was not sure whether that should be sent to Dr. Tom O'Neil, Dean of Business and Computer Studies and Dean of Social and Behavioral Sciences / FACE. Dr. Tom O'Neil stated that he also received that request and his office has been working

the proposed work experience plan. He also stated that his office will have a copy of the plan sent to Ms. Maria Clinton when it was completed.

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

6. **DISCUSSION ITEMS (10 minutes each)**
   a. **LAS Degree Requirements**
   Ms. Maria Clinton introduced the LAS document on page 17 of the online packet. She explained that the red writing in the left column was the current language that needed revision. She stated that the blue writing in the right column was the proposed changes to the current LAS language. It was noted that there was a typo in the first bullet of the blue section, "...core courses in order to qualify [for] the degree..." It was suggested that the word "for" be added to make the statement complete.

   b. **Corporate and Community Education – New forms for review**
   Ms. Maria Clinton stated that the Corporate and Community Education department along with Beverly Beyer have reviewed the current forms and the suggestions made by AP&P and have proposed these three documents to replace the current forms. Ms. Clinton requested Mrs. Beverly Beyer to explain the changes made to the current process and how the proposed forms will be used in the future. Mrs. Beyer explained that the first page is a memo that will be an introduction to the course proposal that will be sent to the AP&P representative for signature, page two if the Course information form that now includes a break down of the hours and course meeting along with the instructor biography. Mrs. Beyer continued to explain that for those courses that require discipline faculty approval, page three will be used and in the event that there are not enough lines for the faculty to sign on the back can be used or simply attach another division faculty approval sheet. Some comments were made about how clean and concise these forms now seem to be and additional conversations took place. Dr. Les Uhazy suggested a minor revision to the first line of the memo "...is committed to introducing another segment of the community to the many wonderful..." He recommended that the words "another segment" be removed to allow for a better sentence structure. The recommendation was noted and Mrs. Beyer stated that she would the change to the document.

7. **ACTION ITEMS** – Catalog Revisions
   a. **LAS Degree Requirements**
   A motion was made and seconded to approve the LAS degree as amended. Ms. Maria Clinton requested a motion to approve the LAS degree as amended unless additional discussion was needed. Motion carried.

   b. **Corporate and Community Education – New forms for review**
   A motion was made and seconded to approve the Corporate and Community Education forms as amended. Ms. Maria Clinton requested a motion to approve the Corporate and Community Education forms as amended unless additional discussion was needed. Motion carried.

8. **ACTION ITEMS** – Revised Courses/CORS – Third Reading
   a. **CA 133 – *Oracle PL/SQL Programming**   **3 units, 4 hours weekly**
   Revised: Use of Acronyms throughout COR
   A motion was made and second to approve the revisions made to the Course Outline of Record for CA 133 Oracle PL/SQL Programming. Ms. Maria Clinton stated that all changes requested during the second reading have been made to the Course Outline of Record. Motion carried.

9. **ACTION ITEMS** – Revised Courses/CORS – Second Reading
   a. **CIS 174 – *Introduction to C#.NET Programming**   **3 unit, 4 hours weekly**
   Prerequisite: Completion of CIS 111
   Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 130
   Revised to:
   Advisory: Completion of CIS 111 and Eligibility for ENGL 099, READ 099 and Eligibility for MATH 102
   A motion was made and second to approve the revisions made to the Course Outline of Record for CIS 174 Introduction to C#.NET Programming. Ms. Maria Clinton stated that all changes requested during the first reading have been made to the Course Outline of Record. Motion carried. A motion was made and second to approve the content review for CIS 174 Introduction to C#.NET Programming. Motion carried.

10. **ACTION ITEMS** – New Distance Education Courses – Second Reading
    a. **CIS 174 – *Introduction to C#.NET Programming**   **3 unit, 4 hours weekly – New Hybrid**
    (No Xeroxing required.)
    A motion was made and second to approve the new Hybrid Distance Education course for CIS 174 Introduction to

C#.NET Programming. Ms. Maria Clinton stated that all changes requested during the first reading have been made to the distance education proposal. Motion carried.

11. **DISCUSSION ITEMS** – Revised Courses/CORS – First Reading
    a.   **ENGL 101 – *Freshman Composition**   **3 units, 3 hours weekly**
        Title Change to: Academic Composition
    b.   **ENGL 102 – *Freshman Composition II: Reasoning and Literary Analysis 3 units, 3 hours weekly**
        Title Change to: Critical Thinking and Literature
    c.   **ENGL 103 – *A Critical Approach to Reading, Writing and Research**   **3 units, 3 hours weekly**
        Title Change to: Critical Thinking and Research

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 101 Freshman Composition, ENGL 102 Freshman Composition II, and ENGL 103 A Critical Approach to Reading, Writing and Research. Mr. Mark Hoffer was present and gave a brief description of the revisions made to the Course Outline of Record for each course in addition to an explanation for the title changes to these three courses. Several members of the committee felt that the new title was more descriptive of the course, while other members of the committee expressed concerns with changing a the courses titles. A small discussion ensued regarding the description of ENGL 102 and ENGL 103 and the use of the word "Advanced". Mr. Mark Hoffer ensured the committee that the use of the word "Advanced" and the title changes were preferred among the English faculty and requested that the word remain in the description and the titles remain as requested. Motion carried.

    d.   **ENGL 225 – *English Literature 800-1750**   **3 units, 3 hours weekly**
    e.   **ENGL 226 – *English Literature 1750-1900**   **3 units, 3 hours weekly**

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 225 English Literature 800-1750, and ENGL 226 English Literature 1750-1900. Mr. Mark Hoffer was present and gave a brief description of the revisions made to each Course Outline of Record. A concern was made by Jessica Harper on behalf of Dr. David Newman, AP&P Representative for Math, Science and Engineering, regarding the large range provided in the other assignments section of the homework hours. A small discussion ensued regarding the appropriateness of using a range for homework hours instead of providing a weekly single number average for each homework hour section. Mrs. Maggie Drake stated that in the past it was decided that a single number was most appropriate rather than the use of a range. Ms. Maria Clinton requested Mrs. Melissa Jauregui, Academic Affairs Technician, to contact Mr. Steve Thyberg of Governet to determine if the new CurricUNET software will allow a range in this field of the program. Mrs. Sharon Lowry stated that she would research this at the state level and requested that Ms. Maria Clinton contact the previous AP&P Cochair, Ms. Debra Charlie to determine whether this was discussed in the past. Mrs. Sharon Lowry also requested that Mrs. Melissa Jauregui conduct research on current curriculum practices in regards to homework hours across Antelope Valley College. Motion tabled.

    f.   **ENGL 259 – *Images of Women in Literature**   **3 units, 3 hours weekly**
        Title Change to: Gender, Image, and Rhetoric

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 259 Images of Women in Literature. Mr. Mark Hoffer was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment the committee decided to approve the revisions and title change as long as the use of a range in the homework hours is approved by the state. Motion carried.

    g.   **ENGL 299 – *Special Topics in Literature: Contemporary American Literature (1945-Present)**
                                              3 units, 3 hours weekly

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 299 Special Topics in Literature: Contemporary American Literature. Mr. Mark Hoffer was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, a brief conversation took place regarding special topic course revisions needing to be more general. Mrs. Sharon Lowry requested that the COR be revised to be more general and stated that the individual topics offered through ENGL 299 does not need to be approved by this committee. Mr. Hoffer expressed concerns that the COR has been revised several times with a specific topic listed and wondered if a general COR was on file. Mrs. Melissa Jauregui was asked to send Mr. Mark Hoffer the most current general COR that was in the course file. Motion failed.

    h.   **ESL 018 – ESL Reading and Writing 1**   **3 units, 3 hours weekly**

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 018 ESL Reading and Writing 1. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, a short conversation ensued regarding the repeatability of each ESL course. It was decided that Mr. Scott Jenison would adjust the repeatability of the ESL course by changing those with a number less than 028 to have a repeatability of two and those courses that are 028 or higher to have a repeatability of

one. Ms. Maria Clinton stated that page two of the Course Outline of Record was missing. Mr. Scott Jenison was asked to make the repeatability revision and resubmit the COR to AP&P for review. Motion failed.

i. **ESL 019 – ESL Skills Building 1**   **5 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 019 ESL Skills Building 1. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and the repeatability of the course and resubmit the COR to AP&P for review. Motion failed.

j. **ESL 020 – ESL Vocabulary and Pronunciation 2**   **4 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 020 ESL Vocabulary and Pronunciation 2. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.

k. **ESL 023 – ESL Grammar 2**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 023 ESL Grammar 2. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course repeatability and resubmit the COR to AP&P for review. Motion failed.

l. **ESL 028 – ESL Reading and Writing 2**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 028 ESL Reading and Writing 2. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives, repeatability, and homework item 1 and resubmit the COR to AP&P for review. Motion failed.

m. **ESL 029 – ESL Skills Building 2**   **5 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 029 ESL Skills Building 2. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and other assignment homework hours and resubmit the COR to AP&P for review. Motion failed.

n. **ESL 030 – ESL Vocabulary and Pronunciation 3**   **4 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 030 ESL Vocabulary and Pronunciation 3. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and other assignment homework hours and resubmit the COR to AP&P for review. Motion failed.

o. **ESL 033 – ESL Grammar 3**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 033 ESL Grammar 3. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that all requested revisions were in line with current standards. Motion carried.

p. **ESL 038 – ESL Reading and Writing 3**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 038 ESL Reading and Writing 3. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.

q. **ESL 039 – ESL Skills Building 3**   **5 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 039 ESL Skills Building 3. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.

r. **ESL 040 – ESL Vocabulary and Pronunciation 4**   **4 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 040 ESL Vocabulary and Pronunciation 4. Mr. Scott Jenison was present and gave a brief description of the revisions made to

the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.

s. **ESL 043 – ESL Grammar 4**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 043 ESL Grammar 4. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course repeatability and resubmit the COR to AP&P for review. Motion failed.

t. **ESL 048 – ESL Reading and Writing 4**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 048 ESL Reading and Writing 4. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and homework item 1 before resubmitting the COR to AP&P for review. Motion failed.

u. **ESL 049 – ESL Skills Building 4**   **5 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 049 ESL Skills Building 4. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.

v. **ESL 058 – ESL Reading and Writing 5**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 058 ESL Reading and Writing 5. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.

w. **ESL 059 – ESL Skill Building 5**   **5 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 059 ESL Skills Building 5. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.

x. **CA 171 – *Introduction to Networking**   **3 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CA 171 Introduction to Networking. Mr. John Burns was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. John Burns would make revisions to the suggested text, removing the ISBN and including the publisher along with correcting the acronyms and reconsidering the scans competency before resubmitting the COR to AP&P for review. Motion failed.

y. **CA 176 – *Windows 2003 Networking**   **3 units, 4 hours weekly**
Title Change to: Windows Server Networking
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CA 176 Windows 2003 Networking. Mr. John Burns was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. John Burns would make revisions to the suggested text, removing the ISBN and including the publisher along with correcting the acronyms and reconsidering the scans competency before resubmitting the COR to AP&P for review. Motion failed.

z. **CA 182 – *Network Security**   **3 units, 4 hours weekly**
Prerequisite: Completion of CA 171 or CA 176
Advisory: Eligibility for ENGL 099, READ 099 and MATH 102
Revised to:
Advisory: Completion of CA 17 1or CA 175 and Eligibility for ENGL 099, READ 099 and MATH 102
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CA 182 Networking Security. Mr. John Burns was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. John Burns would make revisions to the suggested text, removing the ISBN and including the publisher along with correcting the acronyms and reconsidering the scans competency before resubmitting the COR to AP&P for review. Motion failed.

aa. **SOC 110 – *Ethnic Relations**   **3 units, 3 hours weekly**
bb. **CFE 109 – *Supervision and Administration of Childhood I**   **3 units, 3 hours weekly**

cc. **CFE 110 – *Supervision and Administration of Childhood II** 3 units, 3 hours weekly
dd. **CFE 115 – *Guiding Children's Behavior** 3 units, 3 hours weekly
ee. **CFE 122 – *Infant/Toddler Strategies** 3 units, 3 hours weekly
ff. **CFE 169 – *Foster Parenting the Emotionally Disturbed Child** 1 unit, 18 hours total
gg. **CFE 201 – *Child Development Practicum** 3 units, 6 hours weekly
Title Change to: Child Development Practicum – Observation and Assessment
hh. **CFE 202 – *Child Development Practicum** 3 units, 6 hours weekly
Title Change to: Child Development Practicum – Emergent Leadership
ii. **SPAN 101 – *Elementary Spanish 1** 5 units, 5 hours weekly
jj. **SPAN 102 – *Elementary Spanish 2** 5 units, 5 hours weekly
kk. **SPAN 201 – *Intermediate Spanish 1** 5 units, 5 hours weekly
ll. **SPAN 202 – *Intermediate Spanish 2** 5 units, 5 hours weekly
mm. **SPAN 203 – *Advance Spanish** 3 units, 3 hours weekly

A motion was made and seconded to table agenda items 11 aa-mm due to lack of time. Ms. Maria Clinton stated that due to lack of time these items will be place on the February 11, 2009 AP&P agenda. Motion carried.

12. **ACTION ITEMS** – Revised Distance Education Courses – First Reading
a. **ENGL 101 – *Freshman Composition** 3 units, 3 hours weekly
Title Change to: Academic Composition
Revised online equivalent
b. **ENGL 102 – *Freshman Composition II: Reasoning and Literary Analysis** 3 units, 3 hours weekly
Title Change to: Critical Thinking and Literature
Revised online equivalent
c. **ENGL 103 – *A Critical Approach to Reading, Writing and Research** 3 units, 3 hours weekly
Title Change to: Critical Thinking and Research
Revised online equivalent

A motion was made and seconded to approve the revisions made to the Distance Education courses for ENGL 101, ENGL 102 and ENGL 103. Mr. Mark Hoffer was present and gave a brief description of the revisions made to the distance education proposal. After a brief moment, it was decided that all requested revisions were in line with current standards. Motion carried.

d. **ESL 018 – ESL Reading and Writing I** 3 units, 3 hours weekly – Revised hybrid equivalent
e. **ESL 023 – ESL Grammar 2** 3 units, 3 hours weekly – Revised hybrid equivalent
f. **ESL 028 – ESL Reading and Writing 2** 3 units, 3 hours weekly – Revised hybrid equivalent

A motion was made and seconded to table agenda items 12 d-f since revisions were requested of the Course Outline of Record (COR). Ms. Maria Clinton stated that due to the revisions requested of the COR, the DE will be place on the February 11, 2009 AP&P agenda. Motion carried.

g. **ESL 033 – ESL Grammar 3** 3 units, 3 hours weekly – Revised hybrid equivalent

A motion was made and seconded to approve the revisions made to the Distance Education courses for ESL 033. Mr. Scott Jenison was present and gave a brief description of the revisions made to the distance education proposal. After a brief moment, it was decided that Mr. Scott Jenison would make changes to the methods of instruction and resubmit for AP&P review. Motion failed.

h. **ESL 038 – ESL Reading and Writing 3** 3 units, 3 hours weekly – Revised hybrid equivalent
i. **ESL 043 – ESL Grammar 4** 3 units, 3 hours weekly – Revised hybrid equivalent
j. **ESL 048 – ESL Reading and Writing 4** 3 units, 3 hours weekly – Revised hybrid equivalent
k. **ESL 058 – ESL Reading and Writing 5** 3 units, 3 hours weekly – Revised hybrid equivalent
l. **CA 171 – *Introduction to Networking** 3 units, 4 hours weekly – Revised hybrid equivalent

A motion was made and seconded to table agenda items 12 h-l since revisions were requested of the Course Outline of Record (COR). Ms. Maria Clinton stated that due to the revisions requested of the COR, the DE will be place on the February 11, 2009 AP&P agenda. Motion carried.

13. **ACTION ITEMS** – New Community Service Offering – Second Reading
a. **Seven Spiritual Laws of Yoga – Annette White**
b. **Photoshop from the Pros – Cynthia Kincaid**

A motion was made and seconded to approve the revisions made to Corporate and Community Education course offering Seven Spiritual Laws of Yoga, and Photoshol from the Pros. Ms. Maria Clinton stated that all changes reqeusted by AP&P during the first reading have been made by the instructor. Motion carried.

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

a. **How to Become a Debt-Free Real Estate Investor – Seewing Yee**
A motion was made and seconded to table agenda item 14a since Instructor Seewing Yee was not present to discuss course offering proposal. Ms. Maria Clinton stated that due the absence of the instructor and dean, this Corporate and Community Education offering will be place on the February 11, 2009 AP&P agenda. Motion carried.

b. **Busy Mom's Book Club – Ellen Coleman**
A motion was made and seconded to table agenda item 14b since Instructor Ellen Coleman was not present to discuss course offering proposal. Ms. Maria Clinton stated that due the absence of the instructor and dean, this Corporate and Community Education offering will be place on the February 11, 2009 AP&P agenda. Motion carried.

c. **Profitable Selling for Small Business – Asim Khan**
A motion was made and seconded to approve the Corporate and Community Education course offering for Profitable Selling for Small Business. Mr. Asim Khan was present and gave a brief description of the course offering along with his background as the instructor. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

d. **Fundraising Fundamentals – John Drew**
e. **Grant Writing – Intermediate – John Drew**
A motion was made and seconded to table agenda items 14d and 14e since Instructor John Drew was not present to discuss course offering proposal. Ms. Maria Clinton stated that due the absence of the instructor and dean, this Corporate and Community Education offering will be place on the February 11, 2009 AP&P agenda. Motion carried.

15. **ACTION ITEMS** – Obsolete Course Request – Second Reading (No Xeroxing required. Refer to material from 11/12/09 meeting.)
   a. **NA 101 – Nurse Aide**
   b. **NA 102- Pharmacology for Certified Nurse Aides**
   c. **HHA 102 Home Health Aide**
   d. **CULA 120 – Introduction to Wines**
   e. **CULA 121 – Wines and Food**
   f. **CULA 122 – Sensory Evaluation of Wines**
   g. **CULA 123 – Introduction to Wines of Unique and Emerging Regions**
   h. **BASL 910 – Cat. A & B Life and Workplace Skills**
   i. **BASM 903 – Cat. A: Mathematics**
   j. **BASM 904 – Cat. B: Mathematics**
   k. **BASO 900 – Cat. A & B Pathways to Success**
   l. **BASR 906 – Cat. A: Reading/Writing**
   m. **BASR 907 – Cat. B: Reading/Writing**
   n. **SEN 901 – Creative Retirement**
   o. **SEN 910 – Healthy Nutrition for Seniors**
   p. **SEN 920 – Gen through Photo and Journals**
   q. **WFDV 901 – Self Sufficiency Through Personal Development**
   r. **WFDV 902 – Self Sufficiency Through Job Readiness**
   s. **WFDV 903 – Self Sufficiency Through Job Retention**
   t. **WFDV 904 – Self Sufficiency Through Career Awareness**
   A motion was made and seconded to approve items 15a-t to be made obsolete. Motion carried.

16. **ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P**
   Business and Computer Studies
   a. ACCT 111 – Bookkeeping (Rcvd 11/13/09)
   b. ACCT 113 – Bookkeeping II
   c. ACCT 121 – Microcomputer Accounting
   d. ACCT 201 – Financial Accounting
   e. ACCT 205 – Managerial Accounting
   f. BUS 101 – Introduction to Business
   g. BUS 105 – Business Mathematics
   h. BUS 113 – Business Communications
   i. BUS 212 – Women in Organization
   j. CA 121 – Microcomputer Spreadsheets
   k. CA 131 – Microcomputer Database Management
   l. CA 133 – Oracle PL/SQL Programming (Second Reading 11/12/09; Pending revisions)
   m. CA 171 – Introduction to Networking (In process)

n. CA 176 – Windows 2003 Networking (Technical Review 10/27/2009; In process)
o. CA 182 – Network Security (Technical Review 10/27/2009; In process)
p. CA 221 – Computer Concepts & Appl Business
q. CIS 101 – Intro Computer Info Science
r. CIS 111 – Intro Programming & Algorithms
s. CIS 113 – Data Structures
t. CIS 123 – Assem Lang & Computer Architec
u. CIS 141 – Intro Basic Programming
v. CIS 174 – Intro to C#.NET Programming (Agenda ready; In process)
w. CIS 175 – Java Programming
x. MGT 121 – Human Resources Management
y. MKTG 101 – Principles of Marketing
z. OT 105 – Beginning Keyboarding Technique
aa. OT 113 – Adv MS Word (No SLO)
bb. OT 201 – Admin Office Procedures

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

Instructional Resources
a. LIB 107 – Information Competency

Language Arts
a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
b. ENGL 101 – Freshman Composition (1ˢᵗ reading 5/14/09; Technical review 10/27/09; In process)
c. ENGL 225 – English Literature 800-1750 (Technical review 10/27/09; In process)
d. ENGL 226 – English Literature 1750-1900 (Tech Review 11/4/09; In process)
e. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
f. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
g. ENGL 259 – Images of Women in Literature (Rcvd 11/19/2009; In process)
h. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; In process)
i. ESL 018 – ESL Reading and Writing 1 (Technical Review 10/20/2009; In process)
j. ESL 019 – ESL Skills Building 1 (Technical Review 10/27/2009; In process)
k. ESL 020 – ESL Vocabulary and Pronunciation 2 (Technical Review 10/27/2009; In process)
l. ESL 023 – ESL Grammar 2 (Technical Review 10/20/2009; In process)
m. ESL 028 – ESL Reading and Writing 2 (Technical Review 10/20/2009; In process)
n. ESL 029 – ESL Skills Building 2 (Technical Review 10/27/2009; In process)
o. ESL 030 – ESL Vocabulary and Pronunciation 3 (Technical Review 10/27/2009; In process)
p. ESL 033 – ESL Grammar 3 (Technical Review 10/20/2009; In process)
q. ESL 038 – ESL Reading and Writing 3 (Technical Review 10/20/2009; In process)
r. ESL 039 – ESL Skills Building 3 (Technical Review 10/27/2009; In process)
s. ESL 040 – ESL Vocabulary and Pronunciation 4 (Technical Review 10/27/2009; In process)
t. ESL 043 – ESL Grammar 4 (Technical Review 10/20/2009; In process)
u. ESL 048 – ESL Reading and Writing 4 (Technical Review 10/20/2009; In process)
v. ESL 049 – ESL Skills Building 4 (Technical Review 10/27/2009; In process)
w. ESL 058 – ESL Reading and Writing 5 (Technical Review 10/20/2009; In process)
x. ESL 059 – ESL Skills Building 5 (Technical Review 10/27/2009; In process)
y. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
z. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)
aa. SPAN 101 – Elementary Spanish (Technical review 10/27/2009; In process)
bb. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09; In process)
cc. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09; In process)
dd. SPAN 202 – Intermediate Spanish (Technical review 10/27/2009; In process)
ee. SPAN 203 – Advance Spanish (Technical review 10/27/2009; In process)

Math/Science and Engineering
a. DRFT 130 – Architectural Drafting I
b. DRFT 240 – Electronic Drafting
c. ENGR 130 – Materials Science
d. ENGR 130L – Materials Science Lab
e. ENGR 210 – Statics
f. MATH 070B – Elementary Algebra – 2nd Half (Rcvd 11/17/09; Tech Rvwd 11/31/09)
g. MATH 080 – Plane Geometry (Rcvd 11/12/09; Tech Rvwd 11/31/09)

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

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

Social & Behavioral Sciences / FACE
a. PSY 215 – Psychology of Prejudice
b. PSY 235 – Child Psychology
c. WE 199 – Work Experience

Technical Education
a. ACRV 198 – Heating and Air Conditioning Seminars
b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09)
c. ELEC 110 – Fundamentals of Electricity (Rcvd 11/19/2009)
d. ELEC 115 – Electrical Codes and Ordinances (Rcvd 11/19/2009)
e. ELEC 120 – Residential Wiring (Rcvd 11/19/2009)
f. ELEC 140 – Commercial/Industrial Wiring and Cabling (Rcvd 11/19/2009)
g. ELEC 150 – Electrical Maintenance (Rcvd 11/19/2009)
h. ELEC 160 – Fundamentals of Motor Control (Rcvd 11/19/2009)
i. ELEC 220 – Advanced Motor Control – PLC (Rcvd 11/19/2009)
j. ELEC 250 – Electricians Journeyman Review (Rcvd 11/19/2009)
k. FTEC 102 – (I-200) Bas Incd Comm Sys
l. FTEC 120 – (S-212) Wildfire Powersaws
m. FTEC 122 – Wildland Firefighter
n. FTEC 125 – Haz Mat First Responder Operations
o. FTEC 126 – Wildland Fire behavior
p. FTEC 127 – Wildland Firefighter Safety and Survival

    q. FTEC 128 – Wildland Fire Operations
    r. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
    s. FTEC 130 – Wildland Fire Logistics, Finance and Planning
    t. FTEC 131 – (L-280) Followership to Leadership
    u. FTEC 132 – (S-131) Advanced Firefighter Training
    v. FTEC 137 – (S-211) Portable Pumps and Water Use
    w. FTEC 138 – Wildland Engine Firefighter
    x. FTEC 150 – (S-270) Basic Air Operations
    y. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts
    a. ART 105 – Women Artists in History (Pending obsolete memo per Dr. Newby 10/6/2009)
    b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
    c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
    d. THA 105 – Introduction to Lighting Design (No SLO)
    e. THA 120D – Rehearsal and Performance: Children's Theatre (Technical Review 5/2009: pending revisions)

17. ADJOURNMENT
A motion was made and seconded to adjourn the December 10, 2009 AP&P Committee Meeting at 5:42 p.m. Motion carried.

mj

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

SECTION I   Date   Initial

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

Division Dean/Director: 10/13/09   CP

Faculty Name: (print)   A. Shaheen, R. Onofre, L. Pozo   Date 10/05/09

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

COURSE SUBJECT & NUMBER: SPAN 101

COURSE TITLE: *Elementary Spanish 1

☐ **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:*

Class title: The number "1" was added to the title

Course Content: A detailed list of material required to be covered by the end of the semester (revised)

Method of evaluation: Five periodical tests covering one to three chapters (changed)

Suggested Texts or other Instructional Materials (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 *Already exists*   ☐ 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

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

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: *SPAN 101

COURSE NAME: *Elementary Spanish 1

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

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

Advisory: Eligibility for ENGL 101

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

Introduction to understanding, speaking, reading, and writing Spanish. Emphasis is on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations. Course will include work in pairs and small groups so that students will be active learners. The basic geography and history of Spanish-speaking countries will also be covered. The course will be conducted 90 percent in Spanish. (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. Pronounce Spanish words reasonably accurately and apply basic phonetic rules.
2. Comprehend simple spoken Spanish and carry out instructions given in Spanish.
3. Express themselves and answer simple questions in Spanish on everyday topics such as school, weather, work, hobbies, sports, clothes, friends and culture.
4. Read and comprehend elementary Spanish texts.
5. Respond in written Spanish, using vocabulary and grammar covered in the course, to questions about everyday topics.
6. Demonstrate knowledge of basic geography, history and culture of Spanish speaking countries.

Course Subject & Number: SPAN 101
Course Name: *Elementary Spanish 1

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

I. VOCABULARY
  A. Greetings, good-byes and introductions
  B. Cardinal numbers
  C. Interrogative words
  D. The Spanish alphabet
  E. Classroom vocabulary
  F. Colors
  G. Time and the days of the week
  H. The family
  I. Physical features and personality
  J. Sports and leisure-time activities
  K. Places
  L. The months, the seasons and weather expressions
  M. Home and furniture
  N. The human body
  O. Food and beverages and dining out

II. PRONUNCIATION
  A. The Spanish alphabet:
    1. Spanish sounds and letters (vowels and consonants)
    2. Letters ñ, initial r, silent h, /b/= /v/
    3. The letter combinations ch, ll, rr
    4. Dipthongs
  B. Question words, intonation and inflection

III. STRUCTURES
  A. Subject pronouns and the present tense of verbs
  B. The verb form hay and numbers
  C. Definite and indefinite articles and how to make nouns plural (Gender of nouns)
  D. Present Indicative (Indicative Mood) of regular, stem-changing and irregular verbs to describe actions
  E. Expressing future plans: ir + a + infinitive
  F. Locating people and objects: ser de, estar en
  G. Reflexive verbs to describe daily activities
  H. Expressing possession
    1. The verb tene
    2. The preposition de
  I. Expressing likes and dislikes: Gustar + infinitive and Gustar + noun
  J. Use preterit of regular verbs to talk about past actions
  K. Possessive adjectives and expressing possession with de(l)
  L. Agreement with descriptive adjectives
  M. Asking simple questions
    1. Yes or no questions
    2. Interrogatives: quién, qué, cuándo, cómo
  N. Uses of estar and the present progressive
  O. Reflexive pronouns and the present tense of reflexive verbs

IV. CULTURAL INFORMATION
  A. ¿Tú (informal) or usted (formal)
  B. The history, geography and cultures of Spain and Latin American countries Spanish-speaking countries
  C. The Hispanic family, and names and last names in Spanish
  D. Sports in the Hispanic world
  E. Food, art and music
  F. Housing: types of houses in Spain and Latin America
  G. Educational systems

Course Subject & Number: SPAN 101
Course Name: *Elementary Spanish 1

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 <u>reading</u> assignments if applicable; note if any are required:*

    This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assigments will be given from the textbook and hand-outs provided by the instructor (weekly).

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

    Before coming to class, students will complete exercises in the workbook and/or textbook.
    On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.
    At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

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

    N/A

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

    Students will:
    a. Express their opinions applying basic vocabulary and syntax learned in class.
    b. Compare and contrast diverse hispanic cultures.
    c. Examine and analyze different types of literature in order to ask and answer simple questions.

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

Reading Assignments: 2 ho   *Writing Assignments:* 5 hours

Computational Assignments: N/A   *Other Assignments:*   3 hours (aural assignments)

Course Subject & Number: SPAN 101
Course Name: * Elementary SPAN 1

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.)*

Five hours per week are spent in the classroom. Students will engage in TPR (total physical response) activities and will frequently work in pairs and small groups. Curricular material (vocabulary, grammar, culture etc.) will be introduced directly whenever possible through objects, pictures, current technology and mime. The instructor will use question/answer techniques of direct method language teaching to introduce some points of grammar. Choral repetition and some drill will be used of pronunciation practice. Aural exercises will be used to develop listening comprehension skills.

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.)*

Periodical tests (covering one to three chapters) and quizzes testing oral comprehension, reading, writing and culture. (objectives 3-6)

Homework exercises and lab work will be handed in and evaluated. (objectives 2-6)

The instructor will evaluate the speaking ability and daily participation of each student during conversation and group activities or pair work. (objective 1 and 2)

A comprehensive department-adopted final exam testing oral and aural comprehension, reading, writing and culture will evaluate students mastery of the material covered. (objectives 1-6)

Other written and or oral assignments. (objective 1-6)

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

Plazas: Lugar de encuentro para la hispanidad, Robert Herhberger, et al., Heinle, 2008, Third Edition

Dos Mundos, Tracy D. Terell et al., MacGraw-Hill, 2010, Seventh Edition

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: SPAN 101
COURSE NAME: *Elementary Spanish
COURSE UNITS: 5
COURSE HOURS: 5

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

Advisory: Eligibility for 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).*

Introduction to understanding, speaking, reading, and writing Spanish. Emphasis is on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations. Course will include work in pairs and small groups so that students will be active learners. The basic geography and history of Spanish-speaking countries will also be covered. The course will be conducted 90 percent in Spanish.

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

1. Pronounce Spanish words reasonably accurately and apply basic phonetic rules
2. Understand simple spoken Spanish and carry out instructions given in Spanish
3. Express themselves and answer simple questions in Spanish on everyday topics such as school, weather, work, hobbies, sports, clothes, friends and culture.
4. Read and comprehend elementary Spanish texts
5. Respond in written Spanish, using vocabulary and grammar covered in the course, to questions about everyday topics
6. Demonstrate knowledge of basic geography, history and culture of Spanish speaking countries.

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

SECTION I   Date   Initial

AP&P Representative: _10/12/09_   _DR_
(indicates division review and approval)

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

Division Dean/Director: _10/12/09_   _(signature)_

Faculty Name: (print) _R. Onofre, A. Shaheer, L. Pozo_   Date _10/05/09_

COURSE SUBJECT & NUMBER: SPAN 102

COURSE TITLE: *Elementary Spanish 2

☐ **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:

Class title: The number "2" was added to the title

Course requisites: "or SPAN 101HL" was added

Course Content: A detailed list of material required to be covered by the end of the semester (revised)

Method of evaluation: Five periodical tests covering one to three chapters (changed)

Suggested Texts or other Instructional Materials (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 Already   ☐ Non-degree Applicable (not transferable)
    exists
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

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

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:

(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

☐ AVC Course only (Content Review Completed; attach COR from prerequisite course.)

☒ Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)

For pre or corequisites only:

☐ Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)

Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)

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

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

Completion of SPAN 101 or SPAN 101HL

b) COREQUISITE: *List the course(s) subject and number, <u>including the specific course content, knowledge, skills, or competencies</u> 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 <u>concurrently</u>.*

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

8

SECTION IV

1) Proficiency Recommendations:

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

2) Other Course Recommendations:

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

		Prerequisite	Corequisite	Advisory
Completion of: SPAN 101		☒	☐	☐
or **Concurrent Enrollment in:** or 101 HL		☒	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Rosa G Grape   10 - 20 - 09
Signature: Instructor   Date

Duane Kumse
Signature: AP&P Representative   Date

_____ 10/27/09
Signature: Dean   Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee   Date

10

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: SPAN 102

COURSE NAME: *Elementary Spanish 2

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

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

Prerequisite: Completion of SPAN 101 or SPAN 101HL

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#).*

Course continues the work of SPAN 101 on understanding, speaking, reading, and writing Spanish. Emphasis is on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations. Course will include work in pairs and small groups so that students will be active learners. A more in-depth knowledge of geography and history of Spanish-speaking countries will also be covered. The course will be conducted entirely in Spanish. (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. Read and comprehend beginning Spanish texts such as graded readers, and to extract relevant material from authentic Spanish texts such as newspapers, magazines, menus from restaurants, schedules of trains and other means of transportation, and other common documents.

2. Students should be able to speak and understand Spanish well enough to communicate with native speakers on familiar, everyday topics although difficulties may exist. Students should feel at ease in an exclusively Spanish-speaking environment.

3. Demonstrate written mastery of basic grammatical structures by writing short essays (1-2 paragraphs) in response to readings and discussion topics.

4. Demonstrate more in-depth knowledge of the history, geography, and culture of Spanish-speaking countries.

Course Subject & Number: SPAN 102
Course Name: *Elementary Spanish 2

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.)*

SPAN 102 is a continuation of SPAN 101. Stress will be placed on more complex verb structures, constructing original compositions, and more grammar. Students will be introduced to elementary short stories. Elements of history and culture will be covered throughout.

In a second language course, grammar, vocabulary, and pronunciation are integrated in the lessons and oral practice. Note that different skills and topics are presented in meaningful context as a unit. It is not possible to isolate each topic.

I. VOCABULARY

A. Personal relationships

B. Professions, the office and work

C. Rural and urban geography, and the conservation and exploitation of the environment

D. Clothing and shopping

E. Parties and celebrations

F. The beach and the countyside and activities done there

II. PRONUNCIATION
A. c and qu

B. l, ll and y

C. x

D. Intonation changes

E. j and g

F. Review of accents

G. Review of pronunciation of vowels

III. STRUCTURES

A. Talking about actions the past
1.   Preterite of regular and irregular verbs
2.   Saying what you used to do: Imperfect of the regular and irregular verbs
3.   Saying what you were going to do: The Imperfect tense of ir + a + Infinitive
4.   Describing the past: The Imperfect and Preterite of "State" Verbs
5.   Narrating past experiences: The Present Perfect, Imperfect and Preterit
6.   Say what you have done: The Present Perfect

B. Referring to objects and persons already mentioned: Direct and Indirect Object pronouns

C. Using Reciprocal Reflexive verbs like llevarse bien.

D. Expressing by, through, destination, time, purpose, price, beneficiary, etc. using por or para

E. Describing Actions: Adverbs (-mente)

F. Using the Subjunctive Mood
1.   To express reaction and opinions
2.   To give Polite Commands and Negative Tú Commands

IV. CULTURAL INFORMATION

A. Culture, geography and history of Latin-American countries

B. El tango

C. Chichicastenango

D. Arzobispo Óscar Arnulfo Romero

E. Sentimental relationships and weddings

F. Foods and restaurants

G. The Panama Canal

H. The business world

I. Ecology and Ecological Issues

J. Regional arts and crafts

Course Subject & Number: SPAN 102
Course Name: *Elementary Spanish 2

TYPICAL <u>HOMEWORK</u> 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 <u>reading</u> assignments if applicable; note if any are required:*

    This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assigments will be given from the textbook and hand-outs provided by the instructor (weekly).

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

    Before coming to class, students will complete exercises in the workbook and/or textbook.
    On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.
    At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

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

    N/A

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

    Students will:
    a. express their opinions applying basic vocabulary and syntax learned in class.
    b. compare and contrast diverse hispanic cultures.
    c. examine and analyze different types of literature in order to ask and answer simple questions.

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

Reading Assignments:	2 hours	*Writing Assignments:* 5 hours
Computational Assignments: N/A		*Other Assignments:* 3 hours (aural assignments)

Course Subject & Number: SPAN 102
Course Name: Elementary Spanish 2

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.)*

Five hours per week are spent in the classroom. Students will engage in TPR (total physical response) activities and will frequently work in pairs and small groups. Curricular material (vocabulary, grammar, culture etc.) will be introduced directly whenever possible through objects, pictures, current technology and mime. The instructor will use question/answer techniques of direct method language teaching to introduce some points of grammar. Choral repetition and some drill will be used of pronunciation practice. Aural exercises will be used to develop listening comprehension skills.

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.)*

Periodical tests (covering one to three chapters) and quizzes testing aural comprehension, reading, writing and culture (Objectives 1, 3 and 4)

Homework exercises and lab work will be handed in and evaluated (Objectives 1, 3 and 4)

The instructor will evaluate the speaking ability and daily participation of each student during conversation and group activities or pair work (Objective 2)

A comprehensive department-adopted final exam testing oral and aural comprehension, reading, writing and culture will evaluate student mastery of the material covered (Objectives 1-4)

Other written or oral assignments (Objectives 1 - 4)

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

Plazas: Lugar de encuentro para la hispanidad, Robert Herhberger, et al., Heinle, 2008, Third Edition

Dos Mundos, Tracy D. Terell et al., MacGraw-Hill, 2010, Seventh Edition

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: SPAN 102
COURSE NAME: *Elementary Spanish
COURSE UNITS: 5
COURSE HOURS: 5

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

Course continues the work of SPAN 101 on understanding, speaking, reading, and writing Spanish. Emphasis is on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations. Course will include work in pairs and small groups so that students will be active learners. A more in-depth knowledge of geography and history of Spanish-speaking countries will also be covered. The course will be conducted entirely in Spanish.

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

1. Read and comprehend beginning Spanish texts and graded readers.

2. Express themselves more fluently, connecting sentences into brief narratives when speaking about familiar topics.

3. Demonstrate written mastery of basic grammatical structures by writing short essays in response to readings and discussion topics.

4. Feel at ease in an exclusively Spanish-speaking environment.

5. Demonstrate more in-depth knowledge of the history, geography, and culture of Spanish-speaking countries.

At the conclusion of SPAN 102, a student should be able to read and comprehend beginning texts and to extract relevant material from authentic Spanish texts such as newspapers, magazines, schedules of trains and other means of transportation, and common documents. Students should be able to speak and understand Spanish well enough to communicate with native speakers on familiar, everyday topics although difficulties may exist. The student should be able to write comprehensible short essays (1-2 paragraphs) on topics with which the student is familiar.

BY: _Maureau_

RECORD
OCT 1 3 2009
SLO 3·20·08

SECTION I   Date   Initial

AP&P Representative: **10/12/09**   **DP**
(indicates division review and approval)

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

Division Dean/Director: **10/13/09**   _Cetd_

Faculty Name: (print) _L. Pozo, R. Onofre, A. Shaheen_ Date _10/05/69_

COURSE SUBJECT & NUMBER: SPAN 201

COURSE TITLE: *Intermediate Spanish 1

☐ **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:

Class title: The number "1" was added to the title

Course requisites: "or SPAN 102HL" was added

Course objectives: Items were deleted and added to the list

Course Content: The list of materials required to be covered by the end of the semester was revised

Suggested Texts or other Instructional Materials: The list was updated

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SECTION II   Course/Catalog Information

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

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

2. Course Justification (check all that apply):
☒ AA/AS Degree   ☐ Vocational Education (see page 4, section VIII)
☒ Transfer _Already exists_   ☐ 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

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

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:

(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

☐ AVC Course only (Content Review Completed; attach COR from prerequisite course.)

☒ Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)

For pre or corequisites only:

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

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

.

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

Completion of SPAN 102 or SPAN 102 HL

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.*

SECTION IV

1) Proficiency Recommendations:

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

2) Other Course Recommendations:

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Completion of:	SPAN 102	☒	☐	☐
or **Concurrent Enrollment in:**	or 102 HL	☒	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Signature: Instructor _____ Date 10-20-09

Signature: AP&P Representative _____ Date

Signature: Dean _____ Date 10/27/09

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

Signature: Cochair, AP&P Committee _____ Date

10

COURSE SUBJECT & NUMBER: SPAN 201

COURSE NAME: *Intermediate Spanish 1

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

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

Prerequisite: Completion of SPAN 102 or SPAN 102HI

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

This course will develop students' reading, writing, listening, and speaking ability. A variety of texts, including contemporary short stories will be read and discussed. Several contemporary issues will be covered in-depth. Students will also see videos, sing songs and hear short lectures. Class work includes reading aloud, working in groups or pairs, and review of grammar and practice exercises. The major historical periods, events, cultures, and political figures of Spanish-speaking countries will be introduced. The course is conducted entirely in Spanish. (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. Discuss and analyze authentic intermediate literary and non-literary texts.
2. Apply vocabulary, grammar and pronunciation learned in order to read aloud and speak Spanish with little accent.
3. Demonstrate knowledge grammatical structures studied in Spanish 101and 102, and reviewed and applied in this course such as the present, preterit and imperfect tenses, and the direct and indirect object pronouns.
4. Compare and employ the uses of prepositions such as por and para.
5. Employ more complex grammatical structures such as the present subjunctive forms, and the use of the subjunctive in dependent clauses.
6. Demonstrate knowledge and employ an additional 500–750 words of active/passive vocabulary.
7. Write short essays on topics from readings, using grammatical structures and vocabulary learned in Spanish 101 and Spanish 102.
8. Identify major historical figures and events.
9. Demonstrate familiarity with contemporary Spanish customs and culture.

Course Subject & Number: SPAN 201
Course Name: *Intermediate Spanish 1

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.)*

More complex sentence structures, vocabulary and readings will be studied in this course.

I. Grammatical structures such as:
A. Sentence types (declarative, interrogative and , exclamatory)
B. Conjugation of verbs in the indicative (present, present progressive, preterit and imperfect.)
D. Verbs with conjugation structures different from English (haber, gustar, encantar, faltar, etc.)
E. Subject, reflexive, direct and indirect object, and double object pronouns

II. Intermediate level literature written by Hispanic authors such as:
A. "Versos Sencillos" by José Martí (Cuba)
B. "Cuando Era Puertorriqueña" by Esmeralda Santiago (Puerto Rico)
C. "El Quijote de la Mancha" by Miguel de Cervantes Saavedra (Spain)
D. "Tiempo Libre" by Guillermo Samperio (Mexico)

III. The study of literary genre and styles such as:
A. Poetry
B. Short story
D. Biography and autobiography
E. Fiction and non-fiction

IV. Hispanic artists, singers, actors, and historical figures and Community liders such as:
A. Artist: Salvador Dali, Pablo Picasso, Diego Rivera, Frida Khalo, José Clemente Orozco.
B. Singers and Musicians: Plácido Domingo, José Carreras, Celia Cruz, Gloria Estefan, José Luis Guerra, Carlos Santana, Tito Puente, Ricardo Arjona.
C. Actors: Edward James Olmos, Raúl Julia, Andy García
D. Historical figures: Benito Juárez, Rafael Leonidas Trujillo, Fidel Castro
F. Community liders: César Chávez, Dolores Huertas, Rigoberta Menchú

V. Other topics related to the Hispanic culture such as:
A. Theater, movies and television
B. Family life and holidays
C. Hispanic culture and contemporary social issues

VI. New vocabulary, idiomatic expressions, language functions and tips offered in each chapter needed to participate during class and small group discussion such as:
A. Talking about daily activities
B. Expressing likes and dislikes
C. Talking about habitual and completed actions in the past
D. Avoiding repetition of words
E. Describing and comparing people, places and things

Course Subject & Number: SPAN 201
Course Name: *Intermediate Spanish 1

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 <u>reading</u> assignments if applicable; note if any are required:*

This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assigments will be given from the textbook and hand-outs provided by the instructor (weekly).

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

Before coming to class, students will complete exercises in the workbook and/or textbook.
On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.
At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

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

N/A

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

Students will:
a. express their opinions applying basic vocabulary and syntax learned in class.
b. compare and contrast diverse hispanic cultures.
c. examine and analyze different types of literature in order to ask and answer simple questions.

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

Reading Assignments: 2 hours   *Writing Assignments:* 5 hours

Computational Assignments: N/A   *Other Assignments:*   3 hours (aural assignments)

Course Subject & Number: SPAN 201
Course Name: *Intermediate Spanish 1

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.)*

Material will be presented through readings, lecture, slides, tapes and overhead projector. Students will also make oral presentations. Work with tapes will focus on oral comprehension. The class will be conducted entirely in Spanish.

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.)*

2-3 per semester	Periodic tests on reading, writing and listening skills (Objectives 1, 3, 4, 5, 6, 7, 8 and 9)
Weekly	Regular vocabulary tests (Objective 6)
Daily	Written and reading assignments (Objectives 1, 3, 4, 5, 6, 7, 8 and 9)
Weekly	Laboratory assignments (Objectives 3, 4, 5, 6, 7, 8 and 9)
1 per semester	Oral presentation (Objectives 1- 9)
1 per semester	Final written examination testing reading, writing and aural comprehension, and a brief interview testing speaking ability (Objectives 1-9)

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

Mundo 21, Fabian Samaniego et al, Houghton Mifflin 2004, Third edition

Conversación y Repaso and/or Civilización y Cultura, Lynn Sandstedt et al.,Thomson & Heinle, 2004., Eight Edition

El Cuento Hispánico: A graded literary anthology, Edward J. Mullen and John F. Garganigo, MacGraw-Hill, 2004, Sixth Edition

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: SPAN 201
COURSE NAME: *Intermediate Spanish
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*
Prerequisite:
Completion of SPAN 102

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

This course will develop students' reading, writing, listening, and speaking ability. A variety of texts, including contemporary short stories, will be read and discussed. Several contemporary issues will be covered in-depth. Students will also see videos, sing songs and hear short lectures. Class work includes reading aloud, working in groups or pairs, and review of grammar and practice exercises. The major historical periods, events, cultures, and political figures of Spanish-speaking countries will be introduced. The course is conducted entirely in Spanish.

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

At the end of the course, students will be able to:

1.   Discuss and analyze authentic intermediate literary and non-literary texts
2.   Apply vocabulary, grammar and pronunciation learned in order to read aloud
        and speak Spanish with little accent (L1)
3.   Demonstrate familiarity with contemporary Spanish customs and culture
4.   Identify major historical figures and events
5.   Employ new, less frequently used grammatical structures, such as the extended
        adjective modifiers, passive voice and subjunctive
6.   Write short essays on topics from readings, using grammatical structures and
        vocabulary learned in Spanish 101 and Spanish 102
7.   Demonstrate knowledge and employ additional 500–750 words of active/passive
        vocabulary

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BY: _Maureqri_

SECTION I   Date   Initial

AP&P Representative: _10/12/09_ _DR_
(indicates division review and approval)

| AP&P Approval: |
| Date _____ |
| |
| V.P. Academic Affairs: |
| Signature_____ |

Division Dean/Director: _10/13/09_ _CAD_

Faculty Name: (print) _L. Pozo, R. Onofre, A. Shaheen_   Date _10/05/09_

COURSE SUBJECT & NUMBER: SPAN 202

COURSE TITLE: *Intermediate Spanish 2

☐ **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:*

Class title: The number "2" was added to the title
Course objectives: Items were deleted and added to the list
Course Content: The list of materials required to be covered by the end of the semester was revised

Suggested Texts or other Instructional Materials: The list was updated

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SECTION II   Course/Catalog Information

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

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

2. Course Justification (check all that apply):
☒ AA/AS Degree   ☐ Vocational Education (see page 4, section VIII)
☒ Transfer _Already exists_ ☐ 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: _____ |

1

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: SPAN 202

COURSE NAME: *Intermediate Spanish 2

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

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

Prerequisite: Completion of SPAN 201

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#).*

Course continues to develop students' ability to read, write, speak, and comprehend Spanish. Students will read and discuss intermediate literary and non-literary texts. Grammar will be reviewed as necessary through brief lectures and exercises. Major twentieth century Spanish authors will be introduced through readings and discussion. Cultural and social issues will be discussed. The course will be conducted entirely in Spanish. (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. Discuss and analyze authentic intermediate literary and non-literary texts.
2. Identify major authors of Spanish-speaking countries.
3. Demonstrate critical thinking based on themes from course readings and discussion and that employ grammar and vocabulary correctly and effectively in essays.
4. Analyze literary works, focusing on short stories and poems, using critical terminology to discuss authors' use of character, setting, description, and imagery.
5. Apply vocabulary, grammar and pronunciation learned in order to read aloud, make 5-10 minute presentations, and speak Spanish with little accent.
6. Demonstrate familiarity with contemporary culture and customs peculiar to Spanish-speaking countries as they are encountered in readings and research.
7. Employ new, less frequently used grammatical structures such as the use of the subjunctive in noun, adjectival and adverbial clauses, the passive voice, the sequence of tenses.
8. Demonstrate knowledge and employ 500–700 words of active/passive vocabulary.

Course Subject & Number:
Course Name:

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. Grammatical structures such as:
   A. The uses of the infinitive as a verb and as a noun
   B. The use of reflexive verbs and meaning of pronominal verbs:
      1. Reflexive
      2. Reciprocal (plural conjugation of the verbs only)
      3. Accidental or unplanned actions
      4. Point of departure
      5. Make a transitive verb intransitive (action just "happens" without an agent)
      6. Impersonal construction
      7. Intensify a verb
   C. The uses of se
   D. Verbs of being (hacer, hallarse, quedar, resultar, tener, ser, etc.)
   E. The future and conditional of regular and irregular verbs and its usage.
   F. The imperfect subjunctive
   G. "If" clauses
   H. Auxiliary verbs and progressive and perfect tenses (indicative and subjunctive)
   I. Voice: active vs. passive
   J. Negative transformations (nada, nadie, ni, nunca, jamás, etc.)
   K. Relative clauses
   L. Register (formal vs. casual)
   M. Por vs. Para

II. Intermediate level literature written by Hispanic authors such as:
   A. "A Margarita Debayle" by Rubén Darío (Nicaragua)
   B. "Me llamo Rigoberta Menchú y así me nació la conciencia" by Rigoberta Menchú Tum (Guatemala)
   C. "Un día de estos" by Gabriel García Márquez (Colombia)
   D. "Balada de los dos abuelos" by Nicolás Guillén (Cuba)
   E. "La raza cósmica" by José Vasconcelos (México)

II. Intermediate level literature written by Hispanic authors such as:
   A. "A Margarita Debayle" by Rubén Darío (Nicaragua)
   B. "Me llamo Rigoberta Menchú y así me nació la conciencia" by Rigoberta Menchú Tum (Guatemala)
   C. "Un día de estos" by Gabriel García Márquez (Colombia)
   D. "Balada de los dos abuelos" by Nicolás Guillén (Cuba)
   E. "La raza cósmica" by José Vasconcelos (México)

III. The study of genre and styles such as:
   A. Lenguaje africano y ritmo (La Negrista = Negritude in French)
   B. The essay
   C. The organization of a short story
   D. The tone of literary selection already read : ceremonioso, cómico, íntimo o personal, misterioso, moralizante, nostálgico, persuasivo, satírico and serio
   E. Poetry : metaphors and similes

IV. Topics related to the Hispanic culture such as:
   A. Other Fine Arts and the artists: theater, dance, sculpture, painting (Frida Khalo, Fernando Botero, and Francisco Goya y Lucientes)
   B. Cooking and foods: Mexican cooking (using chocolate, chiles and avocados), how tamales are prepared in different Latin American countries, Spanish paella
   C. Traditions and holidays: El Día de los Muertos vs. Halloween
   D. Health issues: Stress in the modern Hispanic world
   E. Hispanic communities in the U.S.

V. New vocabulary, idiomatic expressions, language functions and tips offered in each chapter needed to participate during class and small group discussion such as:
   A. Talking about daily activities using more complex syntax and vocabulary
   B. Talking about truths and future possibilities
   C. Expressing future actions
   D. Conversing about hypothetical circumstances
   E. Proposing what would occur under certain conditions

Course Subject & Number: SPAN 202
Course Name: *Intermediate Spanish 2

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

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

   This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assigments will be given from the textbook and hand-outs provided by the instructor (weekly).

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

   Before coming to class, students will complete exercises in the workbook and/or textbook.
   On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.
   At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

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

   N/A

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

   Students will:
   a. Express their opinions applying basic vocabulary and syntax learned in class.
   b. Compare and contrast diverse hispanic cultures.
   c. Examine and analyze different types of literature in order to ask and answer simple questions.

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:* 5 hours

Computational Assignments: N/A   *Other Assignments:*   2 hours (aural assignments)

Course Subject & Number: SPAN 202
Course Name: *Intermediate Spanish 2

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.)*

Material will be presented through readings, lecture, slides, tapes and use of multi media equipment. Students will also make oral presentations. Work with audio tapes or CDs will focus on oral comprehension. The class will be conducted entirely in Spanish.

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.)*

2-3 per semester	Periodic tests on reading, writing and listening skills. (objectives 1-8)
Bi-weekly	Regular vocabulary tests (objective 7)
Daily	Written and reading assignments. (objectives 1-8)
Bi-weekly	Laboratory assignments. (objectives 3-8)
1 per semester	Oral presentation. (objectives 1-8)
1 per semester	Final written examination testing reading, writing and aural comprehension, and a brief interview testing speaking ability. (objectives 1-8)

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

Mundo 21, Fabian Samaniego et al, Houghton Mifflin 2004, Third edition

Conversación y Repaso and/or Civilización y Cultura, Lynn Sandstedt et al.,Thomson & Heinle, 2004., Eight Edition

El Cuento Hispánico: A graded literary anthology, Edward J. Mullen and John F. Garganigo, MacGraw-Hill, 2004, Sixth Edition

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: SPAN 202
COURSE NAME: *Intermediate Spanish
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*
Prerequisite:
Completion of SPAN 201

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).*

Course continues to develop students' ability to read, write, speak, and comprehend Spanish. Students will read and discuss intermediate literary and non-literary texts. Grammar will be reviewed as necessary through brief lectures and exercises. Major twentieth century Spanish authors will be introduced through readings and discussion. Cultural and social issues will be discussed. The course will be conducted entirely in Spanish.

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

At the end of the course, students will be able to:
1. Discuss and analyze authentic intermediate literary and non-literary texts
2. Identify major authors of Spanish-speaking countries
3. Write essays that demonstrate critical thinking based on themes from course readings and discussion and that employ grammar and vocabulary correctly and effectively
4. Analyze literary works, focusing on short stories and poems, using critical terminology to discuss authors' use of character, setting, description, and imagery
5. Apply vocabulary, grammar and pronunciation learned in order to read aloud, make 5-10 minute presentations, and speak Spanish with little accent (L1)
6. Demonstrate familiarity with contemporary culture and customs peculiar to Spanish-speaking countries as they are encountered in readings and research
7. Demonstrate knowledge and employ 500–700 words of active/passive vocabulary

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

SECTION I   Date   Initial
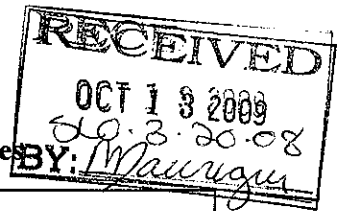
AP&P Representative: _10/12/09_ _DR_
(indicates division review and approval)

Division Dean/Director: _10/13/09_ _(signature)_

Faculty Name: (print) _R. Onofre, L. Pozo, A. Shaheen_ Date _10/05/09_

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

COURSE SUBJECT & NUMBER: SPAN 203

COURSE TITLE: *Advanced Spanish

☐ **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:

Course Content: 4. Myths and Legends (added to the list under A. Fiction)

Suggested Texts or other Instructional Materials (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 _Already exists_ ☐ 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: _____

1

COURSE SUBJECT & NUMBER: SPAN 203

COURSE NAME: *Advanced Spanish

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

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

Prerequisite: SPAN 202

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#).*

Reading and discussion of literary texts. Students will also read contemporary non-literary texts, such as newspapers, magazines and essays on topics of current interest. Course includes advanced vocabulary building, essay writing and critical analysis of literary and non-literary texts. The course will be conducted entirely in Spanish.

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. Discuss and analyze a variety of advanced level Spanish texts, having gained 500 words new vocabulary.
2. Apply knowledge acquired to read aloud, converse with other students and the instructor, and make 10-15 minute oral presentations in Spanish on a topic requiring research with correct pronunciation and intonation.
3. Prepare and organize, in Spanish, essays that are clearly focused on a central idea and that demonstrate critical analysis of texts in support of that thesis. Essays will have few mechanical errors.
4. Demonstrate critical thinking in discussing texts and in writing essays.
5. Demonstrate understanding and knowledge of major Spanish authors and their works.

Course Subject & Number: SPAN 203
Course Name: *Advanced Spanish

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. More complex grammatical structures, vocabulary and idiomatic expressions needed to be able to read, analyze and discuss assigned readings.

II. High intermediate level literature written by major Spanish-American and Peninsular authors such as:
   A. "Un día de estos" by Gabriel García Márquez (Colombia
   B. "Poema 20" by Pablo Neruda (Chile)
   C. "Es que somos muy pobres" by Juan Rulfo (Mexico)
   D. "Casa tomada" by Julio Cortázar (Argentina)
   E. "Ángeles de la ciudad" from Fuerte es el silencio by Elena Poniatowska (Mexico)
   F. "Mr. Taylor" by Augusto Monterroso (Honduras)
   G. "La muñeca menor" from Papeles de Pandora by Rosario Ferré (Puerto Rico/New York)
   H. "Los dos reyes y los dos laberintos" by Jose Luís Borges (Argentina)
   I. "El buen ejemplo" by Vicente Riva Palacio (Mexico)
   J. "Jaque Mate en dos jugadas" by (Argentina)
   K. "El ángel caído" by Amado Nervo (Mexico)
   L. "Nosotras" from La Reja by María Elena Llana (Cuba)
   M. "Los Pajaritos de los domingos" from El sonido Blanco by María de Montserrat (Cuba)
   N. "El hombre que robó a Borges" by Rubén Loza Aguerreberre (Uruguay)
   O. "El árbol de oro" from Historias de Artámila by Ana María Matute (Spain)
   P. "La droga" from Aquí pasan cosas raras by Luisa Valenzuela (Argentina)

III. Genres, styles, literary devices and structural features of Spanish and Spanish-American literature such as:
   A. Fiction:
      1. Historical fiction – Historical novel
      2. Realistic fiction
      3. Tales of imagination and fantasy
      4. Myths and Legends
   B. Nonfiction
   C. Prose and Poetry
   D. The detective story and other short-stories
   E. Satire, whimsy and the use of humor
   F. Common literary devices
      1. imagery
      2. metaphor
      3. symbolism
   G. The theme: meaning or moral
   H. The main problem or conflict of a plot and how it is resolved
   I. Levels of reality: the conscious, or "real" world, and the subconscious, or dream world
   J. The modernist and the ultraísta movement in literature
   K. "Magical realism"

IV. Sociopolitical, historical and cultural information related to the assigned readings such as:
   A. The Spanish Civil War and life in post-Civil War Spain
   B. The role of the Catholic Church
   C. The effect of technology on modern humanity
   D. The meeting of the indigenous American and Western European cultures
   E. The point of view of those of Hispanic heritage who grew up in the United States and are bilingual
   F. The tragic lives of simple people in the countryside: peasants, villagers, miners, wanderers, gypsies, village doctors, teachers, and state owners
   G. The struggle of humankind against nature
   H. The question of what role intellectuals ought to play in the political process

Course Subject & Number: 203
Course Name: *Advanced Spanish

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

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

   This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assigments will be given from the textbook and hand-outs provided by the instructor (weekly).

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

   Before coming to class, students will complete exercises in the workbook and/or textbook.
   On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.
   At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

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

   N/A

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

   Students will:
   a. Express their opinions applying basic vocabulary and syntax learned in class.
   b. Compare and contrast diverse hispanic cultures.
   c. Cxamine and analyze different types of literature in order to ask and answer simple questions.

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

Reading Assignments: 2 hours   *Writing Assignments*: 3 hours

Computational Assignments: N/A   *Other Assignments*:   1 hour (research)

Course Subject & Number: SPAN 203
Course Name: *Advanced Spanish

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.)*

Materials will be presented primarily through readings, lectures and student oral presentations. Advanced vocabulary study will focus on exercises that demonstrate word formation patterns in Spanish. Texts will be supplemented by tapes, slides, overhead and music as appropriate.

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.)*

Weekly homework assignments: vocabulary/ grammar exercises and short essays on readings (Objectives 1, 3, 4 and 5)

Weekly quizzes covering new vocabulary, grammar reviewed and literature studied (Objectives 1, 3, 4 and 5)

Two or more group or individual five-page researched and annotated papers .(Objectives 1, 3, 4 and 5)

Two or more group or individual oral power point presentations discussing researched papers of approximately 10 minutes each (Objectives 1-5)

Two mid-term exams covering vocabulary learned, grammar reviewed and a short essays on readings (Objectives 1, 3, 4 and 5)

One Final exam (Objectives (1-5) including:
- vocabulary and grammar studied, and reviewed during the semester
- short essays comparing and contrasting writers, their works and/or styles of writing
- a brief interview testing speaking ability and knowledge of the literature studied (Objectives (1-5)

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

Breve cuentos hispanos, Thomas E. Kooreman et. al., Pearson Prentice Hall, 2008, Fourth Edition

Cofre literario, Rosa Alicia Ramos et. al., Mc.Graw-Hill, 2006, Second Edition

El Cuento Hispánico, Edward J. Mullen and John F. Garganigo, McGraw-Hill, 2004, Sixth Edition

Leyendas del mundo hispano, Susan M. Bacon et. al., Prentice Hall, 2010, Third Edition

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: SPAN 203
COURSE NAME: *Advanced Spanish
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*
Prerequisite:
Completion of SPAN 202

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).*

Reading and discussion of literary texts. Students will also read contemporary non-literary texts, such as newspapers, magazines and essays on topics of current interest. Course includes advanced vocabulary building, essay writing and critical analysis of literary and non-literary texts. The course will be conducted entirely in Spanish.

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

At the end of the course, students will be able to:
1. Discuss and analyze a variety of advanced level Spanish texts, having gained 500 words new vocabulary
2. Apply knowledge acquired to read aloud, converse with other students and the instructor, and make 10-15 minute oral presentations in Spanish on a topic requiring research with correct pronunciation and intonation
3. Prepare and organize, in Spanish, essays that are clearly focused on a central idea and that demonstrate critical analysis of texts in support of that thesis. Essays will have few mechanical errors
4. Demonstrate critical thinking in discussing texts and in writing essays
5. Demonstrate understanding and knowledge of major Spanish authors and their works

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BY: ~Mauregui~

SECTION I Date Initial

AP&P Representative: 11/5/09 RD
(indicates division review and approval)

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

Division Dean/Director: 11·6·09

Faculty Name: (print) Ron C Chapman & Angela Davis   Date 11/5/09
                                                              11/5/09

COURSE SUBJECT & NUMBER: SOC 110

COURSE TITLE: Ethnic Relations

☐ **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. Advisory of Eligability: CLR, ENG101, Math070, SOC101
2. C.Description; Globalization
3. C.Objectives; an analysis of other societies and the impact of racism on globalization was added (points 5 & 6).
4. Content; Equal Rights Legislation will be considered under Minorities in the Political Process; Double Jeopardy (to include Gender, Disability, Religion, Sexual Orientation) will be considered under Comparative Contexts of Racism.
5. Typical Homework: The ability to read, analyze and apply table and figures.
6. Methods of Eval. Objectives are updated to address current SLO's.

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: Area F

☐ IGETC - Please state which area: Select One

☐ CSU/GE - Please state which area: Area B

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

1

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

Course Subject & Number: SOC 110
Course Name: Ethnic Relations

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: The 12th grade reading level is based on the selection of a standard college textbooks, therefore a minimum 12th grade proficiency is necessary for student comprehension and timely completion of assignments.

B. READING PROFICIENCY: (skills are cumulative from course to course)
Upon <u>entry</u> 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 <u>entry</u> 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

5

Intermediate Writing Proficiency (ENGL 099)
- ☒ Compose summaries and paraphrases of a given text
- ☒ Write clear, grammatically correct sentences of some complexity
- ☒ Compose well-organized, expository essays supporting a clear thesis
- ☒ Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- ☒ Use direct quotations in essays with MLA citations

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

College Level Writing Proficiency (ENGL 101)
- ☐ Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- ☐ Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

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

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

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

Arithmetic (MATH 050)
- ☐ Add, subtract, divide, and multiply whole numbers, fractions, and decimals
- ☐ Find the perimeter or area of a simple plane figure (rectangle, triangle, circle)
- ☒ Solve proportions
- ☒ Compute with percent notation, including applications
- ☒ Add, subtract, divide and multiply, with positive and negative numbers

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

Prealgebra (MATH 060)
- ☒ Add, subtract, multiply, and divide real numbers
- ☐ Solve proportions contain real numbers
- ☐ Solve linear equations contain real numbers
- ☐ Apply appropriate techniques to solve application problems
- ☐ Factor a polynomial expression by using the greatest common factor (GCF)
- ☒ Construct and interpret charts, graphs, or tables to solve medium-level problems
- ☐ Translate verbal statement to statements algebraic expressions

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

Elementary Algebra (MATH 070)
- ☐ 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)

6

Intermediate Algebra (MATH 102)
- [ ] Graph and interpret the graphs of basic functions and equations in two variables
- [ ] Calculate slopes from graphs, points or equations
- [ ] Find the domain, range or inverse of a function; find the composition of two functions
- [ ] Solve equations and inequalities in one variable, and systems of equations
- [ ] Simplify algebraic expressions by selecting the appropriate factoring method
- [ ] Perform basic operations on polynomials, rational expressions, radical expressions, complex numbers

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

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

College Algebra (MATH 130)
- [ ] Find distance between two points and midpoint of a line segment
- [ ] Find the roots of a polynomial degree>2
- [ ] Solve a linear system in 3 or more variables
- [ ] Solve a system of nonlinear equations
- [ ] Graph non-linear inequalities in two variables
- [ ] Use the binomial theorem
- [ ] Recognize an arithmetic or geometric sequence and find the sum
- [ ] Use sigma notation correctly
- [ ] Identify a conic section from its equation
- [ ] Row reduce a matrix
- [ ] Compute the determinant of a matrix of order greater than 2
- [ ] Find the inverse of a matrix

Trigonometry (MATH 135)
- [ ] Use the trig functions to solve a triangle
- [ ] Graph the trig functions sinx, cosx, and tanx
- [ ] Find the amplitude, period, and phase shift of a trig function
- [ ] Use the basic trig identities (reciprocal, ratio, Pythagorean)

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

Calculus (MATH 150)
- [ ] Compute a derivative
- [ ] Find an antiderivative
- [ ] Evaluate a definite integral

- [ ] Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)
Note: Not required for advisories.
(check only one):
- [x] 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.

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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, <u>including the specific course content/objectives, knowledge, skills, or competencies</u> from the COR(s) that are necessary for a student to succeed in this course. These are <u>entry- level</u> requirements.*

b) COREQUISITE: *List the course(s) subject and number, <u>including the specific course content, knowledge, skills, or competencies</u> 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 <u>concurrently</u>.*

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

Completion of SOC101; Students taking SOC101 wil be better prepared to elaborate on theretical perspectives as they relate to SOC110.

8

SECTION III: Limitation On Enrollment:

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

☐ Health and safety considerations   ☐ *Honors courses (sections)

☐ Legal requirements (statutory, regulatory, or contractual)   ☐ *Audition required for performance/art courses

☐ *Try-out for intercollegiate teams   ☐ *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.

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SECTION IV

1) Proficiency Recommendations:

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	CLR	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 101	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Completion of:	SOC 101	☐	☐	☒
or Concurrent Enrollment in:		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Signature: Instructor _____   Date 11/5/09

_____   11/5/09

Signature: AP&P Representative _____   Date 11/5/09

Signature: Dean _____   Date _____

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

Signature: Cochair, AP&P Committee _____   Date _____

10

ANTELOPE VALLEY COLLEGE

Academic Affairs

Course Outline of Record

COURSE SUBJECT & NUMBER: SOC 110

COURSE NAME: *Ethnic Relations

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

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Eligibility for College Level Reading, ENGL 101, and MATH 070. Completion of SOC 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
This course is a study of the sociological, historical, and political components of race and ethnic relations in the United States and the effect that this has had in regard to globalization. Major ethnic and racial groups, including minorities within these groups, will be examined in detail utilizing sociological theories and perspectives including; African-American, Hispanic, Middle Eastern, Asian, Pacific Islander and Native American ethnic groups. Questions concerning techniques designed to promote peaceful and successful interaction will also be reviewed. (AVC, CSU, UC).

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

1. Identify the major elements of the background, history and culture of selected ethnic groups in the United States.

2. Analyze the various techniques used to achieve the desired goals of race relations.

3. Propose the causes of and possible solutions to some of the significant race relations problems in United States society.

4. Evaluate the merits of a variety of goals for race relations in the United States.

5. Evaluate the merits of a variety of goals for race relations outside of the United States in selected countries.

6. Analyze the impact of racism on globalization.

7. Compare and contrast race and ethnic related problems and issues, both past and present and discuss possible future solutions and their probable effect upon society as a whole.

Course Subject & Number: SOC 110
Course Name: Ethnic Relations

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. Race and Racism
    A. Definition of Racism
    B. Analysis of Racism
    C. Internal Colonialism

II. Racism Theories
    A. Macro-Level Theories
    B. Micro-Level Theories

III. A History of Race Relations
    A. Preindustrial Era
    B. Early Industrial Stage
    C. Late Industrial Stage

IV. Politics, the Criminal Justice System, and Violence
    A. Minorities in the Political Process
        1. Equal Rights Legislation
        2. Minorities and the Criminal Justice System
    B. Violence Against Minorities
        1. Conditions that encourage violence
        2. Conditions that encourage institutionalized racism

V. Work and Housing
    A. Minorities and the Employment Process
    B. Minorities and Housing

VI. Education
    A. History of Schooling Racial Minorities
    B. Controversial Issues

VII. Minority Families
    A. Families and Racism
    B. Children at Risk
    C. Women of Color

VIII. Mass Media
    A. Effects of Media on Minorities
    B. Minorities in the Media

IX. Comparative Contexts of Racism
    A. Double Jeopardy
        1. Gender
        2. Disability
        3. Religion
        4. Sexual Orientation
    B. Case Studies
    C. Challenges for the Future
        1. Vestiges of Colonialism
        2. Global Issues

X. Combating Racism
    A. Legal
    B. Civil Rights

Course Subject & Number: SOC 110
Course Name: Ethnic Relations

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 <u>reading</u> assignments if applicable; note if any are required:*
Students will read 20 to 30 pages a week from the assigned text and/or comparable materials from the assigned reader and supplemental material as assigned by the instructor. Students will analyze text, tables and figures for content and application.

2. *Describe nature and frequency of typical <u>writing</u> assignments if applicable; note if any are required:*
Students will complete one or more written assignments such as journal article reviews, reaction papers, compare and contrast papers, research reports, and/or book reviews. Each will require a demonstration of applied knowledge.

3. *Describe nature and frequency of typical <u>computational</u> assignments if applicable; note if any are required:*
Students will demonstrate the ability to read, analyze and apply tables and figures involving basic statistics included in assigned readings for reports and tests.

4. *Describe <u>other types</u> of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:*
Students may also be asked to complete library and/or field work assignments, prepare for oral reports, and complete library tutorials.

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

Reading Assignments: 4.0   *Writing Assignments:* 2.5

Computational Assignments: 0.1   *Other Assignments:*   0.4

Course Subject & Number: SOC 110
Course Name: Ethnic Relations

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.)*

Focus of methods of instruction will include lecture, including Power Point that integrates multimedia works, movies/documentaries, interactive activities, directed group discussions, facilitated group work and instructor facilitated panel discussion with 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.)*

Student evaluations will be based on the following;
The students' ability to compare and contrast sociological, historical, political, conceptual, and theoretical perspectives (in contrast with other disciplines) specifically related to U.S. ethnic and racial groups, including minorities within these groups, in contemporary U.S. society will be evaluated through written assignments, quizzes and exams containing both objective and essay questions. (Objectives 1 and 2)

The students' ability to examine the composition and characteristics of major ethnic groups, social processes, institutions, and the stratification of society through a comparing and contrasting of theoretical perspectives as it regards race relations within the U.S.; within and between subcultures, and outside of the U.S. and how these are impacted by globalization will be evaluated through written assignments, quizzes, and exams containing both objective and essay questions. (Objectives 4, 5 and 6)

The students' ability to critically evaluate, propose causes and possible solutions to significant race relation problems in U.S. society through research techniques used within the sociological discipline and their ability to explain the merits of race relations goals and knowledge of race related problems will be evaluated through written assignments, exams and oral presentations. (Objectives 3, 4 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.)
1) ISBN: 0132438755
Schaefer, Richard T. 2008. *Racial and Ethnic Groups, 11TH ed.* Upper Saddle River, NJ: Pearson.

2) ISBN: 049550436X
Marger, Martin N. 2009. *Race and Ethnic Relations: American and Global Perspectives, 8TH ed.*
        Florence, KY: Wadsworth, Inc.

Academic Affairs

Course Outline of Record

COURSE SUBJECT & NUMBER: SOC 110

COURSE NAME: Ethnic Relations

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

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

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*
This course is a study of the social, historical, and political components of race and ethnic relations in the United States. Major ethnic, racial, and minority groups including African-American, Hispanic, Asian-Pacific Islander, Native American and Women will be examined in detail utilizing sociological theories and perspectives, as well as questions concerning techniques designed to promote peaceful and successful interaction. (CSU, UC, AVC)

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

1. Identify the major elements of the background, history and culture of selected ethnic groups in the United States.

2. Analyze the various techniques used to achieve the desired goals of race relations.

3. Propose the causes of and possible solutions to some of the significant race relations problems in United States society.

4. Evaluate the merits of a variety of goals for race relations in the United States.

5. Compare and contrast race and ethnic related problems and issues, both past and present and discuss possible future solutions and their probable effect upon society as a whole.

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BY: _Maunaqui_

SECTION I   Date   Initial

AP&P Representative: _10/8/09_   _LH_
(indicates division review and approval)

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

Division Dean/Director: _10/10/09_   _kc_

Faculty Name: (print)   _Catherine Overdorf_   Date _10/7/09_

COURSE SUBJECT & NUMBER: CFE 109

COURSE TITLE: *Supervision and Administration of Childhood Programs I

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

List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Added quality to Objective 6, added developmentally appropriate practices and quality to Objective 7; added topics to Overview, Administration, Roles and Responsibilities, Staffing, Planning & Scheduling Children's Activities Headings; Added heading Governance of Child Care Programs and Facilities; Marketing and Planning and Program Evaluation. Topics were reorganized under these headings. Added two methods of evaluation and identified objectives to correspond with the methods of evaluation.

SECTION II   **Course/Catalog Information**

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

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

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

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

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

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

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

             ☐ IGETC - Please state which area: Select One

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

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

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ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 109

COURSE NAME: *Supervision and Administration of Childhood Programs I

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

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Prerequisite: Completion of any six units in CFE courses.
Advisory: Eligibility for College Level Reading and ENGL 101, and Eligibility
for Math 070, and on- the- job experience in preschool, day care, or before-and-after school age care.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
Designed for students with prior experience in infant-toddler, preschool or school-age programs, this course will teach principles and practices related to the supervision and operation of child care and educational programs for preschool and school-aged children. Topics include: Titles 5 and 22 guidelines, organizational structures, budgeting, staff relationships, staff-parent relationships, record-keeping, reporting, and maintaining relationships with community and regulatory agencies. This course provides three of the six units in supervision and administration required to direct licensed child care programs and for the Site Supervisor and Program Director levels of the Child Development Permit. (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. Compare, contrast, and discuss a variety of early childhood and school-aged programs.

2. Identify and discuss historical perspectives and current trends in the care and education of young children.

3. Evaluate public and program-based policies with respect to administrative, staff, child and family needs.

4. Identify and describe managerial processes practiced in child care and education programs.

5. Identify state and local licensing regulations and health, safety, and nutrition requirements.

6. Describe and use budget principles in the development and administration of quality child care and education programs.

7. Apply educational philosophies, developmentally appropriate practices and regulatory policies in the development of quality child care and education programs.

8. Apply child development theory in the documentation and interpretation of child observations.

9. Apply developmental evaluation scales and state standards in the observation of child care and education programs.

Course Subject & Number: CFE 109
Course Name: *Supervision and Administration of Childhood Programs I

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

I. Overview of Childhood Program
  A. Types and varieties of childhood programs
  B. Characteristics of quality childcare programs
  C. Needs assessment

II. Administration and Management
  A. Principles
  B. Record keeping
  C. Technology
  D. Special programs
  E. Community
  F. Utilizing community resources

III. Role and Responsibilities of the Director
  A. Management responsibilities
  B. Management styles
  C. Leadership skills
  D. Professional code of ethics
  E. Professional growth and development

IV. Staffing the program
  A. Organizational structure
  B. Staff needs and recruitment
  C. Interview and selection of staff
  D. Personnel qualifications
  E. Personnel policies and practices
  F. Staff morale and stability
  G. Volunteers

V. Governance of Child Care Programs
  A. Licensing requirements
  B. Title 5 and title 22
  C. Advisory boards
  D. Child development permits

VI. Facilities for Quality Child Development Programs
  A. Physical space factors
  B. Choosing and modifying facilities
  C. Choosing equipment and supplies
  D. Food services

VII. Health and Safety
  A. Policies and practices
  B. Emergency procedures
  C. Meeting special health needs

VIII. Financing and Budget
  A. Profit-non-for-profit
  B. Sponsorship
  C. Sources of income
  D. Expenses
  E. Developing and analyzing a budget

IX. Proposal Writing or Business Plan
  A. Sources of grant funding
  B. Sections of proposal
  C. Characteristics of successful proposal

X. Planning and Scheduling Children's Activities
  A. Program philosophy
  B. Review child development theories
  C. Developmentally appropriate practices
  D. Curriculum and schedules

XI. Marketing and Planning Enrollment
  A. Advertising and publicity
  B. Marketing tools

XII. Working with Families
  A. Building relationships
  B. Communication
  C. Home-school collaboration
  D. Parent handbooks

XIII. Program Evaluation
  A. Assessing children's progress
  B. Evaluation and documentation tools
  C. Assessing program effectiveness
  D. Outcomes assessment

Course Subject & Number: CFE 109
Course Name: *Supervision and Administration of Childhood Programs I

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

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*
1. Students will read 20 to 25 pages in the course textbook each week.

2. Students will read hand-outs and articles as assigned by the instructor.

3. Students will read state and local licensing regulations.

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*
1. Students will complete written directed observations of children and/or childhood programs.

2. Students will write responsive essays based upon class topics of discussion.

3. Students will develop and write plans for a proposed child care and education facility.

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*
1. Students will plan and prepare sample operational budgets for a child care and education facility.

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

Students may be required to present oral reports, work cooperatively to plan childhood programs and activities, and visit child care and education programs/ facilities.

Students may be required to prepare and role play an interview for various staff positions in an early childhood program.

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

Reading Assignments: 2-3 hours   *Writing Assignments:* 2-3 hours

Computational Assignments: 1-2 hours   *Other Assignments:*   2-3 hours

Course Subject & Number: CFE 109
Course Name: *Supervision and Administration of Childhood Programs I

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

Lecture and Demonstration
Discussion
Cooperative Learning
Audio-visual
Field Observation
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' ability to identify, evaluate and apply child development theories, developmentally appropriate practices, and program, public and regulatory policies in the development, supervision, and administration of childhood care and education programs and facilities will be determined through instructor evaluation of written assignments, directed observations, and quizzes and exams that include both objective and essay questions. (Objectives 3,4,5,8)

Students' ability to describe the roles of early childhood administrators, identify historical trends and figures, examine and evaluate management policies and procedures will be evaluated through classroom presentations, written assignments, essay questions and/or role play activities. (Objectives 1,2,7,9)

Students' ability to apply leadership and management principles to the design of childcare programs, develop and analyze a budget, assess and evaluate children's learning and development, and assess and evaluate early childhood programs will be evaluated through the written plan for a proposed early care and education facility, budget assignments and observations of early childhood programs. (Objectives 3, 4, 5,6,9)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Nelson, "Child Care Administration" Goodheart-Wilcox, (3rd Edition)., 2006 ISBN# 978-1-59070-600-8
State of California Manual of Policies and Procedure, Title 22 http://www.ccld.ca.gov/PG555.htm
State of California Education Code, Title 5 http://www.cde.ca.gov/LS/fa/sf/title5regs
State of California Child Development Permit Matrix http://www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 109
COURSE NAME: *Supervision and Administration of Childhood Programs I
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Prerequisite: Completion of any six units in CFE courses.
Advisory: Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101, and eligibility for Math 070, and on- the- job experience in preschool, day care, or before-and-after school age care.

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

Designed for students with prior experience in infant-toddler, preschool or school-age programs, this course will teach principles and practices related to the supervision and operation of child care and educational programs for preschool and school-aged children. Topics include: Titles 5 and 22 guidelines, organizational structures, budgeting, staff relationships, staff-parent relationships, record-keeping, reporting, and maintaining relationships with community and regulatory agencies. This course provides three of the six units in supervision and administration required to direct licensed child care programs and for the Site Supervisor and Program Director levels of the Child Development Permit.

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

2. Identify and discuss historical perspectives of child care.

3. Evaluate public and program-based policies with respect to administrative, staff, child and family needs.

4. Identify and describe managerial processes practiced in child care and education programs.

5. Identify state and local licensing regulations and health, safety, and nutrition requirements.

6. Describe and use budget principles in the development and administration of child care and education programs.

7. Apply educational philosophies and regulatory policies in the development of child care and education programs.

8. Apply child development theory in the documentation and interpretation of child observations.

9. Apply developmental evaluation scales in the observation of child care and education programs.

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

SECTION I   Date   Initial

AP&P Representative: *10/8/09*   *LH*
(*indicates division review and approval*)

Division Dean/Director: *10/10/09*   *kc*

Faculty Name: (print) *Catherine Overdorf*   Date *10/7/09*

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

COURSE SUBJECT & NUMBER: CFE 110

COURSE TITLE: *Supervision and Administration of Childhood Programs II

☐ **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:
Reworded Objectives, combined and reworded objectives 4 and 7; combined objectives 6 and 8; added topics under Childcare, Theories and management, Reorganized content under appropriate headings; added Reflective Management, Leadership and Professionalism; Advocacy; Marketing, Family and Community Relationships, Personnel Management and Organizational Management and included, reorganized and added topics under each; added two methods of evaluation and corresponding objectives.

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: _____

1

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 110

COURSE NAME: *Supervision and Administration of Childhood Programs II

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

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Prerequisite: Completion of CFE 109
Advisory: Eligibility for College Level Reading and ENGL 101, and Eligibility
for Math 070, and on-the-job experience in preschool, day care, or before-and-after school-age care.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
Designed to supplement the information presented in CFE 109, this course will provide students with an in-depth study of the administration and management of child care and education programs. Topics include: business plans, personnel management, proposal and grant writing, advocacy, Title 5 and 22 regulations, updates of regulatory laws and licensing, current research in the field of child care and education, professional growth, and community involvement. This course provides three of the six units in supervision and administration required to direct licensed child care programs and for the Site Supervisor and Program Director levels of the Child Development Permit. (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 and discuss issues and concerns involved in providing child care in changing societies.

2. Create and discuss plans for advocacy in early care and education based upon child, family, and community needs.

3. Apply child development theories and developmentally appropriate practices to the supervision and management of early care and education programs.

4. Identify resources and prepare a comprehensive grant proposal or business plan.

5. Discuss the role of the manager/director in child care and education programs and demonstrate strategies for staffing, motivating and evaluating personnel.

6. Discuss and analyze strategies for monitoring child care and education program quality including meeting regulatory requirements and quality standards

7. Analyze strategies for culturally sensitive communication with staff, families and the community regarding critical issues and trends relating to young children and childcare and education programs.

8. Collect and discuss comprehensive information on professional organizations, professional publications, community resources, political advocacy, and current legislation and regulations.

Course Subject & Number: CFE 110
Course Name: *Supervision and Administration of Childhood Programs II

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. **Childcare in Changing Societies**
   A. Current and future trends
   B. Demand for child care
   C. Federal and state legislation
   D. Regulations and policies
   E. Licensing updates-Title 5 and 22
II. **Types of Child Development Programs**
III. **Theories and Management**
   A. Child development theories
   B. Management theories
   C. Applying theories
   D. Management processes
IV. **Fiscal Management**
   A. Resources
   B. Funding-public and private
   C. Grant and proposal writing
   D. Budgeting
   E. Business play
   F. Record keeping
   G. Technology and finance management
   H. Internal controls
V. **Reflective Management, Leadership and Professionalism**
   A. Management style
   B. Theories of leadership
   C. Leadership styles
   D. Personal and professional development
   E. Professional organizations
   F. Professional publication
   G. Strategies for self-evaluation
   H. Decision making
   I. Time management
VI. **Organizational Management**
   A. Organizational patterns
   B. Legal responsibilities
   C. Planning process
   D. Advisory and policy boards
   E. Policies, procedures and rules
VII. **Personnel Management**
   A. Job design
   B. Staffing
   C. Human relations-managers role
   D. Staff professional development
VIII. **Managing Health, Safety and Food Services**
   A. Planning a healthy safe environment
   B. Food programs
IX. **Facilities Management**
   A. Managing and organizing space
   B. Outdoor environment
   C. Maintenance, furnishing
X. **Educational Programming**
   A. Early learning standards
   B. Curriculum and scheduling
   C. Developmentally appropriate practices

XI. **Family and Community Relationships**
   A. Family systems
   B. Cultural responsiveness
   C. Family partnerships
   D. Family and community resources and partnership
   E. Communication strategies
XII. **Principles and Procedures of Advocacy**
XIII. **Marketing and Public Relations**
XIV. **Assessment and Evaluation**
   A. Evaluation of educational program
   B. Evaluation of management
   C. Outcome assessment
   D. Standards
   E. Accreditation

Course Subject & Number: CFE 110
Course Name: *Supervision and Administration of Childhood Programs II

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

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*
1. Students will read 20 to 25 pages from the course textbook each week.

2. Students will read hand-outs, current events, and journal articles as assigned by the instructor.

3. Students will read state and local licensing regulations.

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*
1. Students will complete at least one written critique of a current early childhood administration or management article.

2. Students will complete a written assessment of at least one child care and education facility.

3. Students will write a grant proposal or business plan and program brochure for a child care and education program.

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*
1. Students will prepare a budget as part of the grant proposal or business plan assignment.

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

Students may visit childhood programs in the community, attend a professional conference or workshop, interview program directors in the community, prepare a professional portfolio, prepare employee work schedules, prepare grant proposals, collect data on community resources, work cooperatively to share information and develop model program plans and present oral reports.

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

Reading Assignments: 2-3 hours   *Writing Assignments:* 2-3 hours

Computational Assignments: 1-2 hours   *Other Assignments:*   2-3 hours

Course Subject & Number: CFE 110
Course Name: *Supervision and Administration of Childhood Programs II

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

Lecture and Demonstration
Discussion
Instructor-Facilitated Cooperative Learning
Audio-visual
Instructor-Directed Field Observation

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' ability to apply recognized child development theories, practices, and regulatory policies to management issues and and concerns, the development of a grant proposal, business plan, and the assessment of program quality will be determined through instructor evaluation of written assignments, plan for an early childhood center, directed observations, and quizzes and exams that include both objective and essay questions. (Objectives 3,4,5,6)

Students' ability to identify current trends, needs and advocacy issues in early care and education and elements of professionalism will be determined by instructor evaluation of a written advocacy plan, professional organization assignment, plan for early childhood center and quizzes and exams that include both essay and objective questions. (Objectives 1,2,8)

Students' ability to demonstrate appropriate communication with families and the community, implement appropriate personnel management practices and policies will be determined through instructor evaluation of a written family involvement plan, creation of an early care and education brochure, written policies, collaboration assignments and exams that include both essay and objective questions.
(Objectives 5,6,7)

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.)
Hildebrand, "Management of Child Development Centers" (6th Edition), Pearson 2007 ISBN 0-13-171207-1
Reno, H. "Handbook for Early Childhood Administrators: Directing with a Mission" (1st Edition), Pearson, 2008
    ISBN 978-0-205-46980-2

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 110
COURSE NAME: *Supervision and Administration of Childhood Programs II
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of CFE 109
Advisory: Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101, and Eligibility for Math 070, and on-the-job experience in preschool, day care, or before-and-after school care.

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

Designed to supplement the information presented in CFE 109, this course will provide students with an in-depth study of the administration and management of child care and education programs. Topics include: business plans, personnel management, proposal and grant writing, advocacy, Title 5 and 22 regulations, updates of regulatory laws and licensing, current research in the field of child care and education, professional growth, and community involvement. This course provides three of the six units in supervision and administration required to direct licensed child care programs and for the Site Supervisor and Program Director levels of the Child Development Permit.

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 and discuss issues and concerns involved in providing child care in changing societies.

2. Describe and discuss advocacy issues based upon child, family, and community needs .

3. Review child development theories and developmentally appropriate practices.

4. Review regulatory requirements in Title 5 and Title 22 .

5. Prepare a grant proposal and a business plan.

6. Discuss the role of the manager/director in child care and education programs.

7. Discuss strategies for monitoring child care and education program quality.

8. Demonstrate a variety of strategies for motivating and evaluating personnel.

9. Analyze strategies for communication with staff, families and the community regarding issues of child abuse and the special needs of children.

10. Collect comprehensive information on professional organizations, professional publications, community resources, political advocacy, and current legislation and regulations.

1

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

SECTION I   Date   Initial

AP&P Representative: *10/8/09*   *JH*
(*indicates division review and approval*)

| AP&P Approval: |
| Date _____ |
| |
| V.P. Academic Affairs: |
| Signature_____ |

Division Dean/Director: 10/10/09   KC

Faculty Name: (print) __Melanie Parker__   Date 9/30/09

COURSE SUBJECT & NUMBER: CFE 115

COURSE TITLE: *Guiding Children's Behavior

☐ **NEW COURSE**   ☒ *REVISED COR*   ☐ *Other Course Revisions*
          (description, objectives, content, etc.)   (title/number; units/LHE's; class size; etc)
List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Minor updates to course description, objectives, content, and methods of evaluation. Updated 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: *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: _____ |

I

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 115

COURSE NAME: *Guiding Children's Behavior

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

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

Prerequisite: Completion of CFE 102.
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#).*

Designed for students preparing to work in early childhood and school-age settings, this course provides an overview of positive child guidance practices, foundations for understanding children's behavior, guidelines for effective communication, and assistance in planning curriculum and environments that promote the growth of social competence. A current TB clearance may be required. (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 rights of children in a democratic society.
2. Identify typical and atypical developmental factors that influence child behavior.
3. Recognize stages in the moral development of children.
4. Discuss underlying causes of problem behavior.
5. List and describe guidelines for effective child guidance that will nurture self-esteem, competence, cooperation, and socially acceptable coping skills.
6. Plan and evaluate classroom curriculum and environments that encourage and support social competence.
7. Examine the contributon of personal biases, behaviors, and beliefs to child behavior.
8. Practice positive communication strategies.
9. Contrast and compare classroom strategies that support and direct the growth of effective life skills and provide the foundation for self-regulated behavior.

Course Subject & Number: CFE 115
Course Name: *Guiding Chidren's Behavior

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

I. Child Rearing in a Contemporay Society
   A. The rights of children
   B. Objectives for child behavior
   C. Compare and contrast concepts of punishment, discipline, and guidance
   D. Supporting social competence

II. Guidelines for Behavioral Observation

III. The Influence of Both Typical and Atypical Development Upon Behavior

IV. Understanding Problem Behavior
   A. Functional and dysfunctional behavior
   B. Child, family, and school interactions
   C. Developmental "red flags"
   D. Moral development
   E. Inappropriate and appropriate strategies

V. Effective Guidance Strategies

VI. Planning Prosocial Environments
   A. Physical environments
   B. Schedules and routines
   C. Curriculum strategies
   D. Enhancing play
   E. Promoting self-esteem
   F. Supporting children's friendships
   G. Fostering self-discipline and self-regulation

VII. The Adult's Role
   A. Developmentally appropriate practices (DAP)
   B. Responses to aggression
   C. Supporting children in stressful situations
   D. Responding to individual needs
   E. Positive recognition and encouragement
   F. Enforcing expectations
   G. Protecting individual rights
   H. Identifying cultural biases

VIII. Positive Communication Strategies
   A. Supporting early communication skills
   B. Mutual communication strategies
   C. Nonverbal cues/body language
   D. Listening strategies
   E. Adult roles
   F. Communication with families
   G. Positive confrontation
   H. Conflict resolution

Course Subject & Number: CFE   115
Course Name: *Guiding Children's Behavior

TYPICAL <u>HOMEWORK</u> 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 <u>reading</u> assignments if applicable; note if any are required:*

Students will read 25 to 30 pages from the course textbook each week.

Students will read handouts and articles as assigned by the instructor.

Students will read at least one article from a professional journal related to course topics.

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

Students will write at least two directed observations of children in an early childhood or school-age setting. (Required)

Students will write a critical evaluation of at least one behavior/discipline policy from a licensed early childhood or school-age program in the community. (Required)

Students will write critiques of current journal articles related to course topics.

3. *Describe nature and frequency of typical <u>computational</u> assignments if applicable; note if any are required:*
N/A

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

Students may be required to work in cooperative groups to discuss and evaluate guidance, discipline, and behavior policies and practices; present oral reports, write reflective essays based upon assigned readings, class discussions, and/or observed practices; and conduct field observations.

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

Reading Assignments: 2   *Writing Assignments:* 2-3

Computational Assignments: *Other Assignments:*   2-4

Course Subject & Number: CFE 115
Course Name: *Guiding Children's Behavior

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

Lecture and Discussion
Audio-Visual
Instructor-facilitated Field Observation
Cooperative Learning
Instructor-facilitated Role Play/Simulations

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' ability to describe the rights of children, identify developmental factors that influence behavior, recognize stages of moral development, and discuss underlying causes of problem behavior, will be evaluated through quizzes and exams containing both objective and essay questions. (Objectives # 1 - 4)

Students' ability to describe guidelines for effective guidance, plan and evaluate classroom curriculum and environments, and examine personal biases will be evaluated through instructor evaluation of reflective essays, oral reports, cooperative learning activities, and written critiques and evaluations. (Objectives # 5 -7 and 9)

Students' ability to practice positive communication strategies and to contrast and compare classroom strategies will be determined through instructor evaluation of oral reports, reflective essays, group discussions, and child observation assignments. (Objectives #8 and 9)

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

Bluestein   The Win-Win Classroom (1st Edition)   Corwin Press 2008

Cohen, Stern, and Balaban   Observing and Recording the Behavior of Young Children (5th Edition)   Teacher's College Press 2008

Gartrell   A Guidance Approach for the Encouraging Classroom (1st Edition) Delmar Learning 2009

Miller   Positive Child Guidance (5th Edition) Delmar learning 2007

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 115
COURSE NAME: *Guiding Children's Behavior
COURSE UNITS: 3
COURSE HOURS: 3

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

Prerequisite: Completion of CFE 102
Advisory: Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101

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

Designed for students preparing to work in early childhood and school-age settings, this course provides an overview of positive child guidance practices, foundations for understanding children's behavior, guidelines for effective communication, and assistance in planning curriculum and environments that promote the growth of social competence. A current T.B. clearance may be required.

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

1. Describe the rights of children in a democratic society.
2. Identify typical and atypical developmental factors that influence child behavior.
3. Recognize stages in the moral development of children.
4. Discuss underlying causes of problem behavior.
5. List and describe guidelines for effective child guidance that will nurture self-esteem, competence, cooperation, and socially acceptable coping skills.
6. Plan and evaluate classroom curriculum and environments that encourage and support social competence.
7. Examine the contribution of personal biases, behaviors and beliefs to child behavior.
8. Practice positive communication strategies.
9. Contrast and compare classroom strategies that support and direct the growth of effective life skills and provide the foundation for self-regulated behavior.

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

SECTION I   Date   Initial

AP&P Representative: _10/8/09_   _J#_
(*indicates division review and approval*)

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

Division Dean/Director: _10|10|09_   _lc_

Faculty Name: (print) _Katarina Orlic-Babic_   Date _9/30/09_

COURSE SUBJECT & NUMBER: CFE 122

COURSE TITLE: *Infant/Toddler Strategies

☐ **NEW COURSE**   ☒ ***REVISED COR**   ☐ ***Other Course Revisions**
                          (description, objectives, content, etc.)   (title/number; units/LHE's; class size; etc)
List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
   Minor update of course description, objectives, content, assignments, and methods of evaluation.

SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

1

ANTELOPE VALLEY COLLEGE

Academic Affairs

Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 122

COURSE NAME Infant/Toddler Strategies

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

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

Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for Math 070.

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

Designed for students planning to work in early childhood settings, the course focuses on the child development sequences of children ages birth through age three. It includes development of appropriate learning environments, resources, and curriculum strategies for use with infants and toddlers. Students will observe infants and toddlers at home and early childhood centers and develop curriculum for use with children from birth to age three. A current TB clearance may be required. The course meets California licensing requirements for the care and education of infants and toddlers in center-based and family-based child care programs. (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. Apply knowledge of both typical and atypical development of infants and toddlers to the development of curriculum, learning environments, resources, activities, and experiences.
2. Relate current knowledge of infant/toddler brain development to developmentally appropriate adult/child relationships, learning environments, curriculum experiences, and caregiving practices.
3. Identify, contrast, and compare various program models of infant/toddler caregiving and learning.
4. Discuss the criteria for assessing program quality and evaluate tools for measuring program effectiveness.
5. Observe, document, and record the behavior and learning of infants/toddlers in child care settings.
6. Identify California licensing requirements for the care of infants/toddlers in center or family-based child care settings.

Course Subject & Number:
Course Name:

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 Infant/Toddler Developmental Milestones
      A. Physical
      B. Social
      C. Psychological/Social
      D. Intellectual

II. Principles of Caregiving

III. Brain Development – Current Research and Practice

IV. Review Developmental Theories and Philosophies

V. Infant/Toddler Observational Skills – Documenting and Recording Behavior and Learning

VI. Developmentally Appropriate Environments
      A. Environments for Group Care
      B. Home Environments

VII. Program Models
    A. Assessment of Program Quality
    B. Tools for Measuring Program Effectiveness

VIII. The Competent Child-Supporting Initiative, Creativity, Autonomy, and Self-Esteem

IX. Curriculum Strategies
      A. Definition of Curriculum
      B. Developmentally Appropriate Practices and Materials
      C. Adult vs. Child-Directed Activities
      D. Planning for Diversity and Inclusion
      E. Physical Development
      F. Cognition and Language
      G. Emotions and Social skills
      H. Routines

X. The Role of Play
      A. Toys and Props
      B. Role of Adult in Play

XI. Communicating Curriculum Strategies With Families – Revisiting and Representing Learning

XII. California Licensing Regulation

Course Subject & Number: CFE 122
Course Name: Infant/Toddler Strategies

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 20 to 35 pages in the required textbook each week.
   - Students will read at least two articles from current early childhood research and/or professional journals.
   - Additional reading assignments may include current events regarding infant/toddler research, state and county child care regulations, articles from professional journals, infant/toddler curriculum activities, and handouts provided by the instructor.

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

   1. Students will complete at least three directed observations of infants/toddlers in group care settings.
   2. Students will complete at least two directed observations and assessments of infant/toddler facilities.
   3. Students will plan and write at least five learning/activity plans for use with infants/toddlers in group care settings.

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

Students will be required to compute square footage of licensed infant/toddler facilities and appropriate number of staff based on state required ratios.

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: working cooperatively in small groups or with a partner, oral reviews and reports of journal articles, essays, and written responses to classroom topics of discussion, research papers and oral presentations.

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: 2.5   *Writing Assignments:* 1.5

Computational Assignments: .5   *Other Assignments:*   1.5

Course Subject & Number: CFE 122
Course Name: Infant/Toddler strategies

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

Lecture and Demonstration
Discussion
Audio-Visual
Field Observation
Cooperative Learning

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.)*

Through evaluation of students' written observations, learning plans, short essay exams, quizzes, tests, and child and program assessments, the instructor will be able to evaluate:

- Students' ability to develop and evaluate infant/toddler curriculum, learning environments, resources, activities, and experiences based on the knowledge of both typical and atypical development of infants and toddlers.
- Students' ability to assess infant/toddler development and use and administration of appropriate assessment instruments.
- Students' ability to identify, contrast, compare and evaluate various program models of infant/toddler caregiving and learning using appropriate evaluation tools for measuring program effectiveness.
- Students' ability to plan and develop age and individually appropriate learning experiences based on observations and current knowledge of infant/toddler brain development.
- Students' knowledge in licensing requirements for the care of infants/toddlers in center or family-based child care settings.

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.)
Douville-Watson, L.; Watson, M. & Wilson, L. (2008). Infants and Toddlers. Curriculum and Teaching. 6th Edition. Thomson Delmar Learning.
Community Care Licensing: Title 22.
California Infant/Toddler Learning and Development Foundations. 2009

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 122
COURSE NAME: *Infant/Toddler Strategies
COURSE UNITS: 3
COURSE HOURS: 3

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

Advisory: Eligibility for College Level Reading and English 101 or satisfactory completion of English 101, and
Eligibility for Math 070

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

Designed for students planning to work in early childhood settings, this course focuses on the development of appropriate learning environments, resources, and curriculum strategies for use with infants and toddlers. Students will observe infants and toddlers in home and institutional settings and develop curriculum for use with children from birth to age three. A current T.B. clearance may be required.This course meets California licensing requirements for the care of infants and toddlers in center-based and family-based child care programs.

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

1. Apply knowledge of both typical and atypical development of infants/toddlers to the development of learning environments, resources, activities, and experiences.
2. Relate current knowledge of infant/toddler brain development to developmentally appropriate adult/child relationships, learning environments, curriculum experiences, and caregiving practices.
3. Identify, contrast, and compare various program models of infant/toddler caregiving and learning.
4. Discuss the criteria for assessing program quality and evaluate tools for measuring program effectiveness.
5. Observe, document, and record the behavior and learning of infants/toddlers in child care settings.
6. Identify California licensing requirements for the care of infants/toddlers in center or family-based child care settings.

RECEIVED

OCT 2 9 2009

BY: _____

SECTION I   Date   Initial

AP&P Representative: _10/8/09_   _____
(indicates division review and approval)

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

Division Dean/Director: _10/10/09_ _KC_

Faculty Name: (print) __Melanie Parker__   Date _____

COURSE SUBJECT & NUMBER: CFE 169

COURSE TITLE: * Foster Parenting the Emotionally Disturbed Child-D Rate Pre-Service Training

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

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
   Minor update of course description, objectives, content, assignments, and methods of evaluation.

SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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COURSE SUBJECT & NUMBER: CFE 169

COURSE NAME: *Foster Parenting the Emotionally Disturbed Child-D Rate Pre-Service Training

COURSE UNITS: 1 **COURSE HOURS:** 18 hours

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

Advisory: Eligibility for College Level Reading and ENGL 101.

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

This course is designed for licensed foster parents and relative caregivers who may provide care for children exhibiting severe emotional and/or behavioral disturbances. Topics will include the definition of the severe emotionally and/or behaviorally disturbed child, dynamics of the foster family, and overview of typical and atypical child development, behavior management, and information on professional intervention, special eductaion services, community resources, and current licensing regulations. This course meets the initial training requirements for certified D-Rate caregivers in Los Angeles County. (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- Review D rate Program objectives and philosophies, L.A. County foster care policies, legislation regarding foster care, and the organization and structure of the agencies with which caregivers interface.

2- Identify attitudes they hold toward children with severe emotional and behavioral needs as well as the influence of these children on dynamics of the caregiver's family.

3- Identify personal stressors and potential means of stress remediation.

4- Describe the special needs of emotionally and/or behaviorally disturbed children.

5- Identify at least one community resource that serves children with specific severe emotional and/or behavioral diistrubances.

6- Discuss the educational resources available to a child with severe emotional and/or behavioral disturbances and describe the process of an Individualized Education Program (I.E.P.).

7- Evaluate D-Rate policies and reimbursement structures and examine their personal strengths and needs as a foster parent or relative caregiver.

Course Subject & Number: CFE 169
Course Name: *Foster Parenting the Emotionally Disturbed Child- D Rate Pre-Service Training

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

I. Introduction to the D Rate Certification Program
    A. Goals, policies, and requirements
    B. Certfication requirements
    C. Schedule "D" criteria
    D. Portrait of a D rate child
    E. Identification of behaviors

II. Dynamics of the Foster Family
    A. Interactions
    B. Family strengths and needs
    C. Stress management
    D. Cultural diversity
    E. Biological parents
    F. Child advocacy
    G. Developing a support system

III. Introduction to Child Development
    A. The principles of development
    B. The domains of development
    C. Understanding developmental change
    D. Age and developmentally appropriate behaviors

IV. Observation and Documentation
    A. Medical passports
    B. Life books
    C. Using spiral notebooks
    D. Observation/documentation practice

V. Psychotropic Medications
    A. Medication forms
    B. Appropriate documentation
    C. Possible side effects

VI. Behavior Management and Conflict Resolution
    A. Positive parenting practices
    B. Guiding behavior

VII. Identifying Emotional/Behavioral Needs
    A. Conduct disorders
    B. Depression
    C. Suicide
    D. Explosive behaviors
    E. Oppositional defiant behaviors
    F. Attention disorders
    G. Attachment disorders

VIII. Special Education
    A. Special education law
    B. IEP process
    C. Caregiver Resonsibility
    D. Educational Advocacy

IX. Community Resources

X. Professional Interventions

Course Subject & Number: CFE 169
Course Name: *Foster Parenting the Emotionally Disturbed Child- ▷ Rate Pre-Service Training

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

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

   Students will read 15 to 20 pages of required class handouts per class session.

   just asking — only handouts? any textbooks?

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

   Students will write responsive essays and/or design and create related interactive posters.

   Students will complete a 1 page behavior management and/or education plan.

   Students will create and complete a family eco-map, describing current family and community relationships. Map will be used as a basis to analyze how the addition of an emotionally disturbed child may change family and community relationships.

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

   N/A

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

   Students may be required to read articles assigned by the instructor and prepare role plays/simulations and oral reports.

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

Reading Assignments: 2 hours   *Writing Assignments:* 1 hour

Computational Assignments: N/A   *Other Assignments:*   1 hour

Course Subject & Number: CFE 169
Course Name: *Foster Parenting the Emotionally Disturbed Child-

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

Lecture and Discussion
Instructor-facilitated Panel Discussion
Audio-Visual
Cooperative Learning
Instructor-facilitated Role Play/Simulations

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' ability to review D Rate policies, reimbursement structures, and related agencies and legislation will be evaluated through a short essay quiz. (Objectives #1 and 7)

Students' ability to identify personal attitudes and stressors and to describe the special needs of emotionally and behaviorally disturbed children will be evaluated through responsive essays and/or related interactive posters. (Objectives #2, 3, and 4)

Students' ability to identify at least one community resource and to discuss both educational resources and the process of an Individualized Education Program will be evaluated through the family eco-map assignment and/or role plays/simulations and written behavior/education plans. (Objectives #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.)

Mandated curriculum is provided through Los Angeles County Department of Children and Family Services and is updated each semester to reflect current policy and procedural changes.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 169
COURSE NAME: *Foster Parenting the Emotionally Disturbed Child -D Rate Pre-Service Training
COURSE UNITS: 1
COURSE HOURS: 18

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

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

This course is designed for licensed foster parents and kinship caregivers who may provide care for children exhibiting severe emotional and/or behavioral disturbances. Topics will include the definition of a severe emotionally and/or behaviorally disturbed child, dynamics of the foster family, an overview of typical and atypical child development, behavior management, and information on professional intervention, special education services, community resources, and current licensing regulations. This course meets the initial training requirements for certified D Rate caregivers in Los Angeles County.

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. Review Schedule "D" Program objectives and philosophies, the organization and structure of the agencies with which caregivers will interface and legislation that affects foster care.

2. Identify the attitudes they hold toward children with severe emotional and behavioral needs as well as the influence of these children on the dynamics of the caregiver's family.

3. Identify personal stressors and potential means of stress remediation.

4. Describe the special needs of emotionally and/or behaviorally disturbed children.

5. Identify at least one community resource that serves children with specific severe emotional and/or behavioral disturbances.

6. Discuss the educational resources available to a child with severe emotional and/or behavioral disturbances and describe the process of an Individualized Education Program.

7. Evaluate D-rate policies and reimbursement structures and examine their personal strengths and needs as a foster parent or kinship caregiver.

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SECTION I   Date   Initial

AP&P Representative: _10/8/09_ _fh_
(*indicates division review and approval*)

| AP&P Approval: |
| Date _____ |
| |
| V.P. Academic Affairs: |
| Signature_____ |

Division Dean/Director: _10/10/09_ _kc_

Faculty Name: (print) _Melanie Parker_   Date _9/30/09_

COURSE SUBJECT & NUMBER: CFE 201

COURSE TITLE: *Child Development Practicum-Observation and Assessment

☐ **NEW COURSE**   ☒ ***REVISED COR***   ☒ ***Other Course Revisions***
                   (description, objectives, content, etc.)   (title/number; units/LHE's; class size; etc)
List all changes made to a revised course and fill out applicable sections/pages. Attach original COR for comparison:
  Minor revisions to course description, objectives, content and methods of evaluation.
  Comprehensive listing of textbooks and resources.
  Title revision that reflects increased emphasis on observation and assessment.

SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

              ☐ IGETC - Please state which area: Select One

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

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

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ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 201

COURSE NAME: *Child Development Practicum - Observation and Assessment

COURSE UNITS: 3 **COURSE HOURS:** 6 hours

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

Prerequisite: Completion of CFE 105.
Limitation on Enrollment: TB Skin Test clearance within the past year. Current Livescan fingerprint clearance required.

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 focuses on observation and assessment of children as it relates to the development of curriculum, preparation of classroom environments, and facilitation of classroom practices. Application of child development theory to educational practices will be emphasized. Students will employ a variety of child observation, assessment, and documentation techniques and create learning plans using negotiated curriculum strategies. Two hours per week will be spent in the college classroom; four hours per week will be spent in a supervised early childhood classroom setting, under the direction of an approved early childhood mentor teacher. Students should obtain an information packet in the AVC Child Development Center four weeks before the class begins. (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-Discuss child development theory as it relates to the physical, social, emotional, and cognitive growth and education of young children.
2-Analyze classroom learning environments and discuss the role of the environment in children's learning.
3-Demonstrate and apply a variety of child observation and assessment strategies.
4-Inventory and evaluate children's learning and development.
5-Identify, design, and describe appropriate early childhood curriculum strategies based upon observation and assessment of children's development and learning.
6-Assemble and organize evidence that documents children's learning and development.
7- Apply negotiated curriculum strategies and developmentally appropriate teaching practices.
8-Compare a variety of early childhood educational philosophies and compose a personal philosophy of early childhood education.
9-Apply National Association for the Education of Young Children's Code of Ethical Conduct to classroom decision-making.

Course Subject & Number: CFE 201
Course Name: *Child Development Practicum-Observation and Asses

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

I. Plans and Policies for Practicum Placement
    A. Work site responsibilities
    B. Working with a mentor teacher

II. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct

III. Review Child Development Theories

IV. Apply Child Development Theory to Practice
    A. Connections to curriculum
    B. Connection to indoor and outdoor learning environments
    C. Connections to classroom practices

V. Developmentally Appropriate Practice
    A. Definitions and resources
    B. Program philosophies and models

VI. California Preschool Learning Foundations

VII. Desired Results Developmental Profile (DRDP-r)

VIII. Observation, Assessment, and Recording Practices
    A. Standardized vs Authentic Assessment
    B. Program and environmental scales
        1. Harms Rating Scales
        2. Desired Results Developmental Profile-Revised (DRDP-r)
    C. Anecdotal records
    D. Developmental checklists
    E. Photography/electronic recording methods
    F. Running Records
    G. Time and frequency samples
    H. Webbing
    I. KWL (What I know/What I want to know/What I learned) Charts
    J. Work samples
    K. Portfolios
    L. Documentation Panels

IX. Negotiated Curriculum= Children's Emerging Interests + Teacher Intentionality+ Collaboration With Families and Staff
    A. Emergent curriculum practices
    B. Importance of intentionality
    C. Collaborative practices

X. Planning and Development of Learning Plans

XI. Communicating Children's Learning and Development

XII. Reflective Practice
    A. Image of the child
    B. Teacher as researcher
    C. Self-evaluation and reflection
    D. Teaching and learning styles
    E. Continuous learning

XIII. Professional Development
    A. California Child Development Permit
    B. Professional organizations

Course Subject & Number: CFE 201
Course Name: Child Development Practicum-Observation and Assess

TYPICAL <u>HOMEWORK</u> 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 <u>reading</u> assignments if applicable; note if any are required:*

    Students will read 25 to 30 pages in the course textbooks weekly.

    Students will read current journal articles, current events, and handouts as assigned by the instructor.

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

    Students will write short essays and/or reflective journal entries in response to class discussion questions and writing prompts.

    Students will write directed observations of early childhood programs, curriculum, and/or classroom practices.

    Students will write both an autobiography and a personal philosophy of early childhood education for inclusion in a preprofesional portfolio.

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

    Students will average scores and complete a simple bar graph when learning to use the Harm's Environmental Rating Scale. These skills are taught and practiced in class as needed.

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

    Students will prepare and implement a learning plan in their practicum work site and prepare and present a documentation panel as evidence of children's learning and development; observe and assess classroom environments and practices, learn to use Harms rating scales and the DRDP-r to observe and assess classroom environments and children's learning, and will compile a preprofessional portfolio.

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

Reading Assignments: 1-2 hours   *Writing Assignments*: 2-3 hours

Computational Assignments: minimal   *Other Assignments*:   4 hours field experience

Course Subject & Number: CFE 201
Course Name: Child Development Practicum-Observation and Assess

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

Lecture and Discussion
Cooperative Learning
Audio-Visual
Instructor-facilitated Panel Discussion
Instructor-facilitated and Directed Field Experience

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' ability to discuss child development theory, compare educational philosophies, and apply the NAEYC Code of Ethical Conduct will be evaluated through the personal philosophy assignment and through essay questions on the midterm and final exam. (Objectives #1, 8, and 9)

Students' ability to discuss and analyze classroom environments will be evaluated through the Harms rating scale assignment. (Objective # 2)

Students' ability to demonstrate and apply child observation and assessment strategies, inventory and evaluate children's development and learning; identify, design, and describe appropriate curriculum strategies; assemble and organize evidence of children's learning and development; and to apply negotiated curriculum strategies will be evaluated through both the DRDP-r and learning plan assignments. (Objectives 3, 4, 5, 6, and 7)

Students' ability to apply negotiated curriculum strategies and developmentally appropriate teaching practices will be evaluated through instructor observation at practicum fieldwork sites. (Objective #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.)

Baptiste and Reyes   Understanding Ethics in Early Care and Education (3rd Edition) 2009 Pearson Education
Epstein   The Intentional Teacher (1st Edition) 2007 National Association for the Education of Young Children
Harms, et al   Early Childhood Environment Rating Scale, Revised Edition 2005 Teacher's College Press
(Harms rating scales in Infant/Toddler, Family Day Care, and School-Age Care Environment versions may also be used depending upon students' fieldwork placement)
Hill, et al   Teaching as Inquiry (1st Edition) 2005 Pearson Education

CA Preschool Learning Foundations   psfoundations@cde.ca.gov
Desired Results Developmental Profiles (DRDP-r)   www.wested.org/desired results
Child Development Permits   www.childdevelopment.org

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 201
COURSE NAME: *Child Development Practicum
COURSE UNITS: 3
COURSE HOURS: 6

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of CFE 105.
Limitation on Enrollment: TB Skin Test clearance within the past year. Livescan fingerprint clearance required.

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 emphasizes the application of child development theory to classroom practices. Students will employ a variety of child observation and documentation skills and create learning plans using emergent curriculum strategies. Two hours per week will be spent in the college classroom; four hours per week will be spent in a supervised early childhood classroom setting, under the direction of an approved early childhood mentor/teacher. Students should obtain an information packet in the AVC Child Development Center four weeks before the class begins.

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-Discuss child development theory as it relates to the physical, social, emotional, and cognitive growth and education of young children.
2-Analyze classroom learning environments and discuss the role of the environment in children's learning.
3-Demonstrate and apply a variety of child observation techniques.
4-Inventory and assess children's learning and development.
5-Identify, design and describe appropriate early childhood curriculum strategies based upon observation of children's development and learning.
6-Assemble evidence that documents children's learning and development.
7-Practice the development of emergent curriculum and developmentally appropriate teaching practices in a supervised early childhood classroom setting.
8-Debate a variety of early childhood philosophies and prepare a personal philosophy of early childhood education.
9-Identify and discuss current issues and advocacy concerns regarding children birth to age 8.

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

SECTION I   Date   Initial

AP&P Representative: *10/8/09*   *[initials]*
(indicates division review and approval)

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

Division Dean/Director: *10/10/09*   *kc*

Faculty Name: (print) *Catherine Overdorf*   Date *10/7/09*

COURSE SUBJECT & NUMBER: CFE 202

COURSE TITLE: *Child Development Practicum-Emergent Leadership

☐ **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:

Added Emergent Leadership to Title; Reworded objective 4; Deleted objective 8 from previous COR; Added objective 6; Added Reflective practice, self-evaluation, teacher as researcher and collaborative practice topics under Roles and Responsibilities; Added DRDP, Authentic Assessment,Types of Observation and Assessment, CA Foundations Standards, Methods and uses of documentation, documentation panels under Observation, Documentation and Assessment; Deleted Guiding Positive Behavior; Added negotiated curriculum, intentional teaching, Cycle of Inquiry under Planning Children's Learning;

SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 202

COURSE NAME: *Child Development Practicum-Emergent Leadership

COURSE UNITS: 3 **COURSE HOURS:** 6 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Prerequisite: Completion of CFE 201
Limitation on Enrollment: TB Skin Test Clearance within the past year. Current livescan fingerprint clearance required.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
This course is designed to provide the continuing practicum student with in-depth practice in the application of child development theory to classroom environments, curriculum development, educational practices, and staff, family and community relationships. Two hours per week will be spent in the college classroom; four hours per week will be spent in a supervised early childhood classroom setting, under the direction of an approved early childhood mentor/teacher. Students should obtain an information packet from the AVC Child Development Center four weeks before the class begins. (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 roles and responsibilities of the early childhood educator.
2-Identify and describe historical trends and theories of early childhood education and evaluate their impact on the future of the field.
3-Apply child development theory to the design and organization of classroom environments and curriculum.
4-Identify, propose, implement, revise and evaluate negotiated curriculum learning plans based on observation and documentation that respect and include children's diverse family, cultural and ability needs.
5- Assemble and organize evidence that documents children's learning and development.
6- Analyze children's learning and development based on authentic documentation and assessment.
7-Demonstrate appropriate physical, verbal and written communication techniques for use with children, staff and families.
8-Devise and implement effective adult education presentations for use with staff members and families.
9-Plan for professional growth and development through identifying professional organizations, advocacy strategies, future trends and certification requirements for early childhood professionals.

Course Subject & Number: CFE 202
Course Name: *Child Development Practicum-Emergent Leadership

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

I.   Plans and Policies for Practicum Placement
    A. Working with a mentor teacher
    B. Reflections on programs and procedures

II.   Review Developmentally Appropriate Practice

III. Review NAEYC Code of Ethical Conduct

IV.   Review Influential Child Development Theories and Theorists

V.   Historical Educational Practices, Trends and Figures

VI.   Current Events and Issues in the Field

VII. Future Trends in the Field

VIII. Roles and Responsibilities of the Early Childhood Educator
    A. Becoming a leader
    B. Modeling positive relationships
    C. Reflective practice and self evaluation
    D. Teacher as researcher
    E. Collaborative practice

IX.   Observation, Documentation and Assessment
    A. Assessing the children
    B. Desired Results Developmental Profile (DRDP), authentic assessment
    C. Types of observation and assessment
    D. Assessing the program
    E. California foundations standards
    F. Methods and uses of documentation
    G. Documentation panels

X.   Facilitating Communication with Adults and Children
    A. Listening skills
    B. Communicating children's learning
    C. Staff relationships
    D. Working with families

XI.   Adult Education Strategies

XII. Planning for Childrens' Learning
    A. Emergent curriculum models
    B. Negotiated curriculum
    C. Intentional teaching
    D. Cycle of inquiry
    E. Routines and transitions
    F. Incorporating program goals
    G. Developmental tasks
    H. Language and emergent literacy
    I. Math and science
    J. Fine arts
    K. Social Studies

XIII. Planning for Professional Growth and Development
    A. Professional organizations
    B. Professional growth advisors
    C. Child development permits
    D. Professional certification requirements
    E. Advocacy and leadership
    F. Becoming a mentor
    G. Continuous learning

Course Subject & Number: CFE 202
Course Name: *Child Development Practicum-Emergent Leadership

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

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*
Students will read journal articles, current events and handouts as assigned by the instructor.

Students will read 25 to 30 pages each week from course textbooks.

Additional reading will include research, evaluation of assessment instruments, current events and hand-outs provided by the instructor.

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*
Students will write short essays and/or reflective journal entries in response to class discussion, practicum experiences, and writing prompts.

Students will develop, write and present at least one adult education workshop.

Students will write and implement at least one learning plan and compile both written and visual documentary evidence that communicates children's learning to families and staff member.

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

4. *Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:*
Students will prepare and implement a learning plan in their practicum work sites and prepare and present a documentmentation panel as evidence of children's learning and development; observe and assess classroom practices, apply CA Foundations Standards and the DRDP-R to observe and assess children's learning, design and present adult education learning experiences, collaborate with peers and instructors on observation, assessment and planning for appropriate learning experiences for children.

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

Reading Assignments: 1-2 hours   *Writing Assignments:* 2-3 hours

Computational Assignments: NA   *Other Assignments:*   3-5 hours

Course Subject & Number: CFE 202
Course Name: *Child Development Practicum-Emergent Leadership

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

Lecture and Demonstration
Discussion
Cooperative Learning
Audio-visual
Field Observation

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' ability to describe the roles of early childhood educators, identify historical trends and figures, examine, evaluate,and discuss professional growth opportunities will be evaluated through classroom presentations, written assignments, essay questions and/or reflective journal entries. (Objectives 1,2,7,9)

Students' ability to apply child development theory to the design of classroom environments and curriculum, propose and implement negotiated curriculum, and assess and evaluate children's development and learning will be evaluated through the writing and implementation of a learning plan and systematic collection and analysis of documentation.
(Objectives 3, 4, 5,6)

Students' ability to demonstrate appropriate communication techniques and implement effective adult education presentations will be evaluated through the planning, development and delivery of an adult education workshop, classroom discussion and collaboration assignments and instructor evaluation in the practicum classroom.
(Objectives 7,8)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Hill, et al   Teaching as Inquiry, First Ed., 2005   Pearson Education
Epstein   The Intentional Teacher, First Ed. 2007   National Association for the Education of Young Children
Baptiste and Reyes   Understanding Ethics in Early care and Education, Second Edition, 2009 Pearson Education
CA Preschool Learning Foundations   psfoundations@cde.ca.gov
Desired Results Developmental Profile (DRDP-r)   www.wested.org/desired results

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 202
COURSE NAME: *Child Development Practicum
COURSE UNITS: 3
COURSE HOURS: 6

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of CFE 201
Limitation on Enrollment: TB Skin Test Clearance within the past year. Livescan fingerprint clearance required.

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

This course is designed to provide the continuing practicum student with in depth practice in the application of child development theory to classroom environments, curriculum development, educational practices, and staff, family and community relationships. Two hours per week will be spent in the college classroom; four hours per week will be spent in a supervised early childhood classroom setting, under the direction of an approved early childhood mentor/teacher. Students should obtain an information packet from the AVC Child Development Center four weeks before the class begins.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1-Describe the roles and responsibilities of the early childhood educator.
2-Identify and describe historical trends and theories of early childhood education and evaluate their impact on the future of the field.
3-Apply child development theory to the design and organization of classroom environments and curriculum .
4-Propose and implement classroom environment and learning plans that respect and include children's diverse family, cultural and ability needs.
5-Apply child development theory to the assessment and evaluation of children's learning and development.
6-Demonstrate appropriate physical, verbal and written communication techniques for use with children, staff and families.
7-Organize effective adult education presentations for use with staff members and families.
8-Examine and evaluate appropriate behavioral expectations and guidance techniques for use in early childhood classrooms.
9-Plan for professional growth and development through identifying professional organizations, future trends and certification requirements for early childhood professionals.

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ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ENGL 225

COURSE NAME: *English Literature 800-1750

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

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

Prerequisite: Completion of ENGL 101

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

This transfer-level course surveys English literature from the Anglo-Saxon period to the early neoclassical. Texts from a diverse range of poetry, plays, and prose are appreciated for their intrinsic qualities, connected to their original historical and cultural contexts, and reflected upon in relation to more recent history and the present (for example, in their appropriation, over time and space, by subsequent writers, translators, and filmmakers). This survey is characterized by critical thinking, close textual reading, and analytic writing. (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. Demonstrate broad familiarity with texts generally associated with an English literature survey.
2. Compare and evaluate diverse critical perspectives on texts.
3. Practice critical reading, writing, and discussion skills.
4. Write thesis-driven, analytic, synthetic, or evaluative essays, incorporating academic sources, in MLA format.
5. Apply, in talking and writing about texts, language associated with objective academic discourse.
6. Use and synthesize academic sources to evaluate and theorize about texts.
7. Recognize and articulate what it means to read literature in translation, and how the translation of literature over space and time, culture and language, affects its interpretation and use.
8. Recognize and articulate ways in which assigned texts have functioned in Western culture, such as in their relations to women, subsequent writers, and filmmakers.
9. Analyze and appraise texts using formalist and historicist literary-critical methods and theory.
10. Analyze texts comparatively.
11. Synthesize, debate, and appraise formalist and historicist issues surrounding texts.
12. Synthesize, debate, and appraise texts in light of contemporary diversity concerns, such as ethnicity, nationality, class, gender, and sexual orientation.

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ENGL 226

COURSE NAME: *English Literature 1750-1900

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

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

Prerequisite: Completion of ENGL 101

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

This transfer-level course surveys English literature from the Late Neoclassical to the late Victorian period. Texts from a diverse range of poetry, plays, and prose are appreciated for their intrinsic qualities, connected to their original historical and cultural contexts, and reflected upon in relation to more recent history and the present (for example, in their appropriation, over time and space, by subsequent writers, and filmmakers). This survey is characterized by critical thinking, close textual reading, and analytic writing. (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. Demonstrate broad familiarity with texts generally associated with an English literature survey.
2. Compare and evaluate diverse critical perspectives on texts.
3. Practice critical reading, writing, and discussion skills.
4. Write thesis-driven, analytic, synthetic, or evaluative essays, incorporating academic sources, in MLA format.
5. Apply, in talking and writing about texts, language associated with objective academic discourse.
6. Use and synthesize academic sources to evaluate and theorize about texts.
7. Recognize and articulate ways in which assigned texts have functioned in Western culture, such as in their relations to women, subsequent writers, and filmmakers.
8. Analyze and appraise texts using formalist and historicist literary-critical methods and theory.
9. Analyze texts comparatively.
10. Synthesize, debate, and appraise formalist and historicist issues surrounding texts.
11. Synthesize, debate, and appraise texts in light of contemporary diversity concerns, such as ethnicity, nationality, class, gender, and sexual orientation.

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

SECTION I   Date   Initial

AP&P Representative: _10/19/09_ _DR_
(indicates division review and approval)

Division Dean/Director: _10/21/09_ _CJP_

Faculty Name: (print) _SCOTT COVELL_   Date _10/13/09_

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

COURSE SUBJECT & NUMBER: ENGL 299

COURSE TITLE: *Special Topics in Literature: Contemporary Amer Literature (1945-Present)

☐ **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:*
Course Description, Course Objectives, Course Content, Typical Reading Assignments, Methods of Evaluation, and
Suggested Texts have been changed to accommodate the new focus of the course.

Would this be a new course?

SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: Engl 299
COURSE NAME: *Special Topics in Literature: The Literature of the Sea
COURSE UNITS: 3
COURSE HOURS: 3

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

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

This course is designed to increase students' knowledge of texts in English that are set at, or near to, the sea/ocean and concern such motifs as storms, shipwrecks, castaways, pirates, slavery, sea monsters, whaling, and fishing. The course explores questions such as the following: What is our fascination with the sea? Why are we obsessed with its monsters? What is the appeal of pirates, and how have these dangerous outlaws become the stuff of children's literature and family entertainment? What is the sea's relationship to masculinity and femininity? The course adopts a cultural studies approach in that, in addition to covering classics of literary fiction, it gives legitimacy to non-fiction, popular culture, and film. It collects texts from Shakespeare's day to the present under one umbrella in order that they may converse with each other. Related texts may be grouped and analyzed under the lens of a relevant critical theory (such as postcolonial discourse theory, mythological criticism and psychoanalysis, gender criticism, and postmodernism).

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Analyze the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and employ the language of literary criticism.
3. Practice critical reading skills.
4. Demonstrate the ability to research and synthesize material from outside the given text in developing an oral project, critical paper, or research paper in MLA format.
5. Recognize the attributes that make literary works multi-layered and enduring.
6. Demonstrate the ability to discuss literature using relevant support from the text.
7. Demonstrate the ability to analyze a work of literature using a critical essay.
8. Illustrate the ability to view a literary work objectively, being able to understand and analyze subjective responses to the works read.
9. Identify the issues of different cultures and social structures as they are reflected/constructed in the works read.
10. Demonstrate the ability to analyze the broad range of texts that constitutes the literature of the sea including (but not limited to) plays, novels (literary and popular), non-fiction prose (such as travel narratives or slave narratives), poetry, and film.

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ENGL 299

COURSE NAME: *Special Topics in Literature: Contemporary American Literature (1945-Present)

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

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

Prerequisite: Completion of ENGL 101

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

The concentration of this course is on the poetry, prose, and drama produced by Americans from 1945 to the present; students are introduced to some of the historical, cultural, religious and social issues which helped shape the ideas of the times including literary and cultural movements such as Realism, Modernism, Post-Modernism, and Multiculturalism. Emphasis is placed on how and why a work may have been written, and some standard literary terminology is introduced. Poetry, prose, drama, and non-fiction readings are supplemented by discussions and audiovisual aids. (CSU, UC, AVC)

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

1. Analyze the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and employ literary terminology and the language of literary criticism.
3. Practice critical reading and writing skills.
4. Conduct library research (traditional and via the Internet): locate, evaluate, and synthesize source material from outside the given text in developing a written or oral project.
5. Recognize the attributes that make literary works multi-layered and enduring.
6. Discuss literature using relevant support from the text.
7. Analyze a work of literature by writing a critical essay.
8. Evaluate a literary work objectively, being able to understand and analyze subjective responses to the works read.
9. Recognize issues of race, gender, and class as they are reflected in the works read.
10. Recognize a broad range of American works.
11. Explain how changing intellectual, historical, cultural, religious, and social events affected this period of American literature.
12. Incorporate textual support as well as research material using proper MLA format in the composition of analytical and/or research papers.

Course Subject & Number: ENGL 299
Course Name: *Special Topics in Literature: Contemporary American Literature (1945-Present)

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.)*

Mid-to-Late 20th-Century to Early 21st- Century American Literature
A. Realism
B. Modernism
C. Post-Modernism
D. Contemporary Movements and Trends in Literature and Theory
E. Multicultural Literature

Critical Framework for Discussion of Literature

I. Literary Genres
   A. Non-Fiction
       1. Journals
       2. Essays
       3. Speeches
       4. Pamphlets and Political Tracts
   B. Fiction
       1. Poetry
       2. Oral Stories
       3. Theatrical Plays
       4. Short Stories
       5. Novels
   C. Genres that Blur Distinctions
       1. New Journalism
       2. Graphic Novels
       3. Screenplays
II. Overview of various literary theories such as:
   A. Historical
   B. Sociological
   C. Reader Response
   D. Psychological
   E. Post-Colonial
   F. Formalist
   G. Gender Studies

III. Basic Elements of Fiction, Poetry, and Non-Fiction:
   A. Fiction Elements:
       Plot, setting, character, point of view, theme, tone
   B. Poetry Elements:
       Form, imagery, speaker, tone, line
   C. Non-Fiction Elements
       Point of View, Style, Tone, narrative structure

IV. Review of Research Methodologies

V. Review of MLA Documentation format

Course Subject & Number: ENGL 299
Course Name: *Special Topics in Literature: Contemporary American Literature (1945-Present)

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 <u>reading</u> assignments if applicable; note if any are required:*

Weekly readings will include selected American literature of this period and may also be supplemented by readings exploring the history, background, critical theory, and analysis of the selected works or period under study.

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

Students will be required to write at least 6,500 words throughout all composing tasks, some of which will include practice of research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format.

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

Not applicable

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

Additional weekly assignments may include the practice of library research skills or preparation for in-class presentations or participation in group work.

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

Reading Assignments: 4-5 hours   *Writing Assignments*: 1-2 hours

Computational Assignments: N/A   *Other Assignments*:   1-2 hours researching and compiling of notes

Course Subject & Number: ENGL 299
Course Name: *Special Topics in Literature: Contemporary American Literature (1945-Present)

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

Lectures
Class and/or Group Discussions
Collaborative Assignments
Audio/visual Materials
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.)*

As each student does writing assignments and participates in class discussions, small group work, and class presentations, the instructor will be looking for the student's ability to:

1) Rigorously analyze and evaluate works of American literature and literary criticism. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12)
2) Use appropriate and precise literary terms and critical terminology. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11)
3) Logically discuss and write about the relationship between culture and literature. (Objectives 1, 3, 5, 9, 10, and 11).
4) Appropriately document essays incorporating outside research. (Objectives 4 and 12)

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 Autumn House Anthology of Contemporary American Poetry. Sue Ellen Thompson, ed. Autumn House Press, 2005.
The Ecco Anthology of Contemporary American Short Fiction. Joyce Carol Oates, ed. Harper Perennial, 2008.
The Heath Anthology of American Literature: 1945 to the Present. Volume E. (6th edition) Paul Lauter, ed. Houghton Mifflin, 2010.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09**   **DR**
(indicates division review and approval)

AP&P Approval:
Date 12·10·09
V.P. Academic Affairs:
Signature_____

Division Dean/Director: 10/2/09   [signature]

Faculty Name: (print)   Scott Jenison   Date   9/22/09

COURSE SUBJECT & NUMBER: ESL 018

COURSE TITLE: ESL Reading and Writing 1

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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

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

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

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 018
COURSE NAME: *ESL Reading and Writing 1 (Formerly ESL 070)
COURSE UNITS: 3
COURSE HOURS: 3

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

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

This introductory level reading and writing course is designed for students whose first language is not English. Emphasis is on the development of literal reading skills. Focus is also on building students' written vocabulary and grammar. Students are expected to be literate and have proficiency in simple everyday English skills and vocabulary before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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) Employ Reading Skills (e.g., dictionary skills, literal reading skills, identifying main ideas and supporting details, spelling rules) through a variety of brief, high-interest, non-fictional texts.

2) Apply vocabulary within American Cultural thematic units of high-interest.

3) Use grammar (e.g., The BE-Verb; Pronouns; the simple past, present, and future; adjectives; common modals)

4) Demonstrate writing at the sentence level (e.g., The sentence; commas; the paragraph; descriptive writing, narrative writing, persuasive writing; compound sentences).

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ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: ESL 018

COURSE NAME: ESL Reading and Writing 1

COURSE UNITS: 3 **COURSE HOURS:** 3/week

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

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

This introductory level reading and writing course is designed for students whose first language is not English. Emphasis is on the development of literal reading skills. Focus is also on building students' written vocabulary and grammar. Students are expected to be literate and have proficiency in simple everyday English skills and vocabulary before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R2)

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 reading skills (e.g., dictionary skills, literal reading skills, identifying main ideas and supporting details, spelling rules) through a variety of brief (1-page), high-interest, non-fictional texts.

2) Apply with correct spelling and usage vocabulary from high-interest, non-fictional texts.

3) Use introductory written grammar (e.g., The BE-Verb; pronouns; the simple past, present, and future; adjectives; common modals).

4) Demonstrate writing at the sentence level (e.g., complete simple and basic compound sentences; commas) within descriptive and narrative writing.

Course Subject & Number: ESL 018
Course Name: ESL Reading and Writing 1

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) Reading
  A) Skills
    1) Dictionary Skills
    2) Literal Reading Skills
    3) Identifying Main Ideas
    4) Identifying Supporting Details
    5) Spelling Rules
  B) Texts
    1) Reading Brief, Non-Fictional, High-Interest Texts
      (e.g., American Culture)
    2) Reading Simplified/Adapted Fiction (Literature)

II) Vocabulary (within thematic units; suggested topics):
  A) Friendship
  B) The Arts
  C) Collections
  D) Crime Prevention and Safety
  E) Business
  F) Famous People
  G) Traffic & Transportation
  H) Family
  I) Money

III) Grammar
  A) The BE Verb
    1) The Simple Present of BE
    2) The Simple Past of BE
    3) Questions with BE
  B) The Simple Present of Common Verbs
  C) Pronouns
    1) Subject Pronouns
    2) Object Pronouns
    3) Possessive Adjective Pronouns
  D) THERE IS/ THERE ARE
  E) The Simple Past
    1) Common Regular Verbs
    2) Common Irregular Verbs
  F) Adjectives
    1) Comparative Adjectives
    2) Superlative Adjectives
    3) Equative Adjectives
  G) The Simple Future
    1) WILL
    2) BE GOING TO
  H) Common Modals
    1) MAY/MIGHT
    2) SHOULD
    3) HAVE TO/MUST

IV) Writing
  A) The Sentence
    1) Beginning Capital Letters
    2) Final Period
  B) Commas
    1) Dates
    2) Places

3) Lists
C) The Paragraph
  1) Pre-Writing
   a) Brainstorming
   b) Clustering
   c) Sequencing
    i) Spatial Order
    ii) Time Order
  2) Indenting
D) Descriptive Writing
  1) Comparitives
  2) Equatives
  3) Adjectives
E) Narrative Writing
  1) Using the simple past in a "life story"
  2) Using the past progressive
F) Persuasive Writing
  1) Expressing an opinion
  2) Giving examples/support
G) Compound Sentences
  1) Using BECAUSE
  2) Using BEFORE & AFTER
  3) Using WHEN

Course Subject & Number: ESL 018
Course Name: ESL Reading and Writing 1

TYPICAL <u>HOMEWORK</u> 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 <u>reading</u> assignments if applicable; note if any are required:*

For each unit or lesson (approximately one per week), students are introduced to a topic. Pre-reading questions, introduction to new vocabulary precede reading the 1-page text, while post-reading comprehension questions follow.

Weekly outside reading assignments also include reading and reporting on one or more complete works which are graded for this level.

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

Students have controlled writing activities within each unit based on the weekly theme. At the end of each unit, students are given a more "free" (open-ended) writing activity (at the sentence level - up to 50 words). Weekly journal writing or a reading log may also be included. (All of these written assignments may be edited and included in a final portfolio.)

3. *Describe nature and frequency of typical <u>computational</u> assignments if applicable; note if any are required:*
n/a

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

A culminating task, for example a portfolio of all of the students' written tasks, may be assigned and presented to the instructor for evaluation at the end of the semester in order to reinforce and evaluate the students' acquisition of the course content. (Excerpts of the portfolio, copied or projected for the whole class, may also be presented for peer feedback.)

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.* <u>Homework formula:</u> 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: *Other Assignments:*   2

Course Subject & Number: ESL 018
Course Name: ESL Reading and Writing 1

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.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, and audio/visual aids.

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

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

1) Students' fulfillment of Objective 1, employing reading skills, is evaluated by workbook activities, reading reports, presentations, and tests.

2) Student's fulfillment of Objective 2, applying vocabulary, is evaluated by workbook activities, journal/writing, and/or tests.

3) Student's fulfillment of Objective 3, using grammar, is evaluated by journal/writing and/or tests.

4) Student's fulfillment of Objective 4, demonstrating writing at the sentence level, is evaluated by journal/writing, presentations (e.g., portfolios), and/or tests.

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

Dictionary:
1) Longman Dictionary of American English (4th Ed.). (2008). White Plains: Pearson Education.

Writing Texts:
2) Folse, Keith; Muchomr-Voukoun, April; and Vestri Solomon, Vokoun. (2009). Great Sentences for Great Paragraphs (3rd Ed.). Boston: Heinle.

Reading and Writing Texts:
3) Broukal, Milada. (2010). Weaving it Together 1 (3rd Ed.). Boston: Heinle.
(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)
4) Beaumont, John. (2008). Northstar - Focus on Reading and Writing: Intro. (2nd Ed.). White Plains: Pearson Education.

(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: ESL 018   **COURSE TITLE:** ESL Reading and Writing 1

Instructor (print): Scott Jenison

Division: Language Arts

Required Signatures:

AP&P Representative: _____   Date: 9/23/09
(division approval required)

Division Dean: _____   Date: 10/1/09

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: ESL 018   **COURSE TITLE:** ESL Reading and Writing 1

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?

Because reading and writing are the very skills which are required in taking a typical online course, this reading and writing course is perfectly suited for online instruction! Often in a conventional classroom reading and writing course, much of the instruction and communication is done orally and not visually. Thus, the online modality forces the instructor and the students to vigorously interact in the target skills of reading and writing. The ESL Program is currently teaching ESL grammar courses online through the college course management system, and the response has been very positive.

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

College course management system training has been offered and continues to be offered to support those who are online instructors at AVC. Several of our ESL faculty members have taken college course management system training, and two are currently teaching ESL grammar courses online. For online-enrolled ESL students, a mandatory orientation is conducted (as a class or individually if necessary) at the beginning of the semester to ensure that students know their AVC user name and password and can connect and access the necessary materials within the college course management system. The numbers of personal computers and skills in computer proficiency are increasing more rapidly than ever among ESL students. Although obviously the college course management system is accessible off-campus through any normal internet connection, on-campus computers are also available to ESL students at AVC, especially in the Learning Center and its ESL Study Center. So, ESL students are able to access the college course management system courses wherever they have access to the Internet.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The main technological adaptations are those available in the college course management system. Within the college course management system the most useful tools for this course include: The Discussion Board (where the instructor can post prompts for regular writing tasks, students can post their work, and the instructor can provide feedback and error correction that can also be useful for other class members as well); Messages (where the instructor and student can send questions, comments, or even writing tasks which are not intended to be viewed by the entire class, an acceptable option for students who are more self-conscious about their writing); and Resources (where students are able to access internet links to reading/writing texts, take quizzes/tests, or read other relevant uploaded texts). No major technological adaptations (e.g., video or audio) are needed since this course is designed to encourage the vigorous use of the visual skills of reading and writing. Furthermore, with the great interest and need of DHH (Deaf or Hard of Hearing) students to improve their reading and writing skills, online ESL reading and writing courses should provide an excellent opportunity for them to improve their visual English language skills in this more appropriately designed visual learning environment.

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 this is a reading and writing course and does not depend on the oral/aural skills, there are no unique challenges for audio. The existing features which are available within the college course management system (e.g., Lessons/Labs, Discussion Board, Tasks, Resources) should be more than sufficient to handle the needs of this reading and writing course.

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

Time spent on each lesson will reflect what students do in a traditional classroom setting of the same course. Because the same textbooks are required for both courses, students are covering the same material and doing the same exercises. However, instead of using their oral/aural skills, as they would in a classroom setting (e.g., to hear about or discuss reading, vocabulary, grammar, or writing skills), they are required to use their visual skills of reading and writing (e.g., read lessons, write responses on the online Discussion Board) in order to fulfill the course objectives. The time which is spent on a given lesson for a face-to-face classroom reflects the same amount of time for doing the same activity in the online mode; however, instead of listening to lectures or explanations, online students are engaged more in reading. This participation is a significant part of students' grades, so they need to maintain "regular effective contact" to succeed in the course. Student-to-student contact is easily done within the college course management system's Discussion Board or by sending messages to specific class members. These tools are very useful ways of facilitating student interaction (and even doing peer-editing). These technological modes of communication can be valuable in creating a sense of community for online students. They can even be used to engage students in the common classroom grouping activities of pair work or group work.

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

Students will meet with the instructor online via Messages or the Discussion Board. Of course, if students are struggling, the instructor and student can interact by phone, or a face-to-face meeting can be arranged. Students are expected to regularly "attend" and participate online just as they are expected to in an actual classroom course. Therefore, the college course management system's Discussion Board (which can be viewed by all class members) and Messages (direct communication between two or more individuals) are the main tools for maintaining this "regular effective contact". The college course management system also has the ability for the instructor to monitor the use of students within the online course. Thus, when students are failing to participate, the instructor can contact them and encourage them to increase participation before they fall too far behind.

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

Students are required to attend an initial class meeting at the beginning of the term (e.g., for orientation, pre-diagnostic testing), as well as a final class meeting at the end of the term (e.g., for the comprehensive final exam, workbook check, post-diagnostic testing). However, if a student is unable to attend the set time for either meeting, a mutually agreed upon time (e.g., instructor's office hours) can be arranged to fulfill this requirement.

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: Online course assignments are like those in the traditional classroom course: e.g., completion of the consumable text; supplemental reading of required graded readers or library books (e.g., AVC Library's Quest

Collection); ten or so edited essays for each of the textbook's units; approximately three major exams; a comprehensive final; a culminating portfolio of all edited student work.

However, within the college course management system, most of these assignments can be done online and include specific ways of completing the above assignments: (e.g., weekly readings in the required text; completion of, and "Discussion Boarding" about the textbook's unit readings and exercises; studying the appropriate weekly "Lesson/Lab" for the text's unit, including an explanation of the unit's vocabulary and grammar; links in Resources to instructor-uploaded sample texts or to other relevant internet readings or activities; practice exercises in Resources relevant to the unit themes, vocabulary, and grammar; approximately three major online tests and a comprehensive online final exam, which are also made available through the college course management system's Resources; the uploading and submission of student writing, including Word documents of single essays for instructor editing, as well as a semester-end comprehensive student portfolio of approximately ten edited texts, which can be uploaded for the benefit of all class members).

Off-line: Off-line course activities (e.g., initial and ending class meetings, student book reading and exercises, workbook activities, listening tasks with the textbook's audio CD) are also components of this course.

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

SECTION I Date Initial

AP&P Representative: **9/23/09** DR
(indicates division review and approval)

Division Dean/Director: 10/2/09

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

Faculty Name: (print) ___Scott Jenison___ Date __9/22/09__

COURSE SUBJECT & NUMBER: ESL 019

COURSE TITLE: ESL Skills Building 1

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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: _____

1

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 019

COURSE NAME: ESL Skills Building 1

COURSE UNITS: 5 **COURSE HOURS:** 5/week

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

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

This is an introductory level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group, and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to be literate and have proficiency in simple everyday English skills and vocabulary before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R2)

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 and employ orally and in writing introductory ESL vocabulary (e.g., Numbers 1-100; common objects and locations; adjectives to describe people; clothing items; colors; seasons of the year and weather; time, days, months, seasons; daily activities; places, transportation, & cities around the world; family relationships; household items; occupations and workplaces; foods; sports; body parts, health, & medicine; stores & shopping; weekend activities; biographical information).

2) Use spoken and written introductory grammar (e.g., The BE-Verb; pronouns; the simple past, present and present progressive, and future; adjectives; common modals).

3) Demonstrate in speaking and writing sentence level speech/text (e.g., complete simple and basic compound sentences; comma-pauses) within descriptive and narrative discourse.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09**   **DR**
(indicates division review and approval)

Division Dean/Director: 10/2/09   ___

Faculty Name: (print) ___Scott Jenison___   Date   9/22/09

| AP&P Approval: |
| Date _____ |
| V.P. Academic Affairs: |
| Signature_____ |

COURSE SUBJECT & NUMBER: ESL 020

COURSE TITLE: ESL Vocabulary and Pronunciation 2

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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:____ |

1

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: ESL 020

COURSE NAME: ESL Vocabulary and Pronunciation 2

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

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

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

This basic pronunciation and vocabulary course is designed to help the non-native speaker of English recognize and produce the unique segmental (consonant and vowel) and suprasegmental (stress, linking, reductions, and intonation) features of American-English and build basic vocabulary skills. Strategies for self-monitoring pronunciation and becoming self-sufficient in acquiring high-frequency vocabulary items are also taught. (This credit course is not applicable to the associate degree and certificate programs.) (R2)

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

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

1) Understand and apply the meaning, spelling, and pronunciation of basic vocabulary (from the context of visuals, a picture dictionary, with thousands of common items) from the following 12 common, high-frequency domains: Everyday Language, People, Housing, Food, Clothing, Health, Community, Transportation, Areas of Study, Plants and Animals, Work, & Recreation.

2) Distinguish aurally and express with correct pronunciation the American English vowel and consonant segmentals, as well as the English suprasegmentals (stress, linking, reductions, & intonation) of basic vocabulary.

3) Demonstrate independent study skills for acquiring new vocabulary and improving pronunciation: Differentiate the International Phonetic Symbols and employ them in learning the pronunciation of new words; Employ the use of an ESL picture and/or basic dictionary, as well as online links for vocabulary and/or pronunciation.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09**   DR
(indicates division review and approval)

Division Dean/Director: 10/2/09

Faculty Name: (print)   Scott Jenison   Date   9/22/09

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

COURSE SUBJECT & NUMBER: ESL 023

COURSE TITLE: ESL Grammar 2

☐ **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:*
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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: _____

1

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 023
COURSE NAME: *ESL Grammar 2 (Formerly ESL 045)
COURSE UNITS: 3
COURSE HOURS: 3

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

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

This is a basic grammar skills course designed for non-native speakers of English. Students are introduced to and practice basic verb tenses and aspects, as well as other basic level grammatical structures (e.g., question forms, count/non-count nouns, prepositions, adjectives, adverbs, imperatives, modals). This class concentrates on teaching basic grammar through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. (This credit course is not applicable to the associate degree and certificate programs) (R3)

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) Express the BE-Verb: Demonstrate the past tense of BE.
2) Employ the basic use of articles: A, AN, THE, & (zero) count and non-count nouns.
3) Use prepositions of place.
4) Express the form of WH-/information questions.
5) Employ possessive adjectives.
6) Express prepositions of time.
7) Use the simple past, the past progressive, the present, the present progressive, & the simple future.
8) Apply demonstratives.
9) Express the negative: NOT with DO.
10) Employ the imperative form.
11) Apply THERE + BE.
12) Demonstrate the use of nouns, articles, and quantifiers.
13) Distinguish count and non-count nouns.
14) Express the basic uses of articles: A, AN, THE, & (zero).
15) Express quantifiers.
16) Differentiate the use of modals: CAN , COULD, MAY, WOULD, SHOULD, SHOULDN'T, OUGHT TO, HAD BETTER, HAD BETTER NOT, HAVE TO, DON'T HAVE TO, MUST, MUSTN'T.
17) Express the sequence of adjectives & adverbs and their usage in the superlative form.

1

COURSE SUBJECT & NUMBER: ESL 023

COURSE NAME: ESL Grammar 2

COURSE UNITS: 3 **COURSE HOURS:** 3/week

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

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

This is a basic grammar skills course designed for non-native speakers of English. Students are introduced to and practice basic verb tenses and aspects, as well as other basic level grammatical structures (e.g., question forms, count/non-count nouns, prepositions, adjectives, adverbs, imperatives, modals). This class concentrates on teaching basic grammar through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. (This credit course is not applicable to the associate degree and certificate programs.) (R2)

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) Express the BE-Verb in the present and past tense.

2) Employ demonstratives, adjectives, nouns, and prepositions of place.

3) Use the simple past tense, present tense with frequency adverbs, and future tense.

4) Express WH-/information questions.

5) Employ the present progressive, imperatives, and modals of suggestion.

6) Use THERE + BE and count and non-count nouns.

7) Apply non-action verbs.

8) Employ nouns with quantifiers.

9) Apply modals of permission, request, advice, and necessity.

10) Demonstrate comparatives and superlatives.

Course Subject & Number: ESL 023
Course Name: ESL Grammar 2

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

I) The Verb BE: Present & Past
  A) Present Affirmative of BE
  B) Present Negative of BE
  C) Present Tense of BE in Yes/No Questions
  D) Past Tense of BE

II) Nouns, Adjectives, & Prepositions in the Present Progressive
  A) Count Nouns: A/AN
  B) Descriptive Adjectives
  C) Preposition of place
  D) Present Progressive
  E) Subjects and Verbs

III) WH- Questions, Possessives, & Prepositions of Time
  A) Questions with WHO, WHAT, & WHERE
  B) Possessive nouns and possessive adjectives
  C) Questions with WHOSE
  D) Questions with WHEN & WHAT + NOUN;
     Prepositions; Ordinal Numbers
  E) Questions with WHO, WHOM, & WHY;
     WH- Questions
  F) Present Progressive

IV) The Simple Present Tense; Questions
  A) Affirmative & Negative Statements
  B) Yes/No Questions & Short Answers
  C) WH- Questions
  D) Demonstratives: THIS/THAT/THESE/THOSE
  E) ONE/ONES

V) The Simple Past Tense
  A) Regular Verbs
  B) Affirmative & Negative Statements
  C) Irregular Verbs
  D) Yes/No Questions

VI) Imperatives; Suggestions; THERE + BE
  A) LET'S, WHY DON'T WE . . .?; WHY DON'T YOU...?
  B) Subject & Object Pronouns
  D) Indirect Objects
  E) THERE IS/ARE & IS/ARE THERE . . .?
  F) Numbers, Quantifiers, and Questions with HOW
     MANY . . .?

VII) The Simple Present & Present Progressive
  A) HOW OFTEN . . .?;
  B) Adverbs & Expressions of Frequency
  C) Non-Action Verbs
  D) Verbs Plus Verbs, Gerunds, & Infinitives
  E) Possessive Adjectives & Possessive Pronouns

VIII) The Simple Past; Negative Questions; Future
  A) Simple Past
  B) Negative Questions
  C) WH- Questions
  C) BE GOING TO

D) WILL

IX) Nouns, Articles, & Quantifiers; Modals
  A) Count & Non-Count Nouns
  B) Quantifiers & Containers (...OF...)
  C) Questions with ANY/SOME/HOW MUCH/HOW
     MANY
  D) CAN & COULD for Ability & Possibility
  E) MAY I, CAN I, & COULD I for Polite Requests
  F) MAY OR MIGHT for Possibility
  G) Desires, Invitations, & Requests: WOULD
     LIKE, WOULD YOU LIKE . . .? WOULD YOU
     PLEASE . . .?

X) Comparisons; The Past Progressive
  A) The Comparative Forms of Adjectives
  B) Adverbs of Manner
  C) Comparative Forms of Adverbs
  D) Adjective + ENOUGH; TOO / VERY; AS +
     Adjective/Adverb + AS
  E) The Past Progressive
  F) Ordering Adjectives Before Nouns

XI) Modals; The Superlative
  A) SHOULD, SHOULDN'T, OUGHT TO, HAD
     BETTER, HAD BETTER NOT
  B) HAVE TO, DON'T HAVE TO, MUST, MUSTN'T
  C) Superlative Forms of Adjectives & Adverbs

Course Subject & Number: ESL 023
Course Name: ESL Grammar 2

TYPICAL <u>HOMEWORK</u> 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 <u>reading</u> assignments if applicable; note if any are required:*

Each week students are introduced to a unit by reading a text related to a high-interest topic or theme. This text highlights upcoming grammatical structures to be learned.

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

Each week students are required to incorporate newly learned grammatical structures into writing tasks (e.g., journal entry, essay).

3. *Describe nature and frequency of typical <u>computational</u> assignments if applicable; note if any are required:*
n/a

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

A culminating presentation (e.g., poster advertisement, movie or song review, photo board) may be assigned during and/or at the end of the semester in order to reinforce and evaluate the student's acquisition of basic grammatical structures.

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. <u>Homework formula:</u> 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: *Other Assignments:*   2

Course Subject & Number: ESL 023
Course Name: ESL Grammar 2

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.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, games, and audio/visual aids.

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

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

Students' fulfillment of Objectives 1-17 (Employing: 1-the BE-Verb: Demonstrate the past tense of BE, 2-the basic use of articles: A, AN, THE, & (zero) count and non-count nouns, 3-prepositions of place, 4-the form of WH-/information questions, 5-possessive adjectives, 6-prepositions of time, 7-the simple past, the past progressive, the present, the present progressive, & the simple future, 8-demonstratives, 9-the negative: NOT with DO, the imperative form, 11-THERE + BE, 12-the use of nouns, articles, and quantifiers, 13-couunt and non-count nouns, 14-the basic uses of articles: A, AN, THE, & (zero), 15-quantifiers, 16-modals: CAN , COULD, MAY, WOULD, etc., 17-the sequence of adjectives and adverbs) is evaluated by workbook exercises, writing activities (e.g., journals, essays), presentations, and tests.

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

1) Shoenberg, I. (2006). Focus on Grammar 3: An Integrated Skills Approach (3rd Ed.). White Plains: Pearson Education.
and
    Shoenberg, I. (2006). Focus on Grammar 3 Workbook: An Integrated Skills Approach (3rd Ed.). White Plains: Pearson Education.
or
2) Azar, B. S. (2008). Basic English Grammar. (3rd Ed.) Upper Saddle River, NJ: Prentice Hall Regents.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: ESL 023   **COURSE TITLE:** ESL Grammar 2

Instructor (print): Priscilla Jenison

Division: Language Arts

Required Signatures:

AP&P Representative: _____   Date: 9/23/09
  (division approval required)

Division Dean: _____   Date: 10/1/09

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_____

AP&P/Distance Education Form: 08-09

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: ESL 023   **COURSE TITLE:** ESL Grammar 2

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?

Grammar is a language skill that is best taught visually (in written form and with organized graphics and charts). Students benefit greatly, especially if they tend to be visual learners, when they can see grammar displayed visually. In this way, it is much easier to "see" what is happening to English structures:

Subject and auxiliary verb inversion:

STATEMENT	He is late.
QUESTION	Is he late?

The use of either the indefinite article or the –s suffix to distinguish singular from plural nouns:

SINGULAR	a book
PLURAL	books
SINGULAR	a knife
PLURAL	knives
SINGULAR	a story
PLURAL	stories

The unique –s suffix on third person simple present tense verbs:

PERSON	SUBJECT	VERB	OBJECT
1st Singular	I	like	pizza.
1st Plural	We	like	pizza.
2nd Singular	You	like	pizza.
2nd Plural	You	like	pizza.
3rd Singular	She, He, It	likes	pizza.
3rd Plural	They	like	pizza.

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

The ESL Study Center in the Learning Center has computers (specifically for ESL student use), as well as a wealth of ESL grammar materials (e.g., texts, CDs, VHSs, DVDs, computer software). In addition, there are a number of ESL tutors available to support ESL students during the semester.

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)

Currently there is easy access to ESL grammar materials (on CD ROM, the Internet), which can provide the support needed for further explanation, practice, and production of grammar. The software for the required text is available in the classroom and in the Learning Center, and this could be a main component of the online course. Also, through the use of the college course management system, other grammar activities could be included (e.g., sequential/calendar 'checklist' with directions, PowerPoint-type presentations (uploaded to the AVC server), email, chat rooms, discussion boards, online quizzes, and tests).

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

There may be a need to present and assess grammatical points orally although this is primarily a visual (in writing) course. Here are several examples:

On many occasions, the oral skill of pronunciation is crucial in the skill of grammar when dealing with the noun plural suffix and verb suffix –(e)s, which can be pronounced three ways: [s] as in "takes", [z] as in "reads", or [Iz] as in "watches".

At the same time, the regular past participle –ed has three pronunciation options: [t] as in "stopped", [d] as in "named", or [Id] as in "waited".

Furthermore, at the sentence level, there are distinct intonation patterns on statements and questions (Yes/No vs. WH-Questions).

Therefore, audio clips and student recordings, as well as simultaneous texting or captioning for DHH students, would need to be included to cover these oral grammar features.)

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

The book assignments within the student book and workbook, both of which require extensive written responses, would be identical for both courses. However, instead of the instructor's in-class introductions and explanations of grammar points on a whiteboard within the classroom setting, similar explanations would be put into online visual presentations (e.g., PowerPoint-type presentations uploaded to the AVC server) in order to either deductively or inductively present the same grammatical items (e.g., syntax patterns, suffix options).

Low-Level Grammar Chart Example for BE-verbs with Adjectives:

PERSON	SUBJECT	BE-VERB	ADJECTIVE
1st Singular	I	am	happy.
1st Plural	We	are	happy.
2nd Singular	You	are	happy.
2nd Plural	You	are	happy.
3rd Singular	She, He, It	is	happy.
3rd Plural	They	are	happy.

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

Students will be required to report progress each week to ensure that they have completed the appropriate assignments. This will follow the syllabus's schedule in the form of a checklist, so that the student and instructor can promptly see when there is a problem in student production. Contact will be done through emailing, chatting, and/or discussion boards. In addition to the instructor's regular on-campus office hours, virtual "office hours" can be set beforehand and held each week at least once or twice so that students can get real-time assistance through online chatting. Other forms of delayed contact will be through email or discussion boards.

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

For many ESL students, online classes are a very new and strange learning option. Also, many ESL students come from cultures which are more personable, social, and face-to-face than U.S. culture. Thus, whole class, face-to-face contact will be made in the form of an on-campus class orientation at the beginning of the term plus an on-campus final at the end to the term. The former will assist in making sure that students know how to access and use the online course at the outset. Of course, individual face-to-face meeting times can be arranged as needs arise throughout the term. The latter culminating comprehensive final exam will assist in verifying each student's mastery of the course objectives.

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: Online PowerPoint-type presentations for each chapter's structure will provide the basis for the student's performance in these three vital areas:
- Weekly online activities (e.g., multiple choice responses, drills, written practice, error correction)
- Weekly Participation and interaction (e.g., weekly discussion boards, emailing, or chat rooms)
- Regular Assessment (e.g., online quizzes and at least 3 major online tests).

Off-line: Bookwork (student book and workbook exercises) will be assigned each week. Students will also have the option of using the accompanying CD-ROM (available on-campus), which provides a great deal of extra practice for each chapter. A final comprehensive exam will be given on-campus at the end of the term. Because this final exam is the best reflection of the course objectives, it will constitute a substantial part of each student's final grade.

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BY: _____

SECTION I   Date   Initial

AP&P Representative: **9/23/09** **DR**
(indicates division review and approval)

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

Division Dean/Director: **10/2/09**

Faculty Name: (print) _____Scott Jenison_____   Date **9/22/09**

COURSE SUBJECT & NUMBER: ESL 028

COURSE TITLE: ESL Reading and Writing 2

☐ **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:*
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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: ____

1

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 028
COURSE NAME: *ESL Reading and Writing 2 (Formerly ESL 082)
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 018 or eligibility for ESL 028

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 basic level reading and writing course is designed for students whose first language is not English. Emphasis is on the development of literal and inferential reading skills. Focus is also on building students' writing including extensive practice at the sentence level and up to the paragraph level with attention given to simple, compound, and complex sentences in the past, present, and future tenses. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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) Use Reading Skills (e.g., dictionary skills, literal and inferential reading skills, identifying main ideas and supporting details, spelling rules) through a variety of extended (1-3 page), non-fictional (e.g., American Cultural, biographical) texts.
2) Construct English sentences: Use a beginning capital letter and a final period; Employ capital letters for proper nouns; Use question marks; Use exclamation marks; Differentiate and demonstrate subjects and verbs; Employ simple sentences; Identify sentences in paragraphs; Compose the title of a paragraph; Compose journal writing.
3) Employ connecting sentences and paragraphs: Use adjectives before nouns; Use adjectives after the BE Verb; Compose topic sentences; Employ indenting the first line of every paragraph; Use subject pronouns, proper nouns, and subject nouns; Construct supporting sentences; Employ possessive adjectives; Formulate concluding sentences.
4) Use the simple present tense in statements and questions; Use contractions; Employ negatives and the present tense; Demonstrate present tense verb forms with negatives; Use object pronouns; Construct simple and compound sentences; Employ brainstorming with questions.
5) Formulate past tense statements and questions; Use time phrases with the past tense; Employ irregular past tense verbs; Use the negative form of BE; Use contractions; Use other negative verbs; Employ compound sentences with BUT; Use the present progressive tense for current actions; Construct compound sentences with AND and SO; Use sentence variety; Employ common adverbs of manner.
6) Apply the future tense: Use BE GOING TO in statements and questions; Not use GONNA in writing; Use time words and phrases; Employ BE GOING TO in the negative form; Formulating complex sentences; Use the articles A, AN, THE in phrases and sentences; Employ single count nouns and modifiers; Compose questions with BECAUSE; Use commas between words in a list.
7) Construct combinations of sentences with adjective clauses (WHO, THAT, WHICH); Employ place phrases; Employ interest to writing; Use words that express an opinion; Use SHOULD; Differentiate the tone of verbs; Employ editing skills; Use varying vocabulary.

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: ESL 028

COURSE NAME: ESL Reading and Writing 2

COURSE UNITS: 3 **COURSE HOURS:** 3/week

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

Advisory: Completion of ESL 018 or eligibility for ESL 028

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 basic level reading and writing course is designed for students whose first language is not English. Emphasis is on the development of literal and inferential reading skills. Focus is also on building students' writing including extensive practice at the sentence level and up to the paragraph level with attention given to simple, compound, and complex sentences in the past, present, and future tenses. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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

1) Employ reading skills (e.g., dictionary skills, literal and inferential reading skills, identifying main ideas and supporting details, spelling rules) through a variety of extended (1-3 page) non-fictional (e.g., American Cultural, biographical) texts.

2) Apply with correct spelling and usage vocabulary from American Cultural and biographical texts.

3) Use basic written grammar (e.g., simple past, present, and future tenses; descriptive and possessive adjectives; advice modals; imperatives; time clauses; WH-questions; manner adverbs).

4) Demonstrate writing up to the paragraph level (e.g., complete simple and compound sentences; commas; complete paragraphs: indenting, topic sentences, conclusions) within descriptive, narrative, and persuasive writing.

Course Subject & Number: ESL 028
Course Name: ESL Reading and Writing 2

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

I) Reading
  A) Skills
    1) Dictionary Skills
    2) Literal Reading Skills
    3) Inferential Reading Skills
    4) Identifying Main Ideas
    5) Identifying Supporting Details
    6) Spelling Rules
  B) Texts
    1) Brief to Extended Texts (e.g., American
       Culture, American Biographies)
    2) Brief Simplified/Adapted Fictional Texts

II) Writing
  A) The English Sentence
    1) Understanding Sentence Basics
    2) What a sentence is
    3) Beginning a sentence with a capital letter
    4) Ending a sentence with a period
    5) Capital letters
    6) Question marks
    7) Exclamation points
    8) Subjects and verbs
    9) Simple sentences
    10) Identifying sentences in paragraphs
    11) The title of a paragraph
    12) Journal writing

  B) Connecting Sentences and Paragraphs
    1) Using adjectives before nouns
    2) Using adjectives after the BE Verb
    3) Topic sentences
    4) Indenting the first line of every paragraph
    5) Subject pronouns
    6) Proper nouns and subject nouns
    7) Supporting sentences
    8) Possessive adjectives
    9) Concluding sentences

  C) Developing Sentences
    1) Writing About the Present
      a) Simple present tense: statements and questions
      b) Using contractions
      c) Negatives and the present tense
      d) Present tense verb forms: negatives
      e) Object pronouns
      f) Simple and compound sentences
      g) Brainstorming with questions
    2) Writing About the Past
      a) Simple past tense: statements and questions
      b) Time phrases with the past tense
      c) Irregular past tense verbs
      d) Making BE negative
      e) Using contractions
      f) Other negative verbs
      g) Compound sentences with BUT

3) Describing Actions
  a) Present progressive tense for current actions
  b) Compound sentences with AND
  c) Compound sentences with SO
  d) Sentence variety
  e) Common adverbs of manner

4) Writing About the Future
  a) BE GOING TO: statements and questions
  b) Not using GONNA in writing
  c) Time words and phrases
  d) BE GOING TO: negative
  e) Complex sentences
  f) Articles A, AN, THE
  g) Using articles in a sentence
  h) Single count nouns and modifiers
  i) Answering questions with BECAUSE
  j) Using commas between words in a list

5) Writing Sentences with Adjective Clauses and Place Phrases
  a) Combining sentences with adjective clauses (WHO, THAT, WHICH)
  b) Place phrases
  c) Adding interest to writing
  d) Words that express an opinion
  e) SHOULD and the tone of verbs
  f) Editing
  g) Varying vocabulary

Course Subject & Number: ESL 028
Course Name: ESL Reading and Writing 2

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 <u>reading</u> assignments if applicable; note if any are required:*

For each unit or lesson (approximately one per week), students are introduced to a topic. Pre-reading questions, introduction to new vocabulary precede reading the 1-3 page text, while post-reading comprehension questions follow.

Weekly outside reading assignments also include reading and reporting on one or more complete works which are graded for this level.

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

Students have controlled writing activities within each unit based on the weekly theme. At the end of each unit, students are given a more "free" (open-ended) writing activity (at the sentence and paragraph levels - up to 100 words). Weekly journal writing or a reading log may also be included. (All of these written assignments may be edited and included in a final portfolio.)

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

n/a

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

A culminating task, for example a portfolio of all of the students' written tasks, may be assigned and presented to the instructor for evaluation at the end of the semester in order to reinforce and evaluate the students' acquisition of the course content. (Excerpts of the portfolio, copied or projected for the whole class, may also be presented for peer feedback.)

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. <u>Homework formula:</u> 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: *Other Assignments:*   2

Course Subject & Number: ESL 028
Course Name: ESL Reading and Writing 2

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.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, and audio/visual aids.

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

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

1) Students' fulfillment of Objective 1, reading skills, is evaluated by workbook activities, reading reports, presentations, and tests.

2) Student's fulfillment of Objectives 2-7, writing skills (e.g., the sentence; connecting sentences and paragraphs; developing sentences; the past, present and future; and adjective clauses, is evaluated by workbook activities, journal writing, presentations, and tests.

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

Writing Texts:
1) Folse, Keith; Muchomr-Voukoun, April; and Vestri Solomon, Vokoun. (2009). Great Paragraphs (3rd Ed.). Boston: Heinle.

Reading and Writing Texts:
2) Broukal, Milada. (2010). Weaving it Together 2 (3rd Ed.). Boston: Heinle.
(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)
3) Haugnes, Natasha; Maher, Beth. (2009) Northstar Reading and Writing 2 (3rd Ed). White Plains: Pearson Education.

(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: ESL 028   **COURSE TITLE:** ESL Reading and Writing 2

Instructor (print): Stephen Burries

Division: Language Arts

Required Signatures:

AP&P Representative: ⟨signature⟩   Date: 9/23/09
(division approval required)

Division Dean: ⟨signature⟩   Date: 10/1/09

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: ESL 028   **COURSE TITLE:** ESL Reading and Writing 2

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?

Because reading and writing are the very skills which are required in taking a typical online course, this reading and writing course is perfectly suited for online instruction! Often in a conventional classroom reading and writing course, much of the instruction and communication is done orally and not visually. Thus, the online modality forces the instructor and the students to vigorously interact in the target skills of reading and writing. The ESL Program is currently teaching ESL grammar courses online through the college course management system, and the response has been very positive.

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

College course management system training has been offered and continues to be offered to support those who are online instructors at AVC. Several of our ESL faculty members have taken college course management system training, and two are currently teaching ESL grammar courses online. For online-enrolled ESL students, a mandatory orientation is conducted (as a class or individually if necessary) at the beginning of the semester to ensure that students know their AVC user name and password and can connect and access the necessary materials within the college course management system. The numbers of personal computers and skills in computer proficiency are increasing more rapidly than ever among ESL students. Although obviously the college course management system is accessible off-campus through any normal internet connection, on-campus computers are also available to ESL students at AVC, especially in the Learning Center and its ESL Study Center. So, ESL students are able to access the college course management system courses wherever they have access to the internet.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The main technological adaptations are those available in the college course management system. Within the college course management system the most useful tools for this course include: The Discussion Board (where the instructor can post prompts for regular writing tasks, students can post their work, and the instructor can provide feedback and error correction that can also be useful for other class members as well); Messages (where the instructor and student can send questions, comments, or even writing tasks which are not intended to be viewed by the entire class, an acceptable option for students who are more self-conscious about their writing); and Resources (where students are able to access internet links to reading/writing texts, take quizzes/tests, or read other relevant uploaded texts). No major technological adaptations (e.g., video or audio) are needed since this course is designed to encourage the vigorous use of the visual skills of reading and writing. Furthermore, with the great interest and need of DHH (Deaf or Hard of Hearing) students to improve their reading and writing skills, online ESL reading and writing courses should provide an excellent opportunity for them to improve their visual English language skills in this more appropriately designed visual learning environment.

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 this is a reading and writing course and does not depend on the oral/aural skills, there are no unique challenges for audio. The existing features which are available within the college course management system (e.g., Lessons/Labs, Discussion Board, Tasks, Resources) should be more than sufficient to handle the needs of this reading and writing course.

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

Time spent on each lesson will reflect what students do in a traditional classroom setting of the same course. Because the same textbooks are required for both courses, students are covering the same material and doing the same exercises. However, instead of using their oral/aural skills, as they would in a classroom setting (e.g., to hear about or discuss reading, vocabulary, grammar, or writing skills), they are required to use their visual skills of reading and writing (e.g., read lessons, write responses on the online Discussion Board) in order to fulfill the course objectives. The time spent for traditional classroom students reflects the same amount of time spent doing the same activities in the online mode. This participation is a significant part of students' grades, so they need to maintain "regular effective contact" to succeed in the course. Student-to-student contact is easily done within the college course management system's Discussion Board or by sending messages to specific class members. These tools are very useful ways of facilitating student interaction (and even doing peer-editing). These technological modes of communication can be valuable in creating a sense of community for online students. They can even be used to engage students in the common classroom grouping activities of pair work or group work.

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

Students will meet with the instructor online via Messages or the Discussion Board. Of course, if students are struggling, the instructor and student can interact by phone, or a face-to-face meeting can be arranged. Students are expected to regularly "attend" and participate online just as they are expected to in an actual classroom course. Therefore, the college course management system's Discussion Board (which can be viewed by all class members) and Messages (direct communication between two or more individuals) are the main tools for maintaining this "regular effective contact". The college course management system also has the ability for the instructor to monitor the use of students within the online course. Thus, when students are failing to participate, the instructor can contact them and encourage them to increase participation before they fall too far behind.

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

Students are required to attend an initial class meeting at the beginning of the term (e.g., for orientation, pre-diagnostic testing), as well as a final class meeting at the end of the term (e.g., for the comprehensive final exam, workbook check, post-diagnostic testing). However, if a student is unable to attend the set time for either meeting, hopefully a mutually agreed upon time (e.g., instructor's office hours) can be arranged to fulfill this requirement.

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: Online course assignments are like those in the traditional classroom course: e.g., completion of the consumable text; supplemental reading of required graded readers or library books (e.g., AVC Library's Quest

Collection); ten or so edited essays for each of the textbook's units; approximately three major exams; a comprehensive final; a culminating portfolio of all edited student work.

However, within the college course management system, these assignments can be done online and include specific ways of completing the above assignments: (e.g., weekly readings in the required text; completion of, and "Discussion Boarding" about the textbook's unit readings and exercises; studying the appropriate weekly "Lesson/Lab" for the text's unit, including an explanation of the unit's vocabulary and grammar; links in Resources to instructor-uploaded sample texts or to other relevant Internet readings or activities; practice exercises in Resources relevant to the unit themes, vocabulary, and grammar; approximately three major online tests and a comprehensive online final exam, which are also made available through the college course management system's Resources; the uploading and submission of student writing, including Word documents of single essays for instructor editing, as well as a semester-end comprehensive student portfolio of approximately ten edited texts, which can be uploaded for the benefit of all class members).

Off-line: Off-line course activities (e.g., initial and ending class meetings, student book reading and exercises, workbook activities, listening tasks with the textbook's audio CD) are also components of this course.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09**   **DR**
(indicates division review and approval)

Division Dean/Director: **10/2/09**   *(signature)*

Faculty Name: (print) _____ Scott Denison _____   Date **9/22/09**

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

COURSE SUBJECT & NUMBER: ESL 029

COURSE TITLE: ESL Skills Building 2

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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: _____

1

Academic Affairs Only

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

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 029

COURSE NAME: ESL Skills Building 2

COURSE UNITS: 5 **COURSE HOURS:** 5/week

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

Advisory: Completion of ESL 019 or eligibility for ESL 029

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

This is a basic level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have proficiency in a very basic everyday English skills and vocabulary before entering this course. Students must also be literate in their first language. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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

1) Identify and employ orally and in writing basic ESL vocabulary (e.g., introductions; occupations; schedules; entertainment; money; shopping; clothing; food & dining; community; health; geography).

2) Use spoken and written basic grammar (e.g., simple past, present and present progressive, and future tenses; descriptive and possessive adjectives; advice modals; imperatives; time clauses; WH-questions; manner adverbs).

3) Demonstrate in speaking and writing paragraph level speech/text (e.g., complete simple and compound sentences; comma-pauses; complete paragraphs; topic sentences, conclusions) within descriptive, narrative, and persuasive discourse.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09   DR**
(indicates division review and approval)

Division Dean/Director: 10/2/09   CMP

Faculty Name: (print) _____Scott Denison_____   Date **9/22/09**

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

COURSE SUBJECT & NUMBER: ESL 030

COURSE TITLE: ESL Vocabulary and Pronunciation 3

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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:____

1

Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 030

COURSE NAME: ESL Vocabulary and Pronunciation 3

COURSE UNITS: 4 **COURSE HOURS:** 4/week

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

Advisory: Completion of ESL 020 or eligibility for ESL030

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 low-intermediate pronunciation and vocabulary course is designed to help the non-native speaker of English recognize and produce the unique segmental (consonant and vowel) and suprasegmental (stress, linking, reductions, and intonation) features of American-English and build basic vocabulary skills. Strategies for self-monitoring pronunciation and becoming self-sufficient in acquiring high-frequency vocabulary items are also taught. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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

1) Understand and apply the meaning, spelling, and pronunciation of high-frequency vocabulary at the intermediate level through reading high-interest, non-fictional passages (e.g., personal finance, technology, crime prevention, conservation).

2) Recognize and apply: contextual clues for word meanings; synonyms; antonyms, and affixes (e.g, prefixes: re-, in-, un-, ex-, dis-, pre-, super-, anti-, pro-; suffixes: -ed, -ing, -ous, -ist, -tion, -ate, -ize).

3) Distinguish aurally and express with correct pronunciation the American English vowel and consonant segmentals, as well as the English suprasegmentals (stress, linking, reductions, & intonation) of intermediate vocabulary.

4) Demonstrate independent study skills for acquiring new vocabulary and improving pronunciation: Differentiate the International Phonetic Symbols and employ them in learning the pronunciation of new words; Employ the use of an ESL dictionary and thesaurus, as well as online links for vocabulary and/or pronunciation.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: ESL 033   **COURSE TITLE:** ESL Grammar 3

Instructor (print): Scott Jenison

Division: Language Arts

Required Signatures:

AP&P Representative: _D_e_ B_   **Date:** _9/23/09_
(division approval required)

Division Dean: _____   **Date:** _10/1/09_

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: ESL 033   **COURSE TITLE:** ESL Grammar 3

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?

Grammar is a language skill that is best taught visually (in written form and with organized graphics and charts). Students benefit greatly, especially if they tend to be visual learners, when they can see grammar displayed visually. In this way, it is much easier to "see" what is happening to English structures:

Subject and auxiliary verb inversion:

STATEMENT	He	is	late.
QUESTION	Is	he	late?

The use of either the indefinite article or the –s suffix to distinguish singular from plural nouns:

SINGULAR	a book
PLURAL	books
SINGULAR	a knife
PLURAL	knives
SINGULAR	a story
PLURAL	stories

The unique –s suffix on third person simple present tense verbs:

PERSON	SUBJECT	VERB	OBJECT
1st Singular	I	like	pizza.
1st Plural	We	like	pizza.
2nd Singular	You	like	pizza.
2nd Plural	You	like	pizza.
3rd Singular	She, He, It	likes	pizza.
3rd Plural	They	like	pizza.

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

The ESL Study Center in the Learning Center has computers (specifically for ESL student use), as well as a wealth of ESL grammar materials (e.g., texts, CDs, VHSs, DVDs, computer software). In addition, there are a number of ESL tutors available to support ESL students during the semester.

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)

Currently there is easy access to ESL grammar materials (on CD ROM, the Internet), which can provide the support needed for further explanation, practice, and production of grammar. The software for the required text is available in the classroom and in the Learning Center, and this could be a main component of the online course. Also, through the use of the college course management system, other grammar activities could be included (e.g., sequential/calendar 'checklist' with directions, PowerPoint-type presentations uploaded to the AVC server, email, chat rooms, discussion boards, online quizzes, and tests).

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

There may be a need to present and assess grammatical points orally although this is primarily a visual (in writing) course. Here are several examples:

On many occasions, the oral skill of pronunciation is crucial in the skill of grammar when dealing with reductions of many structures, including modal verbs:

"have to" sounds like "hafta"
"has to" sounds like "hasta"
"want to" sounds like "wanna"
"used to" sounds like "yusta"

Also, although generally prepositions are not given stress, this changes when we use prepositions in phrasal verbs:

"We looked into the room." → "We looked into the problem"

Therefore, audio clips and student recordings, as well as simultaneous texting or captioning for DHH students, would need to be included to cover these oral grammar features. Current online components of ESL texts (e.g., Focus on Grammar, My Northstar Lab) allow students to audio record themselves). DHH students would need to employ a text recognition program (e.g., Dragon Naturally Speaking) in order to create text from audio; however, generally student recordings are only available to the instructor, not the other students.

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

The book assignments within the student book and workbook, both of which require extensive written responses, would be identical for both courses. However, instead of the instructor's in-class introductions and explanations of grammar points on a whiteboard within the classroom setting, similar explanations would be put into online visual presentations (e.g., PowerPoint-type presentations uploaded to the AVC server) in order to either deductively or inductively present the same grammatical items (e.g., syntax patterns, suffix options).

Intermediate-Level Chart Example for the Present Perfect Tense:

PERSON	SUBJECT	HAVE or HAS	VERB: Past Participle
1st Singular	I	have	written.
1st Plural	We	have	written.
2nd Singular	You	have	written.
2nd Plural	You	have	written.
3rd Singular	She, He, It	has	written.
3rd Plural	They	have	written.

5. METHODS OF INSTRUCTION:

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

Students will be required to report progress each week to ensure that they have completed the appropriate assignments. This will follow the syllabus's schedule in the form of a checklist, so that the student and instructor can promptly see when there is a problem in student production. Contact will be done through emailing, chatting, and/or discussion boards. Virtual "office hours" can be set beforehand and held each week at least once or twice so that students can get real-time assistance through online chatting. Other forms of delayed contact will be through email or discussion boards. The instructor will attempt to access and respond to these within 48 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.)*

For many ESL students, online classes are a very new and strange learning option. Also, many ESL students come from cultures which are more personable, social, and face-to-face than U.S. culture. Thus, whole class, face-to-face contact will be made in the form of an on-campus class orientation at the beginning of the term plus an on-campus final at the end to the term. The former will assist in making sure that students know how to access and use the online course at the outset. (Of course, individual face-to-face meeting times can be arranged as needs arise throughout the term.) The latter culminating comprehensive final exam will assist in verifying each student's mastery of the course objectives.

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: Online PowerPoint-type presentations for each chapter's structure will provide the basis for the student's performance in these three vital areas:
- Weekly online activities (e.g., multiple choice responses, drills, written practice, error correction)

- Weekly Participation and interaction (e.g., weekly discussion boards, emailing, or chat rooms)
- Regular Assessment (e.g., online quizzes and at least 3 major online tests).

Off-line: Bookwork (student book and workbook exercises) will be assigned each week. Students will also have the option of using the accompanying CD-ROM (available on-campus), which provides a great deal of extra practice for each chapter. A final comprehensive exam will be given on-campus at the end of the term. Because this final exam is the best reflection of the course objectives, it will constitute a substantial part of each student's final grade.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09**   **DR**
(indicates division review and approval)

Division Dean/Director: **10/2/09**   *[signature]*

Faculty Name: (print) _____ Scott Jenison _____   Date **9/22/09**

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

COURSE SUBJECT & NUMBER: ESL 038

COURSE TITLE: ESL Reading and Writing 3

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 038

COURSE NAME: ESL Reading and Writing 3

COURSE UNITS: 3 **COURSE HOURS:** 3/week

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

Advisory: Completion of ESL 028 or eligibility for ESL 038

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 low-intermediate reading and writing course is designed for students whose first language is not English. Emphasis is on the development of inferential reading skills and identifying the writer's point of view and style or writing. Focus is also on building students' writing including extensive practice at the paragraph level and up to the essay level with attention given to writing in a variety of styles. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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

1) Employ reading skills (e.g., dictionary and thesaurus skills, inferential reading skills, chunking, outlining, identifying author's point of view) through a variety of extended (3-5 page) non-fictional (e.g., American Cultural, biographical, informational) texts.

2) Apply with correct spelling and usage vocabulary from American Cultural, biographical, and informational texts.

3) Use intermediate written grammar (e.g., simple and progressive past, present, and future tenses; advice, ability, and necessity modals; reflexives and reciprocals; infinitives of purpose; noun quantifiers; comparatives; equatives; and the present perfect tense).

4) Demonstrate writing up to the 3-paragraph level essay (e.g., introductions; topic sentences; support and examples; opinions; transitions; conclusions) within descriptive, narrative, persuasive, and interactive writing.

Academic Affairs Only

☐ New DE Course

☒ Revised

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: ESL 038   **COURSE TITLE:** ESL Reading and Writing 3

Instructor (print): Connie Harney

Division: Language Arts

Required Signatures:

AP&P Representative: _____   Date: 09/23/09
               (division approval required)

Division Dean: _____   Date: 10/1/09

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: ESL 038   **COURSE TITLE:** ESL Reading and Writing 3

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?

Because reading and writing are the very skills which are required in taking a typical online course, this reading and writing course is perfectly suited for online instruction! Often in a conventional classroom reading and writing course, much of the instruction and communication is done orally and not visually. Thus, the online modality forces the instructor and the students to vigorously interact in the target skills of reading and writing. The ESL Program is currently teaching ESL grammar courses online through the college course management system, and the response has been very positive.

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

College course management system training has been offered and continues to be offered to support those who are online instructors at AVC. Several of our ESL faculty members have taken college course management system training, and two are currently teaching ESL grammar courses online. For online-enrolled ESL students, a mandatory orientation is conducted (as a class or individually if necessary) at the beginning of the semester to ensure that students know their AVC user name and password and can connect and access the necessary materials within the college course management system. The numbers of personal computers and skills in computer proficiency are increasing more rapidly than ever among ESL students. Although obviously the college course management system is accessible off-campus through any normal internet connection, on-campus computers are also available to ESL students at AVC, especially in the Learning Center and its ESL Study Center. So, ESL students are able to access the college course management system courses wherever they have access to the internet.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The main technological adaptations are those available in the college course management system. Within the college course management system the most useful tools for this course include: The Discussion Board (where the instructor can post prompts for regular writing tasks, students can post their work, and the instructor can provide feedback and error correction that can also be useful for other class members as well); Messages (where the instructor and student can send questions, comments, or even writing tasks which are not intended to be viewed by the entire class, an acceptable option for students who are more self-conscious about their writing); and Resources (where students are able to access internet links to reading/writing texts, take quizzes/tests, or read other relevant uploaded texts). No major technological adaptations (e.g., video or audio) are needed since this course is designed to encourage the vigorous use of the visual skills of reading and writing. Furthermore, with the great interest and need of DHH (Deaf or Hard of Hearing) students to improve their reading and writing skills, online ESL reading and writing courses should provide an excellent opportunity for them to improve their visual English language skills in this more appropriately designed visual learning environment.

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 this is a reading and writing course and does not depend on the oral/aural skills, there are no unique challenges for audio. The existing features which are available within the college course management system (e.g., Lessons/Labs, Discussion Board, Tasks, Resources) should be more than sufficient to handle the needs of this reading and writing course.

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

Time spent on each lesson will reflect what students do in a traditional classroom setting of the same course. Because the same textbooks are required for both courses, students are covering the same material and doing the same exercises. However, instead of using their oral/aural skills, as they would in a classroom setting (e.g., to hear about or discuss reading, vocabulary, grammar, or writing skills), they are required to use their visual skills of reading and writing (e.g., read lessons, write responses on the online Discussion Board) in order to fulfill the course objectives. The time spent for traditional classroom students reflects the same amount of time spent doing the same activities in the online mode. This participation is a significant part of students' grades, so they need to maintain "regular effective contact" to succeed in the course. Student-to-student contact is easily done within the college course management system's Discussion Board or by sending messages to specific class members. These tools are very useful ways of facilitating student interaction (and even doing peer-editing). These technological modes of communication can be valuable in creating a sense of community for online students. (They can even be used to engage students in the common classroom grouping activities of pair work or group work).

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

Students will meet with the instructor online via Messages or the Discussion Board. Of course, if students are struggling, the instructor and student can interact by phone, or a face-to-face meeting can be arranged. Students are expected to regularly "attend" and participate online just as they are expected to in an actual classroom course. Therefore, the college course management system's Discussion Board (which can be viewed by all class members) and Messages (direct communication between two or more individuals) are the main tools for maintaining this "regular effective contact". The college course management system also has the ability for the instructor to monitor the use of students within the online course. Thus, when students are failing to participate, the instructor can contact them and encourage them to increase participation before they fall too far behind.

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

Students are required to attend an initial class meeting at the beginning of the term (e.g., for orientation, pre-diagnostic testing), as well as a final class meeting at the end of the term (e.g., for the comprehensive final exam, workbook check, post-diagnostic testing). However, if a student is unable to attend the set time for either meeting, hopefully a mutually agreed upon time (e.g., instructor's office hours) can be arranged to fulfill this requirement.

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: Online course assignments are like those in the traditional classroom course: e.g., completion of the consumable text; supplemental reading of required graded readers or library books (e.g., AVC Library's Quest Collection); ten or so edited essays for each of the textbook's units; approximately three major exams; a

comprehensive final; a culminating portfolio of all edited student work.

However, within the college course management system, these assignments can be done online and include specific ways of completing the above assignments: (e.g., weekly readings in the required text; completion of, and "Discussion Boarding" about the textbook's unit readings and exercises; studying the appropriate weekly "Lesson/Lab" for the text's unit, including an explanation of the unit's vocabulary and grammar; links in Resources to instructor-uploaded sample texts or to other relevant internet readings or activities; practice exercises in Resources relevant to the unit themes, vocabulary, and grammar; approximately three major online tests and a comprehensive online final exam, which are also made available through the college course management system's Resources; the uploading and submission of student writing, including Word documents of single essays for instructor editing, as well as a semester-end comprehensive student portfolio of approximately ten edited texts, which can be uploaded for the benefit of all class members).

Off-line: Off-line course activities (e.g., initial and ending class meetings, student book reading and exercises, workbook activities, listening tasks with the textbook's audio CD) are also components of this course.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09**   **DR**
(indicates division review and approval)

Division Dean/Director: 10/2/09   *[signature]*

Faculty Name: (print) _____ Scott Denison _____   Date __9/22/09__

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

COURSE SUBJECT & NUMBER: ESL 039

COURSE TITLE: ESL Skills Building 3

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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: _____

1

COURSE SUBJECT & NUMBER: ESL 039

COURSE NAME: ESL Skills Building 3

COURSE UNITS: 5 **COURSE HOURS:** 5/week

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

Advisory: Completion of ESL 029 or eligibility for ESL 039

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

This is a low-intermediate level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation, critical thinking skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have functional knowledge of beginning level everyday English skills, grammar, and vocabulary before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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

1) Identify and employ orally and in writing intermediate ESL vocabulary (e.g., advertising; fraud protection; outdoor activities; personal abilities; ecotourism; humor; homesteading; marriage contracts; conservation; discipline).

2) Use spoken and written intermediate grammar (e.g., simple and progressive past, present, and future tenses; advice, ability, and necessity modals; reflexives and reciprocals; infinitives of purpose; noun quantifiers; comparatives; equatives; and the present perfect tense).

3) Demonstrate in speaking and writing the 3-paragraph speech/essay (e.g., introductions; topic sentences; support and examples; opinions; transitions; conclusions) within descriptive, narrative, persuasive, and interactive discourse.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09**   **DR**
(indicates division review and approval)

Division Dean/Director: 10/2/09   CQ&P

Faculty Name: (print) ____Scott Jenison____   Date ____9/22/09____

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

COURSE SUBJECT & NUMBER: ESL 040

COURSE TITLE: ESL Vocabulary and Pronunciation 4

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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: ____

1

Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 040

COURSE NAME: ESL Vocabulary and Pronunciation 4

COURSE UNITS: 4 **COURSE HOURS:** 4/week

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

Advisory: Completion of ESL 030 or eligibility for ESL 040.

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 high-intermediate pronunciation and vocabulary course is designed to help the non-native speaker of English to better recognize and produce segmentals (consonants and vowels) with special attention given to the suprasegmental features (stress, linking, reductions, and intonation) of American-English. Focus is also on academic and idiomatic vocabulary building skills. Strategies for self-monitoring pronunciation and becoming self-sufficient in acquiring high-frequency vocabulary items are also taught. (This credit course is not applicable to the associate degree and certificate programs.)
(R1)

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

1) Employ the meaning, spelling, and pronunciation of high-frequency academic vocabulary, idiomatic expressions, and phrasal verbs at the high-intermediate level through the reading of high-interest, non-fictional and fictional material (e.g., computers, literature: short stories, mental health).

2) Apply the following lexical components and a variety of examples for each type: prefixes, roots, suffixes, homophones, synonyms, heteronyms, and antonyms.

3) Distinguish aurally and express with correct pronunciation the American English vowel and consonant segmentals, as well as the English suprasegmentals (stress, linking, reductions, & intonation) of high-intermediate vocabulary.

4) Demonstrate independent study skills for acquiring new vocabulary and improving pronunciation: Differentiate the International Phonetic Symbols and employ them in learning the pronunciation of new words; Employ the use of an academic dictionary and thesaurus, as well as online links for vocabulary and/or pronunciation.

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SECTION I   Date   Initial

AP&P Representative: *9/23/09* *DR*
(indicates division review and approval)

Division Dean/Director: *10/2/09* *COR*

Faculty Name: (print) ___Scott Denison___   Date *9/22/09*

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

COURSE SUBJECT & NUMBER: ESL 043

COURSE TITLE: ESL Grammar 4

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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:_____

1

COURSE SUBJECT & NUMBER: ESL 043

COURSE NAME: ESL Grammar 4

COURSE UNITS: 3 **COURSE HOURS:** 3/week

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

Advisory: Completion of ESL 033 or eligibility for ESL 043

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

This is a high-intermediate grammar skills course designed for non-native speakers of English. Students review and practice structures learned in intermediate level grammar and are introduced to more complex structures (e.g., Verb Tense & Aspect, Negative & Tag Questions, Phrasal Verbs, Adjective Clauses, Past Modals, the Passive Voice, Conditionals, Indirect Speech, & Embedded Questions). This class concentrates on teaching students a higher level of grammar through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. Students entering this course should have already mastered most of the verb tense and aspect forms. This course prepares students for advanced level ESL composition. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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

1) Employ the past, present, & future tense in the simple, progressive, perfect, & perfect progressive aspects.

2) Express negative questions, tag questions, & responses.

3) Demonstrate gerunds & infinitives.

4) Employ phrasal verbs.

5) Use adjective clauses.

6) Express past modals.

7) Demonstrate the passive voice.

8) Employ conditionals.

9) Use indirect speech & embedded questions.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: ESL043   **COURSE TITLE:** ESL Grammar 4

Instructor (print): Scott Jenison

Division: Language Arts

Required Signatures:

AP&P Representative: _____   Date: 9/23/09
(division approval required)

Division Dean: _____   Date: 10/1/09

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 _____

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: ESL 043   **COURSE TITLE:** ESL Grammar 4

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?

Grammar is a language skill that is best taught visually (in written form and with organized graphics and charts). Students benefit greatly, especially if they tend to be visual learners, when they can see grammar displayed visually. In this way, it is much easier to "see" what is happening to English structures:

Subject and auxiliary verb inversion:

STATEMENT	He is late.
QUESTION	Is he late?

The use of either the indefinite article or the –s suffix to distinguish singular from plural nouns:

SINGULAR	a book
PLURAL	books
SINGULAR	a knife
PLURAL	knives
SINGULAR	a story
PLURAL	stories

The unique –s suffix on third person simple present tense verbs:

PERSON	SUBJECT	VERB	OBJECT
1st Singular	I	like	pizza.
1st Plural	We	like	pizza.
2nd Singular	You	like	pizza.
2nd Plural	You	like	pizza.
3rd Singular	She, He, It	likes	pizza.
3rd Plural	They	like	pizza.

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

The ESL Study Center in the Learning Center has computers (specifically for ESL student use), as well as a wealth of ESL grammar materials (e.g., texts, CDs, VHSs, DVDs, computer software). In addition, there are a number of ESL tutors available to support ESL students during the semester.

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)

Currently there is easy access to ESL grammar materials (on CD ROM, the Internet), which can provide the support needed for further explanation, practice, and production of grammar. The software for the required text is available in the classroom and in the Learning Center, and this could be a main component of the online course. Also, through the use of the college course management system, other grammar activities could be included (e.g., sequential/calendar 'checklist' with directions, PowerPoint-type presentations uploaded to the AVC server, email, chat rooms, discussion boards, online quizzes, and tests).

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

There may be a need to present and assess grammatical points orally although this is primarily a visual (in writing) course. Here are several examples:

On the word level, some heteronyms are contrasted by vowel quality and/or stress (with initial stress for nouns and final stress for verbs), so knowing which syllable is pronounced louder is crucial when teaching oral grammar: PRO-duce/pro-DUCE; RE-cord/re-CORD; CON-test/con-TEST; CON-vert/con-VERT; PER-mit/per-MIT; RE-bel/re-BEL.

On many occasions, the oral skill of pronunciation is crucial in the skill of grammar when dealing with the final rising intonation of Yes/No negative questions and tag questions (e.g., "You understand, don't you?")

At the inter-clausal level, it is crucial to identify "thought groups," which are often marked with a comma. This involves taking a brief pause and/or breath between the dependent clause and the independent clause, for example: "After I read this example, <pause> I understood it."

Therefore, audio clips and student recordings, as well as simultaneous texting or captioning for DHH students, would need to be included to cover these oral grammar features.

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

The book assignments within the student book and workbook, both of which require extensive written responses, would be identical for both courses. However, instead of the instructor's in-class introductions and explanations of grammar points on a whiteboard within the classroom setting, similar explanations would be put into online visual presentations (e.g., PowerPoint-type presentations uploaded to the AVC server) in order to either deductively or inductively present the same grammatical items (e.g., syntax patterns, suffix options).

High-Level Grammar Chart Example for the Passive Voice:

TENSE/NUMBER	SUBJECT	BE-VERB	VERB: Past Participle	(by + OBJECT)
Present/Singular	*This class*	*is*	*taken*	*(by the students).*
Present/Plural	*Quizzes*	*are*	*given*	*(by the instructor).*
Past/Singular	*The story*	*was*	*written*	*(by a student).*
Past/Plural	*Exercises*	*were*	*done*	*(by the online class).*
Perfect/Singular	*Homework*	*has been*	*completed*	*(by the students).*
Perfect/Plural	*Assignments*	*have been*	*submitted*	*(by the class).*

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

Students will be required to report progress each week to ensure that they have completed the appropriate assignments. This will follow the syllabus's schedule in the form of a checklist, so that the student and instructor can promptly see when there is a problem in student production. Contact will be done through emailing, chatting, and/or discussion boards. Virtual "office hours" can be set beforehand and held each week at least once or twice so that students can get real-time assistance through online chatting. Other forms of delayed contact will be through email or discussion boards. The instructor will attempt to access and respond to these within 48 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.)*

For many ESL students, online classes are a very new and strange learning option. Also, many ESL students come from cultures which are more personable, social, and face-to-face than U.S. culture. Thus, whole class, face-to-face contact will be made in the form of an on-campus class orientation at the beginning of the term plus an on-campus final at the end to the term. The former will assist in making sure that students know how to access and use the online course at the outset. Of course, individual face-to-face meeting times can be arranged as needs arise throughout the term. The latter culminating comprehensive final exam will assist in verifying each student's mastery of the course objectives.

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: Online Powerpoint-type presentations for each chapter's structure will provide the basis for the student's performance in these three vital areas:
- Weekly online activities (e.g., multiple choice responses, drills, written practice, error correction)
- Weekly Participation and interaction (e.g., weekly discussion boards, emailing, or chat rooms)
- Regular Assessment (e.g., online quizzes and at least 3 major online tests).

Off-line: Bookwork (student book and workbook exercises) will be assigned each week. Students will also have the option of using the accompanying CD-ROM (available on-campus), which provides a great deal of extra practice for each chapter. A final comprehensive exam will be given on-campus at the end of the term. Because this final exam is the best reflection of the course objectives, it will constitute a substantial part of each student's final grade.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09** **DR**
(indicates division review and approval)

Division Dean/Director: 10/2/09 *CAP*

Faculty Name: (print) Scott Jenison   Date **9/22/09**

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

COURSE SUBJECT & NUMBER: ESL 048

COURSE TITLE: ESL Reading and Writing 4

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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: _____

1

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 048

COURSE NAME: ESL Reading and Writing 4

COURSE UNITS: 3 **COURSE HOURS:** 3/week

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

Advisory: Completion of ESL 038 or eligibility for ESL 048

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 high-intermediate reading and writing course is designed for students whose first language is not English. Emphasis is on the development of reading skills for improving reading rate and comprehension in academic texts of varying styles. Focus is also on building students' writing including extensive practice at the paragraph level and up to the essay level with attention given to the structure, vocabulary, and sentence grammar in essays. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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

1) Employ reading skills (e.g., skimming for main ideas, scanning for details, monitoring reading rate, and summarizing/paraphrasing) through a variety of extended (5-10 page) non-fictional (e.g., academic and informational) and fictional (e.g., literature, poetry) discourse.

2) Apply with correct spelling and usage vocabulary from adapted informational and academic texts.

3) Use high-intermediate written grammar (e.g., active and passive voices with simple, progressive, perfect, and progressive perfect aspects within the past, present, and future tenses; gerunds; infinitives; unreal conditionals; direct and indirect speech; tag questions; adjective clauses, causatives; phrasal verbs).

4) Demonstrate writing of multi-paragraph essays (e.g., variety, parallel structure, person and tense consistency) within descriptive, narrative, persuasive, interactive, and expository writing.

RECEIVED

OCT - 9 2009

BY: _____

Academic Affairs Only

☐ New DE Course

☐ Revised

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: ESL 048   **COURSE TITLE:** ESL Reading and Writing 4

Instructor (print): Connie Harney

Division: Language Arts

Required Signatures:

AP&P Representative: _____   Date: **9/23/0 9**
                        (division approval required)

Division Dean: _____   Date: _10/1/09_

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: ESL 048   **COURSE TITLE:** ESL Reading and Writing 4

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?

Because reading and writing are the very skills which are required in taking a typical online course, this reading and writing course is perfectly suited for online instruction! Often in a conventional classroom reading and writing course, much of the instruction and communication is done orally and not visually. Thus, the online modality forces the instructor and the students to vigorously interact in the target skills of reading and writing. The ESL Program is currently teaching ESL grammar courses online through the college course management system, and the response has been very positive.

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

College course management system training has been offered and continues to be offered to support those who are online instructors at AVC. Several of our ESL faculty members have taken the college course management system training, and two are currently teaching ESL grammar courses online. For online-enrolled ESL students, a mandatory orientation is conducted (as a class or individually if necessary) at the beginning of the semester to ensure that students know their AVC user name and password and can connect and access the necessary materials within the college course management system . The numbers of personal computers and skills in computer proficiency are increasing more rapidly than ever among ESL students. Although obviously the college course management system is accessible off-campus through any normal internet connection, on-campus computers are also available to ESL students at AVC, especially in the Learning Center and its ESL Study Center. So, ESL students are able to access the college course management system courses wherever they have access to the internet.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The main technological adaptations are those available in the college course management system. Within the college course management system the most useful tools for this course include: The Discussion Board (where the instructor can post prompts for regular writing tasks, students can post their work, and the instructor can provide feedback and error correction that can also be useful for other class members as well); Messages (where the instructor and student can send questions, comments, or even writing tasks which are not intended to be viewed by the entire class, an acceptable option for students who are more self-conscious about their writing); and Resources (where students are able to access internet links to reading/writing texts, take quizzes/tests, or read other relevant uploaded texts). No major technological adaptations (e.g., video or audio) are needed since this course is designed to encourage the vigorous use of the visual skills of reading and writing. Furthermore, with the great interest and need of DHH (Deaf or Hard of Hearing) students to improve their reading and writing skills, online ESL reading and writing courses should provide an excellent opportunity for them to improve their visual English language skills in this more appropriately designed visual learning environment.

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 this is a reading and writing course and does not depend on the oral/aural skills, there are no unique challenges for audio. The existing features which are available within the college course management system (e.g., Lessons/Labs, Discussion Board, Tasks, Resources) should be more than sufficient to handle the needs of this reading and writing course.

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

Time spent on each lesson will reflect what students do in a traditional classroom setting of the same course. Because the same textbooks are required for both courses, students are covering the same material and doing the same exercises. However, instead of using their oral/aural skills, as they would in a classroom setting (e.g., to hear about or discuss reading, vocabulary, grammar, or writing skills), they are required to use their visual skills of reading and writing (e.g., read lessons, write responses on the online Discussion Board) in order to fulfill the course objectives. The time spent for traditional classroom students reflects the same amount of time spent doing the same activities in the online mode. This participation is a significant part of students' grades, so they need to maintain "regular effective contact" to succeed in the course. Student-to-student contact is easily done within the college course management system's Discussion Board or by sending messages to specific class members. These tools are very useful ways of facilitating student interaction (and even doing peer-editing). These technological modes of communication can be valuable in creating a sense of community for online students. They can even be used to engage students in the common classroom grouping activities of pair work or group work.

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

Students will meet with the instructor online via Messages or the Discussion Board. Of course, if students are struggling, the instructor and student can interact by phone, or a face-to-face meeting can be arranged. Students are expected to regularly "attend" and participate online just as they are expected to in an actual classroom course. Therefore, the college course management system's Discussion Board (which can be viewed by all class members) and Messages (direct communication between two or more individuals) are the main tools for maintaining this "regular effective contact". The college course management system also has the ability for the instructor to monitor the use of students within the online course. Thus, when students are failing to participate, the instructor can contact them and encourage them to increase participation before they fall too far behind.

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

Students are required to attend an initial class meeting at the beginning of the term (e.g., for orientation, pre-diagnostic testing), as well as a final class meeting at the end of the term (e.g., for the comprehensive final exam, workbook check, post-diagnostic testing). However, if a student is unable to attend the set time for either meeting, hopefully a mutually agreed upon time (e.g., instructor's office hours) can be arranged to fulfill this requirement.

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: Online course assignments are like those in the traditional classroom course: e.g., completion of the consumable text; supplemental reading of required graded readers or library books (e.g., AVC Library's Quest Collection); ten or so edited essays for each of the textbook's units; approximately three major exams; a

comprehensive final; a culminating portfolio of all edited student work.

However, within the college course management system, these assignments can be done online and include specific ways of completing the above assignments: (e.g., weekly readings in the required text; completion of, and "Discussion Boarding" about the textbook's unit readings and exercises; studying the appropriate weekly "Lesson/Lab" for the text's unit, including an explanation of the unit's vocabulary and grammar; links in Resources to instructor-uploaded sample texts or to other relevant internet readings or activities; practice exercises in Resources relevant to the unit themes, vocabulary, and grammar; approximately three major online tests and a comprehensive online final exam, which are also made available through the college course management system's Resources; the uploading and submission of student writing, including Word documents of single essays for instructor editing, as well as a semester-end comprehensive student portfolio of approximately ten edited texts, which can be uploaded for the benefit of all class members).

Off-line: Off-line course activities (e.g., initial and ending class meetings, student book reading and exercises, workbook activities, listening tasks with the textbook's audio CD) are also components of this course.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09**   **DR**
(indicates division review and approval)

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

Division Dean/Director: **10/2/09**   _OSR_

Faculty Name: (print) _____Scott Jenison_____   Date __9/22/09__

COURSE SUBJECT & NUMBER: ESL 049

COURSE TITLE: ESL Skills Building 4

☐ **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:*
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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Academic Affairs Only

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

COURSE SUBJECT & NUMBER: ESL 049

COURSE NAME: ESL Skills Building 4

COURSE UNITS: 5 **COURSE HOURS:** 5/week

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

Advisory: Completion of ESL 039 or eligibility for ESL 049

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

This is a high-intermediate level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, pronunciation, and critical thinking skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have functional knowledge of low-intermediate level English grammar, vocabulary, writing, and oral communication skills before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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

1) Identify and employ orally and in writing high-intermediate ESL vocabulary (e.g., the media; overcoming obstacles; medicine; natural disasters; philanthropy; education; fast-food culture; immigration; and technology).

2) Use spoken and written high-intermediate grammar (e.g., the passive voice; gerunds and infinitives; present unreal conditionals; adjective clauses; past modals for advisability; tag questions; direct and indirect speech; phrasal verbs).

3) Demonstrate in speaking and writing the multi-paragraph speech/essay level (e.g., variety, parallel structure, person and tense consistency) within descriptive, narrative, persuasive, interactive, and expository discourse.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09**   **DR**
(indicates division review and approval)

| AP&P Approval: |
| Date _____ |
| V.P. Academic Affairs: |
| Signature_____ |

Division Dean/Director: **10/2/09**

Faculty Name: (print)   ___Scott Jenison___   Date   **9/22/09**

COURSE SUBJECT & NUMBER: ESL 058

COURSE TITLE: ESL Reading and Writing 5

☐ **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:*
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

SECTION II   Course/Catalog Information

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

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

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

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is __not__ sufficient:*

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

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

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

   ☐ IGETC - Please state which area: Select One

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

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

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ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 058

COURSE NAME: ESL Reading and Writing 5

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

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
  Advisory: Completion of ESL 048 or eligibility for ESL 058

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#).*

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 reading skills (e.g., skimming for main ideas, scanning for details, monitoring reading rate, and summarizing/paraphrasing) through a variety of extended (10+ page) non-fictional (e.g., academic and informational) and fictional (e.g., literature, poetry) discourse.

2) Apply with correct spelling and usage vocabulary from extended informational and academic texts.

3) Use advanced written grammar (e.g., past unreal conditionals; double comparatives; identifying and non-identifying adjective clauses; adverb clauses of cause and effect and comparison and contrast; articles; and noun clauses).

4) Demonstrate writing of multi-page essays (e.g., uses of underlining and italics, citation forms) within descriptive, narrative, persuasive, interactive, and expository writing.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

☐ New DE Course

☐ Revised

COURSE SUBJ. & NO: ESL 058   **COURSE TITLE:** ESL Reading and Writing 5

Instructor (print): Priscilla Jenison

Division: Language Arts

Required Signatures:

AP&P Representative: _____   Date: _09/23/09_
                         (division approval required)

Division Dean: _____   Date: _10/1/09_

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: ESL 058 **COURSE TITLE:** ESL Reading and Writing 5

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?

Because reading and writing are the very skills which are required in taking a typical online course, this reading and writing course is perfectly suited for online instruction! Often in a conventional classroom reading and writing course, much of the instruction and communication is done orally and not visually. Thus, the online modality forces the instructor and the students to vigorously interact in the target skills of reading and writing.

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

College course management system training has been offered and continues to be offered to support those who are online instructors at AVC. Several of our ESL faculty members have taken college course management system training, and two are currently teaching ESL grammar courses online. For online-enrolled ESL students, a mandatory orientation is conducted (as a class or individually if necessary) at the beginning of the semester to ensure that students know their AVC user name and password and can connect and access the necessary materials within the college course management system. The numbers of personal computers and skills in computer proficiency are increasing more rapidly than ever among ESL students. Although obviously the college course management system is accessible off-campus through any normal internet connection, on-campus computers are also available to ESL students at AVC, especially in the Learning Center and its ESL Study Center. So, ESL students are able to access the college course management system courses wherever they have access to the internet.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The main technological adaptations are those available in the college course management system. Within the college course management system the most useful tools for this course include: The Discussion Board (where the instructor can post prompts for regular writing tasks, students can post their work, and the instructor can provide feedback and error correction that can also be useful for other class members as well); Messages (where the instructor and student can send questions, comments, or even writing tasks which are not intended to be viewed by the entire class, an acceptable option for students who are more self-conscious about their writing); and Resources (where students are able to access internet links to reading/writing texts, take quizzes/tests, or read other relevant uploaded texts). No major technological adaptations (e.g., video or audio) are needed since this course is designed to encourage the vigorous use of the visual skills of reading and writing. The ESL Program is currently teaching two ESL grammar courses online through the college course management system, and the response has been very positive. Furthermore, with the great interest and need of DHH (Deaf or Hard of Hearing) students to improve their reading and writing skills, online ESL reading and writing courses should provide an excellent opportunity for them to improve their visual English language skills in this more appropriately designed visual learning environment.

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 this is a reading and writing course and does not depend on the oral/aural skills, there are no unique challenges for audio. The existing features which are available within the college course management system (e.g., Lessons/Labs, Discussion Board, Tasks, Resources) should be more than sufficient to handle the needs of this reading and writing course.

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

Time spent on each lesson will reflect what students do in a traditional classroom setting of the same course. Because the same textbooks are required for both courses, students are covering the same material and doing the same exercises. However, instead of using their oral/aural skills, as they would in a classroom setting (e.g., to hear about or discuss reading, vocabulary, grammar, or writing skills), they are required to use their visual skills of reading and writing (e.g., read lessons, write responses on the online Discussion Board) in order to fulfill the course objectives. The time spent for traditional classroom students reflects the same amount of time spent doing the same activities in the online mode. This participation is a significant part of students' grades, so they need to maintain "regular effective contact" to succeed in the course. Student-to-student contact is easily done within the college course management system's Discussion Board or by sending messages to specific class members. These tools are very useful ways of facilitating student interaction (and even doing peer-editing). These technological modes of communication can be valuable in creating a sense of community for online students. (They can even be used to engage students in the common classroom grouping activities of pair work or group work).

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

Students will meet with the instructor online via Messages or the Discussion Board. Of course, if students are struggling, the instructor and student can interact by phone, or a face-to-face meeting can be arranged. Students are expected to regularly "attend" and participate online just as they are expected to in an actual classroom course. Therefore, the college course management system's Discussion Board (which can be viewed by all class members) and Messages (direct communication between two or more individuals) are the main tools for maintaining this "regular effective contact". The college course management system also has the ability for the instructor to monitor the use of students within the online course. Thus, when students are failing to participate, the instructor can contact them and encourage them to increase participation before they fall too far behind.

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

Students are required to attend an initial class meeting at the beginning of the term (e.g., for orientation, pre-diagnostic testing), as well as a final class meeting at the end of the term (e.g., for the comprehensive final exam, workbook check, post-diagnostic testing). However, if a student is unable to attend the set time for either meeting, hopefully a mutually agreed upon time (e.g., instructor's office hours) can be arranged to fulfill this requirement.

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: Online course assignments are like those in the traditional classroom course: e.g., completion of the consumable text; supplemental reading of required graded readers or library books (e.g., AVC Library's Quest

Collection); ten or so edited essays for each of the textbook's units; approximately three major exams; a comprehensive final; a culminating portfolio of all edited student work.

However, within the college course management system, these assignments can be done online and include specific ways of completing the above assignments: (e.g., weekly readings in the required text; completion of, and "Discussion Boarding" about the textbook's unit readings and exercises; studying the appropriate weekly "Lesson/Lab" for the text's unit, including an explanation of the unit's vocabulary and grammar; links in Resources to instructor-uploaded sample texts or to other relevant internet readings or activities; practice exercises in Resources relevant to the unit themes, vocabulary, and grammar; approximately three major online tests and a comprehensive online final exam, which are also made available through the college course management system's Resources; the uploading and submission of student writing, including Word documents of single essays for instructor editing, as well as a semester-end comprehensive student portfolio of approximately ten edited texts, which can be uploaded for the benefit of all class members).

Off-line: Off-line course activities (e.g., initial and ending class meetings, student book reading and exercises, workbook activities, listening tasks with the textbook's audio CD) are also components of this course.

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

SECTION I   Date   Initial

AP&P Representative: **9/23/09** **DR**
(indicates division review and approval)

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

Division Dean/Director: *10/2/09* *CR*

Faculty Name: (print) _____Scott Jenison_____   Date **9/22/09**

COURSE SUBJECT & NUMBER: ESL 059

COURSE TITLE: ESL Skills Building 5

☐ **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:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

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

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

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

1

Academic Affairs Only

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

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 059

COURSE NAME: ESL Skills Building 5

COURSE UNITS: 5 **COURSE HOURS:** 5/week

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

Advisory: Completion of ESL 049 or eligibility for ESL 059

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

This is an advanced level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation, and critical thinking skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have functional knowledge of advanced level English grammar, vocabulary, writing, and oral communication skills before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

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

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

1) Identify and employ orally and in writing advanced ESL vocabulary (e.g., addictions; ethics; personality; cultural trends; Feng Shui; fasting; workplace surveillance; the Red Cross; music and math skills; poverty).

2) Use spoken and written advanced grammar (e.g., the unreal: WISH; noun clauses; adjective clauses; adverb clauses; quantifiers for count and non-count nouns; reported speech; the passive causative; modals of varying certainty).

3) Demonstrate in speaking and writing the multi-page speech/essay level (e.g., fluctuation, rate of speech, uses of underlining and italics, citation forms) within descriptive, narrative, persuasive, interactive, and expository discourse.

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

SECTION I   Date   Initial

AP&P Representative: **12-3-09**   _CL_
(indicates division review and approval)

Division Dean/Director: **12-4-09** _TC._

Faculty Name: (print) _Jerry Lewis_   Date **12-3-09**

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

COURSE SUBJECT & NUMBER: ATH 103L

COURSE TITLE: Practical Applications of Athletic Training II Lab

☐ **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:
Maximum class size changed .

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: 8   *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
The National Athletic Trainers Association's Commission on Accreditation of Athletic Training Education has limited the
class size of a Lab in athletic training to eight, under Section J1.4 (page 10).

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This course is one of a sequence of courses potentially leading to transfer to an athletic trainer course of study in a four
year college or university. The course may be applicable to other areas of study or employment such as sports medicine,
physical education, physical therapy, and kinesiology.

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

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

        ☐ IGETC - Please state which area: Select One

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

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

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

SECTION I   Date   Initial

AP&P Representative: 12-09-09.
(indicates division review and approval)

Division Dean/Director: 12-07-09

Faculty Name: (print) ____Tooraj Gordi____   Date 12-09-09

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

COURSE SUBJECT & NUMBER: MATH 070B

COURSE TITLE: Elementary Algebra-Second Half with SAS

☐ **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 to new form
   Update textbook

SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: MATH 070B
COURSE NAME: *Elementary Algebra-Second Half with SAS
COURSE UNITS: 2
COURSE HOURS: 4

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

Prerequisite: Completion of Math 070A or two equivalent units of MATH 070 through MATH 099.
Advisory: Eligibility for READ 099.

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

This course can benefit students with math anxiety, students who wish to learn at a slower pace, and students with Identified learning disabilities. Topics covered are fractions, exponents, polynomials, special products, factoring, radicals, solving quadratic equations and word problems. Students should already know operations with signed numbers, variables, algebraic expressions, linear equations, word problems, graphing and systems of equations. Included is the use of math software and videotapes as well as collaborative learning in a small assembly setting. This course, together with MATH 070A, is equivalent to MATH 070. Credit is allowed in either MATH 070 or the MATH 070A-070B combination. Concurrent enrollment in MATH 070 and MATH 070A or 100B is not permitted.

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. Formulate a linear equation to solve an application, with topics related to percent, geometry, interest/money and motion.

2. Factor a polynomial using the GCF, difference of squares, grouping, ac-test and reverse FOIL methods.

3. Solve a quadratic equation by factoring, square roots or the quadratic formula.

4. Add, subtract, multiply and divide with algebraic fractions; simplify a complex fraction; and solve an equation involving fractions.

5. Graph the solution set for a linear inequality in two variables.

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ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: MATH 070B

COURSE NAME: Elementary Algebra-Second Half with SAS

COURSE UNITS: 2   **COURSE HOURS:** 4 hours weekly

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

Prerequisite: Completion of MATH 070A or two equivalent units of MATH 070 through MATH 099.
Advisory: Eligibility for READ 099.

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

This course can benefit students with math anxiety, students who wish to learn at a slower pace, and students with identified learning disabilities. Topics covered are fractions, exponents, polynomials, special products, factoring, radicals, solving quadratic equations and word problems. Students should already know operations with signed numbers, variables, algebraic expressions, linear equations, word problems, graphing and systems of equations. Included is the use of math software and videotapes as well as collaborative learning in a small assembly setting. This course, together with MATH 070A, is equivalent to MATH 070. Credit is allowed in either MATH 070 or the MATH 070A-070B combination. Concurrent enrollment in MATH 070 and MATH 070A or 070B is not permitted. Note: No grade will be given for this class; student will receive "pass" or "no pass" only. (Credit course not applicable to the associate degree and certificate programs.)

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. Formulate a linear equation to solve applications related to percent, investement, uniform motion, and geometry.
2. Factor polynomials using the GCF, difference of squares, grouping, and in particular factoring trinomials.
3. Solve quadratic equations by factoring or the quadratic formula.
4. Add, subtract, multiply, and divide algebraic fractions; simplify a complex fraction and solve rational equations.
5. Graph the solution set for a linear inequality in two variables.

Course Subject & Number: MATH 070B
Course Name: Elementary Algebra-Second Half with SAS

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

1. Polynomials
    A. Properties of exponents
    B. Negative exponents
    C. Operations on Polynomials
    D. Special products.

2. Factoring
    A. Greatest Common Factor (GCF)
    B. Difference of two squares
    C. Factoring by grouping
    D. Factoring trinomials
    E. Solving quadtratic equations by factoring

3. Rational Expressions
    A. Simplifying Rational Expressions
    B. Operations with Rational Expression
    C. Complex fractions
    D. Proportions
    E. Rational Equations and their applications

4. Exponents and Radicals
    A. Simplifying Radical Expressions
    B. Operations with Radicals
    C. Pythagorean Theorem and the Distance Formula

5. Quadratic Equations
    A. Solutions by Square Root Method
    B. The Quadratic Formula
    C. Graphing Quadratic Equations

Course Subject & Number: MATH 070B
Course Name: Elementary Algebra-Second Half with SAS

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.)*

Methods of instruction may include but are not limited to: lecture, demonstration, discussion, board-work, use of computer software and Web based sources, instructional multi-media, and guest lecturers.

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.)*

Methods of evaluation may include but not limited to:
1. Periodic homework assignments and/or quizzes that assess students' ability to:
    a) recognize the applicability of the formulas, definitions, theorems, and algorithms, (Objectives 1-5)
    b) solve both linear and quadratic equations, (Objectives 1, 3, 4)
    c) use graphical method to solve linear inequalities. (Objective 5)

2. Periodic in-class and/or online examinations that assess students' comprehension of concepts. (Objectives 1-5)
3. A comprehensive in-class Final Exam. (Objectives 1-5)

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

"Elementary Algebra, More Time for Understanding Math 070B" by Daniel Byrne, 2008

RECEIVED
NOV 1 2 2009
SLO 4.10.08
BY: Maurici

SECTION I   Date   Initial

AP&P Approval:
Date _____

AP&P Representative: 11/12/09
(*indicates division review and approval*)

V.P. Academic Affairs:
Signature _____

Division Dean/Director: 11-12-09 JAM

Faculty Name: (print) ANDERSON, DEBRA K   Date 11/12/09

COURSE SUBJECT & NUMBER: MATH 080

COURSE TITLE: Plane Geometry

☐ **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:
Revised course description, course objectives, and course content to be more specific. Added references to course objectives in Methods of Evaluation and removed references to specific instructional equipment in Methods of Instruction.

SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: MATH 080

COURSE NAME: Plane Geometry

COURSE UNITS: 4 **COURSE HOURS:** 4 hr/wk

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

Advisory: Completion of MATH 070, or Eligibility for MATH 102 (AVC Assessment) 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 pass/no pass course covers plane Euclidean geometry and includes an introduction to solid geometry. The first part of the course emphasizes the development of the theorems and properties of geometric figures and the concept of proof in an axiomatic system. The second part of the course covers the derivation and application of measurement formulas for area, volume, trigonometric ratios, and applications. Recommended for students intending to take algebra-based courses beyond MATH 070, drafting, nursing, or graphics courses.

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. Draw, label, and refer to geometric figures using appropriate notation and terminology.
2. Write and solve equations about the measure of angles and line segments.
3. Apply postulates, definitions, and theorems to prove propositions about parallel lines, triangles, and quadrilaterals, using methods of direct and indirect proof.
4. Recognize, classify, and identify the properties of triangles, quadrilaterals, and circles and use them to deduce the measure of unknown sides, angles, arcs, diagonals, and other auxiliary components of geometric figures.
5. Solve problems about right triangles using special angles, the Pythagorean Theorem, and right triangle trigonometry.
6. Use formulas to calculate area and volume and recognize the correct dimensions/units used to express area and volume.
7. Algebraically solve application problems involving area and volume.
8. Use compass and straight-edge to construct geometric figures.

Course Subject & Number: MATH 080
Course Name: Plane Geometry

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

The following outline does not necessarily represent a chronological presentation of topics.

I. Nature of Deductive Reasoning
    A. Conditional propositions
    B. Categorical propositions
    C. Converses
    D. Deductive Systems
       1. Postulates, definitions, theorems
       2. Direct Proof
       3. Indirect Proof

II. Undefined terms: Points, Lines, Planes
    A. Basic postulates
    B. Definitions: collinear and coplanar
    C. Ruler Postulate and distance
    D. Segments and Segment Addition

III. Rays and Angles
    A. Definitions
    B. Protractor Postulate and angle measure
    C. Classifying angles by measure
    D. Angle Addition
    E. Vertical angles and linear pairs
    F. Perpendicularity

IV. Congruent Triangles
    A. Proofs of congruent triangles
       1. SAS   4. AAS
       2. ASA   5. HL
       3. SSS
    B. Corresponding parts
       1. Proving corresponding parts equal
       2. Proofs using corresponding parts
    C. Isosceles and Equilateral triangles
    D. Auxiliary, concurrent lines, and midsegments
    E. Angles sums and remote interior angles

V. Parallel Lines
    A. Transversals and angle pairs
    B. Parallel Postulate
    C. Proofs of parallel lines
    D. Proofs using parallel lines

VI. Properties and Proofs of Quadrilaterals
    A. Parallelograms
    B. Rhombuses and kites
    C. Rectangles and squares
    D. Trapezoids
    E. Area and angle sum formulas

VII. Similarity
    A. Ratio and Proportion
    B. Polygons
    C. Triangles
       1. Proofs by AA
       2. Using corresponding sides
       3. Using split sides
       4. Application problems

VIII. Right Triangles
    A. Geometric mean theorem and formulas
    B. Pythagorean Theorem and Converse
    C. Special Angles
    D. Intro to Trigonometry
       1. Definition of sine, cosine, and tangent
       2. Solving right triangles
       3. Right triangle application problems

IX. Circles
    A. Congruence, arcs, and central angles
    B. Chords and inscribed angles
    C. Tangents and secants
       1. Formulas for lengths
       2. Formulas for angles
    D. Arc length and sectors
    E. Circumference and area

X. Solid Geometry
    A. Planes and three-dimensional space
    B. Properties, surface area, volumes
       1. Right prisms, cylinders, and cones
       2. Regular pyramids (volume only)
       3. Spheres

    Optional Topics:
    A. Inequalities in a triangle
    B. Regular polygons
    C. Angles of a polygon
    D. Coordinate geometry

Course Subject & Number: MATH 080
Course Name: Plane Geometry

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 <u>reading</u> assignments if applicable; note if any are required:*

   Students will be required to read approximately three sections per week from a textbook chapter that typically runs 4-7 sections. Section lengths are typically 3-4 pages.

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

   N/A

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

   Students will be required to complete daily homework assignments from textbook exercise sets and/or worksheets designed to practice concepts from assigned reading and classroom lessons.

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

   Students will be required to complete construction projects using compass and straight-edge.

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

Reading Assignments: .5   *Writing Assignments:*

Computational Assignments: 7   *Other Assignments:*   .5

Course Subject & Number: MATH 080
Course Name: Plane Geometry

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 presentations rely heavily on visual 2-D and 3-D media, models, and manipulatives. Activities include use of compass and straight-edge by instructor and students, discussion/ Q & A, group work, warm-up activities, and boardwork.

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.)*

Daily homework assignments from text and/or worksheets; periodic quizzes; and at least four written unit examinations. All methods are used to evaluate proficiency and/or mastery of notation and terminology (1), proofs (3), use of formulas (2,6,7), applications and problem solving (2,4,5,7), and constructions (8).

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

"Essentials of Geometry for College Students," by Lial, Brown, Steffensen, and Johnson; Pearson Addison-Wesley, 2nd Ed.., 2004. Textbook is best available for 16-week college-level class with only beginning algebra as an advisory. Material in Euclidean geometry texts has remained largely unchanged over long periods of time.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: Math 080
COURSE NAME: *Plane Geometry
COURSE UNITS: 4
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of Math 070, or Eligibility for Math 102 (AVC Assessment) and READ 099.

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

This course covers plane Euclidean geometry and the development of logical thinking and visualization skills. Includes study of geometric concepts and proofs, with emphasis given to those topics that are essential to further studies in mathematics.

Recommended for students intending to take algebra-based courses beyond Math 070, drafting, or graphics courses.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Apply axioms, definitions, and theorems to prove further propositions of geometry.
2. Draw, label, and refer to geometric figures using appropriate notation and terminology.
3. Calculate measurable properties of geometric figures using formulas and algebra.
4. Use compass and straight-edge to construct geometric figures.
5. Recognize applications of geometric results to other disciplines and real-world situations.

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

SECTION I   Date   Initial

AP&P Representative: _11-12-09_   _[initials]_
(indicates division review and approval)

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

Division Dean/Director: _11-13-09_ _[initials]_

Faculty Name: (print) _Steven Sodergren_   Date _11/10/09_

COURSE SUBJECT & NUMBER: ACCT 111

COURSE TITLE: *Bookkeeping

☐ **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:
Course Content
Typical Homework Assignments
Methods of Evaluation
Suggested Texts
Slight change in course description -

SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: ACCT 111

COURSE NAME: *Bookkeeping

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

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

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

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

Students will learn introductory theory and application of the double-entry accounting cycle for service and merchandising sole-proprietorships, payroll, and banking procedures. For many students, completing ACCT III will help their transition into ACCT 201. (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. Record bookkeeping entries in general, special, and combined journals.
 2. Move bookkeeping entries to a ledger.
*3. Construct a worksheet, financial statements, and a payroll register.
*4. Record and post adjusting, closing, and reversing entries.
*5. Interpret a bank statement, and record related bookkeeping entries.
*6. Create a petty cash account, record related entries, and replenish.
*7. Calculate simple interest.
* Denotes SCANS competencies.

Course Subject & Number: ACCT 111
Course Name: Bookkeeping

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

1. Introduction/Concepts and Procedures
   A. The Accounting Equation
   B. Financial Statements

2. Debits and Credits
   A. The T Account
   B. The Trial Balance

3. The General Journal and General Ledger
   A. Journal
   B. Posting to the Ledger

4. The Worksheet for a Service Business
   A. Adjusting Entries
   B. Financial Statements

5. The Accounting Cycle for a Service Business
   A. Adjusting
   B. Closing
   C. Post Closing Trial Balance

6. Cash Management
   A. Bank Statements
   B. Petty Cash
   C. Change Fund

7. Payroll and Taxes
   A. Gross Earnings and Deductions
   B. Recording and Paying the Payroll
   C. Payroll Tax Expense

8. Sales and Cash Receipts
   A. Subsidiary Accounts Receivable Ledger
   B. Sales Returns and Sales Discounts

9. Purchases and Cash Payments
   A. Subsidiary Accounts Payable Ledger
   B. Purchase Returns amd Purchase Discounts

10. The Worksheet for a Merchandise Company
    A. Adjusting Entries
    B. Completion of the Worksheet

11. The Accounting Cycle for Merchandise Company
    A. Adjusting
    B. Closing
    C. Post Closing Trial Balance

12. Accounting for Notes
    A. Promissory Notes
    B. Simple Interest

Course Subject & Number: ACCT 111
Course Name: Bookkeeping

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 <u>reading</u> assignments if applicable; note if any are required:*

   Students are required to read 30 to 45 pages per week from the textbook.

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

   not applicable

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

   Arithmetic fundamentals are required and applied to the accounting problems in class and as homework.

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

   Completion of a practice set for a service business (required).
   Completion of a practice set for a merchandising business (required).

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

Reading Assignments: 2   *Writing Assignments*: 0

Computational Assignments: 2   *Other Assignments*:   2

Course Subject & Number: ACCT 111
Course Name: Bookkeeping

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, discussion, demonstrations, correcting assigned homework problems and practice sets.

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

Grades will be determined by class participation, quizzes, tests, homework, and accounting practice sets.

1. Students will be evaluated in their ability to record business transactions, collect information to develop financial statements, determine amounts due on invoices, and work a set of transactions through the accounting cycle. (Objectives 1 through 6)

2. Students will be evaluated on their successful completion of weekly homework assignments consisting of exercises and group problems from each chapter of the textbook. (Objectives 1 through 7)

3. Students will be evaluated on their proficiency in completing two comprehensive accounting practice sets. (Objectives 1, 2, 3, 4, 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.)

College Accounting: A Practical Approach Chapters 1-12 Eleventh Edition, 2010, by Jeff Slater, Prentice Hall.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ACCT 111
COURSE NAME: *Bookkeeping
COURSE UNITS: 3
COURSE HOURS: 3

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

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

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

Students will learn introductory theory and application of the double-entry accounting cycle for service and merchandising sole-proprietorships, including special journals, payroll, and banking procedures. For many students, completing ACCT 111 will help their transition into ACCT 201.

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. Record bookkeeping entries in general, special, and combined journals.
 2. Move bookkeeping entries to a ledger.
*3. Construct a worksheet, financial statements, and a payroll register.
*4. Record and post adjusting, closing, and reversing entries.
*5. Interpret a bank statement, and record related bookkeeping entries.
*6. Create a petty cash account, record related entries, and replenish.
*7. Calculate simple and discount interest.

* Denotes SCANS competencies.

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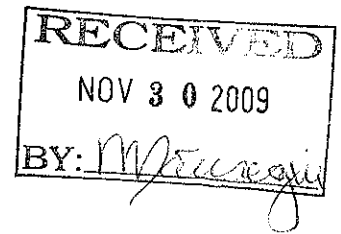
Antelope Valley College
Business, Computer Studies, and
Economic Development Division

MEMORANDUM

DATE: November 25, 2009

TO: AP&P Committee

FROM: Dr. Tom O'Neil, Dean
             Beverly Beyer, AP&P Rep.

SUBJECT: Networking Certificate

After a thorough review of the Computer Networking Certificate and program, and input/
approval received from the discipline and division faculty, Mr. John Burns advises the following
changes be made:

Both Networking Certificates
CA 176 and CA 182 become required
CA 153 and CA 103 become electives

Core Certificate
CA 175 is required
CA 173 is obsolete
CIS 157 is not required

Multi-Platform Certificate
CA 173 is obsolete
CIS 159 is required (replaces CA 173)

Please contact us if you have any questions.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBA

TITLE: How to Become a Debt-Free Real Estate Investor

INSTRUCTOR: Seewing Yee

HOURS: 3 hrs. (1 meeting)

ENROLLMENT FEE: $39   MATERIALS/SUPPLIES FEE: $49 (Optional)

ENROLLMENT EXPECTED: 10-39

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

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

SPECIAL NEEDS:

    Facilities:

    Audio/Video:

    Other:

Required Approval by Division Dean and AP&P Representative:

Signature: _Thomas O'Neil_   Date: _11·9·09_

Signature: _B. Beju_   Date: _1-12-09_

AP&P Approval:

Date:

AP&P: 08-09

Course Outline

1. The problem

2. The Solution - 3 Stages of being Debt Free

   - 100% Cash

   - Pay off All Debts

   - Focus all in Wealth Building

   - Invest in Real Estate to Rebuild Wealth

3. Debt Pay off Calculation Worksheet

4. Lifestyle to do List

   5. Financial Freedom

How to Become a Debt-Free Real Estate Investor

You will learn:

A revolutionary approach to achieve true financial independence

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

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

TRANSFORMING DEBT INTO WEALTH®

Table of Contents

II

Step·by·Step to True Financial Independence

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

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBA

TITLE: Busy Mom's Book Club

INSTRUCTOR:
HOURS: 1 hr. – 5 meetings

ENROLLMENT FEE: $50   MATERIALS/SUPPLIES FEE: $20

ENROLLMENT EXPECTED: 10-25

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

SPECIAL NEEDS:

    Facilities:

    Audio/Video:

    Other:

Required Approval by Division Dean and AP&P Representative:

Signature: _Linda Harmon_   Date: 10/30/09

Signature: _Karen W. Cowell_   Date: 10/29/09

AP&P Approval:
Date:

AP&P: 08-09

Per your request.

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

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

Hi Elayne,

Hope this is okay:

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

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

Ellen Coleman, Ph.D.

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

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

Busy Mom's Book Club
Course Description

Target Audience

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

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

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

Prerequisites

Participants should enjoy reading and discussing literature.

Detailed Course Outline

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

Text or Materials Required

Possible books for discussion include the following:

The Mask of Motherhood: How Becoming a Mother Changes Our Lives and why we Never talk About it – Susan Maushart
You're Not the Boss of Me: Adventures of a Modern Mom – Erika Schickel
Motherhood Deferred, A Woman's Journey – Anne Fleming
Mother on Fire: A True Mother%#$@ Story About Parenting – Sandra Tsing Loh
Baby Love: Choosing Motherhood After a Lifetime of Ambivalence – Rebecca Walker
Life Laughs: The Naked Truth About Motherhood, Marriage, and Moving On – Jenny McCarthy
To Hell With All That: Loving and Loathing Our Inner Housewife – Caitlin Flanagan
The Honeymoon's Over: True Stories of Love, Marriage, and Divorce – edited by Andrea Chapin and Sally Wofford-Girand

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

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

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

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

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

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBD

TITLE: Fundraising Fundamentals

INSTRUCTOR: Dr. John Drew

HOURS: 6 hrs. (1 meeting)

ENROLLMENT FEE: $50   MATERIALS/SUPPLIES FEE: $34

ENROLLMENT EXPECTED: 10/20

DESCRIPTION OF OFFERING: "Unlike sales," says Dr. Drew, "Fundraising requires exceptional political, interpersonal, and research skills." In this workshop, the award winning author, trainer, and consultant introduces simple but proven ideas for success now. Participants will learn how fundraising has evolved, and how new software, New Raiser's Edge and Fundraiser, will make it easier to track donors and reduce the pressures of a face-to-face request.

INSTRUCTOR BIOGRAPHY: Dr. John Drew is the managing director of Drew & Associates, a grant-writing consulting firm. Since 1996, he has been a member of the Association of Fund-Raising professionals (Orange County chapter).

SPECIAL NEEDS:

    Facilities: Classroom with computer

    Audio/Video: Need projector system

    Other:

Required Approval by Division Dean and AP&P Representative.

Signature: _____ Date: 11-5-09

Signature: _____ Date: 11-05-09

AP&P Approval:

Date: _____

AP&P: 08-09

What audience is this class designed for? Professionals

Minimum age to attend your class (i.e. 14-18, 16-18, etc) 18+

Class size limits: Minimum 10   Maximum 20

Course Outline (Please give a brief summary of the course content. If necessary, you may attach a separate outline sheet to this form.) See attached course outline.

Instructor qualifications/highlights related to the class being taught. (Submission of a resume is required.)

John Drew is the Managing Director of Drew & Associates, a grant-writing consulting firm based in Laguna Niguel, California. The firm's motto is "We Find Ways to Grant You Money." As a non-profit fund-raiser, John has won $5.5 million for Southern California charities. Since 1996, he has been a member of the Association of Fund-Raising Professionals – Orange County Chapter (AFP-OC). John received his Ph.D. in political science from Cornell University in 1987. In 1989, he won the William Anderson Award from the American Political Science Association (APSA) for the best doctoral dissertation in the nation in his field. (He published this work in 1994.) Dr. Drew has served as an Assistant Professor at both the University of Oregon in 1986 and at the nation's #1 rated liberal arts college - Williams College in Massachusetts - from 1986-1989.

Fundraising Fundamentals – One Day Workshop
Instructor: John C. Drew, Ph.D.

Overview: Fundraising looks easy, but it isn't. "Unlike sales," says Dr. Drew, "fundraising requires exceptional political, interpersonal, and research skills." In this course, an award winning author, trainer and consultant introduces a series of simple, but proven ideas that make the dull fundraising literature surprisingly exciting and valuable.

Session One – The Value of Starting at the Top
Time: 9:00 a.m. to 10:55 p.m.

A. Introduction and acquaintance, introduction to format and course.
B. Why speed and decisiveness win money for your agency.
C. Why fund-raising is not exactly the same as sales.
D. Philosophy – history and future of fund-development.
E. The value of going right to the top.
F. Corporation and foundation solicitation.
G. How to do donor/prospect research.

Session Two – No Pressure Fundraising Techniques
Time: 11:00 p.m. to 1:55 p.m.

A. Direct marketing: agency positioning.
B. Direct mail.
C. How to sign your letter.
D. Public/community relations.
E. New no pressure group solicitation models and methods.
F. The big ask.
G. Special events.
H. Donor cultivation and recognition.

Session Three: The Skillful Use of Gentle Pressure
Time: 2:00 p.m. to 3:55 p.m.

A. Major gifts (current and deferred).
B. How to ask.
C. How to help others ask.
D. When to ask.
E. Where to ask.
F. Final thoughts on the amazing benefits of planned giving and how to start.

John C. Drew, Ph.D., Managing Director, D R E W & A S S O C I A T E S, 25195 Via Catalina, Suite A, Laguna Niguel, CA 92677, Tel.: 949.643.8058, Fax.: 949.643.8375, E-mail: johndrew25@msn.com

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBD

TITLE: Grant Writing - Intermediate

INSTRUCTOR: Dr. John Drew

HOURS: 6 hrs. (1 meeting)

ENROLLMENT FEE: $50   MATERIALS/SUPPLIES FEE: $34

ENROLLMENT EXPECTED: 10/20

DESCRIPTION OF OFFERING: This class is directed towards professionals, providing immediate information access needed to obtain resources from corporations, foundations, and government agencies. You will have step-by-step guidance on how to become a grant-writing consultant or to create a non-profit charity. John C. Drew, Ph.D., is a speaker, author, and consultant with an 80% success rate at winning federal funding.

INSTRUCTOR BIOGRAPHY: Dr. John Drew is the managing director of Drew & Associates, a grant-writing consulting firm. Since 1996, he has been a member of the Association of Fund Raising professionals (Orange County chapter).

SPECIAL NEEDS:

Facilities: Computer Lab; will use PowerPoint

Audio/Video: Need projector system

Other: Access to the Internet

Required Approval by Division Dean and AP&P Representative:

Signature: [signature] Date: 11-13-09

Signature: [signature] Date: 11-10-09

AP&P Approval:

Date:

AP&P: 08-09

Grant Writing Intermediate
Instructor: John C. Drew, Ph.D.

Session One – How Can Individuals Win Money Through Grants?
Time: 9:00 a.m. to 10:50 a.m.

Topics:
    A. How much do I need to remember from Grant-Writing Fundamentals?
    B. The bad news first: The truth about individual grants.
    C. What are the practical alternatives of scholarships and research funding?
    D. How do I write a personal profile in a scholarship essay?

    In-Class Writing Assignment(s):
            Draft a personal profile for a scholarship application.

Session Two – How Do I Establish My Own Non-Profit Organization?
Time: 11:00 a.m. to 1:55 p.m. (Note: Includes a one (1) hour break for lunch.)

Topics:
    A. How to I establish my own non-profit organization?
    B. How do I pick a name?
    C. How do I get started on my articles of incorporation?

    In-Class Writing Assignment(s):
            Participants draft their own Articles of Incorporation to familiarize
            themselves with State of California application guidelines.

Session Three: How Do I Quickly Generate Funding for My Own Non-Profit or Set
Myself Up as a Grant-Writing Consultant?
Time: 2:00 p.m. to 3:45 p.m.

Topics:
    A. How do I quickly go about raising money for my own non-profit?
    B. What is the value of doing a "case statement?"
    C. Why do I need to write a business plan?
    D. What do I need to get started legally?
    E. What program should I follow to win clients?
    F. What should I say to new clients?
    G. What books and other resources should I know about?

    In-Class Writing Assignment(s):
            Participants draft a sample case statement, following a winning example,
            to guide solicitation efforts for their own charity.
            Participants draft a sample products and services flyer for their new
            consulting business.

The Nine Greatest Pathways for Profiting from Grants: How to Get the

Resources You Need from Corporate,
Foundation and Government Sources.
(2nd Edition)

by John C. Drew, Ph.D.

Managing Director
DREW & ASSOCIATES

DREW & ASSOCIATES
25195 Via Catalina, Suite A
Laguna Niguel, CA 92677 USA
Tel: 949.643.8058 Fax: 949.643.8375
E-mail: johndrew25@msn.com

Table of Contents

NUMBER: TBD

TITLE: Nursing Preceptorship

INSTRUCTOR: Bonnie Curry
Elizabeth Sundberg

HOURS: 60 hrs. minimum for students on-the-job

NUMBER OF MEETINGS: An Orientation will be provided to the students by the instructors. The students will meet with the instructor at least 3 times, and have one on-site visit.

ENROLLMENT FEE: $225.00 MATERIALS/SUPPLIES FEE: None
(Instructors are paid 3hrs. per student +33%) Text / CDs / DVDs / Handouts: Workbook
Materials provided for review: Y N

ENROLLMENT EXPECTED: 60 students – 30 per each instructor

DESCRIPTION OF OFFERING: Target audience: AVC nursing students

Recommended advisories/pre-requisites/instructor approval: Must be enrolled in the ADN program and must have completed the first year of the ADN program.

Course Description: The purpose of the Nursing Preceptorship Program is to:

1. Provide optional experience that allows Associate Degree Nursing students to care for individuals and/or groups of patients in a clinical, outpatient, or community setting.
2. Provide opportunities to implement leadership and management skills.
3. Assist the student to develop expertise in clinical skills, participate in advanced clinical practice, and master organizational skills, under the direct supervision of a registered nurse preceptor who is a member of the staff of the health care agency.
4. Allow students to explore career opportunities in nursing specialties.

INSTRUCTOR BIOGRAPHY: Bonnie Curry, RN, MSN is an AVC Assistant Professor and Assistant Director ADN.
Elizabeth Sundberg, RN, MN is an AVC Professor, ADN Chair, and Assistant Director ADN.

SPECIAL NEEDS:
Facilities: Hospitals – locations and schedules to be arranged by the instructors
Audio/Video:
Other:
Need software installed: None
ITS notified: _____ _____
Date Signature

ONLINE CLASS: No
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

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: TBD

TITLE: Nursing Preceptorship

INSTRUCTOR: Bonnie Curry
Elizabeth Sundberg

HOURS: 60 hrs. minimum for students on-the-job;

NUMBER OF MEETINGS: An Orientation will be provided to the students by the instructors. The students will meet with the instructor at least 3 times, and have one on-site visit.

ENROLLMENT FEE: $225.00   MATERIALS/SUPPLIES FEE: None
(Instructors are paid 3hrs. per student +33%) Text / CDs / DVDs / Handouts: Workbook
                                          Materials provided for review: Y   N

ENROLLMENT EXPECTED: 60 students – 30 per each instructor

DESCRIPTION OF OFFERING: Target audience: AVC nursing students

Recommended advisories/pre-requisites/instructor approval: Must be enrolled in the ADN program and must have completed the first year of the ADN program.

Course Description: The purpose of the Nursing Preceptorship Program is to:

1.   Provide an elective course, during the basic program, that allows Associate Degree Nursing students to care for individuals and/or groups of patients in a clinical, outpatient, or community setting.
2.   Provide opportunities to implement leadership and management skills.
3.   Assist the student to develop expertise, skill in advanced clinical practice, and organizational skills, under the direct supervision of a registered nurse preceptor who is a member of the staff of the health care agency.
4.   The program will provide supervised employment, extending the classroom-based learning to an on-the-job learning situation.

INSTRUCTOR BIOGRAPHY: Bonnie Curry, RN, MSN is an AVC Assistant Professor and Assistant Director ADN.
Elizabeth Sundberg, RN, MN is an AVC Professor, ADN Chair, and Assistant Director ADN.

SPECIAL NEEDS:
     Facilities: Hospitals – locations and schedules to be arranged by the instructors
     Audio/Video:
     Other:
     Need software installed: None
          ITS notified: _____   _____
                   Date   Signature

ONLINE CLASS: No
     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

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. _____

Course Title: *Nursing Preceptorship (Work Experience for Nursing Science)*

Instructor (print): Bonnie Curry / Elizabeth Sundberg

Division Faculty Review

Casey Sundune
Faculty Review Signature   Health Science   11/24/09
Discipline   Date

Approved ✓   Denied _____   Reason _____

Jennifer Hughes
Faculty Review Signature   Health Science   11/24/09
Discipline   Date

Approved ✓   Denied _____   Reason _____

Susan Steward
Faculty Review Signature   Health Sciences   11/25/09
Discipline   Date

Approved ✓   Denied _____   Reason _____

Marianne Stewart
Faculty Review Signature   Health Sciences   11/25/09
Discipline   Date

Approved ✓   Denied _____   Reason _____

Linda Harmon
AP&P Representative Signature   11-30-09
Date

Approved ✓   Denied _____   Reason _____

Karen W. Cowell
Division Dean Signature   Date   Karen W. Cowell   11/20/09

Approved ✓   Denied _____   Reason _____

ANTELOPE VALLEY COLLEGE
COMMUNITY SERVICES PROGRAM
Course Information Form

Instructor Name or Contact	Organization	Social Security # or Tax ID #
Elizabeth Sundberg Bonnell Curry	Antelope Valley College	

Mailing Address	City	State	Zip Code
3041 West Ave K	Lancaster	CA	93536

Phone Number	Fax Number	e-mail
722-6300 ext 6414/6405		esundberg @ avc.edu bcurry @ avc.edu

Course Number	Course Title
	Work Experience for Nursing Students

Number of Meetings	Total Hours	Course Fee	Material Fee	Class Size
	60-180 hrs			

COURSE DESCRIPTION

Please attach a document that includes the items listed below.
If the course description is already on file, do not submit unless you are updating information.

1) Target Audience 2) Prerequisites 3) Detailed Course Outline 4) Text or Materials Required

FACILITY REQUIREMENTS – PLEASE CHECK TYPE AND INDICATE ROOM NUMBER IF KNOWN

(x)	Type of Facility	Bldg/Room	(X)	Type of Facility	Bldg/Room
	Allied Health Lab			Computer Lab	
	Arts & Crafts Lab			Large Multipurpose Room	
	Athletic Facility			Music Lab	
	Class Room			Special Layout	Diagram
	Class Room With Open Space		X	Hospitals	

FACILITY REQUIREMENTS – PLEASE CHECK ALL THAT APPLY AND GIVE SPECIFICS

(x)	Type of Equipment	Description or Specifications
	Computer/Software	
	Projector/Screen	
	Sound Equipment	
	Television/VCR	
	Other (Describe)	

PROPOSED SCHEDULE

(x)	Year	Semester	Months
		Spring	February, March, April, May
X	2010	Summer	June, July, August
		Fall	September, October, November, December

Schedule Options	Day(s)	Start Date	End Date	Start Time	End Time
Preferred	variable				
First Alternative					

Date: 11/24/09	Instructor or Contractor Signature: Bonnie Curry / Elizabeth A Sundberg

ANTELOPE VALLEY COLLEGE
COMMUNITY SERVICES PROGRAM
Instructor Information Form

Instructor Name or Contact	Organization	Social Security or Tax ID
Bonnie Curry / Elizabeth Sundberg	AVC	

Mailing Address	City	State	Zip Code
3041 W. Ave. K	Lancaster	CA	93536

Phone Number	Fax Number	E-mail
722-6405 722-6414	661 722-6403	bcurry@avc.edu esundberg@avc.edu

TYPE OF COMMUNITY SERVICES COURSES YOU WOULD LIKE TO INSTRUCT

Target Audience	Type of Courses
Nursing students who have completed the first year of the nursing program!	Work Experience

RELATED EDUCATION

Institution	Degree, Certificate, or License
	Bonnie Curry RN, MSN
	Elizabeth Sundberg RN MN

RELATED EXPERIENCE

Institution	Work Performed (Paid or Voluntary)
	We are the current work experience instructors at AVC.

INSTRUCTIONAL REFERENCES – WITHIN PAST TWO YEARS

Institution	City/State	Contact Name	Phone Number
AVC	Lancaster, CA	Karen Cowell	722-6404

Date: 11/24/09	Instructor or Contractor Signature: Elizabeth A Sundberg Bonnie Curry

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Revised 6/11/02

ANTELOPE VALLEY COLLEGE

COMMUNITY SERVICES
ASSOCIATE DEGREE NURSING

NURSING PRECEPTORSHIP

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Revised 12/1/09

ANTELOPE VALLEY COLLEGE

COMMUNITY SERVICES
ASSOCIATE DEGREE NURSING PRECEPTORSHIP PROGRAM

<u>PURPOSE</u>

The purpose of the Nursing Preceptorship Program is to:

1. Provide for Associate Degree Nursing students, during their basic program, an elective course that allows them to care for individuals and/or groups of patients in the clinical, outpatient, or community setting.

2. Provide opportunities to implement leadership and management skills.

3. Assist the student to develop expertise, skill in advanced clinical practice, and organizational skills, under the direct supervision of a registered nurse preceptor who is a member of the staff of the health care agency.

<u>PHILOSOPHY</u>

The nursing faculty of Antelope Valley College believes that people are spiritual, psycho-socio-physiological beings who are rational and responsible for themselves. People exist in an environment that contains biological, physical, psychological, social, developmental, cultural and spiritual components. Individuals are constantly in interaction with their environment. People are affected by, and respond to the environment by acting upon self, society, and all aspects of the environment.

Health is a state of wholeness or integrity of individuals. It includes mental, biological, interpersonal, cultural, social, and spiritual well-being. Health is a dynamic state and is relative to the environment of individuals. Illness is viewed as a deviation from norms established by individuals and the environment. Health and illness are viewed as a continuum from optimal wellness to severe illness. Birth to death is viewed as a developmental continuum. These two continua intersect at any point on either continuum.

The philosophy of the nursing program at Antelope Valley College is based upon Dorothea Orem's Self-Care Theory that defines nursing as the creative effort of one human being to help another. This faculty believes that nursing practice, through the self-care approach, has a unique contribution to make to society. The condition that validates the requirement for nursing is the presence of health-related action limitations. These limitations impair the ability to maintain the amount and quality of self-care that is therapeutic in sustaining life, health and well-being, in recovering from illness or injury, or in coping with the effects of health and illness. The nurse-patient relationship is contractual and complimentary. The goal of nursing is to maximize the full capacities of the individual to achieve and maintain their optimal health.

The goal of the Associate Degree Nursing Program at Antelope Valley College is to prepare students for entry-level practice in the nursing profession. The program fosters the intellectual, personal and professional development of the students and provides an educational foundation for articulation with

PHILOSOPHY (CONTINUED)

universities and colleges. The faculty believes in career ladder mobility and encourages Licensed Vocational Nurses to enter the program.

In this program, both the faculty and students contribute and share in the learning experience. The faculty believes that its responsibility is to provide an environment conducive to learning, to plan learning experiences, to provide direction, to act as a resource person, to offer feedback and to stimulate critical thinking. Students learn best in an atmosphere where there is a high regard for the individual and a deep respect for human dignity. Learning is the acquisition of knowledge, skill and professional attitude throughout the educative process. This occurs within the learner and occurs optimally when students assume responsibility and accountability for themselves, participate in all activities, utilize all available resources and conduct continuous self-evaluations along with faculty evaluations. This shared approach to learning affords students the opportunities to attain mastery.

The faculty believes that diversity enriches the students and faculty and enhances the nurse-patient relationship. Students in the community college reflect a variety in learning styles; therefore the nursing program utilizes various methodologies to facilitate learning. Instruction progresses from the general to the specific, the usual to the unusual, and the simple to the complex, to provide for transfer of principles, in part or whole, to other situations. The faculty conducts ongoing evaluations of the curriculum in response to diverse and changing community needs.

Nursing education integrates other disciplines in the arts and sciences. It is based on the premise that nurse agency results from cognitive knowledge, understanding of affective feelings, and development of psychomotor skills. Knowledge essential for use in nursing practice includes knowledge of: (1) all aspects of the person, (2) nursing as a profession and an occupation, including legal considerations, (3) nursing history, (4) nursing ethics, (5) nursing sciences and (6) interdisciplinary theories with an emphasis on Maslow's hierarchy of needs and Erickson's theory of development.

The Associate Degree Registered Nurse functions within a structured healthcare setting and is responsible for the management of patients and their self-care deficits. General management activities required to provide care to patients include: priority setting, delegation of patient care, supervision of patient care, patient care conferences, and patient and family education.

CONCEPTUAL FRAMEWORK

The conceptual framework of the Antelope Valley College Associate Degree Nursing Program is based upon the self-care theory of Dorothea E. Orem. Inherent in this theory is the belief that people are rational and responsible for themselves. The ultimate responsibility for the state of health or illness rests with individuals. Patients are the primary decision-makers in matters related to their health care.

Self-care can be defined as the practice of the activities that individuals initiate and perform on their own behalf or on the behalf of dependents in maintaining life, health and well-being. All people have common requirements to meet basic human needs. The requirements to meet basic human needs are called *requisites* by Dorothea E. Orem. She describes three sets of *self-care requisites*: *universal*

CONCEPTUAL FRAMEWORK (CONTINUED)

self-care requisites, developmental self-care requisites and health deviation self-care requisites. The universal self-care requisites are common to all persons during all stages of the life cycle. They encompass the needs for air, water, food, rest/activity, elimination, safety, solitude and social interaction and a realistic self-concept. Developmental self-care requisites are those associated with the developmental process and events occurring throughout the life cycle. There are two categories of developmental requisites. There are maturational self-care requisites and situational self-care requisites. Health deviation self-care requisites are those requisites associated with structural and functional defects or deviations and their effects before, during and after medical diagnosis and treatment. They include the need to seek /secure medical assistance with exposure/evidence of conditions associated with pathology, be aware/attend to effects of pathological states, carry out medically prescribed measures to prevention/regulation/compensation for pathology, be aware/attend to/regulate discomforting/deleterious effects of prescribed measures, modify self-concept in acceptance of particular state, learn to live with effects of health state and/or prescribed measures so that the lifestyle promotes personal development.

Self-care requisites are individualized by the *basic conditioning factors*, which include: age, gender, developmental state, relevant life experiences, health state, health system requirements, socio-cultural orientation and available resources. The self-care requisites, influenced by the basic conditioning factors, result in *therapeutic self-care demands.* A therapeutic self-care demand is the sum total of the actions needed to be performed in order to meet a known self-care requisite.

Agency is the knowledge, power and ability of persons to act. It includes cognitive knowledge, affective feelings and psychomotor development. *Self-care Agency* is the ability of individuals to initiate and perform health activities for themselves in order to maintain life, health and well-being. Self-care agency includes the *power components*. These are specific abilities required by individuals to engage in self-care. They include: awareness of self and surroundings, physical energy, ability to reason, motivation, ability to control movement, ability to make decisions, ability to gain and use knowledge, knowledge of required skills, ability to set priorities and ability to perform self-care actions continuously. These abilities are influenced by the basic conditioning factors. Those who cannot provide for their own self-care in relation to therapeutic self-care demands require assistance from another agent. The provider of infant care, child care or dependent adult care is referred to as a dependent-care agent. When the self-care agency is unable or unwilling to meet the therapeutic self-care demand, a *self-care deficit* exists. The self-care deficit is health related.

Health is a dynamic state of wholeness or integrity of the individual and is relative to an individual's environment. Illness is a dynamic deviation from norms established by individuals and society. Health and illness are viewed as a continuum. The continuum is developmental, as it begins with birth and ends with death. The health-illness continuum and the birth-death continuum are constantly perpendicular to each other so that people can fluctuate between optimal wellness and acute illness at any point in their life.

When a self-care deficit exists there is a need for *nursing.* Nursing has as its special concern individuals' needs for self-care. The management of these needs assists individuals to sustain life and health, recover from illness or injury and cope with the effects of health and illness. A nurse-patient relationship exists when an individual, family member or significant other seeks nursing care either directly or indirectly through the health care system. This complementary relationship requires that the nurse act to help patients assume responsibility for their health related self-care.

Revised 12/1/09

CONCEPTUAL FRAMEWORK (CONTINUED)

Nursing agency is composed of specialized abilities that enable nurses to provide care that compensates for or aids in overcoming self-care deficits. The nursing agency of individual nurses varies with the extent and depth of their clinical experience and educational preparation.

Nursing responsibility is to determine with the patient the patient's therapeutic self-care demands, the patient's ability or inability to meet these demands and the self-care deficits. Through the *nursing process* a *nursing system* of care is designed. The nurse determines the nursing system based upon the identified self-care deficits. There are three types of nursing systems: *wholly compensatory* in which the nurse assumes responsibility for providing all physical care to the patient; *partly compensatory* in which the nurse and the patient have a shared responsibility for the patient's physical care; and *supportive educative* in which the nurse performs only in a consultative/educative role. The use of a nursing system will involve the application of one or more methods of assisting. These include: (1) acting for the patient, (2) teaching, (3) guiding, (4) supporting and (5) providing a developmental environment.

Nursing process is a process of determining why a person needs nursing, designing a system of nursing assistance, planning for the delivery of the specified nursing assistance and providing and controlling the delivery of nursing assistance. The nursing process has five steps: (1) assessment, (2) diagnosis, (3) planning, (4) implementation and (5) evaluation. This results in a plan of care including identifying the self-care deficit, the goals and the actions. Nursing prudence enables the nurse to initiate, conduct and control actions to carry out the plan and evaluate nursing care to determine the effectiveness of the care provided.

The faculty of Antelope Valley College Associate Degree Nursing Program believes that if nurses follow the principles of self-care deficit theory, the profession and patients will benefit.

PROCEDURE

1. Students who have successfully completed the first year of the Associate Degree Nursing Program at Antelope Valley College are given the opportunity to request ADN preceptorship in the summer session or intersession.

2. Assignments of students to preceptors are approved by the hospital directors and the ADN preceptor instructor at the college.

4. If a student is injured while on the health agency's premises, the agreement in the contract will be followed.

HOURS

To be arranged by the student and the preceptor. Students must complete a minimum of 60 hours with a maximum of 240 hours.

SALARY

There will be no salary for the student or the preceptor.

STUDENT QUALIFICATIONS

1. The student will have satisfactorily completed the first year of the ADN Program.

2. The student is to be currently enrolled in the ADN Program at Antelope Valley College.

3. The student must have a current CPR card and yearly physical exam and TB test.

4. The student will maintain personal liability insurance.

5. Students may be required to sign a release of medical records.

STUDENT RESPONSIBILITIES

The student:

1. Will receive the approval of the ADN preceptor instructor before enrolling in the program.

2. Will have and will follow written hospital or agency policies and nursing procedures with the health care agency.

3. Will only participate in any phase of health care in which he/she has received proper instruction and supervision, either by the preceptor or the nursing faculty.

4. Will engage in nursing actions only when his/her preceptor, or designated substitute, is present for supervision and evaluation.

5. Will assume full responsibility and accountability for his/her actions.

6. Will attend all meetings scheduled by the preceptor and/or ADN preceptor instructor.

7. Assumes responsibility for notifying the preceptor when he/she is unable to meet the schedule, i.e., illness.

8. Will collaborate with the preceptor in the selection of clinical experiences that will enable the student to meet the objectives.

Revised 12/1/09

STUDENT RESPONSIBILITIES (CONTINUED)

9. Is to wear the appropriate uniform and identification nametag while in the health care agency.

10. Must complete all forms in the ADN preceptorship handbook.

11. Will notify the preceptor and the ADN preceptor instructor if the student chooses to withdraw prior to its completion.

QUALIFICATIONS OF THE SUPERVISOR (PRECEPTOR)

1. Registered nurse possessing an active California license, who has had a minimum of one year's recent experience in the area of nursing practice in which he/she will be precepting.

2. Employee in good standing in the health care agency participating in the ADN preceptorship program.

3. Has expressed a desire to work with a student in the preceptor role.

4. Is able to communicate effectively with patients, faculty, students, and physicians.

RESPONSIBILITIES OF SUPERVISOR (PRECEPTOR)

1. Work on a cooperative basis with the instructor in coordinating the experience for the student.

2. While retaining responsibility for the patient's nursing care, the preceptor assumes the full responsibility for the student at the health care agency during the rotation.

3. Review the objectives supplied by the student.

4. In collaboration with the student, select learning experiences that will enable the student to meet the written objectives.

5. Give the student daily feedback regarding his/her clinical performance.

6. Assist faculty to complete an evaluation of student performance by submitting a written evaluation.

7. Notify faculty when and if any difficulties arise during the course.

8. Have the right to refuse to assume responsibility for the student. If this occurs, the student is to leave the agency immediately, and a written description of the incident(s) and reason(s) for refusing to continue supervision shall be sent to the ADN preceptor instructor.

9. In the event of illness and/or absence, make arrangements for a substitute preceptor after notifying the faculty member and gaining approval for the recommended substitute. The substitute must meet the qualifications of a preceptor.

RESPONSIBILITIES OF SUPERVISOR (PRECEPTOR) CONTINUED

10. Is encouraged to attend informational meetings held at the health care agency prior to onset of the preceptorship.

 ROLE OF FACULTY (ADN PRECEPTOR INSTRUCTOR)

1. Assume management of preceptor program and final student outcome.

2. Select preceptors according to stated preceptor qualifications.

3. Coordinate with the education director and provide them and the preceptor with the student names, dates and hours of clinical experience.

4. Schedule meetings with the students prior to the start of the preceptorship, as needed.

6. Provide appropriate advice and counsel to the student.

7. Collaborate with preceptor in order to evaluate student performance.

8. Evaluate preceptor effectiveness.

9. Evaluate preceptor program as needed.

EDUCATION DIRECTOR'S RESPONSIBILITIES

The Education Director:

1. Will notify the work experience coordinator of any changes in preceptors' assignments, and if any problems arise.

2. Is the liaison person of the health care agency and the work experience coordinator at the college.

Revised 12/1/09

ANTELOPE VALLEY COLLEGE
Corporate and Community Services

Letter of Agreement/Consultant Services

This agreement (the "Agreement") is entered into between the Antelope Valley College Corporate and Community Services Department (hereafter referred to as "DEPARTMENT") and **Annette White** to provide the following training or instructional services for Community Services.

1. DESCRIPTION OF SERVICES TO BE PROVIDED

Course Number	Course Title	Class Size Min/Max	Dates From/To	Times From/To	Course Location	Course Fee	Material Fee
PFBS-001	Accounting for Non-Accountants	10/20	2/20/10	9:00am – 5:00pm	BE 248	$90	$10 @ class
PCOA-003	Computerized Bookkeeping with QuickBooks	10/20	3/20/10	9:00am – 5:00pm	BE 319	$90	$10 @ class
PDIM-006	Seven Spiritual Laws of Yoga	10/20	1/12/10 – 2/23/10	5:00pm – 6:15pm	FA4 186	$125	$20 @ class (optional)
PDIM-006.1	Seven Spiritual Laws of Yoga	10/20	3/2/10 – 4/13/10	5:00pm – 6:15pm	FA4 186	$125	$20 @ class (optional)
PDIM-006.2	Seven Spiritual Laws of Yoga	10/20	5/4/10 – 6/15/10	5:00pm – 6:15pm	FA4 186	$125	$20 @ class (optional)

* NFC - Not-For-Credit
    NC = Non-Credit

Any and all curriculum and/or materials developed and paid for under this Agreement shall become the property of the DEPARTMENT. The instructor shall retain the residual rights to educational materials produced by the instructor should these materials be copyrighted or sold by the DEPARTMENT, provided the materials were not prepared in whole or in part on DEPARTMENT time or at DEPARTMENT expense.

2. PAYMENT FOR SERVICES

Payment will be based upon the following criteria:

(a) Instructor compensation will be paid based upon 45% of the receipts from the actual number of students present in the classroom.

(b) If adjunct faculty, certificated personnel, full time faculty or administrator; payments will be processed through the payroll department. Payments are based upon 45% of the gross receipts.

(c) Not-for-Credit courses do not apply to overload and/or 60% rule. CCE Non-Credit courses do apply towards overload and/or 60% rule.

(d) Payments will be processed through the Payroll office after receiving all required documents as outlined in Section 6C.

(e) Account to which services are to be charged: **00000-12805-1490-6800000**

Per Antelope Valley College Board policy, all contractor payments must be pre-approved. Therefore requests for payment must go to the Board prior to the Business Office processing checks.

3. EXTENSIONS, MODIFICATIONS AND TERMINATION

This Agreement is for the period of **1/4/10 through 6/30/10** and does not infer an offer of continuing employment. If required, this Agreement may be extended for additional periods upon agreement in writing between the parties. Notwithstanding the foregoing, this Agreement may be terminated at any time, with or without cause, upon written notice given to the other party at least thirty (30) days prior to the date specified for such termination. In the event of such termination, each party shall fully pay and discharge all obligations in favor of the other party accruing prior to the date of such termination. Each party shall be released from all obligations or performance, which would otherwise accrue subsequent to the date of such termination. Neither party shall incur any liability to the other by reason of such termination.

This Agreement for temporary employment will be implemented by the DEPARTMENT only on the conditions that the class(es) or program(s) you have been assigned meet minimum enrollment requirements, and/or the instructor does not cancel the class or program. **The minimum enrollment requirement is set at 10 students for the class or program to be offered.** If a class or program is cancelled due to low enrollment, the DEPARTMENT will notify the instructor within three (3) business days prior to the beginning of the class. If the instructor named herein cancels the class or program, the DEPARTMENT must be notified within three (3) business days prior to the start of the class.

If a class or program is cancelled at any time, with or without cause, after the start and before the completion of the class or program, this Agreement shall be terminated. Each party shall be released from all obligations or performance, which would otherwise accrue subsequent to the date of such termination. Neither party shall incur any liability to the other by reason of such termination.

4. GOVERNING LAWS

This Agreement shall be interpreted according to the laws of the State of California and applicable Education Codes as published by the Chancellor's Office of the California Community Colleges.

5. AGREEMENT

While engaged in performance of this contract, the consultant is an independent contractor and is not an officer, employee or agent of the College.

The District shall not be liable to contractor for worker's compensation, personal injury or property damage sustained by the Contractor in the performance of this contract whether caused by the college, its employees or by third persons.

This writing and any amendment thereto, constitute the entire agreement between the parties. This Agreement may not be altered or modified except by the express written consent of both parties. Each party acknowledges there are no other provisions or representations that have not been incorporated into this Agreement.

6. ACCEPTANCE

I accept this Agreement set forth above, subject to the terms and conditions therein and declare that:

A. I have the minimum qualifications and meet the basic criteria required for this assignment.

B. I agree to comply with and observe all of the provisions of the rules and regulations prescribed by the Governing Board of the District, and applicable laws of the State of California.

C. I will attend all meetings required by this assignment. I will submit all records, reports, and required documentation such as Course Rosters and Student Evaluations **no later than five working days after the completion of the class or program**, and make all the appropriate arrangements with the Director of Corporate and Community Services or his designee well in advance of this assignment.

D. I will not enter into any competitive agreements utilizing the property of the DEPARTMENT with the instructor named herein until a minimum of one year after the completion of this agreement.

Consultant must sign below and return this agreement, along with a W-9, to Community Services.

Signature: _____   Date: _____

                Instructor

Signature: _____   Date: _____

                Dean, Business, Computers Studies, and Economic Development

Signature: _____

                                       Date: _____

                Vice President, Business Services

Date of Board Approval: <u>12/11/08</u>

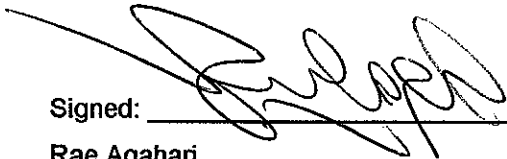|	
Name:	Annette White
Address:	9828 Elizabeth Lake Road
	Leona Valley, CA. 93551
Phone:	(661) 609-7998
Fax	(661) 270-1893
E-Mail	awhite@avc.edu / annettewhite@earthlink.net
SSN or Tax ID	554-23-8269

Antelope Valley Community College District, in compliance with civil rights legislation, does not discriminate on the basis of race, color, national origin, ancestry, religion, creed, sex, age, disability, or marital status in its employment or educational programs and activities. Pursuant to Section 504 of the Rehabilitation Act of 1973 and Section I of the American with Disabilities Act, disabled persons who believe they need reasonable accommodations or help in order to apply for or perform the necessary duties of a position may contact the Office of Human Resources at Antelope Valley College. Antelope Valley College is an Equal Opportunity Employer.

MEMORANDUM

TO: APP COMMITEE

FROM: RAE AGAHARI

           ART DEPARTMENT, VAPA DIVISION

SUBJECT: MAKING <u>**ART 105: SURVEY OF WOMAN ARTISTS IN HISTORY**</u> OBSOLETE

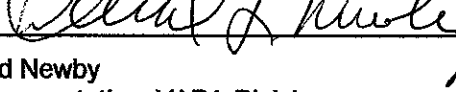**DATE:**   12/2/2009

<u>**ART 105: SURVEY OF WOMAN ARTISTS IN HISTORY**</u> has not been taught in the last two years. Thus, the art department has decided to make this course obsolete for the time being.

Signed: _____   Date: ___12/2/2009___.

Rae Agahari
Full-time Art Faculty. VAPA

Signed: _____   Date: ___12/8/09___

Newton Chelette
Dean of VAPA Division

Signed: _____   Date: ___12/2/2009___

Dr. David Newby
APP Representative, VAPA Division