

ANTELOPE VALLEY COLLEGE  
Academic Affairs Office

TO:

Jeffrie Ahmad	Lee Grishman	LaDonna Trimble
Beverly Beyer	Linda Harmon	Les Uhazy
Nancy Cholvin	Tom Hutchison	Darcy Wiewall
Maria Clinton	Lisa Karlstein	Rieana Paul, ASO voting
Richard Coffman	Scott Lee	TBD, ASO non-voting
De'Nean Coleman-Carew	Cynthia Littlefield	
Maggie Drake	Sharon Lowry	

Technical Review Committee – Darcy Wiewall, Linda Harmon, and Scott Lee

FROM: Ms. Maria Clinton / Mrs. Sharon Lowry

DATE: October 27, 2011

SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting  
**Wednesday, October 26, 2011, BE 321 (Computer Lab), 3:00-5:30pm**

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**2011-2012**  
**Academic Policies & Procedures Committee Meeting No. 3**  
**AGENDA**

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

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

**3. INFORMATIONAL ITEMS**

- a. AP&P Meetings will be held in BE 321 for the rest of the semester
- b. Repeatability

**4. ACTION ITEM**

- a. FTV 230 – Reverse AP&P Approval from May
- b. PE 135 – Scheduling restrictions
- c. Catalog Rights Language Change (Patricia Marquez):  
**NOTE:** Those students, regardless of catalog rights, who receive a substandard grade (D, F, NP) for a course have the opportunity to repeat the course once. If on the second attempt the course has a current prerequisite, corequisite, or limitation of enrollment **that was not in effect the first time the course was taken**, the student must meet the most recent academic requirement.
- d. BP 4020 Program, Curriculum, and Course Development
- e. AP 4020 Program and Curriculum Development

**5. DISCUSSION ITEMS**

- a. Graduation Requirements: Reading Proficiency

**6. REPORTS (limited to 5 min. each)**

- a. AP 4260 Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment
- b. AP 5013 Student in the Military

**7. ACTION ITEMS – Consent Items – Non-Substantial Course Revisions**

- a. AGRI 102, Plant Pest Control
- b. AGRI 104, Nursery Practices
- c. AGRI 110, Basic Landscape Design
- d. AGRI 112, Plant and Landscape Maintenance
- e. AGRI 130, Environmental Gardening
- f. AGRI 132, Turf and Landscape Maintenance
- g. AGRI 134, Plant Identification I
- h. AGRI 153, Landscape Construction – Concrete and Masonry
- i. AGRI 155, Landscape Construction – Wood and Lighting

- j. AGRI 210, Advanced Landscape Design
- k. AGRI 212, Interior Plantscape
- l. AGRI 220, Landscape Irrigation
- m. AGRI 230, Soils and Plant Nutrition
- n. AGRI 234, Plant Identification II
- o. AGRI 250, Landscape Management
- p. AJ 209, Public Safety Communications
- q. CIS 161, Introduction to C Programming
- r. OT 152, Beginning Medical Insurance
- s. PHYS 211, General Physics

**8. ACTION ITEMS – First Reading – Course Revisions**

**Melanie Parker will arrive at 3:40**

- a. CFE 169 D Rate Pre-Service Training  
-Title Change

**Catherine Overdorf will arrive at 3:40**

- b. CFE 102 The Developing Child
- c. Online Only - CFE 102 The Developing Child

**Mark Hoffer will arrive at 3:40**

- d. ENGL 235, Shakespeare: Tragedies and Histories
- e. ENGL 236, Shakespeare: Comedies, Romances, and Sonnets
- f. ENGL 272, Literature of the American West

**Edward Beyer will arrive at 3:45**

- g. CA 175, Administering Windows Server

**Donna Meyer will arrive at 4:00**

- h. OT 205, Medical Office Procedures

**Cindy Littlefield / Dean Chelette will arrive at 4:00**

- i. PE 129 Advanced Golf  
-Course number change

**Maria Kelly will arrive at 3:45**

- j. RADT 106, Radiographic Clinical Practicum IA
- k. RADT 207, Advanced Radiographic Procedures
- l. RADT 208, Radiographic Certification Preparation

**Mary Rose Toll will arrive at 4:00**

- m. READ 099, Critical Reading and Study Skills

**9. ACTION ITEMS – Change to Instructional Material Fee**

- a. ART 145, Design and Color
- b. PE 191, First Aid and Emergency Care

**10. INFORMATIONAL ITEMS – Course Deactivation**

- a. CA 103L, Introduction to Microcomputers – Lab
- b. OT 208, Legal Office Procedures II

**11. Courses needing update from 10-11**

**Language Arts -**

*COMM 114 Art of Storytelling - Cannot be schedule 12-13 - Submitted*

**Physical Education & Athletics -**

*PE 128 Advanced Golf – Submitted New number 129 – On the Agenda*

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

Course	Scheduling Restrictions if not approved by 12/8/11	Status
<b>Business and Computer Studies</b>		
BUS 203, Business Law	No restrictions	Submitted
CA 103L, Intro to Microcomputers Lab	No restrictions	Submitted – <i>On the Agenda</i>
CA 175, Admin Windows 2003 Server	No restrictions	Submitted – <i>On the Agenda</i>
CIS 101L, Intro to CIS Lab	No restrictions	Submitted
CIS 161, Introduction to C Programming	No restrictions	Submitted – <i>On the Agenda</i>
MGT 115, Human Behavior in Organization	No restrictions	Submitted
MGT 212, Mgt Responsibility to Minority	No restrictions	Submitted
OT 152, Beg Medical Insurance	No restrictions	Submitted – <i>On the Agenda</i>

OT 205, Medical Office Procedures	No restrictions	Submitted – <i>On the Agenda</i>
<b>Health Sciences</b>		
CFE 102, The Developing Child	Cannot schedule 12-13	Submitted – <i>On the Agenda</i>
RADT 106, Radiographic Clinical Practicum IA	No restrictions	Submitted – <i>On the Agenda</i>
RADT 107, Radiographic Positioning and Procedures II	No restrictions	Submitted
RADT 108, Advanced Principles of Exposure	No restrictions	Submitted
RADT 201, Radiologic Tech Clinical Practicum III	No restrictions	Submitted
RADT 202, Radiographic Pathology	No restrictions	Submitted
RADT 203, Fluoroscopic Imaging & Radiation Protect	No restrictions	Submitted
RADT 207, Advanced Radiographic Procedures	No restrictions	Submitted – <i>On the Agenda</i>
RADT 208, Radiographic Certification Preparation	No restrictions	Submitted – <i>On the Agenda</i>
<b>Language Arts</b>		
ENGL 235, Shakespeare: Tragedy & History	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
ENGL 236, Shakespeare: Comedy, Romance	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
ENGL 272, Literature of the Amer West	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
SPAN 101HL, Elem Spanish for Heritage Learners I	No restrictions	Submitted
<b>Math and Engineering</b>		
DRFT 125, Mechanical Drafting	Cannot schedule Spring 2013	Submitted
DRFT 150, Intermediate 2-D Autocad	Cannot schedule Spring 2013	Submitted
DRFT 230, Architectural Drafting II	Cannot schedule Spring 2013	Submitted
ENGR 115, Basic Engineering Drawing	Cannot schedule Spring 2013	Submitted
ENGR 120, Introduction 2-D Autocad	Cannot schedule Spring 2013	Submitted
MATH 050C,	Cannot schedule Spring 2013	Submitted
MATH 050D,	Cannot schedule Spring 2013	Submitted
MATH 050E,	Cannot schedule Spring 2013	Submitted
MATH 050F,	Cannot schedule Spring 2013	Submitted
MATH 060C,	Cannot schedule Spring 2013	Submitted
MATH 060D,	Cannot schedule Spring 2013	Submitted
MATH 060E,	Cannot schedule Spring 2013	Submitted
MATH 060F,	Cannot schedule Spring 2013	Submitted
MATH 070C,	Cannot schedule Spring 2013	Submitted
MATH 070D,	Cannot schedule Spring 2013	Submitted
MATH 070E,	Cannot schedule Spring 2013	Submitted
MATH 070F,	Cannot schedule Spring 2013	Submitted
MATH 080C,	Cannot schedule Spring 2013	Submitted
MATH 080D,	Cannot schedule Spring 2013	Submitted
MATH 080E,	Cannot schedule Spring 2013	Submitted
MATH 080F,	Cannot schedule Spring 2013	Submitted
MATH 102C,	Cannot schedule Spring 2013	Submitted
MATH 102D,	Cannot schedule Spring 2013	Submitted
MATH 102E,	Cannot schedule Spring 2013	Submitted
MATH 102F,	Cannot schedule Spring 2013	Submitted
MATH 130C,	Cannot schedule Spring 2013	Submitted
MATH 130D,	Cannot schedule Spring 2013	Submitted
MATH 130E,	Cannot schedule Spring 2013	Submitted
MATH 130F,	Cannot schedule Spring 2013	Submitted
MATH 135C,	Cannot schedule Spring 2013	Submitted

MATH 135D,	Cannot schedule Spring 2013	Submitted
MATH 135E,	Cannot schedule Spring 2013	Submitted
MATH 140C,	Cannot schedule Spring 2013	Submitted
MATH 140D,	Cannot schedule Spring 2013	Submitted
MATH 140E,	Cannot schedule Spring 2013	Submitted
MATH 140F,	Cannot schedule Spring 2013	Submitted
MATH 140G,	Cannot schedule Spring 2013	Submitted
MATH 050A, Arithmetic - 1st Half	Cannot schedule Spring 2013	Submitted
<b>MATH 050B, Arithmetic - 2nd Half</b>	<b>Cannot schedule Spring 2013</b>	
MATH 070, Elementary Algebra	Cannot schedule Spring 2013	Submitted
MATH 070A, Elementary Algebra-1st Half	Cannot schedule Spring 2013	Submitted
<b>MATH 099, Individualized Self-Study Math</b>	<b>Cannot schedule Spring 2013</b>	
MATH 120, Math for Teachers	Cannot schedule 12-13	Submitted
<b>Science</b>		
BIOL 103, Introduction to Botany	Cannot schedule Spring 2013	Submitted
<b>BIOL 170, Tropical Biology</b>	<b>Cannot schedule 12-13</b>	
BIOL 202, General Human Physiology	Cannot schedule 12-13	Submitted
PHYS 211, General Physics	Cannot schedule 12-13	Submitted – <i>On the Agenda</i>
<b>Physical Education &amp; Athletics</b>		
REC 101, Intro to Rec and Leisure	Cannot schedule Spring 2013	Submitted
REC 102, Recreational Leadership	Cannot schedule Spring 2013	Submitted
<b>Social &amp; Behavioral Sciences</b>		
POLS 120, International Organizations	Cannot schedule Spring 2013	Submitted
<b>Technical Education</b>		
AGRI 102, Plant Pest Control	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 104, Nursery Practices	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 110, Basic Landscape Design	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 112, Plant and Landscape Maint	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 130, Environmental Gardening	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 132, Turf and Landscape Maint	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 134, Plant Identification I	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 153, Lands Const-Contrete/Masonry	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 155, Lands Const-Wood/Lighting	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 210, Advanced Landscape Design	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 212, Interior Plantscape	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 220, Landscape Irrigation	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 230, Soils and Plant Nutrition	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 234, Plant Identification II	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AGRI 250, Landscape Management	Cannot schedule Spring 2013	Submitted – <i>On the Agenda</i>
AJ 209, Public Safety Communications	Cannot schedule 12-13	Submitted – <i>On the Agenda</i>
ELTE 110, Electronic Mathematics	No restrictions	Submitted
ELTE 252, Introduction to Avionics	No restrictions	Submitted
ELTE 254, Radio Telephone License	No restrictions	Submitted
<b>Visual &amp; Performing Arts</b>		
ART 116, Illustration	No restrictions	Submitted
ART 121, Intro to Computer Drawing	Cannot schedule Spring 2013	Submitted
ART 121L, Intro to Computer Drawing Lab	Cannot schedule Spring 2013	Submitted
ART 131, Ceramics	Cannot schedule Spring 2013	Submitted
ART 132, Intro to Ceramics Hand Bldg	Cannot schedule Spring 2013	Submitted
ART 213, Advanced Painting	No restrictions	Submitted
ART 216, Life Drawing	Cannot schedule 12-13	Submitted
ART 223, Advanced Computerized Drawing	No restrictions	Submitted
ART 223L, Advanced Computerized Drawing Lab	No restrictions	Submitted

ART 225, Adv Computerized Life Drawing	No restrictions	Submitted
ART 225L, Adv Computerized Life Drawing Lab	No restrictions	Submitted
ART 298, Special Studies in Art	Cannot schedule 12-13	Submitted
THA 121, Theatre Production	Cannot schedule 12-13	Submitted

### 13. ADJOURNMENT

#### NON-DISCRIMINATION POLICY

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

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

Community College	Reading Competency
American River College	<ol style="list-style-type: none"> <li>1. Complete with a 'C' or better in one of the following courses: <b>ENGRD 310, 312; ESLR 340.</b></li> <li>2. Complete with a 'C' or better of an equivalent college level reading course at a *regionally accredited college in the U.S.</li> <li>3. Possess an AA/AS or higher from a *regionally accredited college in the U.S.</li> </ol> <p>Achieve a qualifying score on a college level reading examination administered by a Los Rios Assessment Center. Only 2 attempts are permitted District-wide on this test</p>
Antelope Valley	Eligibility for College Level Reading (AVC assessment) or Completion of READ 099 with a minimum grade of "C" or "P" (Pass)
City College of San Francisco	Completion of ENGL 1A with a grade of C or better
College of the Desert	Students either test out with an 85 on the Accuplacer or take 1 -2 reading classes depending on their score
College of the Sequoias	ENGL 1, Freshman Composition, meets both the reading and writing competencies at COS
College of the Siskiyous	Complete READ 0990 with a C or better or earn 90 or above on COMPASS Reading Test
Copper Mountain	Test out of it or complete a College Prep Reading course
Cosumnes River College	Complete one of the following with a grade of C or better: ENGRD 310 or 312 or pass reading competency test or possess an AA or AS
Evergreen	Pass ENGL 1A with a C or better
Folsom Lake	Pass Reading Competency exam or completing ENGRD 310 with a grade of C or better or possess an AA degree
Fresno City	Reading competency can be met with meeting the reading requirement for English 1A/1AH eligibility by an appropriate placement test score OR completion of EGNLS 1A/1AH with a grade of "C" or better.
Gavilan	At Gavilan College, a student meets the graduation requirement by taking ENGL 260 (Preparation for College reading), or they may demonstrate reading proficiency at the college level through testing. If they take the Gavilan reading test, they must qualify for the ENGL 148 (Advanced Reading) course.
Imperial Valley	Pass ENGL 089 or ENGL 101 with a C or better or pass Reading Competency test
La Valley	English 101 (or its equivalent at another college);
Merced College	Students must receive a grade of "C" or better in ENGL 01A or the equivalent
Merritt College	Complete ENGL 1A with a grade of C or better
Mira Costa	<p>Achieve a qualifying score on the reading Assessment that gives recommendation for READ 100(Critical Reading and Thinking)</p> <p>Or</p> <p>Present proof of passing the CSU placement exam, 3 or above on AP English exam, 5 on the IB English exam</p> <p>Or Completion of the following courses: READ 100, ENGL 100(graduation requirement), 201, 202 or equivalent</p>
Mission	Pass Proficiency exam with a score range for 12 – 13 <sup>th</sup> grade reading level or Pass READ 50 with a grade of C or better
Moorpark	Complete AA/AS degree requirements
Moreno Valley	<p>B. Reading Competency: Students must demonstrate proficiency in reading by:</p> <p>(1) a satisfactory score on RCCD's placement test equivalent to placement in college level reading <b>OR</b></p> <p>(2) completion of Reading 83 with a "C" or higher <b>OR</b></p> <p>(3) a minimum grade of "C" in each general education course <b>OR</b></p> <p>(4) satisfactory reading score on a standardized reading test approved by the English department. Students who do not meet Riverside Community College's reading competency requirement should enroll in a reading class within their first 18 units undertaken at the college.</p> <p>(5) Students who have completed an Associate's or higher degree at an accredited institution are exempt from the reading competency requirement. Waivers may also be granted on a case-by-case basis.</p>
Oxnard	Reading Competency is satisfied by completion of the requirements for the Associate Degree
Palomar	Palomar College meets the reading competency through our English composition requirement.
Reedley	Be eligible for ENGL 1A, 1AH by placement test or Complete ENGL 126 with a grade of C or better
Rio Hondo	<ol style="list-style-type: none"> <li>1. A satisfactory score on the Reading Placement Test</li> <li>2. Credit ("P" grade) earned in Reading 023 or appropriate assessment (placement into Reading 101)</li> <li>3. 2 or 4 year degree from an accredited institution</li> </ol>
Sac City	Achieve a qualifying score on first or second attempt of Reading assessment or complete one of the following with a grade of C or better: ENGRD 310, 312 or ESLR 340 or possess an AA or



<i>Date to CCC:</i>	9/20/11	<i>Date reviewed by CCC:</i>	9/21/11	<i>Due date: Revisions due to Board within 60 days (BP 2410).</i>	11/4/11
<i>Reason for review: This policy was revised to comply with recently enacted U.S. Department of Education regulations. (CCLC Update 8/11)</i>					
<i>Academic and professional matter?</i>	Yes	No	<i>If yes, assigned for review by (e.g. AP&amp;P):</i>	AP&P	
			<i>Approval/rejection/changes due to Superintendent/President's Office by (date):</i>	11/4/11	
<i>Collective bargaining issue?</i>	Yes	No	<i>If yes, assigned for review by (e.g. AVCFT):</i>		
			<i>Approval/rejection/changes due to Superintendent/President's Office by:</i>		
<i>Affects all campus constituencies?</i>	Yes	No	<i>If yes, CCC members responsible for sending to constituents for input.</i>		
			<i>Input/suggestions/objections due to CCC recording secretary by:</i>		
			<i>Approval/rejection/changes due to Superintendent/President's Office by:</i>		
<i>If none of the above, does policy/procedure need further review?</i>	Yes	No	<i>If yes, assigned for review by (e.g. Dean of Enrollment Services):</i> <i>If no, submit to Board for information at next meeting</i>		
			<i>Approval/rejection/changes due to Superintendent/President's Office by:</i>		

## BP 4020 Program, Curriculum, and Course Development

Reference:

**Education Code Section 70901(b), 70902(b); 78016, Title 5, Section 51000, 51022, 55100, 55130, 55150 U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.**

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Academic Senate shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Program and curriculum development includes, but is not limited to, procedures for new, revised, or deleted courses and programs, the establishment of prerequisites, advisories, and limitations on enrollment, and procedures for changes in course number, title, units, repeatability, maximum class size, or hours. As specified in BP 2510, the Board of Trustees agrees to "rely primarily" on the Academic Senate in matters pertaining to Academic and Professional Matters, (1) Curriculum, including establishing prerequisites and (4) Education program development.

All new courses and programs, including program deletions, shall be approved by the Board.

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Nondegree-applicable credit and degree-applicable credit courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

### **Credit Hour**

**Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.**

**The [CEO] will establish procedures which prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.**

**The [ CEO ] shall establish procedures to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable. The [ CEO ] shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.**

See Administrative Procedures #4020 and #4021

Adopted: 2/6/06  
Revised: 3/10/08  
**Revised:**

<i>Date to CCC:</i>	9/22/11	<i>Date reviewed by CCC:</i>	10/5/11	<i>Due date: Revisions due to Board within 60 days (BP 2410).</i>	11/4/11
<i>Reason for review: This procedure was revised to comply with recently enacted U.S. Department of Education regulations. (CCLC Update 8/11)</i>					
<i>Academic and professional matter?</i>	Yes	No	<i>If <u>yes</u>, assigned for review by (e.g. AP&amp;P):</i>		
			<i>Approval/rejection/changes due to Superintendent/President's Office by (date):</i>		
<i>Collective bargaining issue?</i>	Yes	No	<i>If <u>yes</u>, assigned for review by (e.g. AVCFT):</i>		
			<i>Approval/rejection/changes due to Superintendent/President's Office by:</i>		
<i>Affects all campus constituencies?</i>	Yes	No	<i>If <u>yes</u>, CCC members responsible for sending to constituents for input.</i>		
			<i>Input/suggestions/objections due to CCC recording secretary by:</i>		
			<i>Approval/rejection/changes due to Superintendent/President's Office by:</i>		
<i>If none of the above, does policy/procedure need further review?</i>	Yes	No	<i>If <u>yes</u>, assigned for review by (e.g. Dean of Enrollment Services):</i> <i>If <u>no</u>, submit to Board for information at next meeting</i>		
			<i>Approval/rejection/changes due to Superintendent/President's Office by:</i>		

## AP 4020 Program and Curriculum Development

Reference:

**Title V Sections 51021, 55000 et seq., 55100 et seq.; Accreditation Standards II.A.; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.**

Procedures for course and program development, review, approval, and evaluation processes; designated responsibility and authority for development, review, and approval of courses; time lines for the process, required forms, and publication of curriculum changes; and the criteria and standards for all program and curriculum development can be found in the Academic Policies and Procedures Committee "Standards & Practice Handbook," available on the AVC Intranet.

**Note: This procedure is legally required in an effort to show good faith compliance with the applicable federal regulations**

**For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:**

- **One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for**

approximately [15 weeks for one semester or trimester hour of credit], [or 10 to 12 weeks for one quarter hour of credit], or the equivalent amount of work over a different amount of time; or

- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

2/6/06

Revised:

# The Impact of Reading Placement on ENGL 101 Grades

Department of Effectiveness, Research and Planning

The following study was conducted on three different populations of students to determine the dependency of ENGL 101 grades on reading placement. The comparative groups within the populations consisted of students who assessed and did not assess into college level reading. The timeframe of the study was from summer 2006 to spring 2011.

## Population 1

- Students assessed into ENGL 101
- Students completed the reading placement test prior to their first attempt at ENGL 101
- Students had no English or Reading coursework prior to their first attempt at ENGL 101

## Population 2

- Students assessed into ENGL 101
- Students completed the reading placement test prior to their first attempt at ENGL 101
- Students had no English coursework prior to their first attempt at ENGL 101

## Population 3

- Students assessed into ENGL 101
- Students completed the reading placement test prior to their first attempt at ENGL 101
- Students had no English coursework prior to their first attempt at ENGL 101
- Students had taken a Reading course prior to their first attempt at ENGL 101

Table 1.1

Population 1	Grades in ENGL 101				
Reading Placement	A	B	C	D	F
College Level Reading	17.1%	29.3%	27.4%	10.6%	15.7%
Below College Level Reading	6.7%	26.1%	32.4%	15.4%	19.4%
Difference	10.4%	3.2%	-5.1%	-4.8%	-3.7%

Table 1.1 shows students who assessed at college level reading in comparison to those who assessed below college level with no attempts in English or reading courses prior to their first attempt at ENGL 101. The results suggest that students who assessed at college level reading had higher grades in comparison with students that assessed below college level.

Table 1.2

Population 2	Grades in ENGL 101				
Reading Placement	A	B	C	D	F
College Level Reading	17.0%	29.3%	27.4%	10.7%	15.6%
Below College Level Reading	7.4%	25.7%	33.7%	15.2%	18.0%
Difference	9.6%	3.6%	-6.3%	-4.5%	-2.3%

Table 1.2 shows students who assessed at college level reading in comparison to those who assessed below college level with no attempts in English courses prior to their first attempt at ENGL 101. The results suggest that students who assessed at college level reading had higher grades in comparison with students that assessed below college level.

Table 1.3

<b>Population 3</b>	<b>Grades in ENGL 101</b>				
<b>Reading Placement</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>College Level Reading</b>	10.9%	28.3%	30.4%	19.6%	10.9%
<b>Below College Level Reading</b>	10.2%	24.2%	38.7%	14.5%	12.4%
<b>Difference</b>	0.7%	4.1%	-8.3%	5.0%	-1.5%

Table 1.3 shows minor differences in ENGL 101 grades between students that assessed and did not assess at college level reading, with no attempts in English courses prior to their first attempt at ENGL 101 and had attempted a reading course prior to ENGL 101.

The new study indicates similar findings in Population 1 and 2, as student grades were significantly dependent upon their level of reading placement based upon the results of the independent t-test analysis. Essentially, students that placed into college level reading had a higher chance of obtaining better grades during their first attempt at ENGL 101. In contrast, the analysis on Population 3 suggests that grades are not dependent upon reading placement for the group that required a reading course attempt prior to the first attempt at ENGL 101. The findings suggest that taking a reading course prior to attempting ENGL 101 can optimize student performance.

An additional study was conducted to determine the percent of students that graduated from Antelope Valley College and had attempted a reading course. The results of the study indicate that on average 3.3% of graduates attempt a reading course prior to graduating.

Table 2.1

<b>GRADUATION</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Total Graduates</b>	1029	1057	1061	985	1014
<b>Grads that Took Reading</b>	31	31	34	38	38
<b>Percent</b>	3.0%	2.9%	3.2%	3.9%	3.7%