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

FROM: Ms. Maria Clinton/Mrs. Sharon Lowry
DATE: May 24, 2010
SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting
Thursday, May 27, 2010, BE 311 – Computer Lab, 3:00-5:30pm

2009-2010
Academic Policies & Procedures Committee Meeting No. 13
AGENDA

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

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

3. **APPROVAL OF MINUTES**
   a. April 22, 2010
   b. May 13, 2010

4. **INFORMATIONAL ITEMS (5 minutes each)**
   a. CurricUNET Update and Training Schedule
        Part 2 - May 28, 2010 from 8:00-10:00 a.m. in BE 311
   b. Communicating SLOs to Students – Melanie Parker
   c. Seeking DEC Liaison

5. **ACTION ITEMS**
   a. +/- Grades on Transcripts and Banner

6. **CurricUNET Training (2 hours)**

7. **DISCUSSION ITEMS – Revised Courses – First Reading**

a.	LAC 900 DE - Supervised Tutoring	Average of 20-50 hours total – COR approved 3/25/10
b.	THA 102 – *Introduction to Stagecraft	3 units, 2 hours lecture weekly, 48 hours lab total
c.	THA 103 – *Introduction to Stage Lighting	3 units, 2 hours lecture weekly, 48 hours lab total
d.	THA 120D – *Rehearsal and Performance: Children's Theatre	1-3 units, 54-162 hours total
e.	CIS 101 DE – *Introduction to Computer Information Science	3 units, 4 hours weekly – COR approved 5/13/10
f.	CIS 113 – *Data Structures	3 units, 4 hours weekly
g.	CIS 123 – *Assembly Language & Computer Architecture	3 units, 4 hours weekly
h.	CIS 141 – *Intro Basic Programming	3 units, 4 hours weekly

8. **DISCUSSION ITEMS – Degree/Certificate Change Request – First Reading**
   a. Computer Networking Certificate

9. **DISCUSSION ITEMS** – New Community Service Offering – First Reading
   a. GRE Prep Seminar – Deborah Sinness

10. **ACTION ITEMS** – Work Experience – Second Reading
    a. WE 199 – *Occupational Work Experience   1-4 units, Variable hours – Revised Course

    b. WE 197 – *General Work Experience   1-3 units, Variable hours – New Course

11. **DISCUSSION ITEMS** – Obsolete Course Request – Second Reading
    a. CHEM 222 – Organic Chemistry Support Laboratory
    b. LAC 939 – Prep for Success in Corp Train
    c. LAC 941 – Special Topics in WFDV
    d. LAC 942 – Learning Skills Lab for WFDV
    e. THA 105 – Introduction to Lighting Design

12. **ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P**
    Business and Computer Studies
    a. ACCT 121 – Microcomputer Accounting (Rcvd 5/6/10 + DE)
    b. CA 121 – Microcomputer Spreadsheets (Rcvd 5/6/10 + DE)
    c. CA 221 – Computer Concepts & Appl Business (Rcvd 5/6/10 + DE)
    d. CIS 101 – Intro Computer Info Science (DE in process)
    e. CIS 113 – Data Structures (In process)
    f. CIS 123 – Assem Lang & Computer Architect (In process)
    g. CIS 141 – Intro Basic Programming (In process)
    h. CIS 175 – Java Programming

    Noncredit
    a. LAC 939 – Prep for Success in Corp Train (Rcvd 5/4/10; Obsolete Memo In process)
    b. LAC 941 – Special Topics in WFDV (Rcvd 5/4/10; Obsolete Memo In process)
    c. LAC 942 – Learning Skills Lab for WFDV (Rcvd 5/4/10; Obsolete Memo In process)

    Social & Behavioral Sciences / FACE
    a. WE 199 – Work Experience (In process)

    Visual & Performing Arts
    a. THA 102 – Introduction to Stagecraft (In process)
    b. THA 103 – Introduction to Stage Lighting (In process)
    c. THA 105 – Introduction to Lighting Design (Obsolete Memo In process)
    d. THA 120D – Rehearsal and Performance: Children's Theatre (In process)

13. **ADJOURNMENT**

DATE: May 13, 2010
LOCATION: TE7 103 – Computer Room
TIME: 3:05 p.m.

MEMBERS PRESENT		MEMBERS ABSENT	GUESTS PRESENT CONT.
Dave Champagne, proxy	Mrs. Sharon Lowry, V. P.	Beverly Beyer, Faculty	Rosa Hall
Maria Clinton, Cochair	Academic Affairs	Sheronda Myers, Voting	Sonia Hicks
De'Nean Coleman-Carew,	Rick Motawakel, Faculty	ASO	Mark Hoffer
Faculty	David Newby, Faculty		Perry Jehlicka
Margaret Drake, Dean	David Newman, Faculty	GUESTS PRESENT	Donna Meyer
Tooraj Gordi, Faculty	Duane Rumsey, Faculty	Fredy Aviles	Kathy Moore
Lee Grishman, Articulation	LaDonna Trimble, Dean	Jeff Cooper	Tom O'Neil
Linda Harmon, Faculty	Les Uhazy, Dean	Karen Cowell	Mike Rios
Scott Lee, Faculty	Darcy Wiewall, Faculty	Robert Falb	Rodney Schilling
Cynthia Littlefield, Faculty			Doug Webb

2009-2010
Academic Policies & Procedures Committee Meeting No. 12
MINUTES

1. **CALL TO ORDER AND ROLL CALL**
   A motion was made and seconded to call the May 13, 2010 AP&P Committee Meeting to order at 3:05 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:05 p.m. Motion carried.

Ms. Clinton requested a motion to amend the agenda to table informational items 4g and 4h and to include discussion item 5b LAC 900 Tutoring. A motion was made and seconded to table informational items 4g and 4h and to include discussion item 5b. Motion carried.

2. **OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR**
   Ms. Maria Clinton stated that Ms. LaDonna Trimble, Dean of Enrollment Services, had something she needed to share with the committee. Ms. LaDonna Trimble stated that ENGL 095 and ENGL 097 have been approved to be offered in an 8 week schedule where ENGL 097 will be offered directly after the conclusion on ENGL 095. Since the ENGL 095 is a prerequisite to ENGL 097, the division will manually monitor student success in ENGL 095 to ensure that the prerequisites are being met prior to the start of ENGL 097.

   Ms. Maria Clinton stated the Mrs. Sharon Lowry, AP&P Co-chair, had information to share regarding two campus issues. Mrs. Sharon Lowry stated that in the past AP&P voted to exclude +/- grading in our grading system and for transcript purposes. The committee also decided that when students transferred to this campus from a college who utilized +/- grades, their transcripts would be converted to letter grade to reflect our grading system due to Banner complications. Unfortunately, this process would do one of two things, either advantage a student who was on the cusp of a high grade or disadvantage another who was on the cusp of a lower grade. Banner now allows our campus to input transcripts with actual grade and still offer only letter grades for our courses. Mrs. Sharon Lowry wanted to committee to know that we were not changing grades in the past but simply working within the confines of our database management system. Mrs. Sharon Lowry notified the committee that this will return to the agenda on May 27, 2010 as an action item to document the change in how transcripts are handled for an effective date of July 1, 2010. Dr. Lee Grishman stated that this will help those students with active GPA's.

   Mrs. Sharon Lowry also informed the committee that she attended the SLO committee meeting on May 10, 2010 per the request of this committee to share concerns regarding the inclusion of the SLO in the syllabus. After reading the recommendations from the accreditation handbook the SLO committee decided to make some revisions to the communicating process which is on the next Senate agenda for approval. Once the Senate has approved the SLO communication process, it will be presented to this committee. Ms. Maria Clinton also stated that a recommendation was made to have links on the SLO Web page to the COR Web page and visa versa, which will be implemented by Melissa Jauregui, Academic Affairs Technician, very soon.

3. **APPROVAL OF MINUTES** – April 22, 2010
   A motion was made and seconded to approve the minutes for the April 22, 2010 AP&P Committee meeting. Ms. Maria Clinton

stated that Melissa Jauregui is distributing the hard copy of the minutes, however to save time, this item will return to the agenda on May 27, 2010 for approval. Motion failed.

4. **INFORMATIONAL ITEMS (5 minutes each)**
   a. **CurricUNET Update and Training Schedule**
      Part 1 - May 14, 2010 from 8:00-10:00 a.m. in BE 311
      Part 2 - May 27, 2010 from 3:00-5:30 p.m. in BE 311
      Ms. Maria Clinton stated that the committee will meet on these dates for the CurricUNET training. If unable to attend the first training, she requested that the committee members review the archived training prior to attending the May 27, 2010 AP&P meeting. Once the May 14, 2010 training concludes, it will be archived and Mrs. Melissa Jauregui will send an email to the representatives with instructions on how to access the session. She also stated that additional training will be provided in the fall to faculty users.

   b. **Cooperative Work Experience Education – Transcript Clarification**
      Ms. Maria Clinton stated that at the last AP&P meeting a question was asked regarding how Cooperative Work Experience Education courses appear on the transcripts. Ms. LaDonna Trimble was asked to research this topic and report back to the committee. Included in the AP&P material is the email that Ms. Trimble sent clarify the issue. Ms. Maria Clinton stated that all work experience courses appear on the student's transcripts with the area of study and course number and the description is Work Experience, for example, BUS 199 – Work Experience.

   c. **Ed2Go – http://www.ed2go.com/ - Beverly Beyer**
      Ms. Maria Clinton asked Mr. Dave Champagne, faculty proxy for Mrs. Beverly Beyer, to share any information regarding the Ed2Go. Mr. Dave Champagne stated that this program does not conflict with current courses and actually act as feeders into our courses since these offerings are merely taught at an introduction level. Dr. Tom O'Neil also shared that he used this program at two other campuses and good feedback has been received. Mrs. Sharon Lowry stated that even though Corporate and Community Education may sign a contract with this company, each individual course will need to be submitted for AP&P approval. Ms. Maria Clinton asked the committee to take some time to review the website in preparation for the fall.

   d. **Committee Member Term**
      Ms. Maria Clinton stated that a few of our members will be leaving our committee this year. Included in the materials is the updated committee membership list and the highlighted names will need to be replaced. Dr. David Newby stated that Lisa Karlstein has step forward to replace him as the Visual and Performing Arts representative.

   e. **Substitute Representative Memo for Voting Purposes**
      Ms. Maria Clinton requested that each division designate a substitute AP&P representative for their area. This will need to be communicated to AP&P through a formal memo identifying the individual. This memo will allow the substitute to be counted in the committee when the actual representative is unable to attend. According to Roberts Rules, if the substitute is not identified by the division in a formal memo, then the substitute is simply considered a visitor during the meeting and is not allowed to vote. Ms. Maria Clinton requested the representatives to this back to their divisions, identify a substitute, and send a memo to AP&P.

   f. **Revising the Diversity Studies Requirement Statement – Maria Clinton**
      Ms. Maria Clinton notified the committee that this item will return to the agenda in the new academic year and no resolution will be made this year.

   g. 2 year printed catalog
   h. SLO incorporated in syllabus
      Postponed per motion above.

5. **DISCUSSION ITEMS (10 minutes each)**
   a. **Distance Education Attendance Policy – Beverly Beyer**
      Mr. Dave Champagne spoke on behalf of Beverly Beyer in regards to the Distance Education Attendance Policy developed and approved by the Distance Education Committee. He stated that he feels that this absolutely needs to be in writing so faculty now how to proceed if a student is not complying with DE course requirements. Ms. Maria Clinton requested that the representative take this policy out to their divisions and collect feedback. She stated that this will return to the agenda in the new academic year for approval purposes.

   b. **LAC 900 – Supervised Tutoring through Webcam**
      Ms. Maria Clinton stated that the tutoring center is requesting to offer tutoring services at the Palmdale center through the use of a Webcam. Currently, the tutoring schedule at the Palmdale center is minimal since it is difficult to have a faculty

member at that site for supervision purposes. The use of a Webcam would allow a faculty member at the Lancaster campus to supervise a tutoring session and be available for questioning at the Palmdale center. Ms. Maria Clinton requested the committee members to consider our current Distance Education proposal form and asked if the use of a Webcam made this offering a DE. She reminded the committee that this would all be done in real time with no delay. Mrs. Sharon Lowry stated that the closest class to this is a Nursing class located in Bishop where the faculty is actually at the Lancaster campus. Ms. LaDonna Trimble stated that the DE form refers to in person contact and the use of a Webcam may affect positive attendance. She also asked what the process would be if communication is broken. After a lengthy discussion, Ms. LaDonna Trimble stated that she had spoken with Ms. Dorothy Williams and advised her to contact AP&P for clarification however the issue with positive attendance was not mentioned. Ms. LaDonna Trimble stated that she would contact Ms. Dorothy Williams again to determine if this will have an adverse affect on offering the course without a Distance Education proposal.

6. **ACTION ITEMS** – Work Experience – First Reading
    a. **WE 199 – *Occupational Work Experience**   **1-4 units, Variable hours – Revised Course**
    b. **WE 197 – *General Work Experience**   **1-3 units, Variable hours – New Course**
    A motion was made and seconded to approve items 6a-b. Ms. Maria Clinton passed out the revised Course Outline of Records for both courses and stated that she only received feedback from Ms. MaryAnn Holcomb who also took the time to calculate the Work Experience hours for both paid and voluntary work for unit accrual purposes. Ms. Clinton asked the committee if they would prefer the divisions to be included on the COR. Mrs. Maggie Drake felt that by not including the list of divisions then it would make it necessary for each area to submit a Work Experience Course Outline of Record, which would then need to be approved by AP&P. She did not think that would really benefit the program since requiring a COR would derail the WE in the fall. Mrs. Sharon Lowry stated that the list of discipline would need to be included on the Occupational Work Experience COR for Technical Education purposes. Ms. Maria Clinton stated that she would add the discipline list back to both of the CORs and this will return to the agenda for approval. Motion failed.

7. **ACTION ITEMS** – NEW Hybrid Courses for Palmdale Center – First Reading
    a. **ECON 101 – *Principles of Macroeconomics**   **3 units, 3 hours weekly**
    b. **ECON 102 – *Principles of Macroeconomics**   **3 units, 3 hours weekly**
    c. **HIST 108 – U.S. History, 1877-Present**   **3 units, 3 hours weekly**
    d. **BUS 101 – Introduction to Business**   **3 units, 3 hours weekly**
    e. **OT 105 – Beginning Keyboarding Technique**   **12.5 units, 30 hours total**
    f. **MOA 101 – *Beginning Medical Terminology**   **3 units, 3 hours weekly**
    A motion was made and seconded to approve items 7a-f, as new distance education hybrid courses. Ms. Maria Clinton stated that due to an imminent need related to funding for the Palmdale Center, the division is requesting that these courses, which are already approved as online only, also be approved as hybrid. The department took the existing approved distance education language and added the face-to face component, which will be an orientation at the start of the course. Ms. Clinton continued to explain that the memo justifying the imminent need has already been received by AP&P. Motion carried.

8. **CONSENT ITEMS** – Revised Courses – First Reading (*These are <u>minor</u> changes to a course that do not alter the standards required by Title 5, but are necessary to keep a course current and relevant. These changes alone may not require review by the full committee but may be reviewed by the faculty representative and faculty cochair and placed on an agenda as "consent items."
    a. **ECON 101 – *Principles of Macroeconomics**   3 units, 3 hours weekly
    b. **ECON 102 – *Principles of Macroeconomics**   3 units, 3 hours weekly
    c. **BUS 105 – *Business Mathematics**   3 units, 3 hours weekly
    d. **CIS 101 – *Introduction to Computer Information Science**   3 units, 4 hours weekly
    e. **CIS 111 – *Introduction to Programming and Algorithms**   3 units, 4 hours weekly
    f. **DRFT 130 – *Architectural Drafting 1**   3 units, 6 hours weekly
    g. **DRFT 240 – *Electronic Drafting**   3 units, 6 hours weekly
    h. **ENGR 130 – Materials Science**   3 units, 3 hours weekly
    i. **ENGR 130L – Materials Science Lab**   1 units, 3 hours weekly
    j. **ENGR 210PS – *Statics Problem Solving Session**   1 unit, 1 hour weekly
    k. **NS 110 – Professional Nursing I**   1.5 units, 1.5 hours weekly
    l. **NS 120 – Professional Nursing II**   0.5 unit, 0.5 hour weekly
    m. **NS 240 – Professional Nursing IV**   1 unit, 1 hour weekly
    n. **PSY 215 – *Psychology of Prejudice**   3 units, 3 hours weekly
    A motion was made and seconded to approve items 8a-n Course Outline of Record revisions. Ms. Maria Clinton stated that changes have only been made the Typical Homework Assignments, Methods of Instruction, Methods of Evaluation, and/or Suggested Textbook sections of the Course Outline of Record and review by the full committee is not necessary. AP&P Faculty representative and cochair have reviewed and approve of the revisions. Motion carried.

9. **ACTION ITEMS** – Revised Courses – Second Reading
    a. **CA 171 – *Introduction to Networking**   **3 units, 4 hours weekly**
    b. **CA 171 DE – *Introduction to Networking**   **3 units, 4 hours weekly – Revised Hybrid**
    c. **CA 176 – *Windows 2003 Networking**   **3 units, 4 hours weekly**
        Title Change to: Windows Server Networking
    d. **(CCA) 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 171or CA 175 and Eligibility for ENGL 099, READ 099 and MATH 102
    e. **NF 102 DE – *Nutrition and Food for Children**   **3 units, 3 hours weekly – New Hybrid**
        Committee Requested revisions to #3 Accessibility
    f. **READ 175 – Literacy Tutoring & Supervised Field Experience**   **4 units, 8 hours weekly**
        Committee Requested revisions to Homework Page
        A motion was made and seconded to approve items 9a-f Course Outline of Record revisions. Ms. Maria Clinton stated that the faculty have made all requested changes. Motion carried.

10. **ACTION ITEMS** – Revised Courses – Second Reading
    a. **ACRV 198 - *Heating and Air Conditioning Seminars**   **Variable units, Variable hours**
        A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACRV 198 - *Heating and Air Conditioning Seminars. Ms. Maria Clinton explained to the committee that it is necessary for this COR to be extremely general since it is an umbrella course and all courses under this will need their own COR approved by AP&P. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

    b. **FTEC 125 – Haz Mat First Responder Operations**   **1.5 units, 24 hours total**
        A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 125 – Haz Mat First Responder Operations. Mr. Robert Falb was present to discuss the corrections made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

    c. **FTEC 129 – Wildland Public Information Office, Prev & Inv**   **3 units, 3 hours weekly**
        A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 125 – Haz Mat First Responder Operations. Mr. Robert Falb was present to discuss the revisions and corrections made to the COR.. After a brief moment, the committee requested that the SCANS language be added under the objectives and a minor correction needed to be made to the Course Content. Ms Maria Clinton stated that these revisions were minor and if faculty approves, Mrs. Melissa Jauregui can make these two corrections. Motion carried.

11. **DISCUSSION ITEMS** – Revised Courses – First Reading
    a. **ENGL 256 – *Chicano Literature**   **3 units, 3 hours weekly**
        A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 256 – *Chicano Literature. Mr. Mark Hoffer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

    b. **ENGL 257 – *Native American Literature**   **3 units, 3 hours weekly**
        A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACCT 201 – *Financial Accounting. Mr. Mark Hoffer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

    c. **ENGL 299 – *Special Topics in Literature**   **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. Mr. Mark Hoffer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

    d. **HD 100 – *Basic Strategies for College Success**   **1.5 units, 24 hours total**
        A motion was made and seconded to approve the revisions made to the Course Outline of Record for HD 100 – *Basic Strategies for College Success. Mr. Rodney Schilling was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that corrections be made to the Course objectives and Methods of Instruction. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried.

e. **HD 100 DE – *Basic Strategies for College Success**   **1.5 units, 24 hours total – New Online Only**
A motion was made and seconded to approve the new Distance Education proposal for HD 100 DE – *Basic Strategies for College Success. Mr. Rodney Schilling was present to discuss the nature of this new distance education request. After a brief moment, the committee requested that corrections be made to item 3 and 3a. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried.

f. **HD 103 – *Career Planning**   **1.5 units, 24 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for HD 103 – *Career Planning. Mr. Rodney Schilling was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that corrections be made to the Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried.

g. **HD 103 DE – * Career Planning**   **1.5 units, 24 hours total – New Online Only**
A motion was made and seconded to approve the new Distance Education proposal for HD 103 DE – * Career Planning. Mr. Rodney Schilling was present to discuss the nature of this new distance education request. After a brief moment, the committee requested that corrections be made to item 3 and reference to the use of a specific program be removed and replace with more general language in case the faculty decide to use different software programs. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried.

h. **(CCA) MATH 135 – *Plane Trigonometry**   **3 units, 3 hours weekly**
Advisory: Completion of MATH 102, or Eligibility for MATH 135 and Completion of MATH 080, and Eligibility for College Level Reading or Completion of ENGL 101
Revised to:
Advisory: Eligibility for College Level Reading or Completion of ENGL 101
Prerequisite: Completion of MATH 102 and MATH 080, or Eligibility for MATH 135
A motion was made and seconded to approve the revisions made to the Course Outline of Record for MATH 135 – *Plane Trigonometry. Mr. Tooraj Gordi was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that corrections be made to how the prerequisites and advisories are listed on the page. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for MATH 135 – *Plane Trigonometry. Motion carried.

i. **ACCT 113 – *Bookkeeping II**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACCT 113 – *Bookkeeping II. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

j. **ACCT 205 – *Managerial Accounting**   **4 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACCT 205 – *Managerial Accounting. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

k. **ACCT 201 – *Financial Accounting**   **4 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ACCT 201 – *Financial Accounting. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

l. **ACCT 201 DE – *Financial Accounting**   **4 units, 4 hours weekly – Revised Hybrid**
A motion was made and seconded to approve the revisions made to the Distance Education proposal for ACCT 201 DE – *Financial Accounting. Mr. Dave Champagne was present to discuss the revisions made to the Distance Education proposal. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

m. **BUS 113 – *Business Communications**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for BUS 113 – *Business Communications. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

n. **BUS 212 – *Women in Organizations**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for BUS 212 – *Women

in Organizations. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

o. **BUS 212 DE – *Women in Organizations**   **3 units, 3 hours weekly – Revised Online Only**
A motion was made and seconded to approve the revisions made to the Distance Education proposal for BUS 212 DE – *Women in Organizations. Mr. Dave Champagne was present to discuss the revisions made to the Distance Education proposal. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. The committee did ask though how Mrs. Beverly Beyer planned to use role play in a Distance Education course. Mrs. Melissa Jauregui was asked to email Mrs. Beyer for clarification. Motion carried.

p. **MGT 121 – *Human Resources Management**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for MGT 121 – *Human Resources Management. Mr. Dave Champagne was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

q. **MKTG 101 – *Principles of Marketing**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for MKTG 101 – *Principles of Marketing. Mr. Dave Champagne was present to discuss the revisions made to the COR. Mrs. Sharon Lowry stated that the Mathematical component was missing from the Homework page and requested the faculty to send a statement of clarification. Ms. Maria Clinton requested that the statement be sent or revisions be made and submitted no later than 5:00 p.m. Friday, May 21, 2010. Motion carried.

r. **BUS 101 – *Introduction to Business**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for BUS 101 – *Introduction to Business. Ms. Donna Meyer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

s. **OT 113 – *Advanced Microsoft Word**   **3 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for OT 113 – *Advanced Microsoft Word. Ms. Donna Meyer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

t. **OT 201 – *Administrative Office Procedures**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for OT 201 – *Administrative Office Procedures. Ms. Donna Meyer was present to discuss the revisions made to the COR. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

u. **CIS 101 DE – *Introduction to Computer Information Science**   **3 units, 4 hours weekly**
v. **CIS 113 – *Data Structures**   **3 units, 4 hours weekly**
w. **CIS 123 – *Assembly Language & Computer Architecture**   **3 units, 4 hours weekly**
x. **CIS 141 – *Intro Basic Programming**   **3 units, 4 hours weekly**
A motion was made and seconded to table items 11u-x due to the absence of the faculty members and/or proxy. Ms. Maria Clinton stated that the faculty member is currently out of town but plans to attend the next AP&P meeting to discuss the revisions made to these courses. Motion carried.

y. **ENGR 210 – Statics**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGR 210 – Statics. Dr. Les Uhazy was present to discuss the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

z. **CHEM 205 – Quantitative Analysis**   **4 units, 6 hours weekly (3 hours lecture, 3 hours lab)**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CHEM 205 – Quantitative Analysis. Mr. Jeff Cooper was present to discuss the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

aa. **MOA 101 – *Beginning Medical Terminology**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for MOA 101 – *Beginning Medical Terminology. Dr. Karen Cowell was present to discuss the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

bb. VN 110 DE – Self-Care: Fundamentals and Pharmacology   12.5 units, 362 hours total – NEW Hybrid
A motion was made and seconded to approve the new Distance Education proposal for VN 110 DE – Self-Care: Fundamentals and Pharmacology. Dr. Karen Cowell was present to discuss the nature of this new distance education request. After a brief moment, the committee requested that any mention of specific individuals on campus be removed and corrections be made to item 1, 2 and 3. Ms. Maria Clinton requested that revisions be made and that this return to the agenda as a second reading. Motion failed.

cc. LIB 107 – *Information Literacy   3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for LIB 107 – *Information Literacy. Mr. Scott Lee was present to discuss the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

dd. LIB 107 DE – *Information Literacy   3 units, 3 hours weekly – Revised Online Only
A motion was made and seconded to approve the revisions made to the Distance Education proposal for LIB 107 DE – *Information Literacy. Mr. Scott Lee was present to discuss the revisions made to the Distance Education proposal. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

ee. THA 102 – *Introduction to Stagecraft   3 units, 2 hours lecture weekly, 48 hours lab total
ff. THA 103 – *Introduction to Stage Lighting   3 units, 2 hours lecture weekly, 48 hours lab total
gg. THA 120D – *Rehearsal and Perfomrance: Children's Theatre   1-3 units, 54-162 hours total
A motion was made and seconded to table items 11ee-gg due to the absence of the faculty members and/or proxy. Mrs. Sharon Lowry stated that these three courses are several years out of compliance and if the faculty members are not present at the next meeting to discuss the course revisions then these will be pulled from the 2010-2011 College Catalog and will not be offered until approved by AP&P. Motion carried.

hh. PSY 235 – Child Psychology   3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for PSY 235 – Child Psychology. Mr. Fredy Aviles was present to discuss the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

12. **DISCUSSION ITEMS** – New Community Service Offering – First Reading
    a. **Conditioning for the Sport of Football – Perry Jehlicka**
    A motion was made and seconded to approve the new Corporate and Community Education course offering of Conditioning for the Sport of Football. Mr. Perry Jehlicka was present to discuss the course offering. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

    b. **Medical Transcription (Online) – Career Step**
    A motion was made and seconded to approve the new Corporate and Community Education course offering of Medical Transcription (Online). Mr. Doug Webb was present to discuss the course offering. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

    c. **Math Pre-screening Assessment Workshop for Pharmacy – Deborah Sinness**
    A motion was made and seconded to approve the new Corporate and Community Education course offering of Math Pre-screening Assessment Workshop for Pharmacy. Ms. Deborah Sinness was present to discuss the course offering. After a brief moment, it was decided that Corporate and Community Education needed to charge the students an enrollment fee due to the use of campus facilities and administrative time spent offering a course. Motion carried pending the revision and communication of an enrollment fee.

    d. **Security Guard Training Requirement – Additional 16 hours – Sgt. Bruce Rowe**
    A motion was made and seconded to approve the new Corporate and Community Education course offering of Security Guard Training Requirement. Sgt. Bruce Rowe was present to discuss the course offering. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

    e. **Back to Basics Traffic School – Sonia Hicks**
    A motion was made and seconded to approve the new Corporate and Community Education course offering of Back to Basics Traffic School. Ms. Sonia Hicks was present to discuss the course offering. After a brief moment, it was decided that the maximum enrollment be changed to 40 participants. Motion carried.

13. **DISCUSSION ITEMS** – Degree/Certificate Change Request – First Reading
    a. **Computer Networking Certificate**
    A motion was made and seconded to table items 13a due to the absence of the faculty members and/or proxy. Ms. Maria

Clinton stated that the faculty member is currently out of town but plans to attend the next AP&P meeting to discuss the revisions made to the Computer Networking Certificate. Motion carried.

b. **Family Consumer Education Degree**
A motion was made and seconded to approve the revisions made to the Family Consumer Education Degree. Dr. Karen Cowell was present to discuss the revisions made to this degree program. She stated that she wanted to list this program in the catalog with a clear 60 unit degree requirement, however, it is currently listed with too many options and felt it is confusing to the student in the current format. Dr. De'Nean Coleman-Carew stated that it should not be confusing at all since it is the responsibility of the counselors to clarify any confusion when students are entering a degree program. Dr. Coleman-Carew stated that she would work with Dr. Cowell to develop the format of this degree. Ms. Maria Clinton stated that this will return to the agenda as a second reading. Motion failed.

14. **DISCUSSION ITEMS** – Obsolete Course Request – First Reading
    a. **CHEM 222 – Organic Chemistry Support Laboratory**
    b. **LAC 939 – Prep for Success in Corp Train**
    c. **LAC 941 – Special Topics in WFDV**
    d. **LAC 942 – Learning Skills Lab for WFDV**
    e. **THA 105 – Introduction to Lighting Design**
    Ms. Maria Clinton stated that the division is requesting that the above courses be made obsolete. This will return to the next agenda as an action item.

15. **DISCUSSION ITEMS** – Obsolete Course Request – Second Reading
    a. **OT 107 – Keyboarding Speed and Accuracy**
    b. **NS 199 – Work Experience**
    c. **WDTO 901 – App Water Treat & Dist Math I & II**
    d. **WDTO 905 – Basic Water Supply Science**
    e. **WDTO 910 – Water Chemistry and Quality**
    f. **WDTO 915 – Water Distribution I**
    g. **WDTO 916 – Water Distribution II**
    h. **WDTO 920 – Water Treatment I**
    A motion was made and seconded to approve designating action items 15a-h as obsolete courses. Motion carried.

16. **DISCUSSION ITEMS** – Remove Discipline from Catalog Request – Second Reading
    a. **Culinary Arts**
    b. **Nurse Aide and Home Health Aide**
    A motion was made and seconded to approve removing action items 16a-b from the college catalog. Motion carried.

17. **ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P**
    Business and Computer Studies
    a. ACCT 113 – Bookkeeping II (In process)
    b. ACCT 121 – Microcomputer Accounting (Rcvd 5/6/10 + DE)
    c. ACCT 201 – Financial Accounting (In process)
    d. ACCT 205 – Managerial Accounting (In process)
    e. BUS 101 – Introduction to Business (In process)
    f. BUS 105 – Business Mathematics (In process)
    g. BUS 113 – Business Communications (In process)
    h. BUS 212 – Women in Organization (In process)
    i. CA 121 – Microcomputer Spreadsheets (Rcvd 5/6/10 + DE)
    j. CA 131 – Microcomputer Database Management (In process)
    k. CA 171 – Introduction to Networking (In process)
    l. CA 176 – Windows 2003 Networking (In process)
    m. CA 182 – Network Security (In process)
    n. CA 221 – Computer Concepts & Appl Business (Rcvd 5/6/10 + DE)
    o. CIS 101 – Intro Computer Info Science (In process)
    p. CIS 111 – Intro Programming & Algorithms (In process)
    q. CIS 113 – Data Structures (In process)
    r. CIS 123 – Assem Lang & Computer Architect (In process)
    s. CIS 141 – Intro Basic Programming (In process)
    t. CIS 175 – Java Programming
    u. MGT 121 – Human Resources Management (In process)
    v. MKTG 101 – Principles of Marketing (In process)

    w. OT 105 – Beginning Keyboarding Technique (DE In process)
    x. OT 113 – Adv MS Word (In process)
    y. OT 201 – Admin Office Procedures (In process)

Instructional Resources
    a. LIB 107 – Information Competency (In process)

Language Arts
    a. ENGL 256 – Chicano Literature (In process)
    b. ENGL 257 – Native-American Literature (In process)
    c. ENGL 299 – Special Topics in Literature (In process)
    d. READ 175 – Literacy Tutor & Supervised Field Experience (Pending revisions 11/4/09; In process; DE pending revisions)

Math/Science and Engineering
    a. DRFT 130 – Architectural Drafting I (In process)
    b. DRFT 240 – Electronic Drafting (In process)
    c. ENGR 130 – Materials Science (In process)
    d. ENGR 130L – Materials Science Lab (In process)
    e. ENGR 210 – Statics (In process)

Noncredit
    a. LAC 939 – Prep for Success in Corp Train (Rcvd 5/4/10; Obsolete Memo In process)
    b. LAC 941 – Special Topics in WFDV (Rcvd 5/4/10; Obsolete Memo In process)
    c. LAC 942 – Learning Skills Lab for WFDV (Rcvd 5/4/10; Obsolete Memo In process)
    d. WDTO 901 – App Water Treat & Dist Math I & II (Rcvd 4/15/10; Obsolete Memo In process)
    e. WDTO 905 – Basic Water Supply Science (Rcvd 4/15/10; Obsolete Memo In process)
    f. WDTO 910 – Water Chemistry and Quality (Rcvd 4/15/10; Obsolete Memo In process)
    g. WDTO 915 – Water Distribution I (Rcvd 4/15/10; Obsolete Memo In process)
    h. WDTO 916 – Water Distribution II (Rcvd 4/15/10; Obsolete Memo In process)
    i. WDTO 920 – Water Treatment I (Rcvd 4/15/10; Obsolete Memo In process)

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

Technical Education
    a. ACRV 198 – Heating and Air Conditioning Seminars (In process)
    b. FTEC 125 – Haz Mat First Responder Operations (In process)
    c. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation (In process)

Visual & Performing Arts
    a. THA 102 – Introduction to Stagecraft (In process)
    b. THA 103 – Introduction to Stage Lighting (In process)
    c. THA 105 – Introduction to Lighting Design (Obsolete Memo In process)
    d. THA 120D – Rehearsal and Performance: Children's Theatre (In process)

18. ADJOURNMENT

A motion was made and seconded to adjourn the May 13, 2010 AP&P Committee Meeting at 6:25 p.m. Motion carried.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: April 22, 2010
LOCATION: TE7 103 – Computer Room
TIME: 3:10 p.m.

MEMBERS PRESENT		MEMBERS ABSENT	GUESTS PRESENT
Beverly Beyer, Faculty	Scott Lee, Faculty	Cynthia Littlefield,	Ed Beyer
Maria Clinton, Cochair	Mrs. Sharon Lowry, V. P.	Faculty	Dexter Cummins
De'Nean Coleman-Carew,	Academic Affairs	Sheronda Myers, Voting	Robert Falb
Faculty	Rick Motawakel, Faculty	ASO	Tom Graves
Margaret Drake, Dean	David Newman, Faculty	David Newby, Faculty	Mark Hoffer
Tooraj Gordi, Faculty	Duane Rumsey, Faculty	Les Uhazy, Dean	Willard Howard
Lee Grishman, Articulation	LaDonna Trimble, Dean		Anne Rees
Linda Harmon, Faculty	Darcy Wiewall, Faculty		

2009-2010
Academic Policies & Procedures Committee Meeting No. 11
AGENDA

1. **CALL TO ORDER AND ROLL CALL**
   A motion was made and seconded to call the April 22, 2010 AP&P Committee Meeting to order at 3:10 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:10 p.m. Motion carried.

   Ms. Clinton requested a motion to amend the agenda to delete discussion item 10a. A motion was made and seconded to delete discussion item 10a. Motion carried.

2. **OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR**
   Ms. Maria Clinton stated that Mrs. Melissa Jauregui compiled a list of all courses that are scheduled to be revised during the 2010-2011 academic year. This list is separated by area and will be past out at the end of the meeting. She continued to state that the catalog deadlines will be adhered to and no exceptions will be made in the next AP&P year. She requested that faculty be notified now of their outdated courses so that there is plenty of time to revise the courses and submit the necessary paperwork.

   Ms. Maria Clinton also stated that after this meeting no other revised course material will be implanted in the new catalog. Due to the accreditation visit, the catalog must be fully implemented online by June 1, 2010. In order to meet this deadline, all material must be received by the AP&P office no later than April 30, 2010. This includes ALL requested changes to program descriptions and the various catalog pages that were sent to the divisions and departments for review.

3. **APPROVAL OF MINUTES –** March 25, 2010
   A motion was made and seconded to approve the March 25, 2010 Academic Policies and Procedures committee meeting minutes. Mrs. Beverly Beyer stated that the Work Experience section of the minutes were correct since they clearly noted that the maximum enrollment in the program is limited to section of course offering and not semester since the Dean decides how many sections of the program should be offered each semester. Mrs. Lowry agreed that the Dean decides the number of section offerings and that this committee simply recommends/decides on the number of students per section, which the minutes clearly state. Motion carried.

4. **INFORMATIONAL ITEMS (5 minutes each)**
   a. **CurricUNET Update and Training Schedule**
      The last CurricUNET (C-Net) beta testing session was completed on April 16th. Ms. Maria Clinton thanked everyone who participated. All the corrections, modifications, and suggestions requested by the participants were forwarded to Mr. Steve Thyberg on Monday April 19, 2010. Mr. Thyberg said that it would take approximately 2 weeks for their staff to implement the changes that we requested. Once Mr. Thyberg informs us that the system is ready, either Ms. Clinton or Melissa Jauregui will be notifying the committee. Ms. Maria Clinton also requested that the committee consider dates for the CurricUNET training since GoverNET (C-Net) provides 2 days of onsite training. This training consists of 4– 2 hour sessions per day for user training. If we use the onsite training this semester, then we might forget some things over the summer break. Mr. Steve Thyberg has suggested that he conduct online training sessions toward the end of this semester, and then when we return in the fall, he will conduct the onsite training sessions, as well. Mr. Duane Rumsey asked if Mr.

Greg Krynen is involved in the CurricUNET implementation process. Ms. Maria Clinton stated that he has been invited to all meetings referring to this program; however, he has not attended. The AP&P Committee decided to offer one online based training on May 27, 2010 from 3:00-5:00 p.m. during the last AP&P meeting. The AP&P committee also requested to hold two onsite trainings in the Fall for the campus community.

b. **Repeatability for the ESL courses not permitted by Title 5**
Ms. Maria Clinton stated that the ESL courses can not carry a repeatability number due to specific Title 5 language that excludes these courses. As a result, the repeatability designation has been removed from all ESL courses and the appropriate faculty member has already been notified.

5. **REPORTS (10 minutes each)**
a. **Mission Statement Feedback from Division Representatives**
Ms. Maria Clinton stated that at the last AP&P meeting the committee had decided that they like the current language of our mission statement, however it needed to be separated and categorized because it was too lengthy. The first and shorter part would be called the "Mission" and the second more lengthy part needed to be identified with either of the following suggested headers from the committee members:
- Mission's Breadth of Offerings
- Offerings within the Mission

The reps were asked to go back to their divisions, obtain feedback and report their findings, however Ms. Maria Clinton received a communication from a staff member with an additional suggestion which stated that the entire piece is our mission statement (determined by education code.) I would suggest perhaps the first one "mission" and the second one "educational mission." Ms. Maria Clinton asked the committee if the wished to consider this additional suggestion or if the wished to consider simply bolding and underlining the font "We Offer". The committee decided to simply bold and underline the words "We Offer" making a clearer distinction from the actual mission and the more descriptive language.

b. **Catalog Feedback from Division Representatives**
Ms. Maria Clinton stated that there seems to be some communication error concerning the catalog discussion at the last meeting. AP&P is not recommending that the catalog not be printed at all; rather AP&P is only recommending that the printed version be done every other year due to the 4-yr institutions requirements of printed catalogs. Any approved revisions to the catalog occurring between the printed cycles will be posted online, which will be posted every year or every semester depending on AP&P recommendation. However, if an addendum is preferred then one could be posted online and/or printed if significant changes have been made. Ms. Maria Clinton requested the committee to share recommendations or ideas in regards to this topic. A question was asked regarding the reason to print a catalog at all and instead offer the catalog every year online only. Ms. Clinton stated that she was under the impression that the 4-year colleges would not accept transfer course descriptions unless it was printed in a catalog format. She also stated that at the previous AP&P meeting someone mentioned that we could make necessary changes to the online version, but that means that if someone has 2010-2012 catalog rights, what was in the catalog in Fall 2010 may not be the same as what is in the catalog in Spring 2012. Ms. Clinton stated that according to Carol Eastin we printed a new catalog every other year a long time ago and during that time, it was not updated until the new publication came out. Dr. Lee Grishman stated that the 4-year institutions should not have any problems with our campus only printing the catalog every other year or not at all since other colleges no longer have printed catalogs. Additional discussion took place and the committee requested that research be conducted to make sure that printed catalogs are not needed any longer before the representatives take this topic back to their divisions. Ms. Maria Clinton agreed to do additional research on this topic and present her findings at a later meeting.

6. **DISCUSSION ITEMS (10 minutes each)**
a. **Cooperative Work Experience Education**
Ms. Maria Clinton passed out a packet of proposed CORs for the Work Experience courses and stated that she wanted to recap that at the last AP&P meeting the committee approved the recommendation of the instructor-to-student load for the WE courses should be 15 maximum. The committee also requested that the document, "Cooperative Work Experience Education," language would be updated to ensure that any WE instructor would know that the in-person safety inspection initial meeting was mandatory, and that a subsequent student/supervision in person meeting was mandatory as well. (Two in person meetings required).
Ms. Clinton also stated that Tom O'Neil provided "The Faculty's Role in Work Experience" language which states that the faculty will perform the following duties:
1. Provide appropriate advice and counsel to the student.
2. Assist the student and the supervisor/employer in developing learning objectives.
3. Consult in person at least once each semester with the supervisor/employer at the student's workstation to discuss the student's educational growth on the job.
4. Consult in person at least once each semester with the student to discuss the student's educational growth on the job.

      5. Assign a letter grade reflecting the student's successful completion of the learning objectives, finishing assignments in a timely manner, the quality of work performed, and the evaluation from the supervisor/employer.

Ms. Clinton stated that this language is not very clear concerning the "screen work stations to ensure that all conditions pertaining to the health, safety, and welfare of the students are protected." She continued to explain that the WE courses were separated into two courses, WE 197 General Work Experience would identify work that did not pertain to the students degree and WE 199 Occupational Work Experience would identify work that directly related to the students degree program. A question was asked as to how this course appears on student transcripts. Mrs. LaDonna Trimble stated that she would research that question and report back to the committee. Ms. Clinton requested the committee members to review the purposed CORs for this program and email any corrections, suggestions, or revisions to her by April 30, 2010. Ms. Clinton stated that these CORs will be placed on the next agenda for approval purposes.

b. SLO incorporated in syllabus

Ms. Maria Clinton stated that she received feedback from Melanie Parker, SLO Cochair, who stated that after discussion by the SLO Committee, the following is their position on "Should SLOs be part of the syllabus?":

      "We agree that SLOs must be communicated to students but believe that faculty should have academic freedom to communicate SLOs to students using whatever format they believe is best. The SLO Committee plans to compile a list of suggested practices and post it on the SLO website."

Mrs. Sharon Lowry requested that the minutes for this meeting clearly indicate that it is not the administrations recommendation that the SLOs not be included in the syllabus since this contradicts accreditations advisement on this subject. Mrs. Lowry stated that when the accrediting team comes in the Fall they will be looking at whether or not the SLOs are included in the syllabus. Mrs. Maggie Drake suggested that Mrs. Lowry bring this concern to the SLO committee and present the specific accreditation advisement language. Dr. Ed Beyer suggested that the online Website for the SLOs and the CORs have a clear link navigating between the two sites. A motion was made and seconded to table this item until Mrs. Lowry is able to address this concern with the SLO committee at their next meeting. Motion carried.

c. Catalog Rights Statement Amendment

Dr. Lee Grishman passed out a handout and stated that the first criteria for the catalog rights on page 59 of the catalog needed to be eliminated since it contradicts the legal opinion of the CCC Chancellor's Office rendered in The General Counsel November, 2009 issue. No motion was made since this change is mandatory.

7. ACTION ITEMS

a. Mission Statement

A motion was made and second to bold and underline the words "We Offer" making a clearer distinction from the actual mission and the more descriptive language. Motion carried.

b. Recommendation for a 2 year printed catalog

This item will return to a later agenda see 5b for additional information.

8. DISCUSSION ITEMS – Revised Courses – First Reading

a. **COMM 215 – Public Relations Communication**   **3 units, 4 hours weekly**

Change course hours to 3 hours weekly

A motion was made and seconded to approve the revisions made to the Course Outline of Record for COMM 215 – Public Relations Communication. Mr. Tom Graves was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the word prerequisite be add in the Course Requisite section, section 4 of the homework be condense and the homework hours be adjusted for Other Assignments, and minor word changes be made to the Methods of Instruction. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

b. **ENGL 256 – *Chicano Literature**   **3 units, 3 hours weekly**
c. **ENGL 257 – *Native American Literature**   **3 units, 3 hours weekly**
d. **ENGL 299 – *Special Topics in Literature**   **3 units, 3 hours weekly**

A motion was made and seconded to postpone these items to the next agenda due to the most up-to-date version of the Course Outline of Record not being included in this meetings packet. Motion carried.

e. **AJ 208 – Introduction to Forensic Science**   **3 units, 3 hours weekly**

A motion was made and seconded to approve the revisions made to the Course Outline of Record for AJ 208 – Introduction to Forensic Science. Mr. Willard Howard and Mr. Dexter Cummings were present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the word mock be

added to section 2 of the Homework Assignments to describe the type of crime scene. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

f.   **CA 131 – *Relational Database Management and Design   3 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CA 131 – *Relational Database Management and Design. Dr. Ed Beyer was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that a minor correction be made to the Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

g.   **FTEC 102 – *(I-200) Basic Incident Command System   1 units, 16 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 102 – *(I-200) Basic Incident Command System. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Objectives and Homework Assignments. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

h.   **FTEC 111 – *Fire Protection Organization   3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 111 – *Fire Protection Organization. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

i.   **FTEC 112 – *Fire Prevention Technology   3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 112 – *Fire Prevention Technology. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

j.   **FTEC 113 – *Fire Protection Equipment and Systems   3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 113 – *Fire Protection Equipment and Systems. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

k.   **FTEC 114 – *Building Construction for Fire Protection   3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 114 – *Building Construction for Fire Protection. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

l.   **FTEC 115 – *Fire Behavior and Combustion   3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 115 – *Fire Behavior and Combustion. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Content, Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

m.   **FTEC 120 – *(S-212) Wildfire Powersaws   2 units, 32 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 120 – *(S-212) Wildfire Powersaws. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Content, Homework Assignments, and Methods of Instruction. The division was also asked to look of the word Powersaws in the title to determine if this should be two words. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

n. **FTEC 122 – *Wildland Firefighter**   **4 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 122 – *Wildland Firefighter. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Objectives, Course Content, and Homework Assignments. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

o. **FTEC 125 – Haz Mat First Responder Operations**   **1.5 units, 24 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 125 – Haz Mat First Responder Operations. Mr. Robert Falb was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments, as well as look at the Homework Hours to determine if enough homework is assigned. Ms. Maria Clinton requested that the revisions be made and returned to AP&P. Motion failed.

p. **FTEC 126 – *Wildland Fire Behavior**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 126 – *Wildland Fire Behavior. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

q. **FTEC 127 – *Wildland Firefighter Safety and Survival**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 127 – *Wildland Firefighter Safety and Survival. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Description, Course Objectives, Course Content, Homework Assignments and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

r. **FTEC 128 – *Wildland Fire Operations**   **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 128 – *Wildland Fire Operations. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Content, Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

s. **FTEC 129 – Wildland Public Information Office, Prev & Inv** **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 129 – Wildland Public Information Office, Prev & Inv. Mr. Robert Falb was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee noticed that the fourth page of the Course Outline of Record was missing and requested that identified spelling errors be corrected in the Homework Assignments, and any where else there may be a misspelling. Ms. Maria Clinton requested that the revisions be made and returned to AP&P. Motion failed.

t. **FTEC 130 – *Wildland Fire Logistics, Finance and Planning** **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 130 – *Wildland Fire Logistics, Finance and Planning. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Objectives, and Homework Assignments. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

u. **FTEC 131 – *(L-280) Followership to Leadership**   **1 units, 16 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 131 – *(L-280) Followership to Leadership. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

v. **FTEC 132 – *(S-131) Advanced Firefighter Training**   **0.5 units, 8 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 132 – *(S-131) Advanced Firefighter Training. Mr. Robert Falb was present and gave a brief description of the revisions made to the

Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Objectives, Methods of Instruction, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

w. **FTEC 137 – *(S-211) Portable Pumps and Water Use   1 units, 16 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 137 – *(S-211) Portable Pumps and Water Use. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

x. **FTEC 138 – Wildland Engine Firefighter   4 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 138 – Wildland Engine Firefighter. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

y. **FTEC 142 – *(P-151) Wildland Fire Origin & Cause Det   1.5 units, 27 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 142 – *(P-151) Wildland Fire Origin & Cause Det. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Content, Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

z. **FTEC 150 – *(S-270) Basic Air Operations   0.5 units, 16 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 150 – *(S-270) Basic Air Operations. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

aa. **FTEC 240 – *Fuel Management and Fire Use   1.5 units, 24 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for FTEC 240 – *Fuel Management and Fire Use. Mr. Robert Falb was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that identified spelling errors be corrected in the Course Description, Homework Assignments, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

bb. **READ 150 – *Speed Reading   2 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for READ 150 – *Speed Reading. Dr. Anne Rees was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested a minor grammar correction to section 1 of the Homework Assignments. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, April 30, 2010. Motion carried.

cc. **READ 175 – Literacy Tutoring and Supervised Field Experience   4 units, 8 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for READ 175 – Literacy Tutoring and Supervised Field Experience. Dr. Anne Rees was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, the committee requested that the homework hours be adjusted since the tutoring hours are already included in the course hours. Ms. Maria Clinton requested that the revisions be made and submitted to AP&P for a second reading. Motion failed.

dd. **OT 105 – Beginning Keyboarding Technique   1 units, 30 hours total**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for OT 105 – Beginning Keyboarding Technique. Beverly Beyer was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

9. **DISCUSSION ITEMS** – Revised Courses

a. **NF 100 – *Nutrition**   **3 units, 3 hours weekly – Third Reading**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for NF 100 – *Nutrition. Ms. Maria Clinton stated that due to a mix up in Academic Affairs the revisions made to this COR were requested at the May 28, 2009 AP&P meeting and this is returning to the agenda for approval. Motion carried.

b. **NF 100 DE – *Nutrition**   **3 units, 3 hours weekly – New Hybrid First Reading**
A motion was made and seconded to approve the new hybrid distance education proposal for NF 100 – *Nutrition. Linda Harmon was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that no revisions needed to be made and the distance education proposal was acceptable. Motion carried.

c. **NF 102 – *Nutrition and Food for Children**   **3 units, 3 hours weekly – Third Reading**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for NF 102 – *Nutrition and Food for Children. Ms. Maria Clinton stated that due to a mix up in Academic Affairs the revisions made to this COR were requested at the May 28, 2009 AP&P meeting and this is returning to the agenda for approval. Motion carried.

d. **NF 102 DE – *Nutrition and Food for Children**   **3 units, 3 hours weekly – New Hybrid First Reading**
A motion was made and seconded to approve the new hybrid distance education proposal for NF 102 DE – *Nutrition and Food for Children. Linda Harmon 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 revisions needed to be made to item 3 and 3a. Ms. Maria Clinton requested that the revisions be made and returned to AP&P. Motion failed.

10. **DISCUSSION ITEMS** – Degree/Certificate Change Request – First Reading
    a. Computer Networking Certificate
    Postponed to a later agenda per motion above.

11. **DISCUSSION ITEMS** – Material Fee Increase Request – First Reading
    a. **NS 111 – Fundamentals of Nursing Science**
    b. **NS 121 – Obstetrical, Neonatal and Women's Health Nursing**
    c. **NS 231 – Pediatric, Community Health Nursing**
    d. **NS 232 – Psychiatric/Geriatric/Community Health Nursing**
    e. **NS 241 – Medical/Surgical Nursing II**
    f. **VN 101 – Self-care: Fundamentals and Pharmacology**
    g. **VN 102 – Nursing to Promote Self-Care Agency in the Adult Patient and the Child-Bearing Family**
    h. **VN 103 – Nursing to Promote Self-Care Agency in the Adult, the Child and the Dependent-Care Agent**
    Ms. Maria Clinton stated that the division is requesting that the material fee be increased for the above courses as stated on the submitted paperwork. A motion was made and seconded to approve discussion items 11a-11h. Motion carried

12. **DISCUSSION ITEMS** – Obsolete Course Request – Second Reading
    a. **ACRV 215 – Commercial Refrigeration Systems and Controls**
    b. **ACRV 225 – Commercial Air Conditioning Controls and Systems**
    A motion was made and seconded to approve designating action items 12a-b as obsolete courses. Motion carried.

13. **DISCUSSION ITEMS** – Obsolete Course Request – First Reading
    a. **OT 107 – Keyboarding Speed and Accuracy**
    b. **NS 199 – Work Experience**
    c. **WDTO 901 – App Water Treat & Dist Math I & II**
    d. **WDTO 905 – Basic Water Supply Science**
    e. **WDTO 910 – Water Chemistry and Quality**
    f. **WDTO 915 – Water Distribution I**
    g. **WDTO 916 – Water Distribution II**
    h. **WDTO 920 – Water Treatment I**
    Ms. Maria Clinton stated that the division is requesting that the above courses be made obsolete. This will return to the next agenda as an action item.

14. **DISCUSSION ITEMS** – Obsolete Discipline Request – First Reading
    a. **Culinary Arts**
    b. **Nurse Aide and Home Health Aide**
    Ms. Maria Clinton stated that the division is requesting that the above disciplines be made obsolete. This will return to the next agenda as an action item.

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

Business and Computer Studies
   a. ACCT 113 – Bookkeeping II (Rcvd 4/7/10; Tech Rev 4/7/10)
   b. ACCT 121 – Microcomputer Accounting
   c. ACCT 201 – Financial Accounting (Rcvd 4/7/10 + DE; Tech Rev 4/7/10)
   d. ACCT 205 – Managerial Accounting (Rcvd 4/7/10; Tech Rvw 4/7/10)
   e. BUS 101 – Introduction to Business (Rcvd 3/23/10 + DE; Tech Rvw 3/24/10; Pending Rev 4/7/10; Returned)
   f. BUS 105 – Business Mathematics (Rcvd 4/1/10; Tech Rvw 4/7/10)
   g. BUS 113 – Business Communications (Rcvd 3/29/10; Tech Rvw 4/1/10)
   h. BUS 212 – Women in Organization (Rcvd 4/1/10 +DE; Tech Rvw 4/1/10)
   i. CA 121 – Microcomputer Spreadsheets
   j. CA 131 – Microcomputer Database Management (Rcvd 3/11/10; Tech rvw. 3/18/10; In process)
   k. CA 171 – Introduction to Networking (Pending revisions from faculty 3/16/10)
   l. CA 176 – Windows 2003 Networking (Pending revisions from faculty 3/16/10)
   m. CA 182 – Network Security (Pending revisions from faculty 3/16/10)
   n. CA 221 – Computer Concepts & Appl Business
   o. CIS 101 – Intro Computer Info Science
   p. CIS 111 – Intro Programming & Algorithms (Rcvd 4/1/10; Tech Rvw 4/7/10)
   q. CIS 113 – Data Structures (Rcvd 4/1/10; Tech Rvw 4/7/10)
   r. CIS 123 – Assem Lang & Computer Architect (Rcvd 4/1/10; Tech Rvw 4/7/10)
   s. CIS 141 – Intro Basic Programming (Rcvd 4/1/10; Tech Rvw 4/7/10)
   t. CIS 175 – Java Programming
   u. MGT 121 – Human Resources Management (Rcvd 4/1/10; Tech Rev 4/1/10)
   v. MKTG 101 – Principles of Marketing (Rcvd 3/29/10; Tech Rev 4/1/10)
   w. OT 105 – Beginning Keyboarding Technique (Rcvd 3/23/10 + DE; Tech Rvw 3/24/10; Pending DE Rev. 4/7/10; Returned; COR In process)
   x. OT 113 – Adv MS Word (No SLO; Rcvd 3/23/10; Tech Rvw 3/24/10)
   y. OT 201 – Admin Office Procedures (Rcvd 3/23/10)

Instructional Resources
   a. LIB 107 – Information Competency (Rcvd 3/29/10 + DE; Tech Rev 4/1/10)

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

Math/Science and Engineering
   a. DRFT 130 – Architectural Drafting I (Rcvd 4/15/10)
   b. DRFT 240 – Electronic Drafting (Rcvd 4/16/10)
   c. ENGR 130 – Materials Science (Rcvd 4/15/10)
   d. ENGR 130L – Materials Science Lab (Rcvd 4/15/10)
   e. ENGR 210 – Statics (Rcvd 4/15/10)

Noncredit
   a. LAC 939 – Prep for Success in Corp Train (No SLO)
   b. LAC 941 – Special Topics in WFDV (No SLO)
   c. LAC 942 – Learning Skills Lab for WFDV (No SLO)
   d. WDTO 901 – App Water Treat & Dist Math I & II (Rcvd 4/15/10; Obsolete Memo In process)
   e. WDTO 905 – Basic Water Supply Science (Rcvd 4/15/10; Obsolete Memo In process)
   f. WDTO 910 – Water Chemistry and Quality (Rcvd 4/15/10; Obsolete Memo In process)
   g. WDTO 915 – Water Distribution I (Rcvd 4/15/10; Obsolete Memo In process)
   h. WDTO 916 – Water Distribution II (Rcvd 4/15/10; Obsolete Memo In process)
   i. WDTO 920 – Water Treatment I (Rcvd 4/15/10; Obsolete Memo In process)

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

Technical Education
   a. ACRV 198 – Heating and Air Conditioning Seminars (Rcvd 12/9/09; First Reading 3/25/10; Pending Rev)
   b. FTEC 102 – (I-200) Bas Incd Comm Sys (Tech Rev 3/23/10; In process)
   c. FTEC 120 – (S-212) Wildfire Powersaws (Tech Rev 3/23/10; In process)
   d. FTEC 122 – Wildland Firefighter (Tech Rev 3/23/10; In process)
   e. FTEC 125 – Haz Mat First Responder Operations (Tech Rev 3/23/10; In process)
   f. FTEC 126 – Wildland Fire behavior (Tech Rev 3/23/10; In process)
   g. FTEC 127 – Wildland Firefighter Safety and Survival (Tech Rev 3/23/10; In process)
   h. FTEC 128 – Wildland Fire Operations (Tech Rev 3/23/10; In process)
   i. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation (Tech Rev 3/23/10; In process)
   j. FTEC 130 – Wildland Fire Logistics, Finance and Planning (Tech Rev 3/23/10; In process)
   k. FTEC 131 – (L-280) Followership to Leadership (Tech Rev 3/23/10; In process)
   l. FTEC 132 – (S-131) Advanced Firefighter Training (Tech Rev 3/23/10; In process)
   m. FTEC 137 – (S-211) Portable Pumps and Water Use (Tech Rev 3/23/10; In process)
   n. FTEC 138 – Wildland Engine Firefighter (Tech Rev 3/23/10; In process)
   o. FTEC 150 – (S-270) Basic Air Operations (Tech Rev 3/23/10; In process)
   p. FTEC 240 – Fuel Management and Fire Use (Tech Rev 3/23/10; In process)

Visual & Performing Arts
   a. THA 102 – Introduction to Stagecraft (Technical Review 5/2009; Rcvd 4/12/10)
   b. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009; Rcvd 4/12/10)
   c. THA 105 – Introduction to Lighting Design (No SLO)
   d. THA 120D – Rehearsal and Performance: Children's Theatre (Technical Review 5/2009: pending revisions)

16. ADJOURNMENT

A motion was made and seconded to adjourn the April 22, 2010 AP&P Committee Meeting at 6:35 p.m. Motion carried.

Communicating SLOs to Students

Faculty are responsible for the development and assessment of student learning outcomes (SLOs) within their discipline. SLOs are the specific observable or measureable results expected subsequent to a learning experience and provide evidence that learning occurred as a result of a specified course, program activity, or process.

In addition to developing and assessing SLOs, faculty are responsible to communicate the purpose and goals of these SLOs to students. What do students need to know about SLOs?

Students need to know:
- **Approved course-specific SLOs and how they are assessed,**
- **How SLO assessment results are being used to improve the course and/or corresponding program effectiveness, AND that**
- **SLOs and their assessments are used only to evaluate the effectiveness of a course or program, NOT to determine an individual student's performance in the course or program.**

Faculty choose how to best communicate SLO information to their students, using one of the following recommended practices:
- **Integrate SLOs on the course syllabus, or**
- **Include SLOs as a separate attachment to the course syllabus, or**
- **Post SLOs in course specific online files (Blackboard, myAVC, etc.)**

Regardless of the method you select to communicate to students, please provide an opportunity for student dialog in order to facilitate student engagement in the process. Communication of SLOs to students should occur within the first week of the course, the same time frame in which faculty are required to provide a course syllabus.

Suggestions to frame student discussion of SLOs:
- **Remind students that SLOs are not the same as course objectives.**
- **SLOs are broad, measureable goals of student learning that are overarching outcomes for a course or program.**
- **SLOs will be used by faculty and college staff to analyze student learning needs, to enhance student services, to evaluate course and program effectiveness, and to influence decisions regarding college planning and operations.**

If you need further information, please view the samples posted on the SLO web page. (http://www.avc.edu/administration/organizations/slo/documents.html)

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

COURSE SUBJ. & NO: LAC 900 **COURSE TITLE:** Supervised Tutoring

Instructor (print): Dorothy K. Williams

Division: IRES

Required Signatures:

AP&P Representative: _____   **Date:** _____
                        (division approval required)

Division Dean: _____   **Date:** _____

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: LAC 900   **COURSE TITLE:** Supervised Tutoring

What method of technological delivery will be used to offer this course (see glossary)?
    ☐ *ITV*   x *online*   *Hybrid*

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

Today's students are increasingly comfortable with and very adept at developing online relationships. The tutorial relationship is based upon communication, primarily verbal, but also visual. This communication can be directly replicated through various technologies. Allowing tutoring to take place via distance technology (primarily synchronously but not excluding asynchronously) through the use of communication tools such as video conferencing, and chat would allow greater access to tutorial services for all our students.

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

Some technology is already in place with more planned for fall.

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 Lancaster Learning Center is fully equipped with assistive technologies and the Palmdale Learning Center has some technology already in place and more planned.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

N/A

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

Since most of the meetings between the tutor and the tutee will be synchronous, the time will be exactly the same as face to face interaction.

5. METHODS OF INSTRUCTION:

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

Contact between the tutor and tutee will be equal to the face to face contact in the tutorials, and like the face to face tutorials, the faculty who are supervising the tutorials will be monitoring the interactions.

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

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: Reading and computations are dependent upon the assignments of the course for which tutoring is offered. The tutor may occasionally provide additional handouts and study skills materials to read. Materials may be faxed, emailed, or made availble on the Learning Center website. The tutee may also write metacognitively about his/her learning during each tutorial session.

Off-line: Students will have the option of coming into either the Palmdale or Lancaster Learning Centers for face to face tutorials as they can be arranged.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Noncredit Course Outline

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

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify those students who would benefit most from taking this course.)*
Upon faculty/counselor referral, students receive tutoring in a designated subject area in the Learning Center. Tutorial sessions focus on course content of the subject tutored and emphasize the study skills necessary to be successful in college. Cumulative progress plus attendance records will be maintained for this non-credit, open-entry/open-exit course. No tuition will be charged, nor will grades be received. The course will not appear on the student's transcript. (Students may repeat as many times as content faculty or Learning Center faculty deem necessary as long as repeatability is consistent with District policy.)

COURSE OBJECTIVES: *(These should be stated as performance-based, measurable objectives. These objectives are common to all students and should be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Identify, analyze, and discuss areas for study skills improvement.
2. Identify his/her learning modality preferences.
3. Discuss his/her motivation, knowledge acquisition, retention, and performance with his/her tutor and/or the faculty learning specialist.
4. Develop a study improvement plan.
5. Choose, apply, and evaluate specific new study strategies.
6. Demonstrate progress in the ability to study independently using metacognitive behaviors.
7. Develop critical thinking in his/her learning process within the context of the tutorial.

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

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

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

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

Course Subject & Number: LAC 900
Course Name: Supervised Tutoring
TYPICAL HOMEWORK/IN CLASS ASSIGNMENTS: READING, WRITING, COMPUTATIONAL, OTHER

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

1. *Describe nature and frequency of <u>reading</u> assignments and tests, if applicable:*
Reading is dependent upon the assignments of the course for which tutoring is offered. The tutor may occasionally provide additional handouts and study skills materials to read.

2. *Describe nature and frequency of <u>writing</u> assignments and tests, if applicable:*
In addition to the writing necessary for the course for which tutoring is offered, the tutee may also write metacognitively about his/her learning during each tutorial session.

3. *Describe nature and frequency of <u>computational</u> assignments and tests, if applicable:*
Computation is dependent upon assignments of the course for which tutoring is offered.

4. *Describe other types of assignments and tests, if applicable*:
Study skills assessments may be required.

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

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

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

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

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

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

For tutorials, evaluation will be based on the following:
1. Tutor observation of the student's participation in a directed learning activity developed by Faculty Learning Specialists which provides structure for the tutorial (Objectives 1-7).
2. Student's completion of a learning modality inventory (Objective 2) and a study skills inventory (Objective 1).

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

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

SECTION I

Date   Initial

AP&P Representative: _5/4/69_ _DN_
(indicates division review and approval)

Division Dean/Director: _5/4/09_

Faculty Name: (print) _Janet Leighton_   Date _5/1/09_

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

COURSE SUBJECT & NUMBER: THA 102

COURSE TITLE: *Introduction to Stagecraft

☐ **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:
Revisions made to course objectives 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: THA 102

COURSE NAME: *Introduction to Stagecraft

COURSE UNITS: 3 **COURSE HOURS:** 2 Hours Lecture weekly, 48 Hours total Lab

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Eligibility for MATH 070 and Eligibility for College Level Reading and ENGL 099 or satisfactory completion of ENGL 101.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
A broad-based introduction to the physical stage. Included are the physical theatre and organization of the modern technical theatre, with a focus on the tools, materials, methods and decision-making procedures used in the creating and moving of scenery and stage properties. Also included is an introduction to the basic elements of scenic design which allows the student to develop an aesthetic understanding and an ability to make value judgments regarding the design and execution of scenic elements for theatrical productions. (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, define, and discuss the different physical forms in which theatre is presented and the organization of various technical personnel involved in a theatrical production.
2. Recognize and identify the different types of scenery and properties used in the theatre, including methods of categorization and construction, and the methods by which scenery is supported and moved.
3. Identify, compare, and contrast the different tools and materials used in the construction and painting of scenery and properties.
4. Analyze the process of selection of the best tool/materials for the job, as well as formulate alternate solutions to methods of fabrication.
5. Identify, define, and discuss styles of scenic design.
6. Recognize and analyze some of the basic problems facing the theatrical set designer, and how these problems may be solved (artistically and technically).

Course Subject & Number: THA 102
Course Name: *Introduction to Stagecraft

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. PHYSICAL FORMS OF THEATRE
   a. Vocabulary of theatrical spaces
   b. Proscenium, Thrust, Arena and Flexible Space Theatres
II. TYPES OF SCENERY
   a. 2 Dimensional
   b. 3 Dimensional
   c. Drafting conventions for the scenic elements
III. MATERIALS AND TOOLS USED IN CONSTRUCTING SCENERY
   a. Wood and woodworking tools
   b. Metal and other materials
   c. Fabrics
   d. Hardware
IV. CONSTRUCTING SCENERY
   a. Drops and Drapes
   b. Framed Scenery
   c. Platforms, Ramps and Steps
   d. Non-weight bearing structures
V. PAINTING SCENERY
   a. Textured and Sculptured surfaces
   b. Components of paint and identification
   c. Painting tools
   d. Methods & procedures of painting
   e. Texturing with paint
VI. STAGE PROPERTIES
   a. Categorization of props
   b. Prop acquisition and fabrication
VII. HANDLING SCENERY
   a. Types of Scene Shifts
   b. Methods of moving scenery
VIII.SCENE DESIGN AND THE THEATRE
   a. Scene Design as a Visual Art
   b. Considerations for the Scenic Designer

Course Subject & Number: THA 102
Course Name: *Introduction to Stagecraft

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 are required to read approximately 30 pages of textbook material each week and/or material written above the 10th grade level.

2. *Describe nature and frequency of typical <u>writing</u> assignments if applicable; note if any are required:*
Assignments may include essays or short answers to questions on quizzes and the final.

3. *Describe nature and frequency of typical <u>computational</u> assignments if applicable; note if any are required:*
Basic math skills - simple addition, subtraction, division and multiplication of whole numbers and fractions, throughout the semester.

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:*
Take home quizzes.

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: 3   *Writing Assignments:* 1

Computational Assignments: less than 1/2   *Other Assignments:*   2

Course Subject & Number: THA 102
Course Name: *Introduction to Stagecraft

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, demonstration, multimedia presentations, directed group work, class discussions and critiques.

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

Objective tests to determine completion of reading materials and material covered in lectures and lab.

Objective examinations will demonstrate students' abilities to identify, analyze and compare theatrical personnel organizations, physical forms, specific materials and tools used to build and paint scenery, methods of supporting and moving scenery. (1,2,3)

Completion of lab exercises will determine students' ability to select and utilize the best tools/materials and construction techniques for building and moving various units of scenery. (4,6)

Additional written assignments may include the identification, definition and discussion of styles of scenic design. (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.)
Scene Design and Stage Lighting, W. Oren Parker, Cengage Learning, May 2008, 9th Edition
Theatrical Design and Production, J. Michael Gillette, McGraw-Hill Companies, October 2007, 6th Edition

COURSE NUMBER:	THA 102
COURSE TITLE:	*Introduction to Stagecraft
COURSE UNITS:	3
COURSE HOURS:	2 hours lecture weekly
	48 hours total laboratory

ADVISORY: Eligibility for MATH 100 and Eligibility for College Level Reading and ENGL 100 or satisfactory completion of ENGL 101.

COURSE DESCRIPTION:
A broad-based introduction to the physical stage. Included are the physical theatre and organization of the modern technical theatre, with a focus on the tools, materials, methods and decision-making procedures used in the creating and moving of scenery and stage properties. Also included is an introduction to the basic elements of scenic design which allows the student to develop an aesthetic understanding and an ability to make value judgments regarding the design and execution of scenic elements for theatrical productions. (R1)

COURSE OBJECTIVE: (Stated as performance objectives. These objectives are common to all students enrolled in the course and include all sections.)

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

1. Identify, define and discuss the different physical forms in which theatre is presented and the organization of various technical personnel involved in a theatrical production. Students will apply their understanding of the characteristics of these physical forms and roles of personnel during class discussions, examinations, and incorporation into a writing assignment.

2. Recognize and identify the different types of scenery and properties used in the theatre, including methods of categorization and construction, and the methods by which scenery is supported and moved, including self supporting scenery, wagons, rigging and grips. Students will apply their understanding of the characteristics of each type to examples of scenery and properties during class discussions, lab assignments, examinations, and incorporation into a writing assignment.

3. a. Identify, compare and contrast the different tools and materials used in the construction and painting of scenery and properties.
   b. Students will analyze the process of selection of the best tool/materials for the job, as well as formulate alternate solutions to methods of fabrication. Students will collect and construct projects using the proper tools and materials during lab assignments, and will define and discuss the proper tools and materials for stagecraft projects during class discussions, examinations, and incorporation into a writing assignment.

4. Identify, define and discuss styles of scenic design, recognize and analyze some of the basic problems facing the theatrical set designer, and how these problems may be solved (artistically and technically). Students will apply their understanding of the solutions designers produce through during class discussions and within a writing assignment.

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

SECTION I   Date   Initial

AP&P Representative: **5/4/09**   *DN*
(indicates division review and approval)

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

Division Dean/Director: **5/1/09**   *(signature)*

Faculty Name: (print) _Janet Leighton_   Date **5/1/09**

COURSE SUBJECT & NUMBER: THA 103

COURSE TITLE: *Introduction to Stage Lighting

☐ **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:
Revisions made to course objectives and methods of evaluation

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SECTION II   Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: THA 103

COURSE NAME: *Introduction to Stage Lighting

COURSE UNITS: 3 **COURSE HOURS:** 2 Hours Lecture weekly, 48 Hours total Lab

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Eligibility for MATH 070 and Eligibility for College Level Reading and ENGL 099 or satisfactory completion of ENGL 101.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
A broad based introduction to lighting the stage. Included are elements of physical theatre as they relate to lighting, and organization of the modern technical theatre. The course focuses on the fundamentals of electricity as it applies to the theatre technician, light sources, instruments and their components, usage of dimmers and control consoles, interconnect systems, color media and selection. These technical elements are incorporated into an introduction to the basic elements of lighting design, which allows the student to develop an aesthetic understanding and an ability to make value judgments regarding the design of theatrical productions. (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, define, and discuss the different physical forms in which theatre is presented and the organization of various technical personnel involved in a theatrical production.
2. Define and discuss the fundamentals of electricity as it applies to the theatre technician.
3. Recognize and identify different lighting instruments, including their components and typical accessories.
4. Recognize and identify various types of dimmers and control consoles found in theatres.
5. Identify, define, and discuss the most common color media used for stage lighting, and basic color theory as it applies to light.
6. Identify, define, and discuss styles of lighting design.
7. Recognize and analyze the basic problems facing the theatrical lighting designer, and possible solutions (artistically and technically).

Course Subject & Number: THA 103
Course Name: *Introduction to Stage Lighting

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. PHYSICAL FORMS OF THEATRE
   a. Vocabulary of theatrical spaces
   b. Proscenium, Thrust, Arena and Flexible Space Theatres
2. QUALITIES OF LIGHT
   a. Intensity
   b. Distribution
   c. Color
   d. Movement
3. STYLES OF LIGHTING
   a. Visibility
   b. Motivated Lighting
   c. Non-Motivated Lighting
4. ELECTRICITY
   a. Electric Units of Measurement
   b. The Power Formula
   c. Circuits
   d. Conductors & Insulators
   e. Cable & Connectors
5. LIGHT SOURCES
   a. Incandescent & Tungsten Halogen
   b. Part of the Lamp - Bulb, Base & Filament
6. INSTRUMENTS
   a. Ellipsoidal Reflector Spotlights
   b. Fresnel Spotlights
   c. PAR Cans
   d. Strip lights
   e. Followspots
   f. Floodlights
   g. Automated Fixtures
7. INTENSITY CONTROL
   a. Dimmers
   b. Control Consoles
8. COLOR AND LIGHT
   a. Color and Design
   b. Color Theory and Light
   c. Color Mixing
   d. Color Media
9. LIGHTING DESIGN AND THE THEATRE
   a. Lighting Design as a Visual Art
   b. Considerations for the Light Designer
10. THE LIGHT PLOT
   a. Graphic Standards of Lighting Design
   b. How to Read and Hang a Light Plot

Course Subject & Number: THA 103
Course Name: *Introduction to Stage Lighting

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

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*
Students are required to read approximately 30 pages of textbook material each week and/or material written above the 10th grade level.

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*
Assignments may include essays or short answers to questions on quizzes and the final.

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*
Basic math skills - simple addition, subtraction, division and multiplication of whole numbers and fractions, throughout the semester.

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

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:* 1

Computational Assignments: less than 1/2   *Other Assignments:*   2

Course Subject & Number: THA 103
Course Name: *Introduction to Stage Lighting

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, demonstration, multimedia presentations, directed group work, class discussions and critiques.

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

Objective tests to determine completion of reading materials and material covered in lectures and lab.

Objective examinations will demonstrate students' abilities to identify, analyze and compare theatrical personnel organizations, physical forms, fundamentals of electricity, and components of the interconnect system. (1,2,3, 4, 5)

Completion of lab exercises will determine students' ability to identify and use the components of the interconnect system. (2,3,4,5,7)

Additional written assignments may include the identification, definition and discussion of styles of lighting design. (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.)
Scene Design and Stage Lighting, W. Oren Parker, Cengage Learning, May 2008, 9th Edition
Theatrical Design and Production, J. Michael Gillette, McGraw-Hill Companies, October 2007, 6th Edition

COURSE SUBJECT & NUMBER: THA 103
COURSE NAME: *Introduction to Stage Lighting
COURSE UNITS: 3 units
COURSE HOURS: 5 hours weekly

Advisory: Eligibility for MATH 050 and Eligibility for College Level Reading 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).*
A broad based introduction to lighting the stage. Included are elements of physical theatre as they relate to lighting, and organization of the modern technical theatre. The course focuses on the fundamentals of electricity as it applies to the theatre technician, light sources, instruments and their components, usage of dimmers and control consoles, interconnect systems, color media and selection. These technical elements are incorporated into an introduction to the basic elements of lighting design, which allows the student to develop an aesthetic understandning and an ability to make value judgments regarding the design of theatrical productions..☐☐

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 – Identify, define and discuss the different physical forms in which theatre is presented and the organization of various technical personnel involved in a theatrical production. Students will demonstrate their understanding during class discussions, examinations, and incorporation into a writing assignment.
2 – Define and discuss the fundamentals of electricity as it applies to the theatre technician, and will demonstrate their understanding during class discussions, lab assignments, and examinations.
3 - Recognize and identify different lighting instruments, including their components and typical accessories. Students will compare and contrast instruments, and analyze the light produced by each type of instrument and it's typical use by the designer. Students will apply their understanding of these lighting instruments during class discussions, lab assignments, examinations, and incorporation into a writing assignment.
4 – Recognize and identify various types of dimmers and control consoles found in theatres, with an in-depth study of at least one model, and will demonstrate their understanding during class discussions, lab assignments, and examinations.
5 – Identify, define and discuss the most common color media used for stage lighting, and basic color theory as it applies to light. Students will identify and select color media during class discussions, lab assignments, examinations, and incorporation into a writing assignment.
6 – Identify, define and discuss styles of lighting design, recognize and analyze the basic problems facing the theatrical lighting designer, and possible solutions (artistically and technically). Students will apply their understanding design solutions through during class discussions and incorporation into a writing assignment.

☐☐

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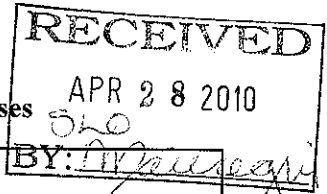
SECTION I

	Date	Initial
AP&P Representative:	4/28/10	DN

(indicates division review and approval)

Division Dean/Director: *N.C.* 4-29-10

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

Faculty Name: (print) ____JOHN MARK BRANNER____   Date __4·12·2010__

COURSE SUBJECT & NUMBER: THA 120D

COURSE TITLE: *Rehearsal and Performance: Children's Theater

☐ **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:

Updated information to make it consistent with other THA 120 courses. Updated suggested/required textbooks. Matched descriptions to current standards. Updated language for course content, methods of evaluation, etc.

SECTION II   Course/Catalog Information

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

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

☐ **No** (course offered for letter grade only) **Explain:**

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

2. Course Justification (check all that apply):

☐ AA/AS Degree   ☐ Vocational Education (see page 4, section VIII)

☐ Transfer   ☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is __not__ sufficient:*

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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COURSE SUBJECT & NUMBER: THA 120D

COURSE NAME: * Rehearsal and Performance: Children's Theater

COURSE UNITS: 1-3 **COURSE HOURS:** 54-162

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

Limitation on Enrollment: Audition 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#).*

Students will participate in a departmental production, performing a role in a children's theater play or serving in a specific production-related function assigned by the director. The number of units awarded is based on the total time required for the assigned role or function. (R3) (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. Examine stylistically appropriate choices for the components of a particular production: character, plot, language, music, spectacle,and theme.
2. Value the discipline required to respond to the unpredictable conditions of rehearsal preparation, technical rehearsals, and live performance.
3. Formulate his/her role in the production in response to the set, lighting, costumes, props, and theater environment.
4. Appraise the characteristics of each audience and how the performers respond to those characteristics.
5. Assess the collaboration required for ensemble work with other actors and production staff.

Course Subject & Number: THA 120D
Course Name: * Rehearsal and Performance: Children's Theater

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. Production Preparation
   A. Research
   B. Exploring Design Elements

II. Performance Preparation
   A. Stretching and Physical Preparation
   B. Vocal Exercises

III. Interpretation of Direction
   A. Character Development
   B. Plot Analysis
   C. Stylization
   D. Clarification of Character's Objectives and Psychological State

IV. Acting Techniques
   A. Line Interpretations
   B. Physical Characterization
   C. Sense of "Belief"

V. Disciplines Required
   A. Memorization of Lines
   B. Character Research
   C. Create Belief

VI. Technical Skills
   A. Blocking Notation
   B. Personal Character Makeup
   C. Costume Maintenance
   D. Personal Props Maintenance

VII. Stage Techniques
   A. Cheating the Action
   B. Projection

Course Subject & Number: THA 120D
Course Name: * Rehearsal and Performance: Children's Theater

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 be required to read through the entire play by the end of the first rehearsal.
   Students will be required to read and study all scenes in which his/her character appears in the play.

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

   Students may be required to write a character analysis. Additional writing assignments may include a beat analysis for all the scenes in which his/her character appears in the play, a score of the play, and/or a design concept.

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:*

   Students will be required to memorize all portions of the play which apply to his/her character. Students will also be required to memorize the blocking or choreography of each scene that applies to their character. Students may research the style of the play, including time, setting, costume elements, etc.

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 hour   *Writing Assignments:* 0-1 hours

Computational Assignments: n/a   *Other Assignments:*   6 hours (rehearsals, memorization, etc.)

Course Subject & Number: THA 120D
Course Name: * Rehearsal and Performance: Children's Theater

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

Lectures, demonstrations, and rehearsals.

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.)*

Evaluation will be based on:
1. Critiques of regular and active participation (Objective 4 & 5).
2. Critiques of student involvement in rehearsals and performances (Objectives 1 & 3).
3. Critiques of student discipline and focus throughout the rehearsal and performance process (Objective 2).
4. Critiques of student choices in the preparation and performance of a theatrical role or production duty (Objectives 1 & 3).
5. Critiques of student effort in collaborating with all members of the project and the theatrical production team (Objective 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.)

Creating Life on Stage: A Director's Approach to Working with Actors. M. Mason. Heinemann Drama, 2006.
Between Director and Actor: Strategies for Effective Performance. M. Rees, J. Staniunas. Heinemann Drama, 2002 (Rationale: This is a useful text that has not been updated in the last five years.)
Creating a Role. C. Stanislavsky. Theatre Arts Books, reprint edition, 1989. (Rationale: This is the definitive text on acting from the early 1900s; this version is the latest modern reprint and translation.)

COURSE NUMBER: THA 120D
COURSE TITLE: *Rehearsal and Performance: Children's Theatre
COURSE UNITS: 1-3
COURSE HOURS: 54-162 hours total

ADVISORY: Eligibility for ENGL 100 and READ 099.
LIMITATION ON ENROLLMENT: Audition required.

COURSE DESCRIPTION:

Students will participate in a departmental production by performing a role in a Theatre for Young audiences production or by serving in a specific production related function as assigned by the director. The number of units awarded is based on the total time required for the assigned role or function. (R3)

COURSE OBJECTIVES: (Stated as performance objectives. These objectives are common to all students enrolled in the course and include all sections.)

1.   Demonstrate an understanding of the parameters of children's theatre including a working definition, differences and similarities between "adult" theatre and children's, a delineation of the purpose's of children's theatre, and its place in both the world of theatre in general, and the world of its specific audience, children. This understanding will be demonstrated in class discussions and rehearsals.

2.   Recognize and demonstrate an understanding of the methodology and techniques employed in children's theatre by the active participation in some aspect of an actual theatre production. This understanding will be demonstrated in written assignments as well as in rehearsals.

3.   Recognize and demonstrate an understanding of the characteristics of the child audience and how the presentation of theatre for that audience can respond to those characteristics. These understandings will include, but not be limited to, the following:
    a.   Attention spans of various age groups
    b.   The use of action for the young audience
    c.   Language considerations as they relate to age groups
    d.   The use of audience involvement in children's theatre.

4.   Create an appropriate level of stage concentration for a specific production. This ability will be demonstrated by student's ability to remember lines, create belief, and clarify the character's objectives and psychological state of being.

METHODS OF PRESENTATION:

Lecture-discussion, demonstration, individual and group laboratory exercises.

METHODS AND FREQUENCY OF EVALUATION FOR DETERMINING WHETHER THE STUDENT
OBJECTIVES HAVE BEEN MET BY STUDENTS: (Grades are based on demonstrated proficiency in subject matter and ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the instructor deems them to be appropriate, problem solving exercises or skills demonstrations by students.)

Students will receive feedback from the director at every rehearsal. The instructor regularly assesses the level to which the articulated objectives are being met.

COURSE CONTENT: (Describe course content in terms of a specific body of knowledge and the approximate number of weeks allotted to each part. Course should be designed to meet the 16-week instructional calendar excluding the final exam.)

Weeks
    1   Play analysis and character interpretation. Background research and discussion of the play, author and specific issues pertinent to the production.
    5   Blocking/staging and rehearsal of production.
    1   Technical rehearsal.
    1   Performances.

SUGGESTED TEXTS OR OTHER INSTRUCTIONAL MATERIALS (OR EQUIVALENT):

Various scripts depending on the specific Theatre for Young Audience project.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL
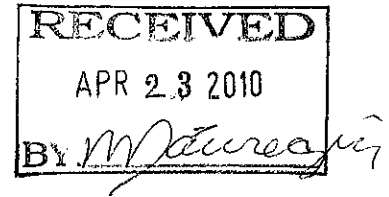
COURSE SUBJ. & NO: CIS 101   **COURSE TITLE:**   Introduction to Computer Information Science

Instructor (print): Richard Hoffman

Division: BCSED

Required Signatures:

AP&P Representative: _____   **Date:** _04-21-10_
(division approval required)

Division Dean: _K. Cawell for T. O'Neil_   Date: _4-22-10_

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: CIS 101 **COURSE TITLE:** Introduction to Computer Information Science

What method of technological delivery will be used to offer this course (see glossary)?
□ *ITV*   X□ *Online*   □ *Hybrid*

1. Why is this course particularly suited to be offered through this delivery system? This is an introductory course in computer information science designed for students with basic computer knowledge who are interested in being a computer scientist. This course is designed with lecture notes, lab assignments, test and online communications such as announcements, chats, emails and discussion boards in order to effectively communicate between students and instructors.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course? Open computer labs with software and lab assistants are available to the students in order to provide them access to computers, software and the Internet. The CIS 101 course materials are available online through the Antelope Valley College course management system to assist in the training of the students and to assist in completing the required assignments, test and to communicate with the instructor.

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) CIS 101 course materials are posted on the Antelope Valley College course management system and are accessible to anyone worldwide through the Internet. Text and graphics are used to illustrate important components and topics related to computers and computer programming, along with instructions for using Internet browsers to execute programs written by the students. Graphics components will include alternate text attributes for explanation.

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.) No single method of communication is used to communicate between the student and the instructor. Students have access to various communications methods to communicate with the instructor, such as announcements, email, discussion boards, and chat.

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting. The text book used for the online course is the same text used for all CIS 101 courses at Antelope Valley College, as are the Student Learning Objectives. However, the lecture notes, lab assignments, and online quizzes created for this online only course enhance the learning process, as do the additional material provided through links to other materials related to specific topics to supplement that supplement the CIS 101 text

5. METHODS OF INSTRUCTION:

a) *Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)* Students have access to various communications methods to communicate with the instructor, such as telephone, announcements, email, discussion boards, and chat.

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

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: This course is an entirely online course with required reading over two thirds of the course schedule, six lab assignments focusing on application of material provided in the reading of the CIS 101 text as well as lecture and lab notes, quizzes to assist in preparing for three tests. Three of the labs focus on programming applications for problem solving in order to provide a foundation to writing object oriented programming languages toward an eventual computer science degree. The COR for this online course map to the Student Learning Objectives identified for all CIS 101 courses.

Off-line:

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: CIS 101

COURSE NAME: *Introduction to Computer Information Science

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

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

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

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

A beginning course designed to acquaint the student with the general concepts and basic vocabulary of computers and information systems. Includes introduction to the organization and functions of basic components of computers and information processing systems. Instruction in programming procedures and programming logic is provided. Other topics include Internet and networking fundamentals as well as basic computer software such as spreadsheets and database applications. Appropriate for the student with a general interest in this area as well as for the student desiring to pursue further training in computer science or information systems.

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. Manage problem complexity, anticipate and deal with changes in information technology through the use of abstraction.
*2. Test a solution.
*3. Organize and navigate information structures and evaluate information.
4. Use common strategies for dealing with unexpected results.
*5. Describe and explain the functions and uses of components of general purpose computers, information systems, and networks, focusing on microcomputers.
6. Describe the digital representation of information.
7. Solve problems using algorithmic thinking and programming.
*8. Create a simple Web page using HTML.
*9. Explain the societal impact and describe the limitations of information technology.
*10. Assemble and connect components of a basic computer system.
*11. Use basic operating system features to monitor system functions, identify software related problems, and execute applications.
*12. Connect a computer to a network.
*13. Use the Internet to find information and resources.
*14. Use a computer to communicate with others.

*15. Use a spreadsheet to model simple processes or financial tables.
*16. Use a database system to set up and access useful information.
*17. Use instructional materials to learn how to use new applications or feature.

* Denotes SCANS competencies

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BY: *Mauregui*

SECTION I   Date   Initial

AP&P Representative: 04-01-10   *BJ*
(*indicates division review and approval*)

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Division Dean/Director: 4·1·10   *AO*

Faculty Name: (print) *Ronald Mummaw*   Date **3.30.10**

COURSE SUBJECT & NUMBER: CIS 113

COURSE TITLE: *Data Structures

☐ **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:
Updated to new form.
Updated textbook
Updated homework page
Updated Scans

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: CIS 113

COURSE NAME: *Data Structures

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Prerequisite: Completion of CIS 111 or CIS 161
Advisory: Eligibility for ENGL 099, READ 099 and MATH 130, and Completion of CIS 121

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
This course continues the introduction to programming and algorithms begun in CIS 111, with a particular focus on the ideas of data abstraction and object-oriented programming. Topics include object-oriented programming, fundamental data structures, design and implementation of abstract data types, common types of collections (such as stacks, queues, lists, graphs, trees and sets), algorithm analysis and complexity, search and sort algorithms, and the use of recursion. Students plan and create programs using data structures and collection types to solve problems frequently encountered by professional computer scientists. This course is intended for students majoring in CIS. (Engineering and Science majors consult counselors.)

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

1. Explain the philosophy of object-oriented design and the concepts of encapsulation, inheritance, and polymorphism.
2. * Design, implement, test, debug, and document user-defined data structures in an object-oriented programming language.
3. * Determine the time and space complexity of simple algorithms and express them in big-O (order of work) notation.
4. Discuss the computational efficiency of the principle algorithms for sorting, searching, and hashing.
5. * Compare alternative implementations of abstract data types with respect to performance.
6. * Evaluate the tradeoffs between time and space efficiencies when implementing an algorithm.
7. * Choose the appropriate type of collection for modeling a given problem.
8. Describe common applications for each type of collection.
9. * Solve problems using the fundamental data structures and the common collection types and write programs to implement those solutions.
10. Explain the value of application programming interfaces (APIs) in software development.
11. Describe the divide-and-conquer and backtracking approaches to solving problems.
12. * Demonstrate different traversal methods for trees and graphs.
13. Describe how iterators access the elements of a collection.
... *Denotes SCANS competencies.

Course Subject & Number: CIS 113
Course Name: *Data Structures

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. Overview of Object-Oriented Programming
    A.   Brief survey of some types of languages:
        1.   procedural
        2.   functional
        3.   object-oriented
    B.   Abstraction mechanisms
        1.   modules
        2.   procedures
        3.   functions
        4.   user-defined types
    C.   Design of abstract data types (ADTs)
    D.   Properties of variables
        1.   type
        2.   address
        3.   value
        4.   scope
        5.   persistence
        6.   size
    E.   Separate behavior and implementation
    F.   Encapsulation and information-hiding

II.   Object-Oriented Language Used for Course
    A.   Classes
    B.   Methods
    C.   Class variables
    D.   Instance variables
    E.   Interfaces
    F.   Inheritance
    G.   Polymorphism
    H.   Error handling
    I.   Class hierarchies
    J.   Language's class libraries
    K.   Collection classes
    L.   Iteration protocols
    M   Internal representation:
        1.   objects
        2.   methods
    N.   Runtime storage management
    O.   Implementing abstract data types

III.   Complexity of Algorithms
    A.   Basic algorithm analysis
    B.   Big O notation
    C.   Standard complexity classes
    D.   Performance measurement
    E.   Time/space tradeoffs

IV.   Fundamental Computing Algorithms
    A.   Search algorithms
        1.   Sequential searching
        2.   Binary searching
    B.   Sorting algorithms
        1.   Selection
        2.   Insertion
        3.   Quicksort
        5.   Mergesort
    C.   Hashing strategies
    D.   Traversal strategies
    E.   Recursive algorithms
        1.   Simple recursive procedures
        2.   Divide-and-conquer strategies
        3.   Backtracking strategies

V.   Data Structures
    A.   Arrays
        1.   Static
        2.   Dynamic
    B.   Linked structures
    C.   Hashing into arrays
    D.   Graph representations
        1.   Adjacency list
        2.   Adjacency matrix

VI.   Collection Abstract Data Types
    A.   Stacks
    B.   Queues
    C.   Lists
    D.   Trees
    E.   Heaps
    F.   Graphs
    G.   Sets
    H.   Bags
    I.   Maps

VII.   Software Engineering
    A.   Software development cycle
    B.   Object-oriented analysis and design
    C.   Design patterns
    D.   Design for reuse
    E.   Application programming interfaces
    F.   Class browsers and related tools

Course Subject & Number: CIS 113
Course Name: *Data Structures

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 will be required to read 30 to 60 pages of technical information from the textbook and will be guided to apply what they have learned from their reading to the creation of software plans, programs, and documentation.
Students are also required to read the documentation supplied by the compiler manufacturer which describes in detail the contents of their software library, the operation of their compiler, and the meaning of most error messages.

2. *Describe nature and frequency of typical <u>writing</u> assignments if applicable; note if any are required:*
Students will be given weekly written assignments that will require filling in blanks, writing sentences and writing short paragraphs.

3. *Describe nature and frequency of typical <u>computational</u> assignments if applicable; note if any are required:*
Students will use algebraic and Boolean logic to develope algorithms to solve problems. They will express these solutions in a computer programming language approved by the instructor.
Laboratory measurements and computational techniques will be used to express the complexity of algorithms in terms of run-time and memory space efficiencies.

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:*
NA

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　　　　　　　　　*Writing Assignments:* 2

Computational Assignments: 2　　　　　　　　*Other Assignments:*　 0

Course Subject & Number: CIS 113
Course Name: *Data Structures

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, demonstration, and instructor led discussion.
Instructor led hands-on activities.
Present audio/visual materials.
Use of individual lab assistance.

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.)*

Final grade is based on the instructor's evaluation of the student's mastery of the course content as demonstrated by:

1. The degree to which programming assignments are designed to meet the problem's requirements, correctly implement the techniques for choosing appropriate types of collections, and contain clearly written documentation. (2, 7, 9)

2. Graded final exam and one or more mid-term level exams. Grades are based on the student's ability to correctly describe the concepts of object-oriented design, determine the complexity of simple algorithms, choose the correct types of collections for specified algorithms, traverse given tree structures, and describe the space and time tradeoffs for different types of algorithms. (1, 3, 4, 5, 6, 7, 8, 10, 11, and 12)

3. Graded written homework assignments consisting of selected review questions from the textbook. (1, and 3-13)

4. Students are expected to participate in class discussions and exercises for their participation grade. (1, and 3-13)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Data Structures Using Java, Malik, Course Technology, 2003 (concepts in this area have not changed drastically since this book was published)

AP&P/ COR form 08-09

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CIS 113
COURSE NAME: *Data Structures
COURSE UNITS: 3
COURSE HOURS: 4

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

Prerequisite: Completion of CIS 111 or CIS 161
Advisory: Eligibility for ENGL 099, READ 099 and MATH 130, and Completion of CIS 121

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 continues the introduction to programming and algorithms begun in CIS111, with a particular focus on the ideas of data abstraction and object-oriented programming. Topics include object-oriented programming, fundamental data structures, design and implementation of abstract data types, common types of collections (such as stacks, queues, lists, graphs, trees and sets), algorithm analysis and complexity, search and sort algorithms, and the use of recursion. Students plan and create programs using data structures and collection types to solve problems frequently encountered by professional computer scientists. This course is intended for students majoring in CIS. (Engineering and Science majors consult counselors.)

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

1. * Explain the philosophy of object-oriented design and the concepts of encapsulation, inheritance, and polymorphism.
2. * Design, implement, test, debug, and document user-defined data structures in an object-oriented programming language.
3. * Determine the time and space complexity of simple algorithms and express them in big-O notation.
4. * Discuss the computational efficiency of the principle algorithms for sorting, searching, and hashing.
5. * Compare alternative implementations of abstract data types with respect to performance.
6. * Evaluate the tradeoffs between time and space efficiencies when implementing an algorithm.
7. * Choose the appropriate type of collection for modeling a given problem.
8. * Describe common applications for each type of collection.
9. * Solve problems using the fundamental data structures and the common collection types and write programs to implement those solutions.
10. * Explain the value of application programming interfaces (APIs) in software development.
11. * Describe the divide-and-conquer and backtracking approaches to solving problems.
12. * Demonstrate different traversal methods for trees and graphs.
13. * Describe how iterators access the elements of a collection.

* Denotes SCANS competencies.

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

SECTION I   Date   Initial

AP&P Representative: _04-01-10_   _RM_
(indicates division review and approval)

Division Dean/Director: _4·1·10_   _(signature)_

Faculty Name: (print) __Ronald Mummaw__   Date _3.31.10_

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

COURSE SUBJECT & NUMBER: CIS 123

COURSE TITLE: *Assembly Language and Computer Architecture

☐ **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:*
Updated to new form.
Updated textbook
Updated homework page
Slightly revised description to remove references to IBM

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: CIS 123

COURSE NAME: *Assembly Language and Computer Architecture

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of CIS 111, and Eligibility for ENGL 099, READ 099 and MATH 102.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
This course introduces assembly language programming and computer architecture to enable students to understand how programs are actually executed at the machine level. Students will use Intel-compatible personal computers for the detailed study of the Intel IA-32 processor instruction set and architecture and to develop programs using a macro assembler. Both 32-bit Windows console programming and 16-bit real-mode programming are covered. Topics include machine/assembly level programming, instruction formats, internal data representation, addressing modes, procedure call and return mechanisms, and how high-level language constructs are implemented at the machine level, basic microcomputer organization, instruction execution cycle, memory segmentation and paging, and details of programming the processor in both protected-mode and in real-mode. **BEFORE ENROLLING:** students should be proficient in writing programs in a high-level language.

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. Plan, code, run, debug, and document programs written in assembly language.
  2. Describe the internal representation of numerical and nonnumeric data.
  3. Demonstrate how fundamental high-level programming constructs are implemented at the machine-language level.
* 4. Select the best mode of addressing when accessing different types of data from memory.
* 5. Choose the appropriate call-return mechanism when interfacing to high-level language code.
  6. Explain how interrupts are used to implement I/O control, data transfers, and "calls" to system procedures.
  7. Describe the components of a microcomputer system.
  8. Describe the processor's fetch, decode, and execute cycle and indicate how an interrupt is handled.
  9. Explain the concept of virtual memory and how it is realized in hardware and software.
10. Describe the reason for and use of cache memory and instruction pipelining.

* Denotes SCANS competencies.

Course Subject & Number: CIS 123
Course Name: *Assembly Language and Computer Architecture

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

I. Basic Concepts
   A. Components of a microcomputer
   B. Virtual machine concept
   C. Boolean operations
   D. Truth tables
   E. Binary integer arithmetic
II. Assembly language programming
   A. Assembling, linking, and executing
   B. Instructions vs. directives
   C. Instruction format
   D. Defining data and structures
   E. Data addressing modes
   F. Using the processor's instructions
      1. Data transfers
      2. Integer arithmetic
      3. Branching and looping
      4. Conditional operations
      5. "String" instructions
      6. Bit manipulation instructions
   G. Procedures
      1. Defining procedures
      2. Call-return mechanisms
      3. Linking to a library
      4. Stack operations
   H. High-level language interface
   I. Directives that control assembling
   J. Defining segments
   K. Defining macros
   L. Debugging techniques
III. Microprocessor Architecture
   A. Instruction execution cycle
   B. Functional organization
      1. Data buses
      2. Control unit and clock
      3. Arithmetic/logical unit
      4. Instruction pipelining
   C. Memory organization
      1. Segmentation
      2. Paging
   D. Protected-mode vs. real-mode
   E. Program execution registers
   F. Instruction representation
   G. Complex vs. reduced instruction set
   H. Internal data representation
   I. Input, output, and interrupts
   J. Floating-point processor

IV. Operating System Interface
   A. 32-bit Windows console programming
   B. 16-bit Disk Operating System (DOS) programming
      1. Interrupt handling
      2. Basic Input Output System (BIOS) hardware interface

Course Subject & Number: CIS 123
Course Name: *Assembly Language and Computer Architecture

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 will be required to read 30 to 60 pages of technical information from the textbook and will be guided to apply what they have learned from their reading to the creation of software plans, programs, and documentation.
Students are also required to read the documentation supplied by the assembler manufacturer which describes in detail the operation and use of their assembler and the meaning of most error messages.

2. *Describe nature and frequency of typical <u>writing</u> assignments if applicable; note if any are required:*
Students will be given weekly written assignments that will require filling in blanks, writing sentences, and writing short paragraphs.

3. *Describe nature and frequency of typical <u>computational</u> assignments if applicable; note if any are required:*
Students will use algebraic and Boolean logic to develop algorithms to solve problems. They will express these solutions by writing assembly language programs.

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:*
NA

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   *Writing Assignments:* 2

Computational Assignments: 2   *Other Assignments:*

Course Subject & Number: CIS 123
Course Name: *Assembly Language and Computer Architecture

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, demonstration, and discussion.
Hands-on activities.
Present audio/visual materials.
Use of individual lab assistance.

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.)*

Final grade is based on the instructor's evaluation of the student's mastery of the course content as demonstrated by:
1. The degree to which programming assignments meet the problem's requirements, correctly implement the techniques covered, and contain clearly written documentation. (1, 3, 4, and 5)
2. Graded final exam and one or more mid-term level exams. (2-10)
3. Graded written homework assignments. (1, 3, 4, and 5)
4. Students are expected to participate in the class by asking questions and by answering questions asked by another student or by the instructor. (1-10)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Assembly Language For Intel-Based Computers, Fifth Edition, by Kip R. Irvine, Prentice Hall/Pearson Education, 2010
ISBN 0-13-602212-X

Please Remove

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CIS 123
COURSE NAME: *Assembly Language and Computer Architecture
COURSE UNITS: 3
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of CIS 111, and Eligibility for ENGL 099, READ 099 and MATH 102.

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

This course introduces assembly language programming and computer architecture to enable students to understand how programs are actually executed at the machine level. Students will use IBM-compatible personal computers for the detailed study of the Intel IA-32 processor instruction set and architecture and to develop programs using a macro assembler. Both 32-bit Windows console programming and 16-bit real-mode programming are covered. Topics include machine/assembly level programming, instruction formats, internal data representation, addressing modes, procedure call and return mechanisms, and how high-level language constructs are implemented at the machine level, basic microcomputer organization, instruction execution cycle, memory segmentation and paging, and details of programming the processor in both protect-mode and in real-mode. Before enrolling, students should be proficient in writing programs in a high-level language.

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. Plan, code, run, debug, and document programs written in assembly language.
  2. Describe the internal representation of numerical and nonnumeric data.
* 3. Demonstrate how fundamental high-level programming constructs are implemented at the machine-language level.
* 4. Select the best mode of addressing when accessing different types of data from memory.
* 5. Choose the appropriate call-return mechanism when interfacing to high-level language code.
* 6. Explain how interrupts are used to implement I/O control, data transfers, and "calls" to system procedures.
  7. Describe the components of a microcomputer system.
* 8. Describe the processor's fetch, decode, and execute cycle and indicate how an interrupt is handled.
  9. Explain the concept of virtual memory and how it is realized in hardware and software.
 10. Describe the reason for and use of cache memory and instruction pipelining.

* Denotes SCANS competencies.

AP&P: Sept. 99; Sept. 00; Mar 01; Aug. 02; June. 04

RECEIVED
APR 3 0 2010

SECTION I   Date   Initial

AP&P Representative: 04-29-10   *BM*
(*indicates division review and approval*)

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

Division Dean/Director: 4/28/10   *kc/rp*

Faculty Name: (print) *Ronald Mummaw*   Date *4.28.10*

COURSE SUBJECT & NUMBER: CIS 141

COURSE TITLE: *Introduction to BASIC Programming

☐ **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:
Updated to new form.
Updated textbook
Updated homework page
Removed all references to QBASIC to avoid being restricted to that particular version of BASIC.
Updated course content.

SECTION II   Course/Catalog Information

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

☐ **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
Course Outline of Record

COURSE SUBJECT & NUMBER: CIS 141

COURSE NAME: *Introduction to BASIC Programming

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of CA 103 or CIS 101, and Eligibility for ENGL 099, READ 099, and MATH 102.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
This course is an introduction to the structure of the BASIC (Beginners All-Purpose Symbolic Instructional Code) programming language, syntax, coding, program logic, and program testing. Students will learn the fundamentals of computer programming, problem specification, algorithm design, and the elements of the BASIC programming language. The course will include reading, writing, debugging, and verifying BASIC programs. This course will prepare students for entry-level programming jobs and upper division courses requiring BASIC programming experience. Engineering and Science majors should consult counselors.

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 a practical working knowledge of BASIC programming.
2. * Create computer programs in the BASIC programming language.
3. * Formulate algorithms to express problem solutions.
4. * Analyze and assess BASIC programs for correctness.
5. * Test, debug, and revise BASIC programs.
6. * Document program functionality.

* Denotes SCANS competencies.

Course Subject & Number: CIS 141
Course Name: Introduction to BASIC Programming

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

I.   Introduction to Computers and BASIC
    A.   Introduction to computers
    B.   Using secondary storage and the Disk Operating System (DOS)
II. Problem Solving
    A.   Program development cycle
    B.   Programming tools
III. Fundamentals of Programming in BASIC
    A.   Numbers
    B.   Strings
    C.   Data input
    D.   Built-in functions
    E.   Screen placement and formatting
IV. Procedures
    A.   Subprograms
    B.   Functions
    C.   Modular design
V.   Decisions
    A.   Relational and logical operators
    B.   IF blocks
    C.   SELECT CASE blocks
VI. Repetition
    A.   DO loops
    B.   Processing lists of data with DO loops
    C.   FOR/NEXT loops
VII. Arrays
    A.   Creating and accessing arrays
    B.   Sorting and searching
    C.   Two-dimensional arrays
VIII. Sequential Files
IX. Random-Access Files
    A.   Data types
    B.   Using random-access files

Course Subject & Number: CIS 141
Course Name: Introduction to BASIC Programming

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 be required to read an average of 40 pages of material from a combination of the textbook, project manuals, and programming reference books each week.

2. *Describe nature and frequency of typical <u>writing</u> assignments if applicable; note if any are required:*
Students are required to write computer code containing descriptive comments. Students may be required to submit descriptive analysis papers, analyzing the process of programming and effectiveness of the product.

3. *Describe nature and frequency of typical <u>computational</u> assignments if applicable; note if any are required:*
Students will develop multiple computational algorithms each week, depending on the complexity of the programming projects. For example, students will develop computational algorithms to calculate interest and finance charges, checkbook balancing solutions, incremental counters, and numeric accumulators.

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:*
Preparation for oral presentation and/or demonstration outlining individual projects.

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   *Writing Assignments:* 2

Computational Assignments: 2   *Other Assignments:*   0

Course Subject & Number: CIS 141
Course Name: Introduction to BASIC Programming

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

Lecture, demonstration, and instructor led discussion.
Instructor led hands-on activities.
Present audio/visual materials.
Use of individual lab assistance.

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.)*

Instructors will evaluate the following:
1. Results of examination and random quizzes that are based upon the textbook and lecture material. Examinations and quizzes may include multiple choice questions as well as demonstration of programming competency. (1-6)
2. Classroom participation in discussion of textbook and lecture material. (1-5)
3. Student's completion of assigned programming problems. (1-6)
4. Student's ability to effectively participate in group assignments (such as analyzing and debugging a program). (1-6)
5. Student's ability to make an oral presentation of a programming report. (1-6)
6. Student's demonstration of programming project. (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.)
QBasic by Example Special Edition, Greg Perry / Que/Pearson, 1993 (There is not a more recent textbook that covers this material)

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CIS 141
COURSE NAME: *Introduction to BASIC Programming
COURSE UNITS: 3
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of CA 103 or CIS 101, and Eligibility for ENGL 099, READ 099, and
MATH 102.

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

This course is an introduction to the structure of BASIC (Beginners All-Purpose Symbolic Instructional Code) programming language, syntax, coding, program logic, and program testing. Students will learn the fundamentals of computer programming, problem specification, algorithm design, and the elements of the QBASIC programming language. The course will include reading, writing, debugging, and verifying QBASIC programs. This course will prepare students for entry-level programming jobs and upper division courses requiring BASIC programming experience. Engineering and Science majors should consult counselors.

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. * Demonstrate a practical working knowledge of BASIC programming.
2. * Create computer programs in the QBASIC programming language.
3. * Formulate algorithms to express problem solutions.
4. * Analyze and assess QBASIC programs for correctness.
5. * Test, debug, and revise QBASIC programs.
6. * Document program functionality.

* Denotes SCANS competencies.

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ANTELOPE VALLEY COLLEGE
Business, Computer Studies,
and Economic Development Division
(661) 722-6370 • Fax (661) 722-6372

MEMORANDUM

DATE: March 25, 2010

TO: Academic Policies and Procedures Committee

FROM: Dr. Tom O'Neil, Dean
            Beverly Beyer, Faculty

SUBJECT: Changes in the Computer Networking Certificates

Please change requirements and electives for the Computer Networking Certificates as outlined below. One reason for the change is that CA 173 is obsolete, effective March 11, 2010. It was replaced by CIS 159.

CURRENT COMPUTER NETWORKING CORE CERTIFICATE REQUIREMENTS

Required Courses	**units**
CA 103, Intro. to Microcomputers	3
CA 107, Microcomputer Hardware and Software Support	3
CA 151, Microcomputer Operating Systems	3
CA 153, Windows Installation and System Support	3
CA 171, Intro. to Networking	3
CA 173, Novell Netware System Administration **or** CA 175, Administering Windows 2003 Server **or** CIS 157, Intro. to LINUX	3
	Total 18

NEW COMPUTER NETWORKING CORE CERTIFICATE REQUIREMENTS

Required Courses	**units**
CA 107, Microcomputer Hardware and Software Support	3
CA 151, Microcomputer Operating Systems	3
CA 171, Intro. to Networking	3
CA 175, Administering Windows 2003 Server	3
CA 176, Windows 2003 Networking	3
CA 182, Network Security	3
	Total 18

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CURRENT COMPUTER NETWORKING
MULTI-PLATFORM CERTIFICATE REQUIREMENTS

Required Courses	**units**
CA 103, Intro. to Microcomputers	3
CA 107, Microcomputer Hardware and Software Support	3
CA 151, Microcomputer Operating Systems	3
CA 153, Windows Installation and System Support	3
CA 171, Intro. to Networking	3
CA 173, Novell Netware System Administration	3
CA 175, Administering Windows 2003 Server	3
CIS 157, Intro. to LINUX	3
Program Electives	6
	Total 30

Program Electives:	**units**
Select six units from the following networking program electives.	
CA 131, Microcomputer Database Management	3
CA 132, Oracle SQL Database Management	3
CA 133, Oracle PL/SQL Programming	3
CA 176, Windows 2003 Networking	3
CA 177, Microsoft Internet Information Server	3
CA 182, Network Security	3
CIS 111, Introduction to Programming and Algorithms	3
CIS 113, Data Structures	3
CIS 123, Assembly Language and Computer Architecture	3
CIS 141, Introduction to Basic Programming	3
CIS 145, Intro. to Visual BASIC.NET Programming	3
CIS161, Introduction to C Programming	3
CIS 173, Introduction to C++ Programming	3
CIS 175, Java Programming	3

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NEW COMPUTER NETWORKING
MULTI-PLATFORM CERTIFICATE REQUIREMENTS

Required Courses	**units**
CA 107, Microcomputer Hardware and Software Support	3
CA 151, Microcomputer Operating Systems	3
CA 171, Intro. to Networking	3
CA 175, Administering Windows 2003 Server	3
CA 176, Windows 2003 Networking	3
CA 182, Network Security	3
CIS 157, Intro. to LINUX	3
CIS 159, SUSE Linux Server Administration	3
Program Electives	6
	Total 30

Program Electives:

Select six units from the following networking program electives:

CA 103, Intro. to Microcomputers	3
CA 131, Microcomputer Database Management	3
CA 132, Oracle SQL Database Management	3
CA 133, Oracle PL/SQL Programming	3
CA 153, Windows Installation and System Support	3
CA 177, Microsoft Internet Information Server	3
CIS 111, Introduction to Programming and Algorithms	3
CIS 113, Data Structures	3
CIS 123, Assembly Language and Computer Architecture	3
CIS 141, Introduction to Basic Programming	3
CIS 145, Intro. to Visual BASIC.NET Programming	3
CIS 161, Introduction to C Programming	3
CIS 173, Introduction to C++ Programming	3
CIS 175, Java Programming	3

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBA

TITLE: GRE Prep Seminar

INSTRUCTOR:
HOURS: 16 hrs. – 4 meetings

ENROLLMENT FEE: $ 250   MATERIALS/SUPPLIES FEE: $40 (workbook)

ENROLLMENT EXPECTED: 5/30

DESCRIPTION OF OFFERING: This seminar, presented by Math Magicians, Inc. will provide instruction and review of the required academic skills needed by prospective graduate students preparing to take the GRE Exam. The class includes a pre-test evaluation, and covers analytical writing, verbal strategies, and comprehensive math practice. Emphasis will be placed on test-taking tips, strategies, and skill building.

SPECIAL NEEDS:

   Facilities:

   Audio/Video: Projection system

   Other:

Required Approval by Division Dean and AP&P Representative:

Signature: _____   Date: 04-30-10

Signature: _____   Date: 04-30-10

AP&P Approval:

Date:

AP&P: 08-09

Math Magicians, Inc.

41715 50th Street West • Quartz Hill • California • 93536
www.mmtutor.com • (661) 718-3699

GRE General Test Prep
Course Description

I.   Target Audience

      a. Applicants to graduate school programs

II.   Prerequisites

      a. None

III.   Detailed Course Outline

      a. Pretest - Evaluation of areas of strength and weakness of participants

           i. Establishes baseline data in order to plan subsequent classes

           ii. Provides data for grouping participants according to their skill sets during some of the classes

      b. Analytical Writing Section

           i. Issue task (45-minute time limit on test)

                1. Students will practice choosing one of two topics, planning their response, and composing their essay by considering the complexities and implications of the issue. They will practice expressing their ideas coherently and effectively and will provide relevant reasons and examples to support their ideas.

      ii. Argument task (30-minute time limit on test)

          1. Students will learn and practice strategies for analyzing the argument, planning the critique, and composing their response by scrutinizing claims and supporting evidence while providing adequate reasoning and examples to support their critique.

  c. Verbal Section (30-minute time limit on test)

      i. Students will learn and practice valuable strategies for answering questions on the following sections: Antonyms, Analogies, Sentence Completion, and Reading Comprehension.

          1. Strategies taught include but are not limited to: Process of elimination, use of cacophony and euphony, grammatical cues, prefixes and suffixes, parallel relationships, etc.

  d. Quantitative Section (30 minutes per section)

      i. Students will engage in math content review including arithmetic, algebra and geometry.

      ii. Students will build their skill, speed and accuracy by participating in comprehensive practice sessions covering the four basic content areas.

      iii. Students will learn strategies that include but are not limited to: Picking numbers, backsolving, and elimination.

IV.   Text or Materials Required

  a. $40 materials fee for workbooks due on the first day of class

GRE Test Prep Course Outline

This seminar will help prospective graduate students prepare for the GRE Exam. Math Magicians, Inc. will provide instruction and review of the required academic skills with an emphasis on test-taking tips and strategies.

I.   Verbal Reasoning – Students will:

   a. analyze, evaluate and synthesize written material
   b. analyze relationships between parts of sentences
   c. practice recognizing relationships between words and concepts

II.   Quantitative Reasoning – Students will review and practice:

   a. basic concepts of arithmetic, algebra, geometry and data analysis
   b. quantitative reasoning

III.   Analytical Writing – Students will learn to:

   a. express complex ideas coherently and effectively
   b. scrutinize claims and supporting evidence
   c. provide adequate reasoning and examples to support ideas
   d. demonstrate ability to use standard written English

SECTION I

	Date	Initial
AP&P Representative:	5/26/10	

(indicates division review and approval)

Division Dean/Director: 5.26.10

Faculty Name: (print) _____

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Date _____

COURSE SUBJECT & NUMBER: WE 199

COURSE TITLE: Occupational Work Experience

☐ **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:
Changes to all sections of the course outline of record in addition to a title change

---

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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COURSE SUBJECT & NUMBER: WE 199

COURSE NAME: Occupational Work Experience

COURSE UNITS: 1-8 units per semester **COURSE HOURS:** Hours vary

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

Prerequisite: To participate in work experience, students must have a job or internship which is either paid or voluntary and have the approval of the supervisor and instructor supervising work experience in the specific subject area. **PRIOR TO ENROLLING**, students must attend a scheduled orientation or meet individually with the supervising instructor for an individual orientation.

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

Occupational Work Experience Education is supervised employment designed to provide students a realistic learning experience through work. The ultimate goal is to teach students those skills and attitudes that will equip them to function and adapt as an employee in a variety of situations and jobs. *Occupational Work Experience Education* is supervised employment extending classroom-based occupational learning at an on-the-job learning station related to the students' educational major or occupational goal. Credit may be accrued at the rate of one to eight units per semester. For the satisfactory completion of all types of Cooperative Work Experience Education (WE 197 and WE 199), students may earn up to a total of sixteen semester credit hours. (CSU, AVC) **(R3)**

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

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

1. Pursue a planned program of work experience which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.

2. Set specific goals to achieve during the work experience semester.

3. Successfully meet new challenges at work with increasing levels of difficulty.

4. Improve written communications by writing a paper outlining the objectives set. Discuss how well you achieved them, what skills you learned, and how you can improve your on-the-job performance in the future.

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

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

    I.   Development of Job-Related Behavioral Learning Objectives
    II.   Resume Writing
    III.   Technical Writing for Professionals
    IV.   Forms Completion for Administrative Requirements
    V.   Hours Worked to Earn College Units

Occupational Work Experience -Job is Directly Related to College Major
May earn up to 8 units/semester
May repeat course three times
Maximum of 16 units

Paid Work Experience Hours	Voluntary Work Experience Hours
75 hours of paid work = 1 unit	60 hours of volunteer work = 1 unit
150 hours of paid work = 2 units	120 hours of volunteer work = 2 units
225 hours of paid work = 3 units	180 hours of volunteer work = 3 units
300 hours of paid work = 4 units	240 hours of volunteer work = 4 units
375 hours of paid work = 5 units	300 hours of volunteer work = 5 units
450 hours of paid work = 6 units	360 hours of volunteer work = 6 units
525 hours of paid work = 7 units	420 hours of volunteer work = 7 units
600 hours of paid work = 8 units	480 hours of volunteer work = 8 units

Course/Major

ABDY	Auto Body	GEOL	Geology
ACCT	Accounting	HD	Human Development
ACRV	Air Conditioning/Refrigeration/Ventilation	HE	Health Education
AERO	Airframe and Powerplant	HIST	History
AFAB	Aircraft Fabrication and Assembly	ID	Interior Design
AGRI	Agriculture/Landscaping	INT	Interpreter Training
AH	Allied Health	JOUR	Journalism
AJ	Administration of Justice	LAC	Learning Assistance
ANTH	Anthropology	LIB	Library Studies
ART	Art	LATN	Latin
ASTR	Astronomy	MATH	Mathematics
ATH	Athletic Training	MGT	Management
AUTO	Automotive Technology	MKTG	Marketing
BIOL	Biological Sciences	MOA	Medical Assisting
BUS	Business	MUS	Music
CA	Computer Applications	MUSC	Commercial Music
CFE	Child and Family Education	NF	Nutrition and Food
CHEM	Chemistry	NS	Nursing Sciences
CHIN	Chinese	OT	Office Technology
CIS	Computer Information Science	PE	Physical Education
COMM	Communication Studies	PHIL	Philosophy
CT	Clothing and Textiles	PHOT	Photography and Photographic Imaging
DA	Dance	PHTC	Commercial Photography and Photographic Imaging
DFST	Deaf Studies	PHYS	Physics
DM	Digital Media	POLS	Political Science
ECON	Economics	PSCI	Physical Science
ED	Education (Aide)	PSY	Psychology
ELEC	Electrical Technology	RADT	Radiologic Technology
ELTE	Electronics Technology	RE	Real Estate
EMT	Emergency Medical Technology	READ	Reading
ENGL	English	REC	Recreational Leadership
ENGR	Engineering	RCP	Respiratory Care/Therapy
ERSC	Earth Sciences	SOC	Sociology
ESL	English as a Second Language	SPAN	Spanish
FREN	French	THA	Theatre Arts
FTEC	Fire Technology	VN	Vocational Nursing
FTV	Film and Television	WDTO	Water Treatment
GER	German	WELD	Welding
GEOG	Geography		

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

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 the *Cooperative Work Experience Education Student Handbook* during the semester and any additional information provided by the instructor and or supervisor.

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

Students must develop four learning objectives with the help of their employer/supervisor and/or work experience instructor. In addition, they will write a paper describing their objectives and how well they accomplished those objectives during the semester.

They will discuss the skills they learned at work and how they can improve their job performance in the future.

Students will also create a current resume.

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

Students must keep track of their hours worked throughout the semester and determine the total number of hours worked each month and for the entire semester.

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 must complete all of the forms in the Cooperative Work Experience Education Student Handbook and turn them in to their work experience instructor following the schedule set by the instructor. Many of the forms require input and signatures from their supervisor. It is the student's responsibility to make sure that all forms are complete and turned in on time.

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: *Writing Assignments*:

Computational Assignments: *Other Assignments*:

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

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do __not__ list specific instructional equipment.*

Work experience is conducted as an independent study course. The instructor will use any or all of the following instructional methodologies; individual conference, group presentations, on-site counseling and evaluation, demonstrations of acceptable work products and role-modeling.

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.)*

Assign a letter grade reflecting the student's ability to define four objectives, the performance level achieved in reaching those objectives, attendance at scheduled conferences with the instructor/employer, a written evaluation from the employer, a typed term paper and resume, and the completion of all work experience forms. (Objectives 1, 2, 3 and 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.)

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

SECTION I

	Date	Initial
AP&P Representative: *(indicates division review and approval)*	5/25/10	[signature]
Division Dean/Director:	5-24-10	[signature]

Faculty Name: (print) _____

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

Date _____

COURSE SUBJECT & NUMBER: WE 197

COURSE TITLE: General Work Experience

☒ **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:

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:** Grade determined by the amount of hours & work completed.

☐ **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: 15   *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

SECTION III

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

Student hours per week lecture: equals   units

Student hours per week lab: equals   units   **TOTAL UNITS:** Vary

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

Lecture: 60% or more of class meeting time per semester is in direct interaction with entire class at the same time:
Total Weekly Hours: x 1.0 factor =   **LHE**

Lab: Less than 25% of class meeting time per semester is in direct interaction with entire class at the same time:
Total Weekly Hours: x .67 factor =   **LHE**

Lecture/Lab: Between 25-59% of class meeting time per semester is in direct interaction with entire class at the same time:
Total Weekly Hours: x.825 factor =   **LHE**

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

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

Expenditures:

a. Will there be any special expenditures (supplies or capital outlay) incurred in offering this course?   ☒ No ☐ Yes
b. If yes, provide estimate of costs: $ Explain

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

Library Resources: *To be filled out and signed by librarian after division approval.*
Contact the collection development librarian for your area <u>*early*</u> *in the process; allow a minimum of* <u>*one week*</u> *for librarian to conduct the review and complete the "Worksheet for Library Support." After your division has approved the course, return this form to the library to be completed by the librarian; allow* <u>***one week***</u> *for this last process.*

a.   Does the Library have adequate support material for this course? ☐Yes ☐No ☐N/A
b.   If "yes," briefly explain types of support material available:

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

I   Book Collection:

      Estimated Cost: Alternative source:

II   Periodical and Index Collection:

      Estimated Cost: Alternative source:

III   Electronic Databases/Equipment/Other:

      Estimated Cost: Alternative source:

Library Signature: _____   Date: _____

SECTION V

This section is for MIS reporting and should be completed with assistance of dean or AP&P representative. Mark all that apply. For continuity, refer to the Banner Catalog to see how other courses in the discipline or program have been designated.

CATEGORY DESCRIPTIONS FOR COURSE CLASSIFICATION SYSTEM UPDATE

Check only one:

☒ **CATEGORY A:**
LIBERAL ARTS AND SCIENCES EDUCATION (T5/55001 (a) (1) A)
AND ASSOCIATE DEGREE PROGRAMS AND COURSES (T5/55001 (a) (1) B)
Courses of freshman or sophomore level leading to an Associate or Baccalaureate Degree. (Transfer code distinguishes between Associate and Baccalaureate Courses.)

☐ **CATEGORY B:**
REMEDIAL EDUCATION: DEVELOPMENTAL AND COMPENSATORY COURSES (T5/55001 (a) (1) C1)
Courses to meet the academic needs of educationally disadvantaged students or those students with diagnosed learning disabilities.

☐ **CATEGORY I:**
OCCUPATIONAL EDUCATION: CAREER AND OCCUPATIONAL COURSES (T5/ 55001) (a) (2) A,B,C)
Course that prepare persons for a career or occupation without the need for subsequent training or education in an institution of higher education (even though many such courses are, in fact, accepted for transfer by baccalaureate institutions). Career and occupational courses may also provide for upgrading of job related skills including, but not limited to, continuing education and re-licensure courses. Most courses that receive VTEA fund support should be in this category.

COURSE REPEATABILITY CRITERIA

Repeatable courses must meet the following criteria set forth in Title 5, Section 58161c and applies to physical education and visual/performing arts courses and some vocational education courses (see guidelines in AP&P *Standards & Practices Handbook*:

> **"Each identified course is one in which <u>the course content differs each time it is offered,</u>**
> [thus] . . . the student who repeats it is gaining an expanded educational experience."

<u>In addition to the above, each repeatable course must also meet one of the following justifications</u>:
Check one.

☐ A. Skills or proficiencies are enhanced by supervised repetition and practice in class;
  or
☒ B. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

Course Repeatability: ☐ No   ☒ Yes   Course can be repeated <u>3</u> times.
(The maximum number of times a course may be repeated is <u>three</u>.)

Note: Repeatability designation is not intended for basic skills (reading, writing, math) or ESL courses.
Title 5 allows unlimited repeats for courses that meet "legally mandated training requirements."

STUDENT ACCOUNTABILITY MODEL CODES: (SAM)
Select one:

☐ **A** Apprenticeship
☐ **B** Advanced Occupational
☐ **C** Clearly Occupational
☐ **D** Possibly Occupational
☒ **E** Non-occupational

COURSE TRANSFERABILITY CATEGORIES:
Select one:

☒ **A** Transferable to CSU and UC
☐ **B** Transferable to CSU only
☐ **C** Not Transferable; <u>AA/AS Degree</u> Applicable
or
☐ **C** Not Transferable: <u>Non-Degree</u> Applicable

SECTION VI: Course Program Status

(Title 5, section 55100: Chancellor's Office required information for local approval and state reporting)
For new courses, check the appropriate box so that course may be correctly coded.
For revised courses, check appropriate box *only if* the course is being added to or deleted from an existing program.

Check only one:

☐ This is a required core course or a course on the list of restricted electives (indicated by specific course title and number) approved by the Chancellor's Office. Identify the AVC degree/certificate program(s) to which the course belongs:

DEGREE/CERTIFICATE:

☐ This is an AVC/GE (general education) applicable course.

☐ This is a "stand alone" course. It is not part of a degree or certificate program, nor is it an AVC/GE applicable course.

A student may not use 18 or more units of locally approved stand-alone coursework to satisfy a major for the associate degree.

SECTION VII: Discipline Designation (see Minimum Qualifications document on AP&P web page)

1) Identify the primary discipline designation required to teach this course (i.e. History; Mathematics; Fire Technology):

DISCIPLINE:

2) If applicable, list additional discipline designations that are also acceptable for teaching this course. This must be a faculty decision based on a review of the course content outlined on the COR and the established MQs.
Attach a signed memo from faculty in each of the disciplines listed.

Other Disciplines:

The memo and a copy of this CPF page will be forwarded to the Senate upon approval of course.

SECTION VIII: For Vocational Education Courses Only

Attach highlighted portion of minutes from advisory meetings.

Name of Advisory Committee:

Date of Course(s) Approval by Advisory Committee:

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

Course Subject & Number: WE197
Course Name: General Work Experience

SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for <u>Entry</u> **into Course as Prerequisites, Corequisites, or Advisories:**

1.

A. Textbook Reading Level   Select One

Explain how level was determined:

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

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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)

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):
☐ 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.*

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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:		☐	☐	☐
Writing placement level — Eligibility for:		☐	☐	☐
Math placement level — Eligibility for:		☐	☐	☐
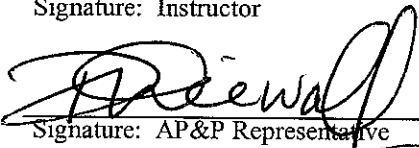
2) Other Course Recommendations:

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

		Prerequisite	Corequisite	Advisory
Completion of:		☐	☐	☐
or **Concurrent Enrollment in:**		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Signature: Instructor _____   Date

Signature: AP&P Representative _____   Date 5/25/10

Signature: Dean _____   £-29.10   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

Academic Affairs

Course Outline of Record

COURSE SUBJECT & NUMBER: WE 197

COURSE NAME: General Work Experience

COURSE UNITS: 1-6 units per semester   **COURSE HOURS:** Hours vary

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

Prerequisite: To participate in work experience, students must have a job or internship which is either paid or voluntary and have the approval of the supervisor and instructor supervising work experience in the specific subject area. **PRIOR TO ENROLLING,** students must attend a scheduled orientation or meet individually with the supervising instructor for an individual orientation.

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#))*

General Work Experience is supervised employment that is designed to assist students to acquire desirable work habits, attitudes and skills so as to enable them to become productive employees. This course also provides students with career awareness for jobs. General work experience is available to students whose jobs are not related to their college major. Credit may be accrued at the rate of one to six units per semester. For the satisfactory completion of all types of Cooperative Work Experience Education (WE 197 and WE 199), students may earn up to a total of sixteen semester credit hours. (CSU, AVC) **(R3)**

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

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

1. Pursue a planned program of work experience which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.

2. Set specific goals to achieve during the work experience semester.

3. Successfully meet new challenges at work with increasing levels of difficulty.

4. Improve written communications by writing a paper outlining the objectives set. Discuss how well you achieved them, what skills you learned, and how you can improve your on-the-job performance in the future.

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

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

    I.   Development of Job-Related Behavioral Learning Objectives
    II.   Resume Writing
    III.   Business Writing for Professionals
    IV.   Forms Completion for Administrative Requirements
    V.   Hours Worked to Earn College Units

General Work Experience -Job is NOT Directly Related to College Major
May earn up to 6 units/semester
May repeat course three times
Maximum of 16 units

Paid Work Experience Hours	Voluntary Work Experience Hours
75 hours of paid work = 1 unit	60 hours of volunteer work = 1 unit
150 hours of paid work = 2 units	120 hours of volunteer work = 2 units
225 hours of paid work = 3 units	180 hours of volunteer work = 3 units
300 hours of paid work = 4 units	240 hours of volunteer work = 4 units
375 hours of paid work = 5 units	300 hours of volunteer work = 5 units
450 hours of paid work = 6 units	360 hours of volunteer work = 6 units

Course/Major

ABDY	Auto Body	GEOL	Geology
ACCT	Accounting	HD	Human Development
ACRV	Air Conditioning/Refrigeration/Ventilation	HE	Health Education
AERO	Airframe and Powerplant	HIST	History
AFAB	Aircraft Fabrication and Assembly	ID	Interior Design
AGRI	Agriculture/Landscaping	INT	Interpreter Training
AH	Allied Health	JOUR	Journalism
AJ	Administration of Justice	LAC	Learning Assistance
ANTH	Anthropology	LIB	Library Studies
ART	Art	LATN	Latin
ASTR	Astronomy	MATH	Mathematics
ATH	Athletic Training	MGT	Management
AUTO	Automotive Technology	MKTG	Marketing
BIOL	Biological Sciences	MOA	Medical Assisting
BUS	Business	MUS	Music
CA	Computer Applications	MUSC	Commercial Music
CFE	Child and Family Education	NF	Nutrition and Food
CHEM	Chemistry	NS	Nursing Sciences
CHIN	Chinese	OT	Office Technology
CIS	Computer Information Science	PE	Physical Education
COMM	Communication Studies	PHIL	Philosophy
CT	Clothing and Textiles	PHOT	Photography and Photographic Imaging
DA	Dance	PHTC	Commercial Photography and Photographic Imaging
DFST	Deaf Studies	PHYS	Physics
DM	Digital Media	POLS	Political Science
ECON	Economics	PSCI	Physical Science
ED	Education (Aide)	PSY	Psychology
ELEC	Electrical Technology	RADT	Radiologic Technology
ELTE	Electronics Technology	RE	Real Estate
EMT	Emergency Medical Technology	READ	Reading
ENGL	English	REC	Recreational Leadership
ENGR	Engineering	RCP	Respiratory Care/Therapy
ERSC	Earth Sciences	SOC	Sociology
ESL	English as a Second Language	SPAN	Spanish
FREN	French	THA	Theatre Arts
FTEC	Fire Technology	VN	Vocational Nursing
FTV	Film and Television	WDTO	Water Treatment
GER	German	WELD	Welding
GEOG	Geography		

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

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 the *Cooperative Work Experience Education Student Handbook* during the semester and any additional information provided by the instructor and or supervisor.

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

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

Write an essay which describes the learning objectives completed during the semester.

Create a personal resume

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

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

4. Describe <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:

Complete all necessary Cooperative Work Experience Education Student Handbook forms.

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

Reading Assignments:

Writing Assignments:

Computational Assignments:

Other Assignments:

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

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do __not__ list specific instructional equipment.*

Work experience is conducted as an independent study course. The instructor will use any or all of the following instructional methodologies; individual conference, group presentations, on-site counseling and evaluation, demonstrations of acceptable work products and role-modeling.
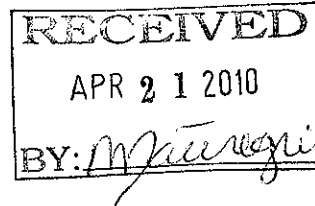
METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met 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.)*

Assign a letter grade reflecting the student's ability to define four objectives, the performance level achieved in reaching those objectives, attendance at scheduled conferences with the instructor/employer, a written evaluation from the employer, a typed term paper and resume, and the completion of all work experience forms. (Objectives 1,2,3 and 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.)

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

ANTELOPE VALLEY COLLEGE
DIVISION OF MATHEMATICS, SCIENCE and ENGINEERING
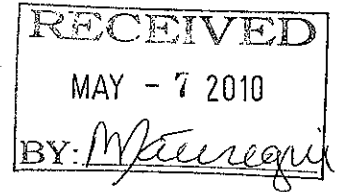
MEMO

April 20, 2010

To: Academic Policies and Procedures Committee _[signature]_
From: Dr. Les Uhazy, Dean
       Dr. David Newman, Associate Professor of Chemistry

Re: Declaration of CHEM 222 Organic Chemistry Support Laboratory as Obsolete

Following discussion with other chemistry faculty members, Dr. Newman has requested that because of inactivity, CHEM 222 Organic Chemistry Support Laboratory be designated as obsolete. It is, however, anticipated that in the future this course will be reactivated.

May 3, 2010

To: AP&P Committee

From: Dr. Charlotte Forte-Parnell

Re: LAC 939, LAC 941, LAC 942

Learning Assistance Center (LAC) faculty have determined that because the courses

above have been offered in the past unsuccessfully and ineffectively, they should

become obsolete.   LAC faculty also request that they alone have the right to

resurrect these courses in the future if doing so becomes necessary.

Thank you.

ANTELOPE VALLEY COLLEGE
Visual and Performing Arts Division

MEMORANDUM

TO: AP&P Committee

FROM: Newton Chelette, Dean
          Division of Visual and Performing Arts

DATE: May 5, 2010

SUBJECT: Request to Obsolete Course

Dear Committee:

I would like to request that the following course be made obsolete:

   THA 105 – Introduction to Lighting Design

The above course, since being in the schedule of classes, has been unsuccessful at meeting the minimum requirements; therefore, we ask that the above request be granted without hesitation.

If you have any questions, please do not hesitate contacting the division office.

Respectfully

cc: David Newby, AP&P Representative
      Jonet Leighton, Faculty
      Mark Branner, Faculty

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

SECTION I   Date   Initial

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

Division Dean/Director: _____   _____

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

Faculty Name: (print) _____   Date _____

COURSE SUBJECT & NUMBER: ED 175

COURSE TITLE: Literacy Tutoring and Supervised Field Experience

☐ **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:
The course is changing from READ to ED. The Course Outline of Record has been updated to reflect these changes.

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

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

COURSE SUBJECT & NUMBER: ED 175

COURSE NAME: Literacy Tutoring and Supervised Field Experience

COURSE UNITS: 4.0 **COURSE HOURS:** 8 hours

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

Prerequisite: Completion of ENGL 101
Limitation on Enrollment: TB skin test within the past year. Fingerprints are required by the State of California.

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

This course provides early, supervised field experience in the public schools to develop familiarity with literacy development, instruction, classroom management, and other necessary teaching skills. Students work one-on-one and in group settings with elementary school children, under the supervision of the classroom teacher. Recommended for students interested in teaching elementary school. (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. Successfully work with an individual student or small groups of students on reading/writing in the elementary school setting.
2. Describe the elementary school setting.
3. Record and describe routine classroom activities, classroom management, and teaching activities utilized by a skilled teacher.
4. Describe the behavior of children in a classroom setting.
5. Plan, implement, and evaluate a reading/writing lesson in a specific subject area, incorporating vocabulary, comprehension, and study skills strategies, as appropriate.
6. Create a journal, recording daily activities student progress, and self-reflection.
7. Summarize and evaluate teaching ideas from educational journals and websites.
8. Define basic concepts related to basic literacy, phonemic awareness, and basic reading and writing instruction.
9. Describe strategies used to assess and teach phonemic awareness, beginning reading skills, vocabulary development, beginning writing skills, and content area reading which are used in the elementary classroom.

Course Subject & Number: ED 175
Course Name: Literacy Tutoring and Supervised Field Experience

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

Topics covered will include the following:

1. Onsite Tutoring
   a. Standards of dress, behavior, confidentiality
   b. Logistics related to specific school site
   c. Students tutor in classroom settings under the supervision of the classroom teacher
   d. Onsite teacher and AVC Instructor observe, evaluate, and provide formative guidance to and summative evaluation of the tutor. Feedback covers interactions with the children, instructional methods and materials, and adherence to school and district guidelines

2. Literacy Concepts and Instructional Strategies used in Grades K-6
   a. Emergent literacy, phonemic awareness, phonics
   b. Vocabulary
   c. Comprehension
   d. Writing, including letter formation, writing words, sentences, paragraphs, passages
   e. Assessment of reading and writing ability
   f. Strategies to teach children reading and writing
   g. Multi-level teaching approaches
   h. Motivational strategies

3. Observing the School Environment
   a. Facilities
   b. School personnel
   c. Classrooms

4. Analyzing the Classroom Environment
   a. Methods used to promote interaction, involvement, and learning
   b. Use of the whiteboard and other media to provide and reinforce instruction
   c. Behavior management
   d. Interaction between teacher and students
   e. Instructional methods used (group and individual instruction)
   f. Adjusting instructional methods to meet individual student's needs (diversity of student backgrounds, learning ability, motivation)

5. Designing Lesson Plans
   a. Writing student learning objectives, outcomes
   b. Integrating reading and writing into content area instruction
   c. Background knowledge and skills
   d. Questioning and teaching strategies
   e. Design/selection of appropriate materials and activities for instruction according to content area, objectives, and student learning level
   f. Methods and materials for assessing learning at the end of the lesson

6. Self Evaluation
   Tutors maintain a journal, discussing onsite experiences and interactions within the classroom; this includes a reflection/analysis of tutoring experiences throughout the semester

7. Research Skills
   a. Tutors compile a list of online educational journals and educational (non-commercial) websites relevant to teaching reading, writing and content area (e.g. mathematics, science, social studies) concepts appropriate for the elementary schools
   b. Tutors evaluate articles containing teaching ideas in reading, writing, and content areas (mathematics, science, and social studies).

Course Subject & Number: ED 175
Course Name: Literacy Tutoring and Supervised Field Experience

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, on a weekly basis, read textual material and online journal articles on topics including teaching strategies related to reading and writing at the elementary grade level. The students will also read material relating to literacy development on a frequent and continuing basis.

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

Students may be required to, on a weekly basis, write a journal entry describing their tutorial experiences and reflecting upon their participation in the classroom.

Writing assignments throughout the semester may require the student to:
1. Describe the school site and classroom environment where they are tutoring.
2. Find educational teaching ideas online, and summarize and evaluate the instructional strategies they selected.
3. Identify appropriate reading materials childrens and identify instructional strategies in order to prepare a lesson plan which combines both content area instruction and instruction in reading and writing.

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

Students will record time spent observing/tutoring/assisting in the elementary classroom and add the time up on a weekly basis.

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 are required to tutor a total of 60 hours over the entire semester; this averages 6 hours per week. At the school site, the tutors observe and take notes on the school and classroom environment, detailing methods used for the teaching of reading and writing and helping students with specific needs in these areas. Students are required to work with children one-on-one or in small group settings for most of their 60 hours on-site.

Students may be asked to give an oral presentation demonstrating the lesson plan they prepared.

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   *Writing Assignments:* 1

Computational Assignments: minimal (timesheet)   *Other Assignments:*   6-tutoring

Course Subject & Number: ED 175
Course Name: Literacy Tutoring and Supervised Field Experience

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

1. Lecture, modeling, and discussion
2. Audio and vido materials viewed and discussed
3. Role playing with peers to develop literacy teaching strategies
4. Collaborative group work
5. Individual projects
6. Supervised field experience and evaluation

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

1. Both the AVC Instructor and the on-site mentoring teacher will observe and evaluate students' ability to work with children in the elementary school setting (Objective 1).
2. Evaluation of students' written reports will be used to evaluate the students' ability to describe the elementary school setting and childrens' behavior within the elementary classroom (Objectives 2-4).
3. Evaluation of students' lesson plans will be used to assess students' ability to plan, implement, and evalute a lesson in reading and writing (Objective 5).
4. Evaluation of the students' journals will be used to assess students' ability to describe the procedures used in their tutoring sessions and what they have learned about their own teaching abilities (Objective 6).
5. Evaluation of students' submissions will be used to assess students' ability to summarize and evaluate online teaching activities (Objective 7.)
6. Traditional testing procedures, written summaries, reports, or oral presentations will be used to assess students' knowledge about literacy instruction and educational practices (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.)

Cunningham, P. M. and Allington, R., Classrooms That Work: They Can All Read and Write, 4/e, Allyn and Bacon, 2007.
Allen, J. Tools for Teaching Content Literacy, Stenhouse Publ., Portland, Maine, 2004.
Crawley, S. J. and Merritt, K., Remediating Reading Difficulties, 4/e, Mc Graw-Hill, 2003. (Even though this manual was written more than 5 years ago, it remains an excellent resource for identifying and remediating reading difficulties).