ANTELOPE VALLEY COLLEGE
Academic Affairs Office

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

FROM: Ms. Clinton/Mrs. Lowry

DATE: March 5, 2010

SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting
Thursday, March 11, 2010, TE7 Rm. 103 – Computer Lab, 3:00-5:30pm

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2009-2010
Academic Policies & Procedures Committee Meeting No. 9
AGENDA

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

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

3. **APPROVAL OF MINUTES –** February 25, 2010

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

5. **REPORTS (10 minutes each)**
   a. Work Experience – Maria Clinton

6. **DISCUSSION ITEMS (10 minutes each)**
   a. Mission Statement – Maria Clinton
   b. Attendance Policy – AP&P Representatives

7. **ACTION ITEMS** – NEW Hybrid Courses for Palmdale Center – First Reading

a.	POLS 101 – American Political Institutions	3 units, 3 hours weekly
b.	ECON 101 – *Principles of Macroeconomics	3 units, 3 hours weekly
c.	ECON 102 – *Principles of Macroeconomics	3 units, 3 hours weekly
d.	PSY 101 – General Psychology	3 units, 3 hours weekly
e.	SOC 101 – Introduction to Sociology	3 units, 3 hours weekly

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

a.	ELEC 110 – *Fundamentals of Electricity	4 units, 6 hours weekly (3 hours lecture, 3 hours lab)
b.	ELEC 115 – *Electrical Codes and Ordinances	4 units, 4 hours weekly
c.	ELEC 120 – *Residential Wiring	4 units, 4 hours weekly
d.	ELEC 130 – *Alternating Current Theory	3 units, 3 hours weekly
e.	(CCA) ELEC 140 – *Commercial/Industrial Wiring and Cabling	4 units, 6 hours weekly (3 hours lecture, 3 hours lab)
f.	(CCA) ELEC 150 – *Electrical Maintenance	4 units, 6 hours weekly (3 hours lecture, 3 hours lab)

g. ELEC 160 – *Fundamentals of Motor Control 4 units, 6 hours weekly (3 hours lecture, 3 hours lab)

h. ELEC 220 – *Advanced Motor Control-PLC 4 units, 4 hours weekly

i. ELEC 250 – *Electricians Journeyman Review 3 units, 3 hours weekly

j. (CCA) VN 109 – *Fundamentals of Patient Care for Vocational Nurses
2.5 units, 120 total course hours

k. (CCA) VN 110 & 110CL – *Self-Care: Fundamentals and Pharmacology 12.5 units, 362 total course hours

l, (CCA) VN 111 & 111CL – *Nursing to Promote Self-Care Agency in the Child Bearing Family & Pediatric Patient
5.5 units, 179 total course hours

m. (CCA) VN 112 & 112CL – *Nursing to Promote Self-Care Agency in the Adult 15.5 units, 455 total course hours

n. (CCA) VN 113 & 113CL – *Nursing Leadership to Promote Self-Care Agency in the Adult
8.5 units, 270 total course hours

o. Materials Fee for VN Courses – VN 110, VN 111, and VN 113

p. Licensed Vocational Nursing Program Changes

q. PE 197 – *Lifeguard Training 3 units, 5 hours weekly

r. PE 190 – Introduction to Physical Education 3 units, 3 hours weekly

9. DISCUSSION ITEMS – New Community Service Offering – First Reading

a. How to Become a Debt-Free Real Estate Investor – Seewing Yee

b. Busy Mom's Book Club – Ellen Coleman

c. Fundraising Fundamentals – John Drew

d. Grant Writing – Intermediate – John Drew

10. DISCUSSION ITEMS – NEW Courses – First Reading

a. (CCA) WDTO 101 – *Applied Water Treatment and Distribution Mathematics 3 units, 3 hours weekly

b. (CCA) WDTO 105 – *Basic Water Supply Science 3 units, 3 hours weekly

c. (CCA) WDTO 110 – *Water Chemistry and Quality 3 units, 3 hours weekly

d. (CCA) WDTO 115 – *Water Distribution I 3 units, 3 hours weekly

e. (CCA) WDTO 116 – * Water Distribution II 3 units, 3 hours weekly

f. (CCA) WDTO 130 – *Water Treatment II 3 units, 3 hours weekly

11. ACTION ITEMS – Obsolete Course Request – Second Reading

a. ART 105 – *Survey of Women Artists in History

b. CA 173 – *Novell Netware System Administration

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

Business and Computer Studies

a. ACCT 113 – Bookkeeping II

b. ACCT 121 – Microcomputer Accounting

c. ACCT 201 – Financial Accounting

d. ACCT 205 – Managerial Accounting

e. BUS 101 – Introduction to Business

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

Health Sciences

a. CFE 122 – Infant Toddler Strategies (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
b. HHA 102 – Home Health Aide (Obsolete memo in process)
c. NA 102 – Pharmacology for CAN (Obsolete memo in process)

Instructional Resources

a. LIB 107 – Information Competency

Language Arts

a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
b. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
c. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
d. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; In process)
e. ESL 018 – ESL Reading and Writing 1 (Second Reading 2/25/2009;Pending revisions)
f. ESL 019 – ESL Skills Building 1 (Second Reading 2/25/2009; Pending revisions)
g. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
h. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)

Math/Science and Engineering

a. DRFT 130 – Architectural Drafting I
b. DRFT 240 – Electronic Drafting
c. ENGR 130 – Materials Science
d. ENGR 130L – Materials Science Lab
e. ENGR 210 – Statics

Noncredit

a. LAC 900 – Supervised Tutoring Technical review 2/08/10; Pending revisions 3/03/10)
b. LAC 901 – Supervised Learning Assistance Technical review 2/08/10; Pending revisions 3/03/10)
c. LAC 939 – Prep for Success in Corp Train (No SLO)
d. LAC 941 – Special Topics in WFDV (No SLO)
e. LAC 942 – Learning Skills Lab for WFDV (No SLO)
f. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; In Process)
g. WDTO 905 – Basic Water Supply Science (Rcvd 11/4/09; In process)
h. WDTO 910 – Water Chemistry and Quality (Rcvd 11/4/09; In process)
i. WDTO 915 – Water Distribution I (Technical review 10/27/2009; In process)
j. WDTO 916 – Water Distribution II (Rcvd 11/4/09; In process)
k. WDTO 920 – Water Treatment I (Agenda Ready; In process)

Physical Education & Athletics

a. PE 190 – Introduction to Physical Education (In process)

b. PE 197 – Lifeguard Training (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
b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09)
c. ELEC 110 – Fundamentals of Electricity (Rcvd 11/19/2009; In process)
d. ELEC 115 – Electrical Codes and Ordinances (Rcvd 11/19/2009; In process)
e. ELEC 120 – Residential Wiring (Rcvd 11/19/2009; In process)
f. ELEC 140 – Commercial/Industrial Wiring and Cabling (Rcvd 11/19/2009; In process)
g. ELEC 150 – Electrical Maintenance (Rcvd 11/19/2009; In process)
h. ELEC 160 – Fundamentals of Motor Control (Rcvd 11/19/2009; In process)
i. ELEC 220 – Advanced Motor Control – PLC (Rcvd 11/19/2009; In process)
j. ELEC 250 – Electricians Journeyman Review (Rcvd 11/19/2009; In process)
k. FTEC 102 – (I-200) Bas Incd Comm Sys
l. FTEC 120 – (S-212) Wildfire Powersaws
m. FTEC 122 – Wildland Firefighter
n. FTEC 125 – Haz Mat First Responder Operations
o. FTEC 126 – Wildland Fire behavior
p. FTEC 127 – Wildland Firefighter Safety and Survival
q. FTEC 128 – Wildland Fire Operations
r. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
s. FTEC 130 – Wildland Fire Logistics, Finance and Planning
t. FTEC 131 – (L-280) Followership to Leadership
u. FTEC 132 – (S-131) Advanced Firefighter Training
v. FTEC 137 – (S-211) Portable Pumps and Water Use
w. FTEC 138 – Wildland Engine Firefighter
x. FTEC 150 – (S-270) Basic Air Operations
y. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

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

13. ADJOURNMENT

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: March 11, 2010
LOCATION: TE7 103 – Computer Room
TIME: 3:00 p.m.

MEMBERS PRESENT		MEMBERS ABSENT	GUESTS PRESENT
Beverly Beyer, Faculty	Rick Motawakel, Faculty	Scott Lee, Faculty	John Drew & Associate
Maria Clinton, Cochair	Sheronda Myers, Voting ASO	Cynthia Littlefield, Faculty	Jackie Lott
De'Nean Coleman-Carew, Faculty	David Newby, Faculty		Candace Martin
Margaret Drake, Dean	David Newman, Faculty		Tom O'Neil
Tooraj Gordi, Faculty	Mike Rios (Proxy)		Justin Shores
Lee Grishman, Articulation	Duane Rumsey, Faculty		
Linda Harmon, Faculty	LaDonna Trimble, Dean		
Mrs. Sharon Lowry, V. P. Academic Affairs	Les Uhazy, Dean		
	Darcy Wiewall, Faculty		

2009-2010
Academic Policies & Procedures Committee Meeting No. 9
MINUTES

1. CALL TO ORDER AND ROLL CALL
A motion was made and seconded to call the March 11, 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 3:11 p.m. Motion carried.

Ms. Clinton requested a motion to amend the agenda to delete items 7b and c and add HIST 107 Hybrid Distance Education course under number 7. A motion was made and seconded to delete items 7b and c and add HIST 107 Hybrid Distance Education course under number 7. Motion carried.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR
Ms. Maria Clinton stated that the committee received a memo concerning Corporate and Community Education courses and that this memo would be addressed by Mrs. Sharon Lowry, Vice President of Academic Affairs and AP&P Co-Chair.

3. APPROVAL OF MINUTES – February 25, 2010
A motion was made and seconded to approve the minutes for the February 25, 2010 AP&P Committee meeting. Ms. Maria Clinton stated that there was not enough time to distribute a hard copy of the February 25, 2010 meeting minutes. As a result, this item will return to the agenda on March 25, 2010 and hard copies will be distributed with the agenda prior to that meeting. Motion failed.

4. INFORMATIONAL ITEMS (5 minutes each)

5. REPORTS (10 minutes each)
a. Work Experience – Maria Clinton
Ms. Maria Clinton stated that the material provided in the Cooperative Work Experience Education packet came directly from the Board Policy and Title 5 language. The strike-through items have been removed and new language has been added as a result of recent changes to Title 5. Issues still remain and the committee needs to consider an appropriate student to instructor ratio. Mrs. Beverly Beyer wanted clarification on whether item 1 under "Antelope Valley College shall" was exact Title 5 language. Ms. Clinton stated that no that language could not be located anywhere in Title 5. Mrs. Beyer stated that she believed that the recommended number of students be 125 to one faculty. Mrs. Sharon Lowry stated that yes its 125 students to one FTE, however our campus does not calculate the number of students to one FTE in this way. Mrs. Margaret Drake gave historical information regarding the perkins funding for disabled students. This program was valuable to these students and special funding was provided to the college to ensure that these students receive on the job training through the work experience program, however in 1998 the language the perkins funds changed and the funding was removed. Also Ms. Clinton stated that another area of concern is related to the appropriate number of instructor made visits to the student's place of work. Mr. Duane Rumsey stated that the initial visit may not be necessary if the student is work at an approved work site or a previously visited site. Additional discussion on this topic took place and Ms. Maria Clinton requested the representatives to take this material out to their divisions for review. She also stated that the parallel and alternate options have been removed

from the program and Occupational Work Experience and General Work Experience have been developed into their own courses. Ms. Clinton asked that all representatives be prepared to share their findings at the March 25, 2010 committee meeting.

6. DISCUSSION ITEMS (10 minutes each)

a. Mission Statement – Maria Clinton
Ms. Maria Clinton requested that the representatives take a look at the current Mission Statement. She will be drafting a memo, which will include the questions posed to the campus by the accreditation committee related to this statement. A brief discussion took place and the committee considered separating the mission statement from the explanation that follows the statement on page 8 of the catalog. Ms. Clinton stated that this item will return to the agenda.

b. Attendance Policy – AP&P Representatives
Ms. Maria Clinton requested the representatives to vote on the proposed changes to the attendance policy. Technical Education, Social and Behavioral Sciences, Physical Education, Health Sciences, Science, and Mathematics approve the changed language to the policy. The business division felt the language in the policy is too vague and allows instructors to create their own policy. Enrollment Services agreed with the language, however they wanted to make clear that the last line of the first paragraph should read "in excess of 1/16th of the course has been missed". LaDonna Trimble stated that the language currently allows for a soft policy due to the word "may" being used through out the revised policy. If the committee wishes to create a strict policy then that would need to be revised. Ms. Maria Clinton stated that this will return to the March 25, 2010 agenda in order to have Visual and Performing Arts vote on the policy.

7. ACTION ITEMS – NEW Hybrid Courses for Palmdale Center – First Reading

a. POLS 101 – American Political Institutions 3 units, 3 hours weekly
~~b. ECON 101 – *Principles of Macroeconomics 3 units, 3 hours weekly~~
~~c. ECON 102 – *Principles of Macroeconomics 3 units, 3 hours weekly~~
d. PSY 101 – General Psychology 3 units, 3 hours weekly
e. SOC 101 – Introduction to Sociology 3 units, 3 hours weekly
f. HIST 107 – U.S. History 1607-1877 3 units, 3 hours weekly

A motion was made and seconded to approve items 7a and 7d-f, 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 will be submitted by the division no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

8. DISCUSSION ITEMS – Revised Courses – First Reading

a. ELEC 110 – *Fundamentals of Electricity 4 units, 6 hours weekly (3 hrs lecture, 3 hrs lab)
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 110, Fundamentals of Electricity. Mr. Justin Shores 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 change be made to the Course Content and that field trip be removed from the Methods of Instruction since all instructors may not require a field trip. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

b. ELEC 115 – *Electrical Codes and Ordinances 4 units, 4 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 115, Electrical Codes and Ordinances. Mr. Justin Shores was present and gave a brief description of the revisions made to the Course Outline of Record. A question was asked regarding the change to the repeatability of the course. LaDonna Trimble stated that the repeatability may not be an issue due to flexibility in the Education Code when the course is taken for licensing purposes. After a brief moment, the committee requested that the title be corrected on page 3 and 4 and that field trip be removed from the Methods of Instruction since all instructors may not require a field trip. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

c. ELEC 120 – *Residential Wiring 4 units, 4 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 120, Residential Wiring. Mr. Justin Shores 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.

d. ELEC 130 – *Alternating Current Theory 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 130, Alternating Current Theory. Mr. Justin Shores 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 title be corrected on page 2 and that field trip be removed from the Methods of Instruction since all instructors may not require a field trip. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

e. (CCA) ELEC 140 – *Commercial/Industrial Wiring and Cabling 4 units, 6 hours weekly (3 hrs lecture, 3 hrs lab)
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 140, Commercial/Industrial Wiring and Cabling. Mr. Justin Shores 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 minor corrections be made to the Course Objectives, Course Content, and field trip be removed from the Methods of Instruction since all instructors may not require a field trip. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for ELEC 140, Commercial/Industrial Wiring and Cabling. Motion carried.

f. (CCA) ELEC 150 – *Electrical Maintenance 4 units, 6 hours weekly (3 hrs lecture, 3 hrs lab)
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 150, Electrical Maintenance. Mr. Justin Shores 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 minor corrections be made to the Course Content, and the prerequisite section of the Course Content Review form. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for ELEC 150, Electrical Maintenance. Motion carried.

g. ELEC 160 – *Fundamentals of Motor Control 4 units, 6 hours weekly (3 hrs lecture, 3 hrs lab)
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 160, Fundamentals of Motor Control. Mr. Justin Shores 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 minor corrections be made to the Course Objectives and Course Content. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

h. ELEC 220 – *Advanced Motor Control-PLC 4 units, 4 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 220, Advanced Motor Control-PLC. Mr. Justin Shores 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 minor corrections be made to the Course Objectives. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

i. ELEC 250 – *Electricians Journeyman Review 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ELEC 250, Electricians Journeyman Review. Mr. Justin Shores 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.

j. (CCA) VN 109 – *Fundamentals of Patient Care for Vocational Nurses 2.5 units, 120 total course hours
A motion was made and seconded to approve the revisions made to the Course Outline of Record for VN 109, Fundamentals of Patient Care for Vocational Nurses. Ms. Candace Martin 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 repeatability be removed from page 3 and the advisories and corequisites be added to page 10 of the Course Proposal form. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for VN 109, Fundamentals of Patient Care for Vocational Nurses. Motion carried.

k. (CCA) VN 110 & 110CL – *Self-Care: Fundamentals and Pharmacology 12.5 units, 362 total course hours
A motion was made and seconded to approve the revisions made to the Course Outline of Record for VN 110 & 110CL, Self-Care: Fundamentals and Pharmacology. Ms. Candace Martin 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 repeatability be removed from page 3 and the advisories and corequisites be added to page 10 of the Course Proposal form. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19,

2010. Motion carried. A motion was made and seconded to approve the Course Content Review for VN 110 & 110CL, Self-Care: Fundamentals and Pharmacology. Motion carried.

l. (CCA) VN 111 & 111CL – *Nursing to Promote Self-Care Agency in the Child Bearing Family & Pediatric Patient 5.5 units, 179 total course hours
A motion was made and seconded to approve the revisions made to the Course Outline of Record for VN 111 & 111CL, Nursing to Promote Self-Care Agency in the Child Bearing Family & Pediatric Patient. Ms. Candace Martin 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 repeatability be removed from page 3 and the advisories and corequisites be added to page 10 of the Course Proposal form. Mrs. Margaret Drake expressed a concern with the number of Course Objectives that are identified as SCANs competencies. Ms. Maria Clinton requested that the revisions be made and that the SCANs competencies be adjusted on all submitted VN CORs based on the committee discussion. Revisions need to be submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for VN 111 & 111CL, Nursing to Promote Self-Care Agency in the Child Bearing Family & Pediatric Patient. Motion carried.

m. (CCA) VN 112 & 112CL – *Nursing to Promote Self-Care Agency in the Adult 15.5 units, 455 total course hours
A motion was made and seconded to approve the revisions made to the Course Outline of Record for VN 112 & 112CL, Nursing to Promote Self-Care Agency in the Adult. Ms. Candace Martin 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 repeatability be removed from page 3 and the advisories and corequisites be added to page 10 of the Course Proposal form. Mrs. Margaret Drake expressed a concern with the number of Course Objectives that are identified as SCANs competencies. Ms. Maria Clinton requested that the revisions be made and that the SCANs competencies be adjusted based on the committee discussion. Revisions need to be submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for VN 112 & 112CL, Nursing to Promote Self-Care Agency in the Adult. Motion carried.

n. (CCA) VN 113 & 113CL – *Nursing Leadership to Promote Self-Care Agency in the Adult 8.5 units, 270 total course hours
A motion was made and seconded to approve the revisions made to the Course Outline of Record for VN 113 & 113CL, Nursing Leadership to Promote Self-Care Agency in the Adult. Ms. Candace Martin 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 repeatability be removed from page 3 and the advisories and corequisites be added to page 10 of the Course Proposal form. Mrs. Margaret Drake expressed a concern with the number of Course Objectives that are identified as SCANs competencies. Ms. Maria Clinton requested that the revisions be made and that the SCANs competencies be adjusted based on the committee discussion. Revisions need to be submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for VN 113 & 113CL, Nursing Leadership to Promote Self-Care Agency in the Adult. Motion carried.

o. Materials Fee for VN Courses – VN 110, VN 111, and VN 113
A motion was made and seconded to approve the Material Fee requests for VN 110, VN 111 and VN 113. Ms. Candace Martin stated that the material fees were not changing, but rather rolling over from the previously approved courses. Motion carried.

p. Licensed Vocational Nursing Program Changes
A motion was made and seconded to approve the Licensed Vocational Nursing Program Changes. Ms. Maria Clinton requested time to meet with Ms. Candace Martin to put together the approval packet for the Chancellor's Office. Ms. Candace Martin also requested information regarding the approval process in order to offer the Vocational Nursing courses through distance education. This information will be emailed to Ms. Candace Martin shortly after the meeting concludes. Motion carried.

q. PE 197 – *Lifeguard Training 3 units, 5 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for PE 197, Lifeguard Training. Ms. Jackie Lott 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 minor corrections be made to the Course Content. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

r. PE 190 – Introduction to Physical Education 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for PE 190, Introduction to Physical Education. Ms. Jackie Lott 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 minor corrections be made to the Course Description and Course Content. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried.

9. DISCUSSION ITEMS – New Community Service Offering – First Reading

a. How to Become a Debt-Free Real Estate Investor – Seewing Yee
A motion was made and seconded to table agenda items 9a since instructor Seewing Yee and Dean were not present to discuss course offering proposal. Ms. Maria Clinton stated that due the absence of the instructor and dean, this Corporate and Community Education offering will be place on the February 25, 2010 AP&P agenda. Motion carried.

b. Busy Mom's Book Club – Ellen Coleman
A motion was made and seconded to table agenda item 9b so that the proposal can be reviewed by Language Arts faculty. Motion carried.

c. Fundraising Fundamentals – John Drew
A motion was made and seconded to approve the Corporate and Community Education course offering of Fundraising Fundamentals. Mr. John Drew was present and gave a brief description of the course offering along with his background as the instructor. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

d. Grant Writing – Intermediate – John Drew
A motion was made and seconded to approve the Corporate and Community Education course offering of Grant Writing – Intermediate. Mr. John Drew was present and gave a brief description of the course offering along with his background as the instructor. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

Ms. Clinton requested a motion to amend the agenda to add WDTO 120 under number 10. A motion was made and seconded to add WDTO 120 under number 10. Motion carried. Ms. Maria Clinton stated that the below courses will be developed into a certificate program and placed on a later agenda for approval, however, the courses can be approved as stand alone courses.

10. DISCUSSION ITEMS – NEW Courses – First Reading

a. (CCA) WDTO 101 – *Applied Water Treatment and Distribution Mathematics 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 101, Applied Water Treatment and Distribution Mathematics. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Content and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 101, Applied Water Treatment and Distribution Mathematics. Motion carried.

b. (CCA) WDTO 105 – *Basic Water Supply Science 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 105, Basic Water Supply Science. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that minor revisions 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, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 105, Basic Water Supply Science. Motion carried.

c. (CCA) WDTO 110 – *Water Chemistry and Quality 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 110, Water Chemistry and Quality. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Objectives, Homework #4, and Methods of Instruction. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 110, Water Chemistry and Quality. Motion carried.

d. (CCA) WDTO 115 – *Water Distribution I 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 115, Water Distribution I. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to the Course Content, and Methods of Evaluation. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m.

Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 110, Water Distribution I. Motion carried.

e. (CCA) WDTO 116 – * Water Distribution II 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 116, Water Distribution II. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that minor corrections be made to Homework #4, 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, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 116, Water Distribution II. Motion carried.

f. (CCA) WDTO 120 – *Water Treatment I 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 120, Water Treatment I. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that the material be placed on the current version of the Course Outline of Record form and that minor corrections be made to the Methods of Instruction. It was also requested that a rationale be provided for the suggested texts due to the age of the book. Ms. Maria Clinton requested that the revisions be made and submitted no later than 5:00 p.m. Friday, March 19, 2010. Motion carried. A motion was made and seconded to approve the Course Content Review for WDTO 120, Water Treatment I. Motion carried.

g. (CCA) WDTO 130 – *Water Treatment II 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for WDTO 130, Water Treatment II. Mr. Greg Dluzak was present and gave a brief description of the creation of this Course Outline of Record. After a brief moment, the committee requested that the material be placed on the current version of the Course Outline of Record form and that minor corrections be made to Homework #4 and Methods of Evaluation. It was also requested that the Course Content be condensed and less specific so that it resembles the format of the other WDTO courses. Ms. Maria Clinton requested that the revisions be made and returned to AP&P. Motion failed.

11. ACTION ITEMS – Obsolete Course Request – Second Reading
a. ART 105 – *Survey of Women Artists in History
b. CA 173 – *Novell Netware System Administration
A motion was made and seconded to approve making 11a and 11b obsolete. Motion carried.

12. ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P
Business and Computer Studies
a. ACCT 113 – Bookkeeping II
b. ACCT 121 – Microcomputer Accounting
c. ACCT 201 – Financial Accounting
d. ACCT 205 – Managerial Accounting
e. BUS 101 – Introduction to Business
f. BUS 105 – Business Mathematics
g. BUS 113 – Business Communications
h. BUS 212 – Women in Organization
i. CA 121 – Microcomputer Spreadsheets
j. CA 131 – Microcomputer Database Management
k. CA 171 – Introduction to Networking (In process)
l. CA 176 – Windows 2003 Networking (Technical Review 10/27/2009; In process)
m. CA 182 – Network Security (Technical Review 10/27/2009; In process)
n. CA 221 – Computer Concepts & Appl Business
o. CIS 101 – Intro Computer Info Science
p. CIS 111 – Intro Programming & Algorithms
q. CIS 113 – Data Structures
r. CIS 123 – Assem Lang & Computer Architect
s. CIS 141 – Intro Basic Programming
t. CIS 175 – Java Programming
u. MGT 121 – Human Resources Management
v. MKTG 101 – Principles of Marketing
w. OT 105 – Beginning Keyboarding Technique
x. OT 113 – Adv MS Word (No SLO)
y. OT 201 – Admin Office Procedures

Health Sciences

a. CFE 122 – Infant Toddler Strategies (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
b. HHA 102 – Home Health Aide (Obsolete memo in process)
c. NA 102 – Pharmacology for CAN (Obsolete memo in process)

Instructional Resources

a. LIB 107 – Information Competency

Language Arts

a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
b. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
c. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
d. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; In process)
e. ESL 018 – ESL Reading and Writing 1 (Second Reading 2/25/2009;Pending revisions)
f. ESL 019 – ESL Skills Building 1 (Second Reading 2/25/2009; Pending revisions)
g. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
h. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)

Math/Science and Engineering

a. DRFT 130 – Architectural Drafting I
b. DRFT 240 – Electronic Drafting
c. ENGR 130 – Materials Science
d. ENGR 130L – Materials Science Lab
e. ENGR 210 – Statics

Noncredit

a. LAC 900 – Supervised Tutoring Technical review 2/08/10; Pending revisions 3/03/10)
b. LAC 901 – Supervised Learning Assistance Technical review 2/08/10; Pending revisions 3/03/10)
c. LAC 939 – Prep for Success in Corp Train (No SLO)
d. LAC 941 – Special Topics in WFDV (No SLO)
e. LAC 942 – Learning Skills Lab for WFDV (No SLO)
f. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; In Process)
g. WDTO 905 – Basic Water Supply Science (Rcvd 11/4/09; In process)
h. WDTO 910 – Water Chemistry and Quality (Rcvd 11/4/09; In process)
i. WDTO 915 – Water Distribution I (Technical review 10/27/2009; In process)
j. WDTO 916 – Water Distribution II (Rcvd 11/4/09; In process)
k. WDTO 920 – Water Treatment I (Agenda Ready; In process)

Physical Education & Athletics

a. PE 190 – Introduction to Physical Education (In process)
b. PE 197 – Lifeguard Training (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
b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09)
c. ELEC 110 – Fundamentals of Electricity (Rcvd 11/19/2009; In process)
d. ELEC 115 – Electrical Codes and Ordinances (Rcvd 11/19/2009; In process)
e. ELEC 120 – Residential Wiring (Rcvd 11/19/2009; In process)
f. ELEC 140 – Commercial/Industrial Wiring and Cabling (Rcvd 11/19/2009; In process)
g. ELEC 150 – Electrical Maintenance (Rcvd 11/19/2009; In process)
h. ELEC 160 – Fundamentals of Motor Control (Rcvd 11/19/2009; In process)
i. ELEC 220 – Advanced Motor Control – PLC (Rcvd 11/19/2009; In process)
j. ELEC 250 – Electricians Journeyman Review (Rcvd 11/19/2009; In process)
k. FTEC 102 – (I-200) Bas Incd Comm Sys
l. FTEC 120 – (S-212) Wildfire Powersaws
m. FTEC 122 – Wildland Firefighter

n. FTEC 125 – Haz Mat First Responder Operations
o. FTEC 126 – Wildland Fire behavior
p. FTEC 127 – Wildland Firefighter Safety and Survival
q. FTEC 128 – Wildland Fire Operations
r. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
s. FTEC 130 – Wildland Fire Logistics, Finance and Planning
t. FTEC 131 – (L-280) Followership to Leadership
u. FTEC 132 – (S-131) Advanced Firefighter Training
v. FTEC 137 – (S-211) Portable Pumps and Water Use
w. FTEC 138 – Wildland Engine Firefighter
x. FTEC 150 – (S-270) Basic Air Operations
y. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

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

13. ADJOURNMENT

A motion was made and seconded to adjourn the March 11, 2010 AP&P Committee Meeting at 6:00 p.m. Motion carried.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

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

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

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

1. CALL TO ORDER AND ROLL CALL

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

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

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

3. APPROVAL OF MINUTES – December 10, 2009

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

4. INFORMATIONAL ITEMS (5 minutes each)

a. CurricUNET Update

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

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

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

6. DISCUSSION ITEMS (10 minutes each)

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

7. ACTION ITEMS – Catalog Revisions

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

8. DISCUSSION ITEMS – Revised Courses – First Reading

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

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

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

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

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

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

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

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

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

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

j. CFE 122 – *Infant/Toddler Strategies 3 units, 3 hours weekly
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CFE 122 Infant/Toddler Strategies. Melanie Parker was present and gave a brief description of the revisions made to the Course Outline of Record. After review, it was noted that the Methods of Evaluation do no have objectives applied to them. Pending these changes being made and returned to Academic Affairs within one week, the motion to approve carried with no objections or abstentions.

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

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

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

9. ACTION ITEMS – Revised Courses – Second Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10. DISCUSSION ITEMS – Revised Courses – First Reading

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

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

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

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

11. DISCUSSION ITEMS – Revised Certificate – First Reading

a. Both Networking Certificates
Required: CA 176 and CA 182
Electives: CA 153 and CA 103

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

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

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

12. DISCUSSION ITEMS – New Community Service Offering – First Reading

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

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

c. Fundraising Fundamentals – John Drew

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

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

13. ACTION ITEMS – Obsolete Course Request – First Reading

a. ART 105 – *Survey of Women Artists in History
b. CA 173 – *Novell Netware System Administration

Ms. Clinton reported that this is the first reading to have ART 105 and CA 173 be obsolete. Mrs. Lowry noted that if courses are pulled back, they won't be in the catalog, and if it's not in the catalog, it won't be offered. She asked committee members to kindly encourage people to look at these courses.

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

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

Business and Computer Studies

a. ACCT 111 – Bookkeeping (In process)
b. ACCT 113 – Bookkeeping II
c. ACCT 121 – Microcomputer Accounting
d. ACCT 201 – Financial Accounting
e. ACCT 205 – Managerial Accounting
f. BUS 101 – Introduction to Business
g. BUS 105 – Business Mathematics

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

Health Sciences

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

Instructional Resources

a. LIB 107 – Information Competency

Language Arts

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

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

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

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

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

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

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

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

Visual & Performing Arts

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

15. ADJOURNMENT

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

GUIDELINES FOR COOPERATIVE WORK EXPERIENCE EDUCATION

Types of Cooperative Work Experience Education (CWEE)
Cooperative work experience is a district-initiated and district-controlled program of education consisting of either *General Work Experience* or *Occupational Work Experience* Education. Both types of programs are offered by Antelope Valley College.

General Work Experience Education is supervised employment that is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. (T5: 55252)

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. (T5: 55252)~~Participation in Cooperative Work Experience may be under either a parallel plan or an alternate plan.~~

- ~~A parallel Plan is designed to offer students the opportunity to attend college classes and earn college credit for concurrent learning on the job.~~
- ~~An Alternate Plan is designed to offer students opportunities alternately to attend college and work.~~

CWEE ~~Cooperative Work Experience Education~~ is designed to ~~provide students a realistic learning experience through work.~~ help students acquire desired work habits and skill competencies that aid success in the classroom and the workplace. 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. (T5: ~~53250~~) (T5: 55250)

Responsibilities of the Cooperative Work Experience Partners
A successful Cooperative Work Experience Program involves the coordinated efforts of four partners: Antelope Valley College, the student, the instructor, and the supervisor/employer.

Antelope Valley College shall:

1. Assign necessary certificated personnel who are qualified to coordinate the program in accordance with federal, state, and local district requirements. The Director of Work Experience will monitor and direct the program in accordance with Code requirements and maintain an educationally sound ratio of students to instructor. This ratio should be pedagogically calculated/ What is the limit for independent study? Is there a limit? (T5: 55251)
   Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make "in-person" consultation for a student that is out of the colleges' geographical region, state, or in another country. (T5: 55255)
2. Identify designated instructors and counselors to provide appropriate and continued guidance service to students in the program. (T5: 55251)
3. Provide sufficient clerical help to maintain records and provide services to meet the needs of the program. (T5: 552251)
4. Provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district. (T5: 55255)
5. Screen work stations to ensure that all conditions pertaining to the health, safety, and welfare of the students are protected.
6. Ensure that students' on-the-job learning experiences are documented with written measurable learning objectives. (T5: 55251)

7. With the assistance of the supervisor/employer, evaluate students' on-the-job learning experience and award appropriate credit and letter grades. (T5: 55251)
8. Maintain records which will include at least the following:
    a. The type and units of work experience in which each student is enrolled, where employed, type of job held, and the basis for determining whether the student is qualified for Occupational or General Work Experience Education; signed and dated by academic personnel.
    b. A record of work permit issued, if applicable, signed by the designated issuing agent. (T5: 55251)
    c. The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by summary statement at the end of the enrollment period. (T5: 55251)
    d. New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the students' grade signed by academic personnel, employer or designated representative and student. (T5: 55256)
9. Maintain records which are signed and dated by academic personnel documenting:
    a. Consultation(s) in person with the employer or designated representative. (T5: 55251)
    b. Personal consultation(s) with the student. (T5: 55251)
    c. Evaluation of the student's achievement of the on-the-job learning objectives. (T5: 55251)
    d. The final grade. (T5: 55256)

The Instructor shall:

1. Provide appropriate advice and counsel to the students. (T5: 55251)
2. Assist the student and the supervisor/employer in developing the required new or expanded learning experience(s). (T5: 55251)
3. Assist the student in developing appropriate new or expanded, attainable, on-the-job measurable learning objectives. (T5: 55251)
4. Consult in person (what is appropriate?) ~~at least once~~ each semester with the supervisor/employer at eh student's work station to discuss student's educational growth on the job. (T5: 55251)
5. Consult in person ~~at least once~~ each semester with the student to discuss the student's educational growth on the job. (T5: 55251)
6. Assign a letter grade reflecting the supervisor's/employer's evaluation and the student's progress in meeting the planned on-the-job learning objectives. (T5: 55255)
7. Collect and submit all required documents with appropriate signatures. (T5: 55251)

The Student shall:

1. Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment. (T5 55254)
2. Have new or on-the-job learning experiences that contribute to their occupational or education goals. (T5 55254)
3. Receive the approval of the appropriate instructor of the program before enrolling in the Cooperative Work Experience Educational Program. (T5 55254)
4. Develop new or expanded, attainable, on-the-job measurable learning objectives in consultation with the instructor and the supervisor/employer. (T5: 55251)

5. Maintain the required number of units, attend classes regularly, and progress in both related classes and work experience in a manner acceptable to the work experience instructor and supervisor/employer.
6. Inform the work experience instructor of any problems or changes that would affect their college program of study and/or work experience training.
7. Submit forms and complete other assignments required by the instructor or job site supervisor.
8. Abide by the rules and regulations as established by the employer, Antelope Valley College District Board, of Trustees, and the State of California regarding the expected behavior and conduct of students attending Antelope Valley College.
9. It If self-employed, identify a person who is approved by the instructor to serve as the designated employer representative. (T5:55254)
10. ~~Satisfy one of the following three criteria:~~
    a. ~~Be an apprentice as defines by the Labor Code Section 3077, who is enrolled in related or supplementary course, required of the apprenticeship programs.~~ (Could not find this in Title 5)
    b. ~~Be enrolled in the Parallel Plan:~~
        i. ~~During regular semesters, students must enroll in a minimum of seven units including Cooperative Work Experience Education. Enrollment in an accredited secondary through four-year institution, or equivalent course work may meet this requirement.~~
        ii. ~~During summer sessions, students must enroll in one other class in addition to Cooperative Work Experience Education.~~
    c. ~~Be enrolled in the Alternate Plan. Concurrent enrollment will be limited to one other class.~~ (T5: 55254)
11. Attend a mandatory orientation prior to contacting the instructor and enrolling in Work Experience.

The Supervisor /Employer shall:

1. Understand and accept the objectives of the Cooperative Work Experience Education program. (T5: 55257)
2. Work on a cooperative basis with the instructor in coordinating the work experience of students.
3. Assure the College that the workstation offers a reasonable probability of continuous employment for the student who is making progress during the work experience period. (T5 55257)
4. Provide overall desirable working conditions that will not endanger the health, safety, and welfare of the student.
5. Provide adequate equipment, materials, and other facilities to provide an appropriate learning opportunity. (T5 55257)
6. Assist the student in the establishment of attainable, on-the-job learning objectives which represent new or expanded responsibilities. (T5: 55256)
7. Provide adequate supervision of the student to ensure that the on-the-job activities provide the maximum educational benefit. (T5: 55255)
8. Personal consult with the student to discuss his/her educational growth on the job. (T5: 55255)
9. Maintain and submit accurate records of the number of hours the student worked on the job. (T5: 55256)
10. Submit a written evaluation of the student, in cooperation with the instructor, to help determine the final grade. (T5: 55251)

11. As required by law, comply with all appropriate federal and state employment regulations. (T5: 55257)

~~Credit Awarded~~ Work Experience Credit

~~A total of sixteen semester units of credit may be granted by Antelope Valley College for Occupational Work Experience Education or a combination of Occupational and General Work Experience (note the six-unit limit for General Work Experience). Credit for Cooperative Work Experience Education is subject to the following 2 limitations:~~

For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours, subject to the following limitations: (T5: 55253)

1. General Work Experience Education
    a. ~~Parallel Plan – A maximum of three credit hours per semester may be earned up to a total of six semester credit hours.~~
    b. ~~Alternate Plan – A maximum of six credit hours per semester may be earned, with six semester credit hours being the total a student in General Work Experience may earn.~~
    c. A maximum of six semester credit hours may be earned during one enrollment period in general work experience education. (T5: 55253)
2. Occupational Work Experience Education
    a. ~~Parallel Plan – A maximum of four credit hours per semester may be earned up to a total of sixteen semester credit hours.~~
    b. ~~Alternate Plan – A maximum of eight credit hours per semester may be earned, with sixteen semester credit hour. (T5: 55253)~~
    c. A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education. (T5: 55253)

One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.

The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded. (T5: 55256.5)

The following formula will be used to determine the number of units to be awarded: (T5: 55256.5)

1. Each 75 hours of paid work equals one semester unit of credit. (T5: 55256.5)
2. Each 60 hours of non-paid (volunteer) work equals one semester unit of credit. (T5: 55256.5)

CATALOG LANGUAGE

Definition
The Cooperative Work Experience Education program provides systematic methods for students enrolled in a planned program of study to gain educational experience at a work site under realistic employment conditions.

Staff
To access faculty and staff, dial (661) 722-6300, then the 4-digit extension.
Program Advisement:
Dr. Tom O'Neil, Dean ext. 6482
Administrative Assistant:
(Position Vacant) ext. 6482

Program Description
General Work Experience:
A program stressing the acquisition of good work habits, attitudes and career awareness, through on-the-job training experience.

Occupational Work Experience:
An opportunity to extend occupational learning experiences through employment in a field directly related to the students occupational program.

Distinctive Features
~~Two plans exist:~~
~~**Parallel** – Work hours are coordinated with the student's class schedule.~~
~~**Alternate** – A semester of study is followed by a semester of work.~~

Certificate Program
Many of the certificate programs require or recommend the completion of work experience. Check the specific certificate program for details.

Associate Degree
No more than 4 units of work experience credit may be applied toward the 18 units required in a major for the associate degree. Additional units of work experience may be used as elective credit toward the associate degree. (See Graduation/Associate Degree Requirements.)

Transfer
California State University System
A maximum of 8 units will transfer.

Prerequisite Completion
If a course is listed as a prerequisite for another course, that prerequisite course must be completed with a satisfactory grade in order to enroll in the next course. According to Title 5, Section 55200(d), a satisfactory grade is a grade of "A," "B," "C" or "P". Classes in which the Pass/No Pass option is available are indicated with an asterisk **(*)** before the course title. See "Pass/No Pass Option" in the catalog for full explanation.

Work Experience Courses

WE 197 *GENERAL WORK EXPERIENCE
1–6 units
hours vary
~~***Prerequisite:** Students must be registered in at least 7 units (including the Work Experience units) and have approval of instructor supervising work experience subject area. Prior to enrolling, students must attend a scheduled orientation.~~
~~The Work Experience program provides supervised employment extending classroom-based learning to an on-the-job learning situation. Students meet with instructor by arrangement to discuss learning objectives, along with experiences and/or problems arising on the job.~~ The work experience need not be related to the students' educational goals. Cooperative Work Experience Education is 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. *General Work Experience Education* is supervised employment that is not related to their field of study and is intended to assist students in acquiring desirable work habits, attitudes, and career awareness. (CSU, AVC)

WE 199 *OCCUPATIONAL WORK EXPERIENCE
1–8 units
hours vary
Cooperative Work Experience Education is 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. (CSU, AVC) **(R3)**

Philosophy

Antelope Valley College (AVC) is a comprehensive community college in the California Community College System dedicated to providing services to a broad range of students with a variety of educational goals. AVC is dedicated to providing educational programs and services as expressed in the California Master Plan for Higher Education. The college is committed to equal educational opportunity and reinforces that commitment through a program of active affirmation of diversity.

AVC is dedicated to meeting the dynamic needs of a changing community. The college addresses the educational needs of a diverse and evolving population. The college recognizes that it is uniquely capable of responding to the requirements of regional business, industry and public service, as well as the social and cultural needs of the Antelope Valley.

AVC affirms the rights of the individual and respects human dignity. The programs and activities of the college foster the individual's ability to think clearly, critically and independently to meet the demands of an increasingly complex society. The student is the primary concern of the college. The curriculum, activities and services of the college help students understand their physical, cultural, ethnic and social environment. The preservation of academic freedom provides a college environment in which students and faculty can examine ideas freely.

This philosophy is reflected in the curriculum, the student-faculty relationships, the services and resources, and the policies of the college.

Mission

The mission of the Antelope Valley Community College District is to serve the community by placing student success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment.

Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

We offer:

Associate Degree Programs

Associate degree programs comprised of general education courses, proficiency requirements, designated courses in a specific major or area of emphasis. Associate degrees provide students with "the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding."

Career Techical Programs

Certificate and degree programs comprised of "essential career technical instruction" in a variety of business, technical, and occupational courses designed to enhance students' knowledge and skills leading to employment, career advancement, certification, and state or federal licensure. We award both Chancellor's Office approved Certificates of Achievement and locally approved Certificates of Proficiency.

Transfer/General Education Courses

Transfer/general education courses in communication and critical thinking, the physical and biological sciences, arts and humanities, social and behavioral sciences, and technical education. Completion of these courses allows students to fulfill degree requirements or enroll in upper division courses and programs at accredited four-year institutions through our articulation agreements.

Basic Skills Courses

Basic skills courses in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level, degree-applicable courses

Student Support and Instructional Support

A variety of services in academic, career, and personal counseling; in library instruction and course support; in learning assistance. These services support the needs of students in pursuing and achieving their educational goals.

Workforce Preparation and Economic Development

Workforce programs, job preparation courses (non-degree applicable), and a variety of services that contribute to the educational and economic well being of the community.

Personal Enrichment and Professional Development

Community service offerings, non-credit, not-for-credit classes and services that develop the knowledge, skills, and attitudes necessary for students to be effective members of the community. These classes enhance the community's social, cultural, and economic well being. Non-credit course offerings may lead to a Certificate of Completion and/or Certificate of Competency.

Institutional Learning Outcomes (ILOs)

Antelope Valley College recognizes the significance and value of instilling in students what they must possess upon their departure from community college.

- Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

AP&P Committee

Memo

To: AP&P Representatives

From: Maria Clinton AP&P Co chair

CC: Sharon Lowry VP Academic Affairs

Date: 10/27/2009

Re: Catalog Attendance Policy Requested Changes

Agenda item for your next Division Meeting

The AP&P committee has recently reviewed the current college catalog's attendance policy (page 35). Several complaints about the interpretations of the current language used have come from faculty, counselors, and students.

Please disseminate this information to your faculty for discussion and acquire feedback for consideration. Please be prepared to bring your division's input to the next AP&P meeting.

Current Catalog Language

If a student's absences in a specific class exceed the number of hours the class meets per week, the student may be dropped from the class.

Proposed Language for next year's catalog

When the number of hours a student is absent in a specific course exceed the number of hours the course meets per week, the student may be dropped from the course. If the course is less than sixteen weeks, the faculty will determine at what point the student may be dropped for excessive absences (typically when $1/16^{th}$ of the course has been missed).

The attendance policy for each course is established by the instructor and should be stated in writing in the syllabus for the course. At the instructor's discretion, tardies or leaving class early may be equated to absences. While it is the responsibility of the instructors to communicate attendance policies and to apply them equally to all students, it is the responsibility of the students to know the policy in each of their classes and to be aware of their current attendance status.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

Academic Affairs Only
☐ New DE Course
☐ Revised

COURSE SUBJ. & NO: POLI SCI 101 **COURSE TITLE:** American Political Institutions

Instructor (print): John Vento

Division: Social & Behavioral Sciences

Required Signatures:

AP&P Representative: _____ **Date:** 3-9-10
(division approval required)

Division Dean: _____ **Date:** 3-9-10

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: POLI SCI 101 **COURSE TITLE:** American Political Institutions

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

1. Why is this course particularly suited to be offered through this delivery system? Political Science 101 is a survey of American government with an emphasis on national government as well as state and local governments in California. In this hybrid collaborative learning environment, the student will analyze, question, and debate the structure, processes, and problems in government. This course is a requirement for all transfer students; offering it online will afford more students the opportunity to complete the requirement. Additionally, much of the supportive material students are required to access for topical information is online. To support their learning, the instructor will post weekly lectures, readings, and news articles covering such topics as Federalism, Civil Liberties, and Political Parties.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course? The course will be developed using Blackboard course management system. Students will be able to access the course from their home computers. However, they can also access the course via the computer labs currently available to all students at AVC.

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) Weekly written lectures, posted on the course website, will contain active links to resources, such as, journals, news articles, and online video, which support the current topic. Links to discussion areas are also included so that students may post questions or respond to other postings. Weekly quizzes, assignments, and exams will be administered through Blackboard and e-mail.

Email and discussion groups may be used for asynchronous communication, and instant messaging will be used for synchronous communication. Discussion boards, chat rooms, and possible the telephone will be used for discussion. Additionally, a textbook and course reader, which include course management software, will be used to support the course content.

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.) In the classroom, students have the opportunity to debate weekly questions and topics. Via Blackboard, students in the online version of this class will be required to debate and discuss weekly questions and topics by posting comments and responses to questions and to the responses offered by their classmates. This is similar to the in-class version. Although students will not see each other face-to-face, the weekly debates and discussions may occur through discussion boards, e-mails, and chat rooms.

4. Explain how students' time in this course is <u>equivalent</u> to what students experience in the traditional classroom setting. Students must interpret complex questions and formulate positions relating to the course material. The reading assignments come from, but are not limited to, the course textbook, reader, journal articles, and online editorials. Students will respond to a series of questions posted to the discussion board that are connected to the weekly lectures, readings, and assignments. Quizzes and exams, such as, multiple choice, true/false, and essay format, will be administered through the course management system. Additionally, students will engage in a variety of writing assignments that include, but are not limited to, essays, reflection papers, position papers, and research papers.

5. METHODS OF INSTRUCTION:

a) ***Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)*** Students will have at least weekly, if not more frequent, contact with the instructor through e-mail, asynchronous discussion groups, message boards, and an announcement section. The student may also telephone the instructor, make appointments for office visits, or connect online with instant messaging to hold a synchronous discussion. Online discussions will remain posted throughout the semester to provide a continuous record that the student may reference for weekly assignments. A frequently asked questions (F.A.Q.) section will be established through a message board to address questions, concerns, and problems regarding the course.

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

One orientation meeting in Palmdale.

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: Students must accomplish a variety of tasks online to show mastery of the material. First, they must respond to the weekly-posted questions in such a way that their mastery of the material is evident. These questions will be directly related to the weekly lectures. Additionally, students must perform will on quizzes and exams, containing both objective an essay questions, administered through the course management system. Lastly, the writing assignments submitted by students must show an in-depth, well thought out understanding of the course material. Such written assignments include, but are not limited to essays, reflection papers, position papers, and research papers. Weekly feedback provided to the student using e-mail, discussion boards, and an online grade book will help the students achieve these objectives.

Off-line: Although this is an online class, there a variety of tasks students must complete offline. First, students are required to complete the weekly reading assignments, which come from, but are not limited to, the course textbook, reader, journal articles and online editorials. Second, students will compose drafts of their final drafts to the course management system. Finally, students are required to research information to support their assertions in all of their written work. Some of this research may be done in the AVC library.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: POLS 101

COURSE NAME: American Political Institutions
COURSE UNITS: 3
COURSE HOURS: 3

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

Advisory: Eligibility for ENGL 099.

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

Analysis of the national government of the United States and of the government of California, the structure and interaction of legislative, executive, and judicial branches and the processes of government in the contemporary world. Treatment of American institutions as documented in the Constitution of the United States. Completion of this course satisfies the State requirements in American government and Constitution.

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

1. Analyze the role that the American government plays in the global community.
2. Identify the structure and function of the American national government and California government.
3. State the basic assumptions, principles, institutions and terms of western democracy and the various concepts of American political power.
4. Critically examine the origins, history, structure and principles of the U.S. Constitution and the amendment process.
5. Explain the intellectual foundation for the Bill of Rights and the importance of civil liberties and civil rights.
6. Examine the manner in which citizens are linked to political participation through political parties, interest groups, public opinion, nominations, campaigns, mass media and the electoral process.
7. Evaluate the structures, functions, and processes of the three branches of government and resulting public policies.
8. Discuss the role the national government plays in the conduct of foreign policy, economic policy and social policy.
9. Assess the structure and function of the California state legislature, executive, and judicial branches.
10. Analyze the structure and function of city, county and special district governments in California.
11. Question the effectiveness of American governmental and political institutions and reflect upon possible reforms and directions for the future.

Course Subject & Number: POLS 101
Course Name: American Political Institutions

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. Title 5 requires that each instructor covers all material listed here.)***

PART ONE: CONSTITUTIONAL PRINCIPLES
1. Constitutional Democracy
2. Articles of Confederation
3. Constitutional Convention
4. United States Constitution
5. American Federalism

PART TWO: CIVIL LIBERTIES AND CIVIL RIGHTS
1. Civil liberties
2. Civil Rights
3. Political Rights

PART THREE: THE POLITICAL PROCESS
1. Political Culture and ideology
2. Political Parties
3. Interest Groups and Political Action Committees
4. Public Opinion
5. Voting Behavior
6. Elections and Campaign Finance
7. The Media and American Politics

PART-FOUR: THE POLICY MAKING INSTITUTIONS
1. Congress: The Legislative Branch
2. Presidency: The Executive Branch
3. The Federal Bureaucracy
4. Federal Court System: The Judiciary Branch

PART FIVE: STATE AND LOCAL GOVERNMENT
1. California History, Culture and Demographics
2. California Direct Democracy
   a. Initiative
   b. Referendum
   c. Recall
3. Political Parties and Interest Groups
4. Elections
   a. State
   b. County
   c. City
   d. Special Elections
5. Executive Branch
   a. Governor's office
6. Legislative Branch
   a. Assembly
   b. Senate
7. Judicial Branch
   a. Court System
8. Finance and Budget
9. Local Government
   a. County
   b. City
   c. Finance

Course Subject & Number: POLS 101
Course Name: American Political Institutions

TYPICAL READING, WRITING, AND COMPUTATIONAL ASSIGNMENTS

This material is necessary for all credit courses. Assignments should be clearly 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:***
Reading assignments, utilizing either the compulsory textbook for this course or appropriate journal articles, are required for for each class meeting. Typically, students are expected to read one chapter (approximately thirty to fifty pages) per week. Depending on the depth of the material covered, some readings are assigned and discussed for multiple class meetings.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
There are a variety of writing assignments for students to complete to meet the course objectives. These writing assignments are optional and might include, but are not limited to, essays, reflection papers, article reviews, position papers, research papers and quick writes. If an instructor chooses to assign a research paper, instructional time must be devoted to documentation, methodology and research methods.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
No computational assignments are required for this class.

4. ***If course is degree applicable/transfer, describe those critical thinking skills that are required; be sure that they reflect course objective. (Title 5 requirements can be found in the AP&P Standards and Practices book.)***

Students must interpret complex questions and formulate positions relating to the course material. Also, students are expected to analyze questions leading to germane group discussions, demonstrate their knowledge in debates about revelant issues, question the lecture and readings, and compare and contrast the course readings, issues and events discussed in class.

5. ***Describe other types of assignments that students may be asked to complete:***
An important aspect of this course is that students are abreast of current events related to this topic. An example of an assignment that accomplishes this is the submission of current event cards. Also, there are frequent quizzes covering the class readings, small group discussions, oral reports, and online discussion boards.

6. ***For each of the above categories, describe the estimated time per week it would take a student to complete typical out-of-class assignments.*** *Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; etc. For example: reading text—2 hours; writing reports—3 hours*

Reading: 3 hours from the course textbook and assigned articles each week

Writing: 2 hours

Computational: None

Other: 1 hour on research (internet or library), preparing oral reports, and working in small groups

Course Subject & Number: POLS 101
Course Name: American Political Institutions

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.)***

Lecture presentations and classroom discussions will be the main method of instruction. Furthermore, students may be required to debate issues and participate in group presentations. Various multi-media instructional tools will be utilized and may include PowerPoint presentations, videos, DVDs, the Internet and audio recordings.

METHODS OF EVALUATION: ***(These must be clearly related to course content, assignments, and objectives, in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating 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, problem solving exercises, or skills' demonstrations.)***

In assigning the final grade, mastery of the material and overall performance as well as contribution to the learning community will be assessed for each student. Students will be evaluated through exams containing both objective and essay questions (Objectives 2, 3, 4, 5, 6, 7, 9) Furthermore, students will be evaluated through written assignments in which they must defend a position, drawing upon evidence and examples from the lectures, class discussions, readings and additional sources such as journals and newspapers (Objectives 1, 3, 4, 6, 8, 10, 11). Additionally, students will be evaluated on participation (Objectives 1, 4, 5, 6, 8, 10, 11). Participation points can include, but are not limited to, in-class and online discussions and debates, presentations of position cards, small group work, pop quizzes and unannounced in-class writing assignments.

Suggested Texts or other Instructional Materials ***(include title, author, publisher, date, and edition):***
- O' Connor, Karen. & Sabato, Larry. American Government: Continuity and Change New York: Longman 2005
- Fiber, Pam. California Politics Supplement for American Government 4th Edition New York: Logman 2004
- Los Angeles Times; Wall Street Journal; Washington Post; New York Times;

Effective Date: _____
(date course can first be offered to be filled in by Office of Academic Affairs)

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

Academic Affairs Only
☐ New DE Course
☐ Revised

COURSE SUBJ. & NO: PSY 101 **COURSE TITLE:** General Psychology

Instructor (print): James Previte

Division: Social Science

Required Signatures:

AP&P Representative: _____ **Date:** 3-9-10
(division approval required)

Division Dean: _____ **Date:** 3.9.10

Notes for Reporting Purposes:
Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? **Yes** (No)

Is **51%** or more of instruction for this course provided on line? (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: PSY 101 **COURSE TITLE:** General Psychology

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

1. Why is this course particularly suited to be offered through this delivery system?
General Psychology is a course that allows students to gain an understanding of facts, theories, and principles that underlie human behavior. The class can be easily managed through Antelope Valley College's course management system. Students will be able to explore human behavior and related matters by examining support links that will be provided within the course management system. These links will provide access to PowerPoints, videos, quizzes, exams, tutorials, and other features that make the course material readily available and highly interactive.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?
Most college students electing to take this course have access to a home computer. The college currently provides computer labs, lab assistants, library research, Internet access for research, and qualified librarians.

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)
A password protected interactive website will be established that will provide lecture material, group discussion boards, homework, quizzes, exams, tutorials, videos, and links to support lecture material. Lecture materials are designed to reflect major theories and concepts that encourage critical thinking skills and personal application. Active links to Internet resources are also included that permit students to pose questions for clarification within the course management system. To comply with accessibility issues, any video with streaming audio will be captioned, and any pictures and links will be clearly labeled.

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 unique challenges are anticipated. However, the class website will provide tutorials that guide students through virtual demonstrations and experiments. Links to self-guided library and APA tutorials will facilitate the learning of how to conduct research and create appropriately formatted papers. The website will also provide videos and discussion boards.

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

Students will have to complete many assignments and activities online. In addition to reading lecture material, students will also watch videos, participate in discussion boards, complete online tutorials, as well as complete homework assignments, quizzes, and exams. Assignments, activities, and asynchronous discussion (through the use of discussion boards), will be required several times per week ensuring time spent for this course is equivalent to a traditional classroom.

5. METHODS OF INSTRUCTION:

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

Students will have access to the course materials every hour and every day of the week. An interactive chat feature with instant messaging to hold a synchronous discussion will also be established. Online discussion boards will be included to provide students with a history of information that has been presented and reviewed throughout the semester. This will also provide a review of material for test preparation. Test-review sheets will be posted to offer students an opportunity to ask additional questions and to obtain clarification on subject matter before each exam. Students will also be able to make appointments for a one-on-one discussion or make telephone appointments.

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

One orientation meeting in Palmdale.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

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

Online:

For each chapter, students will be required to complete review questions that cover material from the text and lecture materials. Discussion questions will also be posted for each chapter and students will be required to participate through online discussion boards. Students will be able to see others' comments and contribute to the overall discussion.

Online multiple-choice quizzes and exams will be given to provide students with immediate feedback of their mastery of the material in each chapter. Students will have continuous access to their progress through an online gradebook that will be maintained and updated at least once per week. Through private identification (known only to the instructor and the individual student), students will be able to see their completed assignment scores, participation scores, quiz scores, and test scores.

Off-line:

Students will complete written assignments offline and up load their files through the course management system's assignment tool so that APA format can be evaluated. They can also submit them to the instructor via e-mail attachment. This will be a research project that will assess whether students have learned many of valuable skills including but not necessarily limited to critical thinking, library and online searches for current texts and periodicals, as well as APA formatting.

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☒ COR Revision 5/28/2009
- ☒ Pre Req/Advisories 200970
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: PSY 101

COURSE NAME: *General Psychology

COURSE UNITS: 3 **COURSE HOURS:** 3 Hours Weekly

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

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 a scientific study of behavior through an exploration of major concepts, methods, and research findings. Topics such as biological basis of behavior; cognitive processes; research methods; learning and motivation; life span development; individual differences; behavioral disorders and therapies; social behavior and applied psychology are included. Students will also develop research skills and learn APA style so they may read and write in a scientific manner. (CSU, UC, AVC)

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

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

1. Explain the historical context of the field of psychology.
2. Identify, describe, and compare different research methodologies used in the scientific study of psychology.
3. Recognize, inspect, question, and evaluate various theories and concepts that presently influence the field of psychology.
4. Examine and analyze various topics and concepts in psychology.
5. Assemble and critically analyze recent information on topics in General Psychology through the use of current literature and scientific journals.
6. Assess the complexity and diversity of behavior including the impact of culture on human behavior.
7. Inspect and describe the interaction of nature (genes) and nurture (culture) on human behavior.
8. Recognize and appraise scientific journals in the field of psychology.
9. Identify and demonstrate APA writing style.

Course Subject & Number: PSY 101
Course Name: *General Psychology

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.)***

Introduction to Psychology
- History
- The impact of culture
- The profession of psychology/specialties in psychology

Scientific Research
- The scientific method
- True experiments (cause and effect)
- Quasi-experiments
- Correlation (relationships)
- Naturalistic observation
- Case study
- Survey method
- Scientific journals and APA style

Brain and Behavior
- The nervous system
- Brain imaging techniques

Human Development
- Childhood
- Adolescence
- Moral development
- Adulthood and aging
- Death and dying

Sensation and perception
- Vision
- Hearing
- Smell
- Taste
- Perceptual constancies and organization
- Depth perception

States of Consciousness
- Sleep
- Sensory deprivation
- Drug-altered consciousness

Conditioning and Learning
- Classical conditioning
- Operant conditioning

Memory
- Sensory memory
- Short-term memory
- Long-term memory
- Forgetting

Motivation and Emotion
- Types of motivators
- Theories of emotions

Personality
- Psychodynamic theories
- Humanistic theories
- Trait theories
- Behavioristic and social learning theories

Psychological Disorders
- Classifying mental disorders
- Personality disorders
- Anxiety-based disorders
- Mood disorders
- Psychotic disorders
- Delusional disorders

Therapies
- Psychoanalysis
- Humanistic
- Behavior
- Cognitive
- Medical

Social Behavior
- Social perception
- Interpersonal attraction
- Social Influence

Course Subject & Number: PSY 101
Course Name: *General Psychology

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:***
Weekly assigned chapters from text, average 25-30 pages per week and optional materials provided by the instructor such as recent articles from scientific journals.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to complete a research paper (to be no less than 9 pages in length and 3 references minimum) as directed by the instructor in APA style or 4 shorter papers such as 1 to 2 page reaction papers to different topics during the semester and/or 3 annotated bibliographies in APA style (to be no less than 3 pages each and 3 references minimum).

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

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

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

Reading Assignments: 3 hours

Writing Assignments: 3-4 hours

Computational Assignments: N/A

Other Assignments: N/A

Course Subject & Number: PSY 101
Course Name: *General Psychology

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

Lecture
Discussion
Multi-media presentations
Cooperative Learning (facilitated by instructor)
Guest Speakers (optional)

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

Students' knowledge of terminology, ability to compare, contrast, and critique different theories, and ability to integrate analysis of theories and perspectives will be evaluated through examinations, quizzes, and writing assignments (objectives 1, 2, 3, 4). Classroom participation will be evaluated through in-class writing assignments and instructor observation of participation (objectives 6, 7). Instructor facilitated research papers will measure students' ability to research, organize, and integrate ideas (objectives 5, 8, 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.)
Coon, D. (2010). *Introduction to Psychology* (12th Edition). Australia: Thomson/Wadsworth.
Myers, D.G. (2009). *Psychology* in Everyday Life (1st Edition). New York: Worth Publishers.
Wood, S., Wood, E., and Boyd, D. (2008). *Mastering the world of Psychology* (3rd Edition). Boston: Pearson.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

Academic Affairs Only
☐ New DE Course
☐ Revised

COURSE SUBJ. & NO: SOC 101 **COURSE TITLE:** Introduction to Sociology

Instructor (print): William Lund

Division: Social & Behavioral Sciences

Required Signatures:

AP&P Representative: _____ **Date:** 3-9-10
(division approval required)

Division Dean: _____ **Date:** 3.9.10

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: SOC 101 **COURSE TITLE:** Introduction to Sociology

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

1. Why is this course particularly suited to be offered through this delivery system? Introduction to Sociology is offered as a traditional classroom-style course and as an online course both at AVC and at a number of community colleges. The foundation of the course currently exists on AVC's Course Management System (CMS) and assignments and evaluation instruments are readily convertible to online delivery. Many of the technological adaptations needed in online courses have been applied in conventional classroom settings and hybrid courses in sociology. PowerPoint -- or its equivalent -- is used in a number of classroom sociology courses here at AVC. Many instructors make supplemental material available for downloading from their course websites using the MY AVC platform. These materials include audio and video clips. An online course can go farther, in that it provides an opportunity for discussion boards and chatrooms to debate relevant issues addressed in the course. Quizzes, exams, and other written assignments will be managed through the AVC CMS and monitored by the instructor. Student assignments may be submitted by hardcopy through the conventional U.S. Mail or the instructor's drop box located near the campus mail room. This flexibility will help lessen the impact of technical problems in the event they occur -- or when a student's lack of technical competence with the hardware or software becomes a problem. Offering this course online presents additional opportunities for student interaction beyond those available in the classroom. For example, students may participate in discussion boards, live chats, and use Internet resources to learn, research, and debate key principles and ideas fundamental to this course.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course? This course uses the AVC Course Management System (CMS) as a platform. The AVC Campus Learning Center provides orientation and tutorials to students on the use of computers, printers, and the Internet. The Instructional Multimedia Center has PCs and Macs available for instructional purposes and it has a studio for the purpose of recording digital audio presentations and lectures for use online. The Library provides services that include a reference collection for student and faculty research, a reference desk and librarians who are available in person, over the telephone, and via email to assist students with their research assignments. Additionally, the Library provides Distance Education tutorials, online research methods presentations, research guides by topic, and full-text articles and style guides that are invaluable for students completing their written assignments. Students without personal computers and Internet access can visit the AVC Computer Labs at their convenience or use computers available through public libraries. The AVC Computer Labs are open and available to online and regular students on the Main Campus and at the Palmdale Learning Center. Faculty Professional Development courses have been available in the past on topics relevant to online instruction, such as Blackboard Basics I, Blackboard Basics II, Content Management, Getting Around My AVC, Banner Basics, and Blackboard Boot Camp. It is anticipated that these courses will continue to be made available for interested faculty throughout the next academic year.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary) Lectures and lessons will be made available for asynchronous learning in textual, audio, and visual digital file formats commonly available and preferred by most electronics consumers. To comply with the Americans with Disabilities Act and related measures, text-only versions of audio and visual media will be available. Audio recordings in digital media will accommodate the visually impaired. Time requirements for quizzes, examinations, and other assignments can be extended for those requiring the accommodation of additional completion time. Other accommodations will depend on evolving equipment capabilities. This will necessitate periodic evaluation to assure that no student is excluded from participation because of obsolete software or hardware.

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 unique challenges are presented by the course content and evaluation procedures typical of a conventional course in sociology.

4. Explain how students' time in this course is <u>equivalent</u> to what students experience in the traditional classroom setting. Classroom students participate in class discussion. Online students "debate" and "discuss" through asynchronous or synchronous written postings with other students and the instructor. These postings will make use of the AVC CMS discussion boards and chatrooms. In some respects, online discussions are superior to in-class discussions. For example, the individual contribution of students can be evaluated in detail and such statements are no longer ephemeral, but a persistent record of them will exist. Also, students reluctant to participate in face-to-face discussions may find written communication less intimidating. Because time is flexible, students whose inclination is to wait for others to speak will have a longer opportunity to participate. To satisfy the SLOs for this course, students must compare the major theoretical paradigms in sociology and evaluate how these differ from the perspectives of other social sciences. They must critically evaluate research techniques used in the field of sociology and prepare specific examples of their use in the field, and they must inspect different groups, social processes, institutions and the stratification of society from different sociological perspectives, including application of various sociological terms and definitions. Students' ability to compare and contrast theoretical perspectives, discuss sociology as a research-based discipline, apply sociological terms, and apply understanding of sociological perspectives will be determined through instructor evaluation of the research paper and/or essay assignments. All such assignments are adaptable for uploading through the campus Web servers and can be returned to the student after evaluation in a similar fashion. Quizzes and examinations will be used to evaluate recognition of terms and vocabulary as well as the differentiation of sociological perspectives. Online quizzes, examinations and their grading is an automated capability of the current AVC CMS. Reading assignments will be required as they would be in a traditional classroom. Supplemental reading assignments will be required as they would be in a traditional classroom. Lectures will be presented as they would be in a similar classroom slide-show presentation with an audio track provided as commentary and a text version made available for the benefit the hearing impaired. Quizzes and examinations -- both essay and multiple-choice -- will be administered through the CMS. Written assignments will be uploaded -- either directly or through Turnitin.com, as preferred by the instructor -- then, corrected, graded, and returned via the AVC web servers.

5. METHODS OF INSTRUCTION:

a) ***Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)*** Regular effective student contact with the instructor will be quantified through the administrative capabilities of the CMS. The modes of contact consist of email, discussion group postings, chatroom postings, and visits to specialized sections (web pages) of the CMS. Such specialized sections include Frequently Asked Question pages (F.A.Q.), lecture and presentation sections, a gradebook, links to online resources, discussion boards, chatrooms, and announcements. Discussion group postings, chatroom postings, web page visits and F.A.Q., lecture presentations, resource links, chatrooms and announcements will be reviewed by the instructor. Initially

the instructor shall communicate all expectations and commitments through the course syllabus. Subsequent corrections and amendments to this document should be posted as revisions to the original syllabus, and posted online.

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

One orientation meeting in Palmdale.

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: The length and content of lecture material made available online will be equivalent to comparable face-to-face lectures given in a conventional manner before a traditional classroom of students. Participation in discussion groups will be organized around 5 to 10 supplemental reading assignment topics at the discretion of the instructor. Discussions are expected to be asynchronous in response to question or directions posted by the instructor. Exams and quizzes will be administered online and equivalent to similar written exams and quizzes administered in the classroom.

Off-line: The textbook and supplemental reading anthology is required for both the traditional and the online course. Questions can be posed directly by the instructor. Assignments can either be completed online by students or uploaded after completion in one of several popular word processing software products. Quizzes can be completed offline and uploaded, or online and automatically graded. Term papers can be researched through online resources or through visits to the campus library or other libraries located throughout the catchment area. Reading assignments from the textbook and supplemental texts will be required as indicated in the COR for SOC 101 (See Heading: Typical Reading, Writing, and Computational Assignments). Research for written assignments will be required as indicated in the COR for SOC 101. The student may elect to use research resources available through the AVC Library, such as EBSCOhost, or the student may elect to conduct conventional research at the AVC Library or at a comparable library in the student's community.

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☒ COR Revision 3/12/2009
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☒ SLOs 4/20/2008

COURSE SUBJECT & NUMBER: SOC 101

COURSE NAME: Introduction to Sociology

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

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

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
This course will give students an introduction to the study of social processes and a consideration of the concept of culture. Students will develop an understanding of the dependency of our society on those around us as well as those who have gone before us. The basic tools of sociological analysis and the groups and social institutions of society will be presented. (CSU, UC, AVC)

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

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

1. Compare and contrast the theoretical perspectives introduced in sociological thought: functionalism, conflict, and interactionsim.
2. Differentiate between a sociological perspective and those of other social sciences of the humanities.
3. Relate and apply an understanding of the sociological perspectives in an examination of groups, social processes, institutions, and stratification of society.
4. Recognize, explain, and apply sociological terms and vocabulary.
5. Recognize and discuss why sociology is a scientific research-based discipline.
6. Explain basic research methods used in writing a research paper and write a research paper according to specified format.

Course Subject & Number: SOC 101
Course Name: Introduction to Sociology

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.)***

Historical Foundations of Sociology
- Classical theorists and their contributions
- European origins of sociology
- Instruction in basic research methods
- Instruction in writing and formatting a research paper

Sociological Perspectives
- Sociology as a science
- Debunking

Science of Sociology
- Steps in research process
- Research designs
- Application of research to understanding society
- Theoretical perspectives in Sociology

Culture as a Framework to Study Sociology
- Elements of culture
- Symbolic aspects of culture
- Cultural change
- Cultural diversity
- Globalization of culture

Study of the Social Structure
- Status and role
- Social groups
- Larger elements of social structure
- Integration of societies based on classical theories

Theories of Socialization
- Functionalism
- Social Conflict
- Symbolic Interacton
- Agents of socializaton

Social Interaction
- Theories of social interaction
- Importance of interaction in understanding social life
- Social construction of reality

Deviant Behavior
- Definitions and causes of deviance
- Theories of deviancy
- Deviancy and crime
- Deviancy and social control

Social Stratification
- Stratification based on economics
- Stratification based on class
- Stratification based on race

Course Subject & Number: SOC 101
Course Name: Introduction to Sociology

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

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Students will read 25 to 35 pages from the course textbook and associated reader each week.

Students will read supplemental materials such as journals, books, and web sites as assigned by the instructor or as necessary for research, approximately 15 pages each week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will complete at least four essay assignments (reaction papers, compare/contrast papers, etc.) as directed by the instructor, or write an investigative, research-based paper, seven to ten pages in length.

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

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Students may be required to complete library tutorials, oral presentations, small group exercises, and assignments or participate in field trips.

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

Reading Assignments: 3 hours weekly

Writing Assignments: 3 hours weekly

Computational Assignments: N/A

Other Assignments: Tutorials, research, test preparation and preparation for oral presentations -- 1 to 2 hours weekly

Course Subject & Number: SOC 101
Course Name: Introduction to Sociology

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

Lecture
Discussion
Group Exercises
Multi-media Presentations
Guest Speakers
Field Trips

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

Students' ability to compare and contrast theoretical perspectives, discuss sociology as a research-based discipline, apply sociological terms, and apply understanding of sociological perspectives will be determined through instructor evaluation of the research paper and/or essay assignments. (Objectives 1, 2, 4, 5, and 6)

Quizzes and examinations containing both objective and essay questions will be used to evaluate recognition of terms and vocabulary as well as differentiation of sociological perspectives. (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.)
Henslin, James M. (2007) Sociology: a down-to-earth approach, 7th edition. Boston: Pearson Custom Publishing

Henslin, James M. (2008) Exploring Social Life, 3rd edition. Boston: Pearson Custom Publishing

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

Academic Affairs Only
☐ New DE Course
☐ Revised

COURSE SUBJ. & NO: HIST 107 COURSE TITLE: U.S. HISTORY, 1607-1877

Instructor (print):

Division: Social and Behavioral Sciences

Required Signatures:

AP&P Representative: _____ **Date:** 3/9/10
(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** **(No)**

Is **51%** or more of instruction for this course provided on line? **(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: History 107 **COURSE TITLE: U.S. History, 1607-1877**

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

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

U.S. History 107 is a comprehensive and interpretive analysis of the political and social development of the nation to 1877. And though long offered as a traditional core course at AVC, it has yet been offered fully online as it has been done at a number of other two year schools around the state and country. Such an online course is common elsewhere because it's both popular and easily transferable to the state's four year institutions. It's obvious then that such a class can also be successful in an online format. In fact, much of the foundation for a course already exists, as AVC's course management system would allow for work to be done at home via the internet, without a physical classroom or a fixed time. Secondly, it's well known that academic work such as written assignments, quizzes, readings and exams can be completed and delivered electronically. And since an online course also allows for interaction between students through discussion boards and live chat, a distance course makes it possible to complete such a course in a unique fashion while still reaching the SLO goals associated with the traditional course. In short, through such technology, the individual student can learn, research, and debate the important individuals, developments, key principles, and ideas of the first half of American history on their own time without leaving home.

In fact, offering this course in a distance format will allow AVC to offer this course to a larger community, as many individuals have probably been unable to take the traditional course due to work and family responsibilities. Considering the fact that this particular course is often chosen as a way to fulfill the core requirements for graduation, offering it in an online format should not be ignored. And though offered in a electronic format, the online course will still cover the core materials of the course, such as colonial America, the development of early American culture, the American Revolution, territorial expansion, the Jacksonian Revolution, the war with Mexico, the issue of slavery, the key political compromises in regards to slavery, the sectional crisis, Civil War, and the era of Reconstruction.

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

The course will be developed using AVC's course management system, meaning that students will be able to access the course from their home computers. First, students will need to read the course textbook, secondary readings, and answer questions posed directly from the instructor. Second, students will compose drafts of their midterm and final exams offline and then upload them back to the instructor. Third, students will be able to research and find their information to support their term papers either in person or remotely through AVC's library website. And finally, to assist students without personal computers or internet access at home, they can still access the course free of charge via the computer labs currently available to all students at AVC.

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)

Along with *PowerPoint* presentations containing the same historical material as shown during traditional lecture in the classroom, the course website will contain active links to assignments, supplemental readings, historic video and audio clips, as well as discussion board and chat room sites for responding to frequent questions and "virtual debates." The textbook's website will also be integrated into the website, which will contain additional study tools and projects. Finally, quizzes, assignments, and exams will be administered through AVC's course management system, the assignment drop box, and the instructor's e-mail. In addition, actual lectures in a podcast format will be made available on the website for students to listen to at a time of their convenience. Thus, when combined with textbook reading, the various topics of the course will be available in both visual and audio formats, which will cater to the different learning styles amongst the student population as well as addressing accessibility issues.

Specifically, to accomplish all that is mentioned above and still meet the Americans with Disabilities Act and Section 508 requirements, this website will also provide a text-only alternative to provide service and information to students whose disabilities would require another means of completing the necessary requirements. In addition, lectures will be available on the website in podcast form for the visually impaired. Thirdly, although online quizzes will be timed, settings on the website can be made to allow for students to have additional time. Finally, both the course and any corresponding textbook website will include settings to avoid a high flicker rate, as well as in a non-color format.

To further assist students, it should be noted that the course website would include hyperlinks to other sites that offer free downloads of PowerPoint and the audio software necessary to listen to podcast lectures. This way, we can insure that all students enrolled in the course can have equal access to all the material without any additional costs.

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 <u>equivalent</u> to what students experience in the traditional classroom setting.

In the classroom, students have the opportunity to participate in class discussions and group projects. Via AVC's course management system, students in the online version of this class will be required to debate and discuss questions and topics on both the website's discussion board and online chat with the instructor and their fellow classmates. And although students will not be able to see each other, the discussion board and chat rooms will likely gain much more consistent participation than in the traditional classroom, as those who have difficulty with speaking in groups will avoid that issue. Lastly, the discussion board topics and the access to e-mail will be available on a 24-hour basis, furthering student participation.

In addition, in order to meet the requirements for the course listed in the Student Learning Outcomes, students will be asked to interpret historical complex events, answer questions and analyze documents, just as they would in the regular course. To accomplish this, the reading assignments will come from, but are not limited to, the course textbook, side readers, materials available on CD-ROM and online articles. Students will also need to respond to a series of questions that are connected to the weekly lectures, readings and assignments. Quizzes and exams, such as multiple choice and essay format, will be administered through the course management system. Additionally, students will engage in a variety of writing assignments that include, but are not limited to, short essays and research papers.

5. METHODS OF INSTRUCTION:

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

Students will have at least weekly, if not more frequent, contact with the instructor through a combination of e-mail, discussion groups, chat rooms and regular announcements. The student may also contact the instructor by telephone, make appointments for office visits, or connect online during the live chat sessions. Finally, one page on the AVC's Course Management System site will cover general information about the course, its requirements and expectations, grading system, as well as a "frequently asked questions" (F.A.Q.) section to address a variety of student questions, concerns and problems.

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

One orientation meeting in Palmdale.

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: Students must accomplish a variety of tasks online to show mastery of the material. First, they must respond to the frequent discussion questions and virtual chats in such a way as to prove adequate understanding of the material and the key concepts. Additionally, students must perform well on quizzes and exams, which will contain both objective and essay questions. Lastly, the writing assignments submitted by students must show an in-depth, well thought-out understanding of the course material. Such written assignments include, but are not limited to, short essays, research papers, and outlines for research papers. Weekly feedback provided to the student using e-mail, discussion boards, and an online grade book will help the students achieve these objectives.

Off-line: Although this is an online class, there are a variety of tasks students must complete offline. First, students are to read the course textbook, secondary readings, and questions posed directly from the instructor. Second, students will compose drafts of their final midterms and final exams offline and then upload them back to the instructor. Finally, students are required to research information to support their term papers, which can be done either in person or remotely through the AVC library website.

Finally, as an additional method to create a "community" of those enrolled in the course, and to promote face-to-face contact between the instructor and student as well as between students, an extra credit field trip would be offered on a Saturday sometime during the semester. But since inevitably not everyone would be able to make this trip, an alternative extra credit project would be available online to earn the same number of points without leaving home.

Course Revised
2/2005

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: HIST 107
COURSE NAME: U.S. History, 1607-1877
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Eligibility fro Coll ege Level Reading and ENGL 101 or satisfactory completion of ENGL 101.

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

A comprehensive interpretive analysis of the political and social development of the nation to 1877. Considerable attention is also given to economic developments and to cultural and intellectual currents. Includes reference to the antebellum political history of California inside the framework of general United States history.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Identify major individuals from this historical period.
2. Appraise significant events from this historical period.
3. Recognize key problems relating to this historical period.
4. Compare and contrast major historical events and problems in terms of background, substance, and impact.
5. Evaluate and assess the repetitive cycles of history.
6. Write a research-related paper in MLA format.

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

Course Subject & Number: HIST 107
Course Name: U.S. History, 1607-1877

COURSE CONTENT: *(Proved 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. Title 5 requires that each instructor covers all material listed here.)*

The Colonial Period
- Discovery
- Founding the English colonies
- Life in the American Colonies

Constructing the new Government
- The Crisis of Empire
- The American Revolution
- Under the Articles of Confederation
- Writing the Constitution
- The Federalists in Power

The Young Nation
- Jefferson, Louisiana, and the War of 1812
- Missouri Compromise, Jacksonian Era
- Industrialization in the North

Territorial Expansion
- Oregon, The Mexican War, California

Slavery and the Old South

The Civil War Era
- A House Divided
- The Civil War (battles, events)
- Reconstruction

Industrialization

How to Write a Term Paper Using MLA Format

Course Subject & Number: HIST 107
Course Name: U.S. History, 1607-1877

TYPICAL READING, WRITING, AND COMPUTATIONAL ASSIGNMENTS

This material is necessary for all credit courses. Assignments should be clearly related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices handbook.) Provide a minimum of three examples for each item completed.

1. ***Describe nature and frequency of required reading assignments if applicable:***
Students will read 30 to 60 pages per week from their textbook.
Students will read additional material (handouts, articles on reserve) as assigned by the instructor.

2. ***Describe nature and frequency of required writing assignments if applicable:***
Students will write at least one research-based paper, four to six pages in length, that explains the goals and beliefs of different people in this historical period. MLA format will be stressed and the instructor will provide the appropriate guidance for students in how to write a college level research paper. Instructors will have other possible writing assignment options as well which may include: in class essays, responses to reading, and critiques of articles, as assigned by the instructor.

3. ***Describe nature and frequency of required computational assignments if applicable:***
Not applicable

4. ***If course is degree applicable/transfer, describe those critical thinking skills that are required and how they will be evaluated: (Title 5 requirements can be found in the AP&P Standards and Practices book.)***

Through reading assignments, class discussion, and the process of writing a term paper, students will compare and contrast historical events, analyze information, and evaluate, synthesize, and document sources.

5. ***Describe other types of assignments that may be required of students:***
Other assignments which may be required could include cooperative learning in class, suggested field trips to outside lectures or museums, and oral or group presentations.

6. ***Using the Carnegie formula (i.e. 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; 3 hrs. lecture = 6 hrs. homework; etc.) describe estimated time per week it would take a student to complete typical out-of-class assignments(for each type above):***

Reading and analysis of the textbook: 2 to 3 hours per week
Additional reading: 1 to 2 hours per week
Test and research paper preparation: 1 to 2 hours per week

Course Subject & Number: HIST 107
Course Name: U.S. History, 1677-1877

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.)*

Lecture, discussions, videos, guest speakers, group work

METHODS OF EVALUATION: *(Be sure these are clearly related to course content, assignments, and objectives, as well as Title 5 requirements when applicable. Describe what instructor will be looking for when evaluating 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, problem solving exercises, or skills' demonstrations.)*

Students' abilities to compare and contrast historical events and problems and evaluate and assess the repetitive cycles of history will be determined through instructor evaluation of written assignments, quizzes, and exams that include both objective and essay questions.

Suggested Texts or other Instructional Materials *(include title, author, publisher, date, and edition):*
Brinkley, Alan. The Unfinished Nation: A Concise History of the American People. Volume I: To 1877. Fourth Edition. Boston: McGraw-Hill Companies, 2004. (ISBN 0-07-256562-4)
Bailey, Thomas A, David M. Kennedy, and Lizabeth Cohen. The American Pageant: A History of the Republic. Volume I: To 1877. Eleventh Edition. Boston: Houghton Mifflin Company, 1998. (ISBN: 0-669-39729-6)

Effective Date: _____
(date course can first be offered to be filled in by Office of Academic Affairs)

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

RECEIVED
NUV 19 2009
SLO-5-27-08
BY: Maeregan

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

SECTION I Date Initial

AP&P Representative: 11/18/09
(*indicates division review and approval*)

Division Dean/Director: 11/18/09

Faculty Name: (print) JUSTIN SHORES Date 11-16-09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: ELEC 110

COURSE TITLE: *Fundamentals of Electricity

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

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

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ELEC 110

COURSE NAME: *Fundamentals of Electricity

COURSE UNITS: 4 **COURSE HOURS:** 6 hours weekly (3 hours lecture, 3 hours lab)

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
ADVISORY: Eligibility for READ 099, ENG 099 and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Basic concepts of electricity with emphasis on the fundamental laws of electricity and magnetism and the practical application of those laws. Experimental verification of these laws with laboratory practice to support the theory. Students will be provided a foundation in electricity for vocational areas including: electronics, electrical, auto, appliance repair, refrigeration and air conditioning. (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. Recognize the fundamental quantities and abbreviations associated with Metric and English systems of units.
2. *Utilize the electronic calculator in solving electronic/electrical problems.
3. Describe the basic concepts of atomic theory.
4. Demonstrate the six methods of producing electricity.
5. Utilize the basic concept of current and voltage.
6. Determine the resistance of a wire.
7. Identify basic concepts by sight and schematic symbols.
8. *Use Ohm's Law to solve for resistance, current, voltage and power.
9. Differentiate between series, parallel and combination circuits.
10. Describe the theory of magnetism and electromagnetism.

* Denotes application of SCANS objectives.

Course Subject & Number: ELEC 110
Course Name: *Fundamentals of Electricity

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. Safety
   A. Fire extinguisher
   B. First aid
   C. Shock
   D. Personal protective equipment

II. Electricity Principles
   A. Law of electric charges
   B. Basic atomic theory

III. Ohm's Law and the Power Formula
   A. Calculate voltage and current using Ohm's Law
   B. Calculate voltage and current using the power formula

IV. Basic Quantities
   A. Voltage types
   B. Energy
   C. Conductor and insulators

V. Meter Abbreviations and Codes
   A. Meter types
   B. Meter symbols
   C. Digital display
   D. Analog display

VI. Taking Standard Measurements
   A. Alternating current voltage and current measurement
   B. Direct current voltage and current measurement
   C. Revolutions per minute (RPM) and resistance measurement

VII. Abbreviations, Acronyms, and Symbols
   A. Basic schematic symbols
   B. Motor and switching symbols

VIII. Math Principles
   A. Mathematics
   B. Fractions
   C. Converting

IX. Math Applications
   A. Problem solving
   B. Voltage drop
   C. Energy calculations

X. Numbering Systems
   A. Binary numbering systems
   B. Octal numbering systems
   C. Hexadecimal numbering systems
   D. Resistor/capacitor color codes

XI. Circuit Conductors, Connections, and Protection
   A. Conductor material and sizing
   B. Conduit types and uses
   C. Over current protection device (OCPD) usage

XII. Series Circuit
   A. Resistance formulas in a series circuit
   B. Current calculations
   C. Voltage calculations

XIII. Parallel Circuit
   A. Resistance formulas in a parallel circuit
   B. Current calculations
   C. Voltage calculations

XIV. Combinations Circuit
   A. Resistance formulas in a combination circuit
   B. Current calculations
   C. Voltage calculations

Course Subject & Number: ELEC 110
Course Name: *Fundamentals of Electricity

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:***
Reading assignments will be assigned after each class and will be required to be read for the next class lecture. Reading assignments will average 30 pages.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to answer questions in essay form, fill in the blanks, and write short answers on a weekly basis.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to set up and solve equations used in electronic/electrical circuits, on a weekly basis.

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:***
N/A

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

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments: 2 hours

Other Assignments: N/A

Course Name: *Fundamentals of Electricity

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, instructor led discussions, audio-visual aids, hands-on demonstrations, instructor led problem solving sessions, and a field trip.

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.)***

Writing assignments will be graded based upon accuracy of information and presentation of material. (Objectives 1-7, 10)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignements. (Objectives 1-10)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-10)

Lab skills will be evaluated for safe work practices and practical application of lecture material. (Objectives 1, 2, 3, 5, 6, 7, 8, 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.)
Electrical Principles and Practices 3rd edition, by Glen A. Mazur and Peter A. Zurlis, American Technical Publisher, 2007.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ELEC 110
COURSE NAME: *Fundamentals of Electricty
COURSE UNITS: 4
COURSE HOURS: 6 hours weekly (3 hours lecture, 3 hours lab)

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

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

Basic concepts of electricity with emphasis on the fundamental laws of electricity and magnetism and the practical application of those laws. Experimental verification of these laws with laboratory practice to support the theory. Students will be provided a foundation in electricity for vocational areas including: electronics, electrical, auto, appliance repair, refrigeration and air conditioning. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Recognize the fundamental quantities and abbreviations associated with Metric and English systems of units.
2. Utilize the electronic calculator in solving electronic/electrical problems.
3. Utilize the basic concepts of Atomic Theory.
4. Demonstrate the "6" methods of producing electricity.
5. Utilize the basic concepts of current and voltage.
6. Determine the resistance of a wire.
7. Identify basic concepts by sight and schematic symbols.
8. Describe Ohm's Law.
9. Differentiate between series, parallel and combination circuits.
10. Describe the theory of magnetism and electromagnetism.
11. Discuss residential wiring.
12. Identify active components by sight and schematic symbols.

RECEIVED
NOV 19 2009
SLO 5-27-08
BY: Manriquez

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*)	11/18/09	
Division Dean/Director:	11/18/09	

Faculty Name: (print) JUSTIN SHORES Date 11-16-09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: ELEC 115

COURSE TITLE: *Electrical Codes and Ordinances

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

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

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: ____

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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 3 times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable

or

- ☐ **C** Not Transferable: Non-Degree Applicable

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ELEC 115

COURSE NAME: *Electrical Codes and Ordinances

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

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Course Prerequisite: Completion of ELEC 110 or concurrent enrollment.
Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

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

Familiarization with the electrical codes used in California including technical requirements, governing bodies and enforcement. A residential setting will be used to teach code requirements. The class will cover 50 percent of the National Electrical Code (NEC) and will build on the students' foundation of knowledge and skills to maintain or modify the electrical system in a residence. Close adherence to the NEC will be observed, resulting in safe wiring practices. Basic formulas necessary to understand electrical theory and applications are presented as they are needed throughout the class (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. Describe the electrical codes and ordinances in effect in California.
2. Reconcile National Electrical Code (NEC) standards and local codes to comply with both.
3. Give exact requirements for box, wire, and conduit sizes required by the NEC for various load requirements.
4. *Calculate load requirements for panel, derate wire for temperature and/or number of wires in bundle or conduit.
5. Read blueprints and become familiar with symbols.
6. Draw basic symbols for receptacles, switches, and other sorted electrical devices.
7. Demonstrate proper use of various tools and electrical devices.

* Denotes application of SCANS objectives.

Course Subject & Number: ELEC 115
Course Name: *Electrical Codes and Ordinances

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. Foundation Provisions
   A. Introduction to the National Electrical Code (NEC)
   B. Definitions
   C. Boxes and enclosures
   D. Cables
   E. Raceway and conductors

II. Single Family Dwellings
   A. General provisions
   B. Specific provisions
   C. Load calculations
   D. Services and electrical equipment

III. Multi-Family Dwellings
   A. General provisions
   B. Specific provisions
   C. Load calculations
   D. Services and electrical equipment

IV. Commercial Locations
   A. General provisions
   B. Services, feeders, and equipment

V. Special Occupancies, Areas, and Equipment
   A. Hazardous locations
   B. Specific provisions

Course Subject & Number: ELEC 115
Course Name: *Electrical Code and Ordnances

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:***
Reading assignments will be assigned after each class and will be required to be read for the next class lecture. Reading assignments will average 30 pages.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to answer questions in essay form, fill in the blanks, and write short answers on a weekly basis.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Computations to determine box, wire and conduit sizes. Calculations to determine breaker size and raceway fill on a weekly basis.

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:***
Out of class assignment includes working as a two person team to design a circuit using a specific material.

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

Reading Assignments: 3 hours

Writing Assignments: 2 hours

Computational Assignments: 2 hours

Other Assignments: 1 hour

Course Subject & Number: ELEC 115
Course Name: *Electrical Codes and Ordnances

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, instructor led discussions, audio-visual aids, hands-on demonstrations, instructor led problem solving sessions, and a field trip.

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.)***

Writing assignments will be graded based upon accuracy of information and presentation of material. (Objectives 1-7)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignements. (Objectives 1-7)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-7)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Illustrated Guide to the National Electrical Code, 4th edition, by Charles R Miller, Delmar Cengage Learning, 2008.

Course Outline
Update 4/22/04

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ELEC 115
COURSE NAME: *Electrical Codes and Ordinances
COURSE UNITS: 4
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of ELEC 110 or concurrent enrollment.
Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
Familiarization with the electrical codes used in California including technical requirements, governing bodies and enforcement. A residential setting will be used to teach code requirements. The class will cover 50 percent of the National Electrical Code (NEC) and will build on the students' foundation of knowledge and skills to maintain or modify the electrical system in a residence. Close adherence to the NEC will be observed, resulting in safe wiring practices. Basic formulas necessary to understand electrical theory and applications are presented as they are needed throughout the class (AVC) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Describe the Electrical Codes and Ordinances in effect in California.
2. Reconcile NEC standards and local codes to comply with both.
3. Give exact requirements for box, wire, and conduit sizes required by the NEC for various load requirements.
4. Calculate load requirements for panel, derate wire for temperature and/or number of wires in bundle or conduit.
5. Read blueprints and become familiar with symbols.
6. Give symbols for rooms, draw in the wires for each symbol and indicate the color of each conductor, how many wires are in a bundle.
7. List and explain usage for various tools and electrical devices.

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BY: Mirnegui

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*)	11/18/09	
Division Dean/Director:	11/18/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Faculty Name: (print) Justin Shores Date 11-16-09

COURSE SUBJECT & NUMBER: ELEC 120

COURSE TITLE: *Residential Wiring

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

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

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ELEC 120

COURSE NAME: *Residential Wiring

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

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Course Prerequisite: Completion of ELEC 110 or concurrent enrollment.
Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
This course is designed for students who want to learn the applications, selection and installation techniques of the most common electrical devices used in homes and apartment buildings. Course of study includes the basic theory of wiring circuits, blueprint reading, materials selection, installation, and code requirements with hands-on application. Provides additional instruction on wiring practices in accordance with the National Electrical Code. Students will be able to perform and troubleshoot most common installations encountered in residential applications. (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. Perform system modifications.
2. *Show a proficiency in evaluating the size of branch circuits and feeders requirements equal to industry standards as determined by the instructor.
3. Demonstrate the proper use of various electrical meters.
4. Repair a faulty electrical system.
5. Install/repair branch circuits.
6. Install electrical conduit.
7. Pull wire in conduit.
8. Install electrical equipment
9. Repair tools, extension cords and electrical equipment
10. Obtain electrical permits and pass electrical inspections

* Denotes application of SCANS objectives

Course Subject & Number: ELEC 120
Course Name: *Residential Wiring

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 Course and Safety
   A. Safety in the workplace
   B. Personal protective equipment
   C. Arc flash
   D. Licensing and permits
   E. Building codes

II. Electrical Symbols and Outlets
   A. Electrical symbols
   B. Outlet, device, and junction boxes
   C. Number of conductors in a box
   D. Typical height of switches and receptacles

III General Purpose Receptacle and Lighting Load
   A. Load calculations
   B. Floor area calculations
   C. Determine minimum number of lighting branch circuits
   D. Small appliance branch circuits

IV. Conductor Sizing and Wiring Methods
   A. Types of conductors
   B. Aluminum versus copper
   C. Voltage drop
   D. Installation of cables

V. Conductor Identification
   A. Connecting wiring devices
   B. Push-in terminations
   C. Combination wiring devices

VI. Ground Fault Circuit Interrupter and Arc Fault Circuit Interrupter
   A. Electrical shock hazards
   B. Ground-fault circuit interrupters requirements
   C. Arc-fault circuit interrupters requirements
   D. Temporary wiring

VII. Luminaries, Ballast and Lamps
   A. Definition of luminaries
   B. Types of luminaries
   C. Lamp efficacy and color

VIII. Bedroom Lighting and Receptacle Branch Circuits
   A. Estimating loads
   B. Selecting lighting
   C. Receptacle placement
   D. Ceiling fans

IX. Branch Circuit Requirements for Bathroom and Hall
   A. Bathroom lighting placement
   B. Bathroom receptacle requirements
   C. Hall light requirement

X. Kitchen Circuit Requirements
   A. Small appliance branch circuits
   B. Lighting branch circuits
   C. Split-circuit/multi-wire circuit
   D. Receptacle placement

XI. Special Purpose Outlets
   A. Food waste disposer
   B. Dishwasher

XII. Service-Entrance Equipment
   A. Overhead service
   B. Service laterals
   C. Main service disconnect
   D. Sizing of service
   E. Grounding/bonding

Course Subject & Number: ELEC 120
Course Name: *Residential Wiring

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:***
Reading assignments will be assigned after each class and will be required to be read for the next class lecture. Reading assignments will average 30 pages.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to answer questions in essay form, fill in the blanks, and write short answers on a weekly basis.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Computations to determine box, wire and conduit sizes. Calculations to determine breaker size and raceway fill. Computaions to determine size of service on a weekly basis.

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:***
N/A

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

Reading Assignments: 4 hours

Writing Assignments: 2 hours

Computational Assignments: 2 hours

Other Assignments: N/A

Course Subject & Number: ELEC 120
Course Name: *Residential Wiring

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, instructor led discussions, audio-visual aids, hands-on demonstrations, instructor led problem solving sessions, and a field trip.

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.)***

Writing assignments will be graded based upon accuracy of information and presentation of material. (Objectives 2, 3, 10)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignements. (Objectives 1-10)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-10)

Lab skills will be evaluated for safe work practices and practical application of lecture material. (Objectives 1, 3-10)

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.)
Electrical Wiring Residential, 16th edition, by Ray C. Mullin, Delmar Cengage Learning, 2008.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ELEC 120
COURSE NAME: *Residential Wiring
COURSE UNITS: 4
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of ELEC 110 or concurrent enrollment.
Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
Build a foundation of knowledge and skills needed to maintain or modify the electrical system in a residence. Close adherence to the National Electrical Code will be observed, resulting in safe wiring practices. Ability to secure permits and pass electrical inspection will be observed by the instructor. Basic formulas necessary to understand electrical theory and applications are presented as they are needed throughout the class. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Perform system modifications.
2. Show a proficiency in evaluating the size of branch circuits and feeders requirements equal to industry standards as determined by the instructor.
3. Demonstrate the proper use of various electrical meters.
4. Repair a faulty electrical system.
5. Install/repair branch circuits.
6. Install electrical conduit.
7. Pull wire in conduit.
8. Install electrical equipment
9. Repair tools, extension cords and electrical equipment
10. Obtain electrical permits and pass electrical inspections.

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*)	11/18/09	
Division Dean/Director:	11/18/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) JUSTIN SHORES Date 11-16-09

COURSE SUBJECT & NUMBER: ELEC 130

COURSE TITLE: *~~Residential Wiring~~ & Alternating Current Theory

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

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
Update course outline of record with addition of SCANS.

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ELEC 130

COURSE NAME: *Alternating Current Theory

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

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Prerequisite: Completion of ELEC 110
ADVISORY: Eligibility for READ 099, ENG 099 and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Builds on the student's knowledge of electrical theory. Experiment with the interaction between magnetism, generators, transformers and the AC circuit. Students will analyze circuits using ladder diagrams. Inductance and capacitance theories are introduced. Practical application of electronics in an industrial setting. Construction requirements of 3-phase systems, and electrical safety. (AVC)

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

1. Analyze circuits using ladder diagrams.
2. Discuss the theories of inductamce and capacitance.
3. *Define, calculate and measure electrical energy.
4. Experiment with conductor sizes, types and applications.
5. Recognize the interaction between magnetism, generators, transformers and the AC circuit.
6. Compare and contrast various methods of electrical distribution.
7. Describe the function and operation of basic pneumatic and hydraulic systems.
8. Employ industrial electronics.

*Denotes SCANS Competencies.

Course Subject & Number: ELEC 110
Course Name: *Fundamentals of Electricity

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. Combinations Circuit
   A. Resistance formulas in a combination circuit
   B. Current calculations
   C. Voltage calculations

II. Magnetism, Solenoids and Transformers
   A. Magnetism
   B. Transformer ratings
   C. Transformer connections

III. Resistance, Inductance, and Capacitance
   A. Basic circuit elements
   B. Resistive circuits
   C. Inductive circuits
   D. Capacitive circuits
   E. Impedance

IV. Circuit Requirements
   A. Load power requirements
   B. High and low voltages
   C. Transient voltages

V. Residential Circuits
   A. Single pole switch
   B. Three way switch
   C. Four way switch
   D. Receptacles

VI. Commercial
   A. Distribution systems
   B. Three phase services
   C. High intensity discharge lighting

VII. Industrial Circuits
   A. Ladder logic
   B. Variable frequency drives
   C. Motor control

VIII. Fluid Power Circuits
   A. Hydraulics
   B. Pneumatics
   C. Pneumatic circuits

IX. Audio Systems
   A. Sound
   B. Frequency and distortion
   C. Speaker selection
   D. Troubleshooting

X. Electronic Control Devices
   A. Solid state controls
   B. Diodes
   C. Silicon controlled rectifier

XI. Digital Electronic Circuits
   A. Truth tables
   B. Gates

Course Subject & Number: ELEC 130
Course Name: *Alternating Current Theory

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:***
Reading assignments will be assigned after each class and will be required to be read for the next class lecture. Reading assignments will average 30 pages.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to answer essay, fill in the blank, and short answer questions from homework assignments, tests and labs, on a weekly basis.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to set up and solve equations used in electronic/electrical circuits, on a weekly basis.

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:***
N/A

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

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments: 2 hours

Other Assignments: N/A

Course Subject & Number: ELEC 130
Course Name: *Alternating Current Theory

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, instructor led discussions, audio-visual aids, hands-on demonstrations, instructor led problem solving sessions, and a field trip.

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.)***

Writing assignments will be graded based upon accuracy of information and presentation of material. (Objectives 1-8)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignements. (Objectives 1-8)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-8)

Lab skills will be evaluated for safe work practices and practical application of lecture material. (Objectives 1-8)

Two tri-term and a final examination will be used to evaluate the students' comprehension of all learning objectives. (Objectives 1-8)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Electrical Principles and Practices, 3rd edition, by Glen A. Mazur and Peter A. Zurlis, American Technical Publisher, 2007.

Course Revised
5/2005

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ELEC 130
COURSE NAME: *Alternating Current Theory
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Course Prerequisite: Completion of ELEC 110.
Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

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

Builds on the student's knowledge of electrical theory. Experiment with the interaction between magnetism, generators, transformers and the AC circuit. Students will analyze circuits using ladder diagrams. Inductance and capacitance theories are introduced. Practical application of electronics in an industrial setting. Construction requirements of 3-phase systems, and electrical safety. (AVC)

COURSE OBJECTIVES: ***(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)***
Upon completion of course, the successful student will be able to:
1. Analyze circuits using ladder diagrams.
2. Discuss the theories of inductamce and capacitance.
3. *Define, calculate and measure electrical energy.
4. Experiment with conductor sizes, types and applications.
5. Recognize the interaction between magnetism, generators, transformers and the AC circuit.
6. Compare and contrast various methods of electrical distribution.
7. Employ industrial electronics.

*Denotes SCANS Competencies.

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

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BY: Matinaga

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

SECTION I Date Initial

AP&P Representative: 11/18/09
(*indicates division review and approval*)

Division Dean/Director: 11/18/09

Faculty Name: (print) JUSTIN SHOEES Date 11-16-09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: ELEC 140

COURSE TITLE: *Commercial/Industrial Wiring and Cabling

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

**List all changes* made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with addition of SCANS. Change in course prerequisite from completion of ELEC 115 or concurrent enrollment to completion of ELEC 110 or concurrent enrollment. This change keeps the prerequisites in line for the lower level courses.

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

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

Course Subject & Number: ELEC 140
Course Name: *Commercial/Industrial Wiring and Cabling

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

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

Basic Proficiency (READ 095)
- ☐ Increase vocabulary—correct usage, pronunciation, and meaning
- ☐ Increase reading fluency and comprehension
- ☐ Create paragraph outlines

Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
- ☒ Determine the main idea of a paragraph
- ☒ Identify major details that support the main idea
- ☒ Sequence the major ideas of a passage

Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
- ☐ Identify an author's point of view
- ☐ Identify supporting arguments
- ☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

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

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

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

Developmental Writing Proficiency (ENGL 095)
- ☐ Write grammatically correct sentences: Simple, Compound, Complex
- ☐ Correctly punctuate a sentence.
- ☐ Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
- ☒ Write logical phrases and simple sentences in response to short answer test questions
- ☒ Write clear, grammatically correct sentences, showing some structural variety
- ☒ Compose coherent paragraphs with main idea and relevant support and examples
- ☒ Compose summaries of a given text
- ☒ Compose short responses to examination essay questions displaying some analytical skills
- ☒ Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

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

3. MATHEMATICAL PROFICIENY: (skills are cumulative from course to course)

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

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

a) PREREQUISITE: *List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry- level requirements.*
ELEC 110. Students will need to know the production and distribution of electricity.

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:	ELEC 110	☒	☐	☐
or Concurrent Enrollment in:	ELEC 110	☒	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Justin T Blaes 11-16-09
Signature: Instructor Date

Rick Datwahl 11/18/09
Signature: AP&P Representative Date

Margaret M Quake 2/18/09
Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ELEC 140

COURSE NAME: *Commercial/Industrial Wiring and Cabling

COURSE UNITS: 4 **COURSE HOURS:** 6 hours weekly (3hours lecture, 3 hours lab)

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Prerequisite: Completion of ELEC 110 or concurrent enrollment.
ADVISORY: Eligibility for READ 099, ENG 099 and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Builds on the student's knowledge of electrical theory and wiring practices to install, repair and maintain electrical circuits in a commercial/industrial setting. Construction activities will cover tool identification, blueprint/symbol identification, conduit bending, wire pulling, rigging and electrical test equipment. Close attention will be paid to the National Electrical Code requirements with emphasis on installation of electrical equipment and controls. Records of amps, volts, and watts will be kept. Students will be instructed on how to use this information for optimum utilization of power in the commercial/industrial setting. Formulas necessary to understand the electrical theory and applications will be presented as they are needed throughout the class. (AVC)

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

1. Demonstrate a proficiency in the use of building plans and specifications.
2. Evaluste service installations.
3. *Calculate the size of branch and feeder circuits required.
4. Demonstrate the proper techniques for bending conduit.
5. Design circuits to utilize various types of switches and receptacles in a lab setting.
6. Determine branch circuit ratings, conductor sizes and overcurrent protection for appliances and motors.
7. Determine the correct size overcurrent protection for a panelboard.
8. Properly select and locate luminaires for optimum usage.

*Denotes SCANS Competencies.

Course Subject & Number: ELEC 140
Course Name: *Commercial/Industrial Wiring and Cabling

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. Commercial Building plans and Specifications
   A. Safety in the workplace
   B. Working drawings
   C. Codes and organizations

II. Calculating load
   A. Lighting load calculations
   B. Motor and appliances load calculations

III. Branch Circuits
   A. Conductor selection
   B. Conduit selection
   C. Using the panel board worksheet

IV. Switches and receptacles
   A. Receptacles
   B. Snap switches
   C. Conductor color coding

V. Wiring Methods
   A. Rigid metal conduit
   B. Electrical metallic tubing
   C. Flexible metallic tubing
   D. Electrical nonmetallic tubing

VI. Motor and Appliance Circuits
   A. Basics of motor circuits
   B. Motor overloads
   C. Motor starting current

VII. Feeders
   A. Feeder requirements
   B. Voltage drop
   C. Panel board worksheet

VIII. Panel board Selection and Installation
   A. Sizing
   B. Working space

IX. Conduit Bending
   A. Ninety degree bend
   B. Three bend saddle
   C. Offsets
   D. Concentric bends

Course Subject & Number: ELEC 140
Course Name: *Commercial/Industrial Wiring and Cabling

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:***
Reading assignments will be assigned after each class and will be required to be read for the next class lecture. Reading assignments will average 30 pages.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to answer essay, fill in the blank, and short answer questions from homework assignments, tests and labs, on a weekly basis.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to set up and solve equations used in electronic/electrical circuits, on a weekly basis.

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:***
N/A

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

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments: 2 hours

Other Assignments: N/A

Course Subject & Number: ELEC 140
Course Name: *Commercial/Industrial Wiring and Cabling

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, instructor led discussions, audio-visual aids, hands-on demonstrations, instructor led problem solving sessions, and a field trip.

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.)***

Writing assignments will be graded based upon accuracy of information and presentation of material. (Objectives 1-8)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignements. (Objectives 1-8)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-8)

Lab skills will be evaluated for safe work practices and practical application of lecture material. (Objectives 1-8)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Electrical Wiring Commercial, 13th edition, by Ray C. Mullin and Robert L Smith, Delmar Cengage Learning, 2008.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ELEC 140
COURSE NAME: *Commercial/Industrial Wiring and Cabling
COURSE UNITS: 4
COURSE HOURS: 6 (3 hours lecture, 3 hours lab)

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of ELEC 115 or concurrent enrollment.
Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
Build on the students' knowledge of electrical theory and wiring practices to install, repair and maintain electrical circuits in a commercial/industrial setting. Construction activities will cover: Tool ID and Use Material ID Blueprint/symbol ID Conduit Bending, Wire Pulling, Rigging and Electrical Test Instruments. Close attention will be paid to the National Electrical Code requirements with emphasis on installation of electrical equipment and controls. Records of amps, volts, and watts will be kept. Students will be instructed on how to use this information for optimum utilization of power in the commercial/industrial setting. Formulas necessary to understand the electrical theory and applications will be presented as they are needed throughout the class. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Demonstrate a proficiency in the use of building plans and specifications.
2. Evaluate service installations.
3. Use electrical and architectural drawings to determine minimum NEC requirements and industry standards.
4. Evaluate the size of branch circuits and feeders requirements.
5. Apply in a lab setting and by written test a thorough knowledge of remote-control lighting.
6. Design circuits to utilize various types of switches and receptacles in a lab setting.
7. Demonstrate in a lab setting and by written test a thorough knowledge of branch circuit installation
8. Install the correct, type and size wire to appliances in a lab setting.
9. Estimate minimum NEC requirements and industry standards for appliance circuits.
10. Install surface metal assemblies and floor outlets.
11. Determine minimum NEC requirements and industry standards for special systems.
12. Connect a variety of types of luminaries and their NEC requirements.
13. Splice, connect, and evaluate a variety of communication cables.

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

SECTION I Date Initial

AP&P Representative: 11/18/09 [initial]
(*indicates division review and approval*)

Division Dean/Director: 11/18/09 [initial]

Faculty Name: (print) JUSTIN SHORES Date 11-16-09

AP&P Approval:
Date ________

V.P. Academic Affairs:
Signature ____________________

COURSE SUBJECT & NUMBER: ELEC 150

COURSE TITLE: *Electrical Maintenance

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

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with addition of SCANS. Change in course prerequisite from completion of ELEC 115 or concurrent enrollment to completion of ELEC 110 or concurrent enrollment. This change keeps the prerequisites in line for the lower level courses.

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

AP&P
GE Approved: ______
GE Not Approved: ____

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

Course Subject & Number: ELEC 150
Course Name: *Electrical Maintenance

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

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

Basic Proficiency (READ 095)
☐ Increase vocabulary—correct usage, pronunciation, and meaning
☐ Increase reading fluency and comprehension
☐ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☒ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☐ Identify an author's point of view
☐ Identify supporting arguments
☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

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

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

Developmental Writing Proficiency (ENGL 095)
☐ Write grammatically correct sentences: Simple, Compound, Complex
☐ Correctly punctuate a sentence.
☐ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☒ Compose coherent paragraphs with main idea and relevant support and examples
☒ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

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

3. MATHEMATICAL 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)

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

a) PREREQUISITE: *List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry- level requirements.*
ELEC 110. Students will need to be able to understand the methods of producing electricityand be able to identify basic concepts by sight and schematic symbols.

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:	ELEC 110	☒	☐	☐
or Concurrent Enrollment in:	ELEC 110	☒	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Justin T Blevins 11-16-09
Signature: Instructor Date

11/18/09
Signature: AP&P Representative Date

11/18/09
Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

_____
Signature: Cochair, AP&P Committee Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ELEC 150

COURSE NAME: *Electrical Maintenance

COURSE UNITS: 4 **COURSE HOURS:** 6 hours weekly (3 hours lecture, 3 hours lab)

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Prerequisite: Completion of ELEC 110 or concurrent enrollment
Advisory: Eligibility for READ 099, ENG 099 and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Students will progress from basic electrical diagram symbols and processes to advanced machinery troubleshooting in an industrial plant. CAL-OSHA requirements to prevent hazards from electrical shock, moving machinery and stored energy will be taught then implemented in a lab setting. The interaction between electrical, mechanical, hydraulic and pneumatic machinery and controls will be taught in a variety of lecture and lab settings using a variety of meters. The students will gain knowledge by developing a preventive maintenance program designed to reduce downtime and minimize production loss. (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. Interpret how effective troubleshooting safely performed will be of benefit in an industrial plant.
2. *Apply their knowledge of electrical symbols to locate electrical devices on plans and ladder diagrams.
3. Demonstrate a working knowledge of the use of ladder diagrams.
4. Utilize electrical troubleshooting tools.
5. Collect and correlate information designed to prevent electrical failures.
6. Demonstrate the ability to use a multimeter to test a variety of electrical equipment in a safe manner.
7. *Utilize an oscilloscope to monitor the electrical and mechanical characteristics of production equipment.
8. Demonstrate a working knowledge of how hydraulic, pneumatic and electrical components interact.

*Denotes SCANS Competencies.

Course Subject & Number: ELEC 150
Course Name: *Electrical Maintenance

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. Electrical Troubleshooting
   A. Safety
   B. Profitable troubleshooting

II. Electrical Symbols
   A. Symbols
   B. Diagram numbering systems

III. Ladder Diagrams
   A. Understanding a ladder diagram
   B. Line conductor diagram
   C. Wiring diagrams

IV. On-line troubleshooting
   A. Contact and non-contact measurements
   B. Moving coil meter
   C. True root mean square meter

V. Collecting Information
   A. Stop, look and listen
   B. Preventative
   C. Troubleshooting sequence

VI. Troubleshooting with a Multimeter
   A. General precautions
   B. Specialized multimeter testing
   C. Evolution of the digital multimeter

VII. Troubleshooting with an Oscilloscope
   A. Waveform testing
   B. Trendplot testing

VIII. Troubleshooting Hydraulic and Pneumatic Systems
   A. Hydraulic diagrams
   B. Pneumatic diagrams
   C. Electrical problems

Course Subject & Number: ELEC 150
Course Name: *Electrical Maintenance

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:***
Reading assignments will be assigned after each class and will be required to be read for the next class lecture. Reading assignments will average 30 pages

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to answer essay, fill in the blank, and short answer questions from homework assignments, tests and labs, on a weekly basis.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to set up and solve equations used in electronic/electrical circuits, on a weekly basis.

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:***
N/A

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

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments: 2 hours

Other Assignments: N/A

Course Subject & Number: ELEC 150
Course Name: *Electrical Maintenance

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, instructor led discussions, audio-visual aids, hands-on demonstrations, instructor led problem solving sessions, and a field trip.

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.)***

Writing assignments will be graded based upon accuracy of information and presentation of material. (Objectives 1-8)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignements. (Objectives 1-8)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-8)

Lab skills will be evaluated for safe work practices and practical application of lecture material. (Objectives 1-8)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Industrial Electrical Troubleshooting, by Lynn Lindquist, Delmar Cengage Learning, 2000.
This is the only text offered for troubleshooting.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ELEC 150
COURSE NAME: *Electrical Maintenance
COURSE UNITS: 4
COURSE HOURS: 6 (3 hours lecture, 3 hours lab)

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of ELEC 115.
Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
Progress from basic electrical diagram symbols and processes to advanced machinery troubleshooting in an industrial plant. CAL-OSHA requirements to prevent hazards from electrical shock, moving machinery and stored energy will be taught then implemented in a lab setting. The interaction between electrical, mechanical, hydraulic and pneumatic machinery and controls will be taught in a variety of lecture and lab settings using a variety of meters. The students will gain knowledge by developing a preventive maintenance program designed to reduce downtime and minimize production loss. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Interpret how effective troubleshooting safely performed will be of benefit in an industrial plant.
2. Show a proficiency in applying their knowledge of electrical symbols to locate electrical devices.
3. Demonstrate a working knowledge of the use of ladder diagrams.
4. Compose a series of short essay questions on electrical troubleshooting.
5. Utilize electrical troubleshooting tools.
6. Collect and correlate information designed to prevent electrical failures.
7. Demonstrate the ability to use a multimeter to test a variety of electrical equipment in a safe manor that will result in no danger to the student or others.
8. Keep a log of an industrial hand-held oscilloscope to monitor both the electrical and mechanical characteristics of production equipment over time.
9. Evaluate the need for developing a technical library or to have access to one.
10. Demonstrate a working knowledge of how hydraulic, pneumatic and electrical components interact.

RECEIVED
NOV 19 2009
SLO 6.9.08
BY: Maureen

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

SECTION I Date Initial

AP&P Representative: 11/18/09
(*indicates division review and approval*)

Division Dean/Director: 11/18/09

Faculty Name: (print) JUSTIN SHORES Date 11-18-09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: ELEC 160

COURSE TITLE: *Fundamentals of Motor Control

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

**List all changes* made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with addition of SCANS.

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ELEC 160

COURSE NAME: *Fundamental of Motor Control

COURSE UNITS: 4 **COURSE HOURS:** 6 hours weekly (3hours lecture, 3 hours lab)

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Prerequisite: Completion of ELEC 110.
ADVISORY: Eligibility for READ 099, ENG 099 and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Builds on the student's knowledge of electrical theory and apply this knowledge to electrical motor control. Close attention paid to the National Electrical Code requirements and NEMA requirements. Emphasis placed on installation, maintenance and modification of motor control, presented in a present-day setting. Students will learn new electrical symbols theory, and progress through such topics as circuit layout, control pilot devices, control circuits, reduced voltage starters and multi-speed controllers. Formulas necessary to understand and work with the electrical theory and applications are presented as they are needed throughout the class. (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. Build electrical motor controllers.
2. *Troubleshoot and repair motor controllers using wiring diagrams.
3. Design motor controllers using doublepole, doublethrow switch and pilot devices.
4. Differentiate between 2 wire and 3 wire controller for the purpose of balanced Edison loads.
5. Construct reduced voltage starters in a lab setting.
6. *Troubleshoot electrical connections for three-phase and multi-phase controllers.
7. Build and repair wound rotor motor controllers.
8. Design and build a controller for motor deceleration.
9. Match motor drives to milling, fluid, air and lathe application.

* Denotes application of SCANS Competencies.

Course Subject & Number: ELEC 160
Course Name: *Fundamentals of Motor Control

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 Control Circuits and Components
   A. General principles of motor control
   B. Symbols and schematic diagrams
   C. Manual starters
   D. Overload relays
   E. Relays, contactors, and motor starters
   F. The control transformer

II. Basic Control Circuits
   A. Start-stop pushbutton control
   B. Multiple pushbutton stations
   C. Forward-reverse control
   D. Jogging and inching
   E. Timing relays
   F. Sequence control

III. Sensing Devices
   A. Pressure switches and sensors
   B. Float switches and liquid lever sensors
   C. Flow switches
   D. Limit switches
   E. Hall, proximity, and photodetectors

IV. Starting and braking methods
   A. Across the line staring
   B. Resistor and reactor starting
   C. Wye-delta starting
   D. Part winding starting
   E. Direct current motors
   F. Braking

V. Variable Speed Drives
   A. Variable voltage and magnetic clutches
   B. Solid state direct current motors
   C. Variable frequency drives

Course Subject & Number: ELEC 160
Course Name: *Fundamentals of Motor Control

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:***
Reading assignments will be assigned after each class and will be required to be read for the next class lecture. Reading assignments will average 30 pages.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to answer essay, fill in the blank, and short answer questions from homework assignments, tests and labs, on a weekly basis.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to set up and solve equations used in electronic/electrical circuits, on a weekly basis.

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:***
N/A

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

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments: 2 hours

Other Assignments: N/A

Course Subject & Number: ELEC 160
Course Name: *Electrical Maintenance

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, instructor led discussions, audio-visual aids, hands-on demonstrations, instructor led problem solving sessions, and a field trip.

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.)***

Writing assignments will be graded based upon accuracy of information and presentation of material. (Objectives 1-9)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignements. (Objectives 1-9)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-9)

Lab skills will be evaluated for safe work practices and practical application of lecture material. (Objectives 1-9)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Understanding Motor Controls, by Stephen L Herman, Delmar Cengage Learning, 2006.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ELEC 160
COURSE NAME: *Fundamentals of Motor Control
COURSE UNITS: 4
COURSE HOURS: 6 (3 hours lecture, 3 hours lab)

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of ELEC 110.
Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
Build on the student's knowledge of electrical theory and apply this knowledge to electrical motor control. Close attention paid to the National Electrical Code requirements and NEMA requirements. Emphasis placed on installation, maintenance and modification of motor control, presented in a present-day setting. Students will learn new electrical symbols theory, and progress through such topics as circuit layout, control pilot devices, control circuits, reduced voltage starters and multi-speed controllers. Formulas necessary to understand and work with the electrical theory and applications are presented as they are needed throughout the class. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Build electrical motor controllers.
2. Troubleshoot and repair motor controllers using wiring diagrams.
3. Design motor controllers using doublepole, doublethrow switch and pilot devices.
4. Differentiate between 2 wire and 3 wire controller for the purpose of balanced Edison loads.
5. Wire reduced voltage starters in a lab setting.
6. Setup and troubleshoot electrical connections for three-phase and multi-phase controllers.
7. Build and repair wound rotor motor controllers.
8. Design and build a controller for motor deceleration.
9. Match motor drives to milling, fluid, air and lathe application.

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SLO 6.9.08
BY: Maureen

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

SECTION I Date Initial

AP&P Representative: 11/18/09
(*indicates division review and approval*)

Division Dean/Director: 11/18/09 MD

Faculty Name: (print) JUSTIN SHORES Date 11-16-09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: ELEC 220

COURSE TITLE: *Advanced Motor Control-PLC

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

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

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ELEC 220

COURSE NAME: *Advanced Motor Control - PLC

COURSE UNITS: 4 **COURSE HOURS:** 4

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Prerequisite: Completion of ELEC 160
Advisory: Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
This course is designed to build on the student's knowledge of electrical motor control and introduces the basic theory, operation and programming of programmable logic controllers. Students learn PLC hardware components, system configuration, and relay ladder logic concepts. The topics will include configuration, operation, input/output devices, and basic PLC programming. Upon completion students will be able to identify components, troubleshoot control systems, and design basic control programs. (AVC)

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

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

1. Explain the general principles of electrical motor control.
2. Describe the difference between two-wire control and three-wire control.
3. Compare the uses of a variety of reduced voltage starters and choose one method over another given a set of operating parameters.
4. Demonstrate the design differences between reversible, multi-speed and wound rotor controllers.
5. Install a programmable logic controller (PLC) in an industrial setting.
6. Program a PLC.
7. *Troubleshoot, repair, and test a typical PLC system.

* Denotes application of SCANS Competencies.

Course Subject & Number: ELEC 220
Course Name: *Advanced Motor Control-PLC

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. Motor Types
   A. Wound rotor
   B. Synchronous
   C. Consequent pole

II. Speed Drives
   A. Variable voltage and magnetic clutches
   B. Solid state DC motor controls
   C. Variable frequency control

III. Introduction to Programmable Logic Controllers
   A. Programmable logic controllers
   B. Micro programmable controllers
   C. Number systems
   D. Digital and analog interface
   E. Logic

IV. Programming a Programmable Logic Control
   A. Analog sensing of programmable logic controllers
   B. Input modules
   C. Output modules
   D. Assemble a modular programmable logic controller

IV. Developing Control Circuits

V. Troubleshooting

Course Subject & Number: ELEC 220
Course Name: *Advanced Motor Control-PLC

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:***
Reading assignments will be assigned after each class and will be required to be read for the next class lecture. Reading assignments will average 30 pages.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to answer essay, fill in the blank, and short answer questions from homework assignments, tests and labs, on a weekly basis.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to set up and solve equations used in electronic/electrical circuits, on a weekly basis.

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:***
N/A

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

Reading Assignments: 3 hours

Writing Assignments: 2 hours

Computational Assignments: 3 hours

Other Assignments: N/A

Course Subject & Number: ELEC 220
Course Name: *Advanced Motor Control-PLC

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, instructor led discussions, audio-visual aids, hands-on demonstrations, instructor led problem solving sessions, and a field trip.

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.)***

Writing assignments will be graded based upon accuracy of information and presentation of material. (Objectives 1-7)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignements. (Objectives 1-7)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-7)

Lab skills will be evaluated for safe work practices and practical application of lecture material. (Objectives 1-7)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Understanding Motor Controls, by Stepen L Herman, Delmar Cengage Learning, 2006.
Introduction to Programmable Logic Controllers, by Gary Dunning, Delmar Cengage learning, 2006.

Course Outline
Update 4/22/04

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ELEC 220
COURSE NAME: *Advanced Motor Control-PLC
COURSE UNITS: 4
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of ELEC 160.
Advisory: Eligibility for ENGL 099, READ 099 and MATH 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
Build on the student's knowledge of electrical motor control. Close attention paid to the National Electrical Code requirements and NEMA requirements. Students will learn new electrical symbols theory and progress through such topics as circuit layout, control pilot devices, control circuits, reduced voltage starters, multi-speed controllers and expand on control concepts into the Program Logic Control (PLC) field. Formulas necessary to understand and work with the electrical theory and applications are presented as they are needed throughout the class. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Explain the general principles of electrical motor control.
2. Incorporate a large variety of switching/pilot devices and safety device arrangement.
3. Describe the difference between two-wire control and three-wire control.
4. Debate the uses of a variety of reduces voltage starters and choose one method over another given a set of operating parameters.
5. Demonstrate the design differences between reversible, multi-speed and wound rotor controllers.
6. Evaluate the effectiveness of a variety of motor/operator/product protective methods.
7. Install a programmable logic controller (PLC) in an industrial setting.
8. Program a PLC.
9. Analyze, troubleshoot, repair and test a typical PLC system.

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

SECTION I Date Initial

AP&P Representative: 11/18/09 [initial]
(*indicates division review and approval*)

Division Dean/Director: 11/18/09 [initial]

AP&P Approval:
Date ________

V.P. Academic Affairs:
Signature ____________________

Faculty Name: (print) JUSTIN SHORES Date 11-16-09

COURSE SUBJECT & NUMBER: ELEC 250

COURSE TITLE: *Electricians Journeyman Review

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

<u>*List all changes</u> *made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Update course outline of record with addition of SCANS, minor changes in course description, and change in repeatability.

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 <u>not</u> 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: ____

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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 3 times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☐ **C** Not Transferable: Non-Degree Applicable

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: ELEC 250

COURSE NAME: *Electricians Journeyman's Review

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

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Completion of ELEC 115, and Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
A series of sample tests and lectures intended for students who are preparing for the National Electrical Code (NEC) portion of the state journeyman exam. Provides a quick, easily understood study guide for those needing to update themselves on the NEC and the basic electrical mathematical formulas needed in the electrical field. Gain proficiency in the use of the NEC table of contents, the index and the ability to move quickly from cover to cover to find the answer to each question in a timely manner. (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. Prepare for the California Journeyman Electricians test.
2. Collect and record information from building plans.
3. *Solve mathematical problems found in the electrical industry.
4. Demonstrate the ability to size branch-circuits.
5. Differentiate between protective features of a grounding system versus the current balancing conditions of the grounded conductor.
6. Properly size feeders and services.
7. *Read, interpret and correctly apply the rules and regulations of the NEC.
8. Identify electrical tools, material, blueprint symbols and electrical test instruments.
9. Describe proper techniques for conduit bending, wire pulling, and rigging.

* Denotes application of SCANS Competencies.

Course Subject & Number: ELEC 250
Course Name: *Electrician's Journeyman's Review

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. National Electric Code Journeyman Test
   A. Range and scope of questions
   B. Establish a baseline of electrical code knowledge
      1. Residential applications
      2. Commercial applications
   C. Distinguish where improvement in code knowledge is needed

II. National Electrical Code Book Arrangement
   A. Table of contents
   B. Major sections
   C. Answer specific building requirements

III. Utilize the Mathematical Formulas Common in the Electrical Field
   A. Ohm's and Kirchoff's laws
   B. Transformer ratios

IV. Types of Branch Circuits
   A. List five types of branch circuits found in the National Electric Code
   B. Assemble information needed to size branch circuits
   C. Branch circuit requirements
   D. Difference between branch circuits and feeder circuits

V. Grounding
   A. System grounding
   B. Grounded system
   C. Grounded current carrying conductor

VI. Power Limited Circuits
   A. Requirements for class one, two and three circuits
   B. Fiber optic cabling
   C. Programmed power distribution systems

Course Subject & Number: ELEC 250
Course Name: *Electrician's Journeyman Review

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:***
Reading assignments will be assigned after each class and will be required to be read for the next class lecture. Reading assignments will average 30 pages.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to answer essay, fill in the blank, and short answer questions from homework assignments, tests and labs, on a weekly basis.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Computations to determine box, wire and conduit sizes. Calculations to determine breaker size and raceway fill on a weekly basis.

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:***
N/A

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

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments: 2 hours

Other Assignments: N/A

Course Subject & Number: ELEC 250
Course Name: *Electrician's Journeyman Review

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, instructor led discussions, audio-visual aids, hands-on demonstrations, and instructor led problem solving sessions.

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.)***

Writing assignments will be graded based upon accuracy of information and presentation of material. (Objectives 1-9)

Quizzes and written examinations will be used to evaluate the mastery of the material as it is presented throughout the semester through lecture and reading assignements. (Objectives 1-9)

Textbook questions are assigned weekly and will be used to measure students' mastery of learning objectives as they are covered. (Objectives 1-9)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
Journeyman Electrician's Review, 6th edition, by Richard E. Loyd, Delmar Cengage Learning, 2008.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ELEC 250
COURSE NAME: *Electricians Journeyman Review
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ELEC 115, and eligibility for ENGL 099, READ 099 and MATH 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
A series of tests and lectures intended for students and electricians who are preparing for the National Electrical Code (NEC) portion of the state journeyman exam. Provides a quick, easily understood study guide for those needing to update themselves on the NEC and the basic electrical mathematical formulas needed in the electrical field. Gain proficiency in the use of the NEC table of contents, the index and the ability to move quickly from cover to cover to find the answer to each question in a timely manner. (AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
1. Prepare for the California Journeyman Electricians test.
2. Collect and record information from building plans and solve mathematical problems found in the electrical industry.
3. Demonstrate the ability to size branch-circuits.
4. Distinguish between protective features of a grounding system versus the current balancing conditions of the grounded conductor.
5. Properly size feeders and services.
6. Read, interpret and correctly apply the rules and regulations of the NEC.
7. Identify electrical tools, material, blueprint/symbols and electrical test instruments.
8. Describe proper techniques for conduit bending, wire pulling, and rigging.

RECEIVED
AUG 2 5 2009
BY:

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)*	8/17/09	
Division Dean/Director:	8/17/09	KC

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Faculty Name: (print) Candace Martin Date 8-17-09

COURSE SUBJECT & NUMBER: VN 109

COURSE TITLE: Fundamentals of Patient Care for Vocational Nurses

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

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Formerly VN 101A, to become obsolete. Course outline updated.
Course number has been changed to reflect the courses developed for the 12-month Vocational Nursing Program.

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: _____

SECTION III

1) **Course Unit Value**: *See Carnegie Formula in course proposal guidelines*
Student hours per week lecture: 0 equals units

Student hours per week lab: 120T equals 2.5 units **TOTAL UNITS:** 2.5

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: 6.85 x.825 factor = 5.7 **LHE**

NOTE: ***Formula for Short-Term Course Only****: Total Hours / 17.5 = Equivalent Total Weekly Hours (place above).*
Short Term Course Total Hours: 120 Short Term Course Total Units: 2.5

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 not 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 early in the process; allow a minimum of ***one week*** *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* ***one week*** *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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 2 times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Licensed Vocational Nursing

☐ 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: Licensed Vocational Nursing

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: Antelope Valley College Nursing Advisory Committee

Date of Course(s) Approval by Advisory Committee: June 9, 2008

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

Course Subject & Number: VN 109
Course Name: Fundamentals of Client Care for Vocational Nurses

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☒ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☐ Identify an author's point of view
☐ Identify supporting arguments
☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

☒ Technical or Other Instructional Reading Materials (*please specify*):Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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

Developmental Writing Proficiency (ENGL 095)
☐ Write grammatically correct sentences: Simple, Compound, Complex
☐ Correctly punctuate a sentence.
☐ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☒ Compose coherent paragraphs with main idea and relevant support and examples
☒ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

☒ Technical or Other Instructional Writing Materials (*please specify*):Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

Intermediate Algebra (MATH 102)

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

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

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

College Algebra (MATH 130)

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

Trigonometry (MATH 135)

- ☐ Use the trig functions to solve a triangle
- ☐ Graph the trig functions 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*):Dosage calculation.

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

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

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*
VN 110 and VN 110CL: Students must be able to use the medical terms and theory from these classes and apply it to clinical situations.
BIOL 100: Students must have a basic knowledge of anatomy and physiology to understand the theory of this course and apply it to client care.

c) ADVISORY: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*
Eligibility for READ 099: Students must be able to find main ideas and supporting details.
Eligibility for ENGL 099: Students must be able to write short answers to exam questions and document client care.
Eligibility for MATH 070: Students must be able to solve dosage calculations using dimensional analysis.

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
- ☒ Legal requirements (statutory, regulatory, or contractual)
  - ☐ Audition for public performance
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☒ *Other (special courses/programs; e.g. PACE; Puente)

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

Board of Vocational Nursing and Psychiatric Technicians (BVNPT) has approved the program for a maximum of 45 students. CCR division 25, section 2534 limits the number of students per clinical instructor to 15. Clinical agencies require physical exams, drug screening and background screening.

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

SECTION IV

1) Proficiency Recommendations:

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

	Completion of:	☐	☐	☐
or	**Concurrent Enrollment in:**	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Candace Martin 8-17-09
Signature: Instructor Date

Linda Harmon 8-17-09
Signature: AP&P Representative Date

Karen W. Cowell 8/17/09
Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: VN 109 (Formerly VN 101A)

COURSE NAME: Fundamentals of Patient Care for Vocational Nurses

COURSE UNITS: 2.5 **COURSE HOURS: 120 Total**

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to the VN Program.
Corequisite: Concurrent enrollment in VN 110 (formerly VN 101) and BIOL 100 or completion with a grade of "C" or better.
Advisory: Eligibility for MATH 070, READ 099, and ENGL 099.
Qualifying Certified Nursing Assistants are exempt from this course. Prior approval must be obtained from the Director of Nursing.

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 course in the fundamental nursing skills needed to care for the hospitalized or long-term care patient. The course includes clinical practice in a hospital or long-term care facility. Emphasis is on safety principles and basic patient care skills. Note: no grade will be given for this class; students will receive 'pass' or 'no pass' only.

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 basic nursing skills for the hospitalized patient to promote self-care agency with instructor assistance.
*2. Communicate data of the patient's condition to the appropriate persons according to facilities' policy with instructor assistance.
*3. Explain patient confidentiality in compliance with HIPAA regulations with instructor assistance.
*4. Explain patient's rights.
*5. Demonstrate self-accountability with instructor assistance.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor assistance.

*Denotes SCANS competencies.

Course Subject & Number: VN 109
Course Name: Fundamentals of Patient Care for Vocational Nurses

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. Vital Signs
   A. Blood Pressure
   B. Temperature/Pulse/Respiration
II. Mobility
   A. Positioning
   B. Transferring
III. Hygiene
   A. Bathing
   B. Oral Care
   C. Perineal Care
   D. Bedmaking
IV. Safety
V. Protective Equipment
VI. Elimination
   A. Applying Bedpan
   B. Foley Catheter Care
VII. Handwashing

Course Subject & Number: VN 109
Course Name: Fundamentals of Patient Care for Vocational Nurses

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:***

30 pages of reading assigned from text weekly (required).

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

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

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

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: 6

Writing Assignments: none

Computational Assignments: none

Other Assignments: none

Course Subject & Number: VN 109
Course Name: Fundamentals of Patient Care for Vocational Nurses

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.)***

Audiovisuals, demonstration with return demonstration, and concurrent guided clinical experience in the local hospitals or long-term facilities.

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. Demonstrate basic nursing skills for the hospitalized patient: instructor observation of student demonstration.
2. Communicate data of patient 's condition to the appropriate persons: instructor observation of student demonstration.
3. Explain patient confidentiality in compliance with HIPAA regulations: instructor observation of student demonstration.
4. Explain patient's rights: instructor observation of student demonstration.
5. Demonstrate self-accountability: instructor observation of student demonstration.
6. Identify safety measures: instructor observation of student demonstration.

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.)
Potter, P.A. and Perry, A.G. *Basic Nursing: Essentials for Practice*, 6th Edition, 2006: Mosby, Inc., St. Louis.

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
- ☒ COR Revision1 2/6/07 (IMF added)
- ☐ COR Update
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ Effective Date

COURSE SUBJECT & NUMBER: VN 101 VN 101CL

COURSE NAME: Self-Care: Fundamentals and Pharmacology

COURSE UNITS: 12.5 **COURSE HOURS:** 362 Total – 147 Lecture, 215 Clinical

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to the VN Program.
Corequisite: concurrent enrollment in BIOL 100 or completion with a grade of "C" or better.
Concurrent enrollment in VN 101A unless exempt.
Advisory: completion of MATH 070.
Instructional materials fee required for this course and must be pain at registration.

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.)***

Fundamental nursing principles of adult patient care. Basic principles of the nursing process, self-care theory, nutrition, pharmacology, gerontology, and adult growth and development are integrated throughout the course. (AVC)

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

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

1. *Demonstrate basic nursing skills for the hospitalized geriatric client to promote self-care agency with instructor assistance.
2. *Communicate changes in a client's condition to the team leader to restore an optimal level of self-care agency with instruct assistance.
3. *Demonstrate client confidentiality in compliance with HIAA regulations with instructor supervision.
4. *Demonstrate knowledge of patient's rights with instructor assistance.
5. *Demonstrate ethical nursing with instructor supervision.
6. *Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
7. *Collaborate with team leader to identify geriatric client's SCD based on the accumulated assessment data with instructor assistance.
8. *Collaborate with team leader to identify geriatric client's nursing diagnosis based on the client's SCD with instructor assista
9. *Collaborate with team leader to formulate geriatric client's expected outcomes with instructor assistance.
10. *Implement nursing interventions related to the geriatric client's expected outcomes with instructor assistance.
11. *Evaluate nursing interventions related to the geriatric client's expected outcomes with instructor assistance.
12. *Demonstrate therapeutic communication with instructor assistance.
13. *Contribute to the client's teaching plan with instructor assistance.

*Denotes ACANS competencies

ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: VN 101A
COURSE NAME: Fundamentals of Patient Care for Vocational Nurses
COURSE UNITS: 2.5
COURSE HOURS: 120 hours

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to the VN Program. Corequisite: Concurrent enollment in VN 101. Qualifying Certified Nursing Assistants are exempt from this course. Prior approval must be obtained from the Director of Nursing.

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 course in the fundamental nursing skills needed to care for the hospitalized or long-term care patient. The course includes clinical practice in a hospital or long-term care facility. Emphasis is on safety principles and basic patient care skills. Note: no grade will be given for this class; students will receive "credit" or "no credit" only.

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 basic nursing skills for the hospitalized client to promote self-care agency with instructor assistance.
*2. Communicate data of the client's condition to the appropriate persons according to facilities' policy with instructor assistance.
*3. Explain client confidentiality in compliance with HIPAA regulations with instructor assistance.
*4. Explain patient's rights.
*5. Demonstrate self-accountability with instructor assistance.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor assistance.

*Denotes SCANS competencies..

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

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BY:

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*)	8/17/09	LA
Division Dean/Director:	8/17/09	KE

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Candace Martin Date 8-17-09

COURSE SUBJECT & NUMBER: VN 110

COURSE TITLE: Self-Care: Fundamentals and Pharmacology

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

List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Formerly VN 101, to become obsolete. Course outline updated.
Course number has been changed to reflect the courses developed for the 12-month Vocational Nursing Program.
Materials fee $23.04 applied from previous course (VN 101).

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
☐ Transfer
☒ Vocational Education (see page 4, section VIII)
☐ 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: ____

SECTION III

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

Student hours per week lecture: 147T equals units

Student hours per week lab: 215T equals units **TOTAL UNITS:** 12.5

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: 8.4 x 1.0 factor = 8.4 **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: 147 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 not 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 early in the process; allow a minimum of **one week** 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 **one week** 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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 2 times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Licensed Vocational Nursing

☐ 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: Licensed Vocational Nursing

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: Antelope Valley College Nursing Advisory Committee

Date of Course(s) Approval by Advisory Committee: June 9, 2008

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

Course Subject & Number: VN 110
Course Name: Self-Care: Fundamentals and Pharmacology

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

1.

A. Textbook Reading Level

Explain how level was determined: Raygor Scale.

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

Basic Proficiency (READ 095)
- ☒ Increase vocabulary—correct usage, pronunciation, and meaning
- ☒ Increase reading fluency and comprehension
  - ☒ Create paragraph outlines

Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
- ☒ Determine the main idea of a paragraph
- ☒ Identify major details that support the main idea
  - ☒ Sequence the major ideas of a passage

Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
- ☐ Identify an author's point of view
- ☐ Identify supporting arguments
- ☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

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

☒ Technical or Other Instructional Reading Materials (*please specify*):Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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

Developmental Writing Proficiency (ENGL 095)
- ☒ Write grammatically correct sentences: Simple, Compound, Complex
- ☒ Correctly punctuate a sentence.
- ☒ Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
- ☒ Write logical phrases and simple sentences in response to short answer test questions
- ☒ Write clear, grammatically correct sentences, showing some structural variety
- ☒ Compose coherent paragraphs with main idea and relevant support and examples
- ☐ Compose summaries of a given text
- ☒ Compose short responses to examination essay questions displaying some analytical skills
- ☒ Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

☒ Technical or Other Instructional Writing Materials (*please specify*):Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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 <u>and</u> Trigonometry indicates "eligibility" for MATH 150 (see page 10)

Calculus (MATH 150)

- ☐ Compute a derivative
- ☐ Find an antiderivative
- ☐ Evaluate a definite integral

☐ Additional computational proficiencies (*please specify*):☐☐☐☐☐

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

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

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

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*
VN 110 CL: Board of Vocational Nursing and Psychiatric Technicians requires clinical to be taught concurrently with theory.
BIOL 100: Students must have basic knowledge of anatomy and physiology to understand theory and its application to clinical practice.

c) ADVISORY: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*
Eligibility for READ 099: Students must be able to find main ideas and supporting details.
Eligibility for ENGL 099: Students must be able to write short answers to exam questions and document client care.
Eligibility for MATH 070: Students must be able to solve dosage calculations using dimensional analysis.

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

☒ Legal requirements (statutory, regulatory, or contractual)

☐ Audition for public performance

☐ *Try-out for intercollegiate teams

☐ *Honors courses (sections)

☐ *Audition required for performance/art courses

☒ *Other (special courses/programs; e.g. PACE; Puente)

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

Board of Vocational Nursing and Psychiatric Technicians (BVNPT) has approved the program for a maximum of 45 students. CCR division 25, section 2534 limits the number of students per clinical instructor to 15. Clinical agencies require physical exams, drug screening and background screening.

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

☐☐☐☐☐

SECTION IV

1) Proficiency Recommendations:

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

Completion of:		☐	☐	☐
or Concurrent Enrollment in:		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Candace Martin — 8-17-09
Signature: Instructor — Date

Linda Harmon — 8-17-09
Signature: AP&P Representative — Date

Karen W. Cowell — 8/17/09
Signature: Dean — Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

_____
Signature: Cochair, AP&P Committee — Date

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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*)	8/17/09	
Division Dean/Director:	8/14/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Faculty Name: (print) Candace Martin Date 8-17-09

COURSE SUBJECT & NUMBER: VN 110CL

COURSE TITLE: Self-Care: Fundamentals and Pharmacology

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

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
Formerly VN 101CL, to become obsolete. Course outline updated.
Course number has been changed to reflect the courses developed for the 12-month Vocational Nursing Program.

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: ____

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: 215T equals units **TOTAL UNITS:** 0

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: 12.3 x.825 factor = 10.1 **LHE**

NOTE: ***Formula for Short-Term Course Only****: Total Hours / 17.5 = Equivalent Total Weekly Hours (place above).*
Short Term Course Total Hours: 215 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 not 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 early in the process; allow a minimum of **one week** 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 **one week** 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 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.)

	Completion of:	☐	☐	☐
or	Concurrent Enrollment in:	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Candace Martin 8-17-09
Signature: Instructor Date

Linda Harmon 8-17-09
Signature: AP&P Representative Date

Karen W. Cowell 8/17/09
Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: VN 110 VN 110 CL

COURSE NAME: Self-Care: Fundamentals and Pharmacology

COURSE UNITS: 12.5 **COURSE HOURS: 362 Total – 147 lecture, 215 clinical**

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to the Vocational Nursing Program.
Corequisite: Concurrent enrollment in BIOL 100 or completion with a grade of "C" or better. Concurrent enrollment in VN 109 unless exempt.
Advisory: Eligibility for MATH 070, READ 099, and ENGL 099.
Instructional materials fee required for this course; must be paid at registration.

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#).***

Fundamental nursing principles of adult patient care, basic principles of the nursing process, self-care theory, nutrition, pharmacology, gerontology, and adult growth and development are integrated throughout the course.

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 basic nursing skills for the hospitalized geriatric patient to promote self-care agency with instructor supervision.
*2. Communicate changes in a patient's condition to the team leader to restore an optimal level of self-care agency with instructor assistance.
*3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision.
*4. Demonstrate knowledge of patient's rights with instructor assistance.
*5. Demonstrate ethical nursing with instructor supervision.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
*7. Collaborate with team leader to identify geriatric patient's self-care deficit based on the accumulated assessment data with instructor assistance.
*8. Collaborate with team leader to identify geriatric patient's nursing diagnosis based on the client's self-care deficit with instructor assistance.
*9. Collaborate with team leader to formulate geriatric patient's expected outcomes with instructor assistance.
*10. Implement nursing interventions related to the geriatric patient's expected outcomes with instructor assistance.
*11. Evaluate nursing interventions related to the geriatric patient's expected outcomes with instructor assistance.
*12. Demonstrate therapeutic communication with instructor assistance.
*13. Contribute to the patient's teaching plan with instructor assistance.

*Denotes SCANS competencies

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.)***

Theory

I. Health and Wellness
II. Legal Principles
    A. Documentation
    B. Confidentiality
III. The Nursing Process
IV. Orem's Self-Care Theory
V. Maintenance of Air - Oxygenation
VI. Maintenance of Water
    A. Fluid, Electrolyte, and Acid-Base Balance
    B. Shock
VII. Elimination
    A. Urinary Elimination
    B. Bowel Elimination
VIII. Activity and Rest
    A. Exercise
    B. Immobility
    C. Sleep
IX. Solitude and Social Interaction
    A. Communication
    B. Spirituality
    C. Cultural Diversity
X. Prevention of Hazards
    A. Patient Education
    B. Infection Control
    C. Safety
    D. Hygiene
    E. Skin Integrity
XI. Promotion of Human Functioning
    A. Medication Administration
    B. Growth and Development
    C. Principles of Gerontology
    D. Perioperative Nursing
    E. Disorders of the Skin
    F. Neoplastic Disorders
XII. Nursing Informatics
XIII. Disaster Preparedness

Clinical

I. Maintenance of Air - Oxygenation
II. Maintenance of Water - Assessment of Fluid Balance
III. Maintenance of Food
    A. Enteric Feeding
    B. Therapeutic Diet
IV. Elimination
    A. Promotion of Normal Urine and Bowel Elimination
    B. Foly Catheter Insertion and Maintenance
V. Activity and Rest
    A. Promotion of Sleep
    B. Promotion of Optimal Level of Activity
VI. Solitude and Social Interaction - Communication
VII. Prevention of Hazards
    A. Physical Assessment
    B. Decubitus Risk Assessment
    C. Wound Care
    D. Documentation
VIII. Promotion of Human Functioning
    A. Medication Administration
    B. Nasogastric Tube Insertion
    C. Contribution to the Nursing Care Plan
    D. Application of Self-Care Theory

Course Name: Self-Care: Fundamentals and Pharmacology

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:***

All of the following are required reading:
Primary text book: 60 pages a week.
Pharmacology textbook: five pages a week.
Medication Textbook: three pages per week (in addition to computations)
Medical-surgical textbook: five pages a week

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

Students are required to complete two graded nursing care plans, approximately six to ten pages in length.

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

Practice math problems using Dimensional Analysis are assigned from the math computation textbook in preparation for a math competency exam early in the semester, as well as new concepts throughout the semester.

Medication computation textbook (required): three pages a week.

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

Students are required to prepare a Clinical Simulation as part of homework.

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

Reading Assignments: 17

Writing Assignments: 2

Computational Assignments: 2

Other Assignments: 5

Course Subject & Number: VN 110 VN 110 CL
Course Name: Self-Care: Fundamentals and Pharmacology

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 using electronic slide presentations, discussion, demonstration, group presentations, and multi-media

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. Demonstrate basic nursing skills for the hospitalized geriatric patient to promote self-care agency with instructor supervision: instructor observation of student performance.
2. Communicate changes in a patient's condition to the team leader to restore an optimal level of self-care agency with instructor assistance: instructor observation of student performance.
3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision: instructor observation of student performance.
4. Demonstrate knowledge of patient's rights with instructor assistance: instructor observation of student performance and NCLEX style multiple choice examination.
5. Demonstrate ethical nursing with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
7. Collaborate with team leader to identify geriatric patient's SCD based on the accumulated assessment data with instructor assistance: instructor observation of student performance.
8. Collaborate with team leader to identify geriatric patient's nursing diagnosis based on the client's SCD with instructor assistance: instructor observation of student performance.
9. Collaborate with team leader to formulate geriatric patient's expected outcomes with instructor assistance: instructor observation of student performance.
10. Implement nursing interventions related to the geriatric patient s expected outcomes with instructor assistance: instructor observation of student performance and NCLEX style multiple choice examination.
11. Evaluate nursing interventions related to the geriatric patient's expected outcomes with instructor assistance: instructor observation of student performance and NCLEX style multiple choice examination.
12. Demonstrate therapeutic communication with instructor assistance: instructor observation of student performance and NCLEX style multiple choice examination.
13. Contribute to the patient's teaching plan with instructor assistance: instructor observation of student performance and NCLEX style multiple choice examination.

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.)

Potter, P.A. and Perry, A.G. *Basic Nursing: Essentials for Practice*, 6th Edition, 2006: Mosby, Inc., St. Louis.
Timby, B.K. and Smith, N.E. *Introductory Medical-Surgical Nursing*, 9th Edition, 2006: Lippincott, Williams and Wilkens,Philadelphia.
Curren, A.M. and Munday. L.D. *Dimensional Analysis for Meds*, 3rd Edition, 2006: Delmar Thomson Learning, Albany.
Skidmore-Roth, L. *Mosby's Nursing Drug Reference*, 8th Edition, 2009: Mosby, Inc., St. Louis

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
- ☒ COR Revision 12/6/07 (IMF added)
- ☐ COR Update
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ Effective Date

COURSE SUBJECT & NUMBER: VN 101 VN 101CL

COURSE NAME: Self-Care: Fundamentals and Pharmacology

COURSE UNITS: 12.5 **COURSE HOURS:** 362 Total – 147 Lecture, 215 Clinical

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to the VN Program.
Corequisite: concurrent enrollment in BIOL 100 or completion with a grade of "C" or better.
Concurrent enrollment in VN 101A unless exempt.
Advisory: completion of MATH 070.
Instructional materials fee required for this course and must be pain at registration.

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.)***

Fundamental nursing principles of adult patient care. Basic principles of the nursing process, self-care theory, nutrition, pharmacology, gerontology, and adult growth and development are integrated throughout the course. (AVC)

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

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

1. *Demonstrate basic nursing skills for the hospitalized geriatric client to promote self-care agency with instructor assistance.
2. *Communicate changes in a client's condition to the team leader to restore an optimal level of self-care agency with instruct assistance.
3. *Demonstrate client confidentiality in compliance with HIAA regulations with instructor supervision.
4. *Demonstrate knowledge of patient's rights with instructor assistance.
5. *Demonstrate ethical nursing with instructor supervision.
6. *Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
7. *Collaborate with team leader to identify geriatric client's SCD based on the accumulated assessment data with instructor assistance.
8. *Collaborate with team leader to identify geriatric client's nursing diagnosis based on the client's SCD with instructor assista
9. *Collaborate with team leader to formulate geriatric client's expected outcomes with instructor assistance.
10. *Implement nursing interventions related to the geriatric client's expected outcomes with instructor assistance.
11. *Evaluate nursing interventions related to the geriatric client's expected outcomes with instructor assistance.
12. *Demonstrate therapeutic communication with instructor assistance.
13. *Contribute to the client's teaching plan with instructor assistance.

*Denotes ACANS competencies

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

RECEIVED
AUG 25 2009
BY:

SECTION I Date Initial

AP&P Representative: 8/17/09 LM
(*indicates division review and approval*)

Division Dean/Director: 8/17/09 LC

AP&P Approval: Date _____

V.P. Academic Affairs: Signature _____

Faculty Name: (print) Candace Martin Date 8-17-09

COURSE SUBJECT & NUMBER: VN 111

COURSE TITLE: Nursing to Promote Self-Care Agency in the Child-Bearing Family and Pediatric Patient

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

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Content formerly in VN 102 and VN 103, to become obsolete.
Instructional Materials Fee from VN 102 applied to this course.

SECTION II Course/Catalog Information

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

☐ **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: 45 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
Board of Vocational Nursing and Psychiatric Technicians has approved the program for a maximum of 45 students.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This is a vocational course that is required content for licensure as a vocational nurse in California.

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: ____

SECTION III

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

Student hours per week lecture: 55 equals 3 units

Student hours per week lab: 124T equals 2.5 units **TOTAL UNITS:** 5.5

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: 3.1 x 1.0 factor = 3.1 **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: 55 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 not 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 early in the process; allow a minimum of **one week** 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 **one week** 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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 2 times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Vocational Nursing

☐ 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: Vocational Nursing

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: Antelope Valley College Nursing Advisory Committee

Date of Course(s) Approval by Advisory Committee: June 9, 2008

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

Course Subject & Number: VN 111
Course Name: Nursing to Promote Self-Care Agency in the Child-Bearing Family and Pediatric Patient

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale.

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☐ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☐ Identify an author's point of view
☐ Identify supporting arguments
☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

☒ Technical or Other Instructional Reading Materials (*please specify*):Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☐ Compose coherent paragraphs with main idea and relevant support and examples
☐ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

☒ Technical or Other Instructional Writing Materials (*please specify*):.Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book

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*):Dosage calculation.

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

a) PREREQUISITE: *List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry- level requirements.*
VN 110 and VN 110CL: Students must have fundamental knowledge of patient care and practice in basic nursing skills performed on patientss with supervision.
BIOL 100: Students must have adequate knowledge of structure and function of the human body to understand disease processes and perform client care.

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*
VN 111 CL: Board of Vocational Nursing and Psychiatric Technicians requires concurrent clinical practice with theory.

c) ADVISORY: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*
Eligibility for READ 099: Students must be able to find main ideas and supporting details.
Eligibility for ENGL 099: Students must be able to write short answers to exam questions and document client care.
Eligibility for MATH 070: Students must be able to solve dosage calculations using dimensional analysis.

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
- ☒ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

Formal admission to the Vocational Nursing Program. Program must meet criteria of Board of Vocational Nursing and Psychiatric Technicians which limits instructor/student ratio 1:15. Clinical agencies require background screening, physical exams, and drug screening.

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:	VN 110/110CL	☒	☐	☐
or Concurrent Enrollment in:	BIOL 100	☒	☐	☐
	VN 111CL	☐	☒	☐
		☐	☐	☐
		☐	☐	☐

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

Candace Martin — 8-17-09
Signature: Instructor — Date

Linda Harmon — 8/17/09
Signature: AP&P Representative — Date

Karen W. Cowell — 8/17/09
Signature: Dean — Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee — Date

RECEIVED
AUG 2 5 2009
BY:

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*)	8/17/09	
Division Dean/Director:	8/14/09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Candace Morten Date 8-17-09

COURSE SUBJECT & NUMBER: VN 111CL

COURSE TITLE: Nursing to Promote Self-Care Agency in the Child-Bearing Family and Pediatric Patient

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

**List all changes* made to a revised course and fill out applicable sections/ pages. *Attach original COR for comparison:*
Content formerly in VN 102 and VN 103, to become obsolete.

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:** Regulatory agency requires a grade of "C" or better in this course.

☐ **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: 45 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
Board of Vocational Nursing and Psychiatric Technicians has approved the program for a maximum of 45 students.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This is a vocational course that is required content for licensure as a voactional nurse in California.

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: ____

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: 124T equals units **TOTAL UNITS: 0**

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: 7.08 x.825 factor = 5.8 **LHE**

NOTE: ***Formula for Short-Term Course Only****: Total Hours / 17.5 = Equivalent Total Weekly Hours (place above).*
Short Term Course Total Hours: 124 Short Term Course Total Units: 2.5

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 not 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 early in the process; allow a minimum of ***one week*** *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* ***one week*** *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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 2 times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Vocational Nursing

☐ 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: Vocational Nursing

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: Antelope Valley College Nursing Advisory Committee

Date of Course(s) Approval by Advisory Committee: June 9, 2008

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

Course Subject & Number: VN 111
Course Name: Nursing to Promote Self-Care Agency in the Child-Bearing Family and Pediatric Patient

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale.

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☐ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☐ Identify an author's point of view
☐ Identify supporting arguments
☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

☒ Technical or Other Instructional Reading Materials (*please specify*):Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☐ Compose coherent paragraphs with main idea and relevant support and examples
☐ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

☒ Technical or Other Instructional Writing Materials (*please specify*):Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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
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- ☐ Row reduce a matrix
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- ☐ 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*):Dosage calculations.

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).

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

(check only one):

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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.*

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BIOL 100: Students must have adequate knowledge of structure and function of the human body to understand disease processes and perform client care.

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VN 111 : Board of Vocational Nursing and Psychiatric Technicians requires concurrent clinical practice with theory.

c) ADVISORY: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*
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Eligibility for ENGL 099: Students must be able to write short answers to exam questions and document client care.
Eligibility for MATH 070: Students must be able to solve dosage calculations using dimensional analysis.

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

- ☒ Health and safety considerations
- ☒ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

Formal admission to the Vocational Nursing Program. Program must meet criteria of Board of Vocational Nursing and Psychiatric Technicians which limits instructor/student ratio 1:15. Clinical agencies require background screening, physical exams, and drug screening.

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

	Completion of:	VN 110/1100L	☒	☐	☐
or	Concurrent Enrollment in:	BIOL 100	☒	☐	☐
		VN 111	☐	☒	☐
			☐	☐	☐
			☐	☐	☐

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

Candace Martin 8-17-09
Signature: Instructor Date

Linda Harmon 8/17/09
Signature: AP&P Representative Date

Karen W. Cowell 8/17/09
Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: VN 111 VN 111CL

COURSE NAME: Nursing to Promote Self-Care Agency in the Child-Bearing Family and Pediatric Patient

COURSE UNITS: 5.5 **COURSE HOURS:** 179 Total, 55 Lecture, 124 Clinical

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to Vocational Nursing Program.
Prerequisite: Completion of VN 110 and BIOL 100 with a grade of "C" or better.
Advisory: Eligibility for MATH 070, READ 099, and ENGL 099.
Instructional materials fee required for this course must be paid at registration.

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#).***
Principles of nursing care of the mother during child-bearing, the newborn, and the pediatric patient. The pediatric component will have emphasis on assessment and growth and development. Self-care theory will be integrated throughout the course.

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 basic nursing skills for the child-bearing client, the newborn infant, and pediatric patient to promote self-care agency with instructor assistance.
*2. Collaborate with members of the health care team to restore an optimal level of self-care agency with instructor supervision.
*3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision.
*4. Demonstrate knowledge of patient's rights with instructor supervision.
*5. Demonstrate ethical nursing with instructor supervision.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
*7. Collaborate with team leader to identify the child-bearing patient, newborn and pediatric patient's self-care deficits based on the accumulated assessment data with instructor supervision.
*8. Collaborate with team leader to identify the child-bearing patient, newborn and pediatric patient's nursing diagnosis based on the patient's self-care deficits with instructor supervision.
*9. Collaborate with team leader to formulate the child-bearing patient, newborn and pediatric patient's expected outcomes with instructor supervision.
*10. Implement nursing interventions related to the child-bearing patient, newborn and pediatric patient's expected outcomes with instructor supervision.
*11 Evaluate nursing interventions related to the child-bearing patient, newborn and pediatric patient's expected outcomes with instructor supervision.
*12. Demonstrate therapeutic communication with instructor supervision.
*13. Contribute to the patient's teaching plan with instructor supervision.
*Denotes SCANS Competencies

Course Subject & Number: VN 111 VN 111 CL

Course Name: Nursing to Promote Self-Care Agency in the Child-Bearing Family, and Pediatric Patient

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.)***

Theory

I. Maintenance of Air
   A. Newborn Respiratory Transition
   B. Changes in Respiratory Status of Pregnant Mother
II. Maintenance of Water - Principles of Fluid Balance Related to the:
   A. Pregnant and Laboring Mother
   B. Newborn Nutrition
III. Elimination
   A. Normal Elimination of Pregnant Mother
   B. Normal Elimination of Newborn
IV. Activity and Rest
   A. Promoting Comfort of Pregnant Mother
   B. Wake/Sleep Patterns of Newborn
V. Solitude and Social Interaction
   A. Support System of Pregnant Mother
   B. Promoting Bonding of Mother and Newborn
   C. Promoting Normal Parent/Child Interaction and Socialization of Pediatric Patient
VI. Prevention of Hazards
   A. Complications and Risk Factors of Pregnancy
   B. Preventing Hazards and Promoting Safety
   C. Promotion of Developmental Tasks of Pediatric Patient
VII. Promotion of Human Functioning
   A. Maternal-Child Nursing
   B. Pediatric Nursing

Clinical

I. Maintenance of Air
   A. Newborn Respiratory Transition
   B. Changes in Respiratory Status of Laboring Mother
II. Maintenance of Water - Principles of Fluid Balance Related to the:
   A. Pregnant and Laboring Mother
   B. Newborn Nutrition
III. Elimination
   A. Normal Elimination of Pregnant Mother
   B. Normal Elimination of Newborn
IV. Activity and Rest
   A. Promoting Comfort of Pregnant Mother
   B. Wake/Sleep Patterns of Newborn
V. Solitude and Social Interaction
   A. Support System of Pregnant Mother
   B. Promoting Bonding of Mother and Newborn
   C. Identify Developmental Tasks of Pediatric Patient
VI. Prevention of Hazards
   A. Complications and Risk Factors of Pregnancy
   B. Preventing Hazards and Promoting Safety
   C. Identify Risk Factors Related to Developmental Tasks of Pediatric Patient
VII. Promotion of Human Functioning
   A. Maternal-Child Nursing
   B. Pediatric Nursing

Course Subject & Number: VN 111 VN 111 CL
Course Name: Nursing to Promote Self-Care Agency in the Child-Bearing Family, and Pediatric Patient

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:***

Required reading:
Primary text book: 60 pages a week.
Pharmacology textbook: three pages a week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students will be required to complete one written physical or maturational assessment each week.

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

Medication computation textbook (required): three pages a week

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

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: 17 ***Writing Assignments***: 1

Computational Assignments: 2 ***Other Assignments***: none

Course Subject & Number: VN 111 VN 111 CL
Course Name: Nursing to Promote Self-Care Agency in Child-Bearing Family, and Pediatric Patient

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 <u>not</u> list specific instructional equipment.)***

Lecture using electronic slide presentations, discussion, demonstration, group presentations, and multi-media.

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. <u>Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives.</u> 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. Demonstrate basic nursing skills for the the child-bearing family, the newborn, and pediatric patient to promote self-care agency with instructor assistance: instructor observation of student performance.
2. Collaborate with members of the health care team to restore an optimal level of self-care agency with instructor supervision: instructor observation of student performance.
3. Demonstrate patient confidentiality in compliance with HIPAA regulations with instructor supervision: instructor observation of student performance.
4. Demonstrate knowledge of patient's rights with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
5. Demonstrate ethical nursing with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
7. Collaborate with team leader to identify the adult, child-bearing, and newborn patient's self-care deficit based on the accumulated assessment data with instructor supervision: instructor observation of student performance.
8. Collaborate with team leader to identify the child-bearing family, the newborn, and pediatric patient's nursing diagnosis based on the client's self-care deficit with instructor supervision: instructor observation of student performance.
9. Collaborate with team leader to formulate child-bearing family, the newborn, and pediatric patient's expected outcomes with instructor supervision: instructor observation of student performance.
10. Implement nursing interventions related to the child-bearing family, the newborn, and pediatric patient's expected outcomes with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
11. Evaluate nursing interventions related to the child-bearing family, the newborn, and pediatric patient's expected outcomes with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
12. Demonstrate therapeutic communication with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
13. Contribute to the client's teaching plan with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.

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.)
Klossner, N. J. and Hatfield, N. *Introductory Maternity and Pediatric Nursing, 2009*: Lippincott Williams and Wilkins, Phladelphia.
Curren, A.M. and Munday. L.D. *Dimensional Analysis for Meds, 3rd Edition, 2006*: Delmar Thomson Learning, Albany.
Skidmore-Roth, L. *Mosby's Nursing Drug Reference*, 8th Edition, 2009: Mosby, Inc., St. Louis

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: VN 102 VN 102CL
COURSE NAME: Nursing to Promote Self-Care Agency in the Adult Patient and Child-Bearing Family
COURSE UNITS: 15
COURSE HOURS: 482 Total, 147 lecture, 335 clinical

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to Vocational Nursing Program. Prerequisite: Completion of VN 101 and BIOL 100 with a grade of "C" or better and concurrent enrollment in PSY 101 or NF 100 or completion with a grade of "C" or better. Corequisite: Concurrent enrollment in VN 102CL
Instructional materials fee required for this course and must be paid at registration.

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).***

Principles of medical-surgical nursing with integration of self-care theory. Emphasis on diseases and conditions of the reproductive, endocrine, gastrointestinal, and respiratory systems. Principles of nursing care of the mother during child-bearing and of the newborn. Self-care theory will be integrated throughout the course. (AVC)

COURSE OBJECTIVES: ***(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)***
Upon completion of course, the successful student will be able to:
*1. Demonstrate basic nursing skills for the hospitalized adult client, the child-bearing client, and the newborn infant to promote self-care agency with instructor assistance.
*2. Collaborate with members of the health care team to restore an optimal level of self-care agency with instructor supervision.
*3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision.
*4. Demonstrate knowledge of patient's rights with instructor supervision.
*5. Demonstrate ethical nursing with instructor supervision.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
*7. Collaborate with team leader to identify the adult, child-bearing, and newborn client's SCD based on the accumulated assessment data with instructor supervision.
*8. Collaborate with team leader to identify the adult, child-bearing, and newborn client's nursing diagnosis based on the client's SCD with instructor supervision.
*9. Collaborate with team leader to formulate the adult, child-bearing, and newborn client's expected outcomes with instructor supervision.
*10. Implement nursing interventions related to the adult, child-bearing, and newborn client's expected outcomes with instructor supervision.
*11. Evaluate nursing interventions related to the adult, child-bearing, and newborn client's expected outcomes with instructor supervision.
*12. Demonstrate therapeutic communication with instructor supervision.
*13. Contribute to the client's teaching plan with instructor supervision.

*Denotes SCANS Competencies

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

SECTION I	Date	Initial
AP&P Representative: *(indicates division review and approval)*	8/17/09	LH
Division Dean/Director:	8/17/09	LC

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Faculty Name: (print) Candace Martin Date 8-17-09

COURSE SUBJECT & NUMBER: VN 112

COURSE TITLE: Nursing to Promote Self-Care Agency in the Adult

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

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Content formerly in VN 102 and VN 103, to become obsolete.

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:** Regulatory agency requires a grade of "C" or better in this course.

☐ **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: 45 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
Board of Vocational Nursing and Psychiatric Technicians has approved the program for a maximum of 45 students.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This is a vocational course that is required content for licensure as a vocational nurse in California.

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: ____

SECTION III

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

Student hours per week lecture: 147 equals 9.1 units

Student hours per week lab: 308T equals 6.4 units **TOTAL UNITS:** 15.5

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: 8.4 x 1.0 factor = 8.4 **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: 147 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 not 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 early in the process; allow a minimum of ***one week*** *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* ***one week*** *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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 2 times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable

or

- ☒ **C** Not Transferable: Non-Degree 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: Vocational Nursing

☐ 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: Vocational Nursing

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: Antelope Valley College Nursing Advisory Committee

Date of Course(s) Approval by Advisory Committee: June 9, 2008

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

Course Subject & Number: VN 112
Course Name: Nursing to Promote Self-Care Agency in the Adult

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☐ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☐ Identify an author's point of view
☐ Identify supporting arguments
☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

☒ Technical or Other Instructional Reading Materials (*please specify*):. Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☐ Compose coherent paragraphs with main idea and relevant support and examples
☐ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

☐ Technical or Other Instructional Writing Materials (*please specify*):. Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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*):Dosage calculations.

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

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

a) PREREQUISITE: *List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry- level requirements.*
VN 111 and VN 111CL: Students must have knowledge of patient care and practice in nursing skills performed on patients of all age groups with supervision.

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*
VN 112 CL: Board of Vocational Nursing and Psychiatric Technicians requires concurrent clinical practice with theory.
NF 100 or PSY 101 or completion with a grade of "C" or better: Board of Vocational Nursing and Psychiatric Technicians requires fundamental knowledge of nutrition and psychiatry.

c) ADVISORY: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*
Eligibility for READ 099: Students must be able to find main ideas and supporting details.
Eligibility for ENGL 099: Students must be able to write short answers to exam questions and document client care.
Eligibility for MATH 070: Students must be able to solve dosage calculations using dimensional analysis.

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
- ☒ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

Formal admission to the Vocational Nursing Program. Program must meet criteria of Board of Vocational Nursing and Psychiatric Technicians which limits instructor/student ratio 1:15. Clinical agencies require background screening, physical exams, and drug screening.

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:	VN 111/111CL	☒	☐	☐
or Concurrent Enrollment in:	VN 112CL	☐	☒	☐
	PSY 101	☐	☒	☐
	orNF 100	☐	☒	☐
		☐	☐	☐

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

Candace Martin 8-17-09
Signature: Instructor Date

Linda Harmon 8/17/09
Signature: AP&P Representative Date

Karen W. Cowell 8/17/09
Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee Date

RECEIVED
AUG 2 5 2009
BY:

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*)	8/17/09	LH
Division Dean/Director:	8/17/09	KC

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Candace Martin Date 8-17-09

COURSE SUBJECT & NUMBER: VN 112CL

COURSE TITLE: Nursing to Promote Self-Care Agency in the Adult

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

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Content formerly in VN 102 and VN 103, to become obsolete.

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:** Regulatory agency requires a grade of "C" or better in this course

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

3. Maximum Class Size: 45 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
Board of Vocational Nursing and Psychiatric Technicians has approved the program for a maximum of 45 students.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This is a vocational course that is required content for licensure as a vocational nurse in California.

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: ____

SECTION III

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

Student hours per week lecture: 147 equals units

Student hours per week lab: 308T equals units **TOTAL UNITS:** 0

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: 17.6 x.825 factor = 14.5 **LHE**

NOTE: ***Formula for Short-Term Course Only****: Total Hours / 17.5 = Equivalent Total Weekly Hours (place above).*
Short Term Course Total Hours: 308 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 not 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 early in the process; allow a minimum of **one week** 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 **one week** 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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 2 times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Vocational Nursing

☐ 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: Vocational Nursing

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: Antelope Valley College Nursing Advisory Committee

Date of Course(s) Approval by Advisory Committee: June 9, 2008

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

Course Subject & Number: VN 112
Course Name: Nursing to Promote Self-Care Agency in the Adult

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☐ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☐ Identify an author's point of view
☐ Identify supporting arguments
☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

☒ Technical or Other Instructional Reading Materials (*please specify*):. Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☐ Compose coherent paragraphs with main idea and relevant support and examples
☐ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

☒ Technical or Other Instructional Writing Materials (*please specify*):. Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book

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*):Dosage calculations.

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

a) PREREQUISITE: *List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry- level requirements.*
VN 111 and VN 111CL: Students must have knowledge of patient care and practice in nursing skills performed on patients of all age groups with supervision.

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*
VN 112: Board of Vocational Nursing and Psychiatric Technicians requires concurrent clinical practice with theory.
NF 100 or PSY 101 or completion with a grade of "C" or better: Board of Vocational Nursing and Psychiatric Technicians requires fundamental knowledge of nutrition and psychiatry.

c) ADVISORY: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*
Eligibility for READ 099: Students must be able to find main ideas and supporting details.
Eligibility for ENGL 099: Students must be able to write short answers to exam questions and document client care.
Eligibility for MATH 070: Students must be able to solve dosage calculations using dimensional analysis.

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
- ☒ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

Formal admission to the Vocational Nursing Program. Program must meet criteria of Board of Vocational Nursing and Psychiatric Technicians which limits instructor/student ratio 1:15. Clinical agencies require background screening, physical exams, and drug screening.

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:	VN 111/111CL	☒	☐	☐
or Concurrent Enrollment in:	VN 112	☐	☒	☐
	PSY 101	☐	☒	☐
	orNF 100	☐	☒	☐
		☐	☐	☐

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

Candace Martin 8-17-09
Signature: Instructor Date

Linda Hamm 8-17-09
Signature: AP&P Representative Date

Karen W. Cowell 8/17/09
Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: VN 112 VN 112 CL

COURSE NAME: Nursing to Promote Self-Care Agency in the Adult

COURSE UNITS: 15.5 **COURSE HOURS:** 455 Total: 147 Lecture, 308 Clinical

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to the Vocational Nursing Program.
Prerequisite: Completion of VN 111 with a grade of 'C' or better.
Corequisite: Concurrent enrollment in PSY 101 or NF 100 or completion with a grade of "C" or better.
Advisory: Eligibility for MATH 070, READ 099, and ENGL 099.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Principles of medical-surgical nursing of the adult and the child, with integration of self-care theory throughout the course. Emphasis will be on diseases and conditions of the endocrine, respiratory, reproductive, integumentary, gastrointestinal, hematological, musculoskeletal, and renal 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. Demonstrate basic nursing skills for the hospitalized adult patient to promote self-care agency with instructor assistance.
*2. Collaborate with members of the health care team to restore an optimal level of self-care agency with instructor supervision.
*3. Demonstrate patient confidentiality in compliance with HIPAA regulations with instructor supervision.
*4. Demonstrate knowledge of patient's rights with instructor supervision.
*5. Demonstrate ethical nursing with instructor supervision.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
*7. Collaborate with team leader to identify the adult and pediatric patient's self-care deficit based on the accumulated assessment data with instructor supervision.
*8. Collaborate with team leader to identify the adult and pediatric patient's nursing diagnosis based on the clients' self-care deficit with instructor supervision.
*9. Collaborate with team leader to formulate the adult and pediatric patient's expected outcomes with instructor supervision.
*10. Implement nursing interventions related to the adult and pediatric patient's expected outcomes with instructor supervision.
*11. Evaluate nursing interventions related to the adult and pediatric patient's expected outcomes with instructor supervision.
*12. Demonstrate therapeutic communication with instructor supervision.
*13. Contribute to the patient's teaching plan with instructor supervision.

*Denotes SCANS Competencies

Course Subject & Number: VN 112 VN 112 CL
Course Name: Nursing to Promote Self-Care Agency in the Adult

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.)***

Theory

I. Maintenance of Air - Disorders of the Respiratory System
II. Maintenance of Water - Principles of Fluid Balance
    A. Endocrine System
    B. Gastrointestinal System
III. Elimination - Disorders of the Gastrointestinal System
IV. Activity and Rest - Impaired Gas Exchange
V. Solitude and Social Interaction - Altered Mental Status
VI. Prevention of Hazards - Principles of Pharmacology for the Adult and Pediatric Patient
    A. Respiratory System
    B. Gastrointestinal System
    C. Reproductive System
    D. Endocrine System
    E. Integumentary System
    F. Renal System
    G. Musculoskeletal System
    H. Hematological System
    J. Immunological System
VII. Promotion of Human Functioning
    A. Disorders of the Reproductive System
    B. Disorders of the Endocrine System

Clinical

I. Maintenance of Air - Care of the Patient with a Respiratory System Disorder
II. Maintenance of Water
    A. Endocrine System
    B. Gastrointestinal System
III. Elimination - Care of the Patient with a Gastrointestinal System Disorder
IV. Activity and Rest - Care of the Patient with Impaired Gas Exchange
V. Solitude and Social Interaction - Care of the Patient with an Altered Mental Status
VI. Prevention of Hazards - Medication Administration Related to Disorders of the:
    A. Respiratory System
    B. Gastrointestinal System
    C. Reproductive System
    D. Endocrine System
    E. Integumentary System
    F. Renal System
    G. Musculoskeletal System
    H. Hematological System
    I. Immunological System
VII. Promotion of Human Functioning
    A. Care of the Client with a Reproductive System Disorder
    B. Care of the Client with an Endocrine System Disorder

Course Subject & Number: VN 112 VN 112 CL
Course Name: Nursing to Promote Self-Care Agency in the Adult

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:***

Required reading:
Primary text book: 60 pages a week.
Pharmacology textbook: three pages a week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students are required to complete two graded careplans approximately six to ten pages in length

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Practice math problems using Dimensional Analysis are assigned from the math computation textbook in preparation for a math competency exam early in the semester as well as new concepts throughout the semester.

Medication computation textbook(required): three pages a week

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
None

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: 24 ***Writing Assignments***: 2

Computational Assignments: 2 ***Other Assignments***: 5

Course Subject & Number: VN 112 VN 112 CL
Course Name: Nursing to Promote Self-Care Agency in the Adult

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 using electronic slide presentations, discussion, demonstration, group presentations, and multi-media.

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. Demonstrate basic nursing skills for the hospitalized adult patient to promote self-care agency with instructor assistance: instructor observation of student performance.
2. Collaborate with members of the health care team to restore an optimal level of self-care agency with instructor supervision: instructor observation of student performance.
3. Demonstrate patient confidentiality in compliance with HIPAA regulations with instructor supervision: instructor observation of student performance.
4. Demonstrate knowledge of patient's rights with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
5. Demonstrate ethical nursing with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision: instructor observation of student performance and NCLEX style multiple-choice examination.
7. Collaborate with team leader to identify the adult patient's self-care deficit based on the accumulated assessment data with instructor supervision: instructor observation of student performance.
8. Collaborate with team leader to identify the adult patient's nursing diagnosis based on the client's self-care deficit with instructor supervision: instructor observation of student performance.
9. Collaborate with team leader to formulate the adult patient's expected outcomes with instructor supervision: instructor observation of student performance.
10. Implement nursing interventions related to the adult patient's expected outcomes with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
11. Evaluate nursing interventions related to the adult patient's expected outcomes with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
12. Demonstrate therapeutic communication with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
13. Contribute to the client's teaching plan with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.

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.)

Timby, B.K. and Smith, N.E. *Introductory Medical-Surgical Nursing*, 9th Edition, 2006: Lippincott, Williams and Wilkens, Philadelphia.
Curren, A.M. and Munday. L.D. *Dimensional Analysis for Meds*, 3rd Edition, 2006: Delmar Thomson Learning, Albany.
Skidmore-Roth, L. *Mosby's Nursing Drug Reference*, 8th Edition, 2008: Mosby, Inc., St. Louis

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: VN 102 VN 102CL
COURSE NAME: Nursing to Promote Self-Care Agency in the Adult Patient and Child-Bearing Family
COURSE UNITS: 15
COURSE HOURS: 482 Total, 147 lecture, 335 clinical

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to Vocational Nursing Program. Prerequisite: Completion of VN 101 and BIOL 100 with a grade of "C" or better and concurrent enrollment in PSY 101 or NF 100 or completion with a grade of "C" or better. Corequisite: Concurrent enrollment in VN 102CL
Instructional materials fee required for this course and must be paid at registration.

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).***

Principles of medical-surgical nursing with integration of self-care theory. Emphasis on diseases and conditions of the reproductive, endocrine, gastrointestinal, and respiratory systems. Principles of nursing care of the mother during child-bearing and of the newborn. Self-care theory will be integrated throughout the course. (AVC)

COURSE OBJECTIVES: ***(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)***
Upon completion of course, the successful student will be able to:
*1. Demonstrate basic nursing skills for the hospitalized adult client, the child-bearing client, and the newborn infant to promote self-care agency with instructor assistance.
*2. Collaborate with members of the health care team to restore an optimal level of self-care agency with instructor supervision.
*3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision.
*4. Demonstrate knowledge of patient's rights with instructor supervision.
*5. Demonstrate ethical nursing with instructor supervision.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
*7. Collaborate with team leader to identify the adult, child-bearing, and newborn client's SCD based on the accumulated assessment data with instructor supervision.
*8. Collaborate with team leader to identify the adult, child-bearing, and newborn client's nursing diagnosis based on the client's SCD with instructor supervision.
*9. Collaborate with team leader to formulate the adult, child-bearing, and newborn client's expected outcomes with instructor supervision.
*10. Implement nursing interventions related to the adult, child-bearing, and newborn client's expected outcomes with instructor supervision.
*11. Evaluate nursing interventions related to the adult, child-bearing, and newborn client's expected outcomes with instructor supervision.
*12. Demonstrate therapeutic communication with instructor supervision.
*13. Contribute to the client's teaching plan with instructor supervision.

*Denotes SCANS Competencies

Revised 12/6/2007 (added IMF only)

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: VN 103 VN 103CL
COURSE NAME: Nursing to Promote Self-Care Agency in the Adult, the Child, and the Dependent-Care Agent
COURSE UNITS: 13.5
COURSE HOURS: 422 total, 138 lecture, 284 clinical

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to Vocational Nursing Program. Prerequisite: Completion of VN 102 and BIOL 100 with a grade of "C" or better and concurrent enrollment in PSY 101 or NF 100 or completion with a grade of "C" or better. Corequisite: Concurrent enrollment in VN 103CL
Instructional materials fee required for this course and must be paid at registration.

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).***

Principles of medical-surgical nursing of the adult and the child, with integration of self-care theory throughout the course. Emphasis will be on diseases and conditions of the musculoskeletal, urinary, cardiovascular, blood and lymphatic systems, HIV, and mental health disorders. Normal growth and development will be taught concurrently with clinical practice on a pediatric unit in an acute care facility or other clinical setting. Concurrent practice in the care of the adult in an acute care facility or other clinical setting. (AVC)

COURSE OBJECTIVES: ***(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)***
Upon completion of course, the successful student will be able to:
*1. Demonstrate basic nursing skills for the hospitalized adult client and the pediatric client to promote self-care agency with instructor assistance.
*2. Collaborate with members of the health care team to restore an optimal level of self-care agency for the client.
*3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision.
*4. Demonstrate knowledge of patient's rights with instructor supervision.
*5. Demonstrate ethical nursing with instructor supervision.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
*7. Collaborate with team leader to identify adult and pediatric client's SCD based on the accumulated assessment data instructor supervision.
*8. Collaborate with team leader to identify the adult and pediatric client's nursing diagnosis based on the client's SCD with instructor supervision.
*9. Collaborate with team leader to formulate the adult and pediatric client's expected outcomes with instructor supervision.
*10. Implement nursing interventions related to the adult and pediatric client's expected outcomes with instructor supervision.
*11. Evaluate nursing interventions related to the adult and pediatric client's expected outcomes with instructor supervision.
*12. Demonstrate therapeutic communication with instructor supervision.
*13. Contribute to the client's teaching plan with instructor supervision.
*14. Demonstrate leadership skills in team leading with instructor assistance.

*Denotes SCANS Competencies

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

RECEIVED
AUG 2 5 2009
BY: Melissa

SECTION I Date Initial

AP&P Representative: 8/17/09 JW
(indicates division review and approval)

Division Dean/Director: 8/17/09 KC

Faculty Name: (print) Candace Martin Date 8-17-09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: VN 113

COURSE TITLE: Nursing Leadership to Promote Self-Care Agency in the Adult

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

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Content formerly in VN 102CL and VN 103CL, which become obsolete.
Materials fee $40.61 applied from previous course (VN 103).

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:** Regulatory agency requires a grade of "C" or better in this course

☐ **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: 45 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
Board of Vocational Nursing and Psychiatric Technicians has approved the program for a maximum of 45 students.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This is a vocational course that is required content for licensure as a vocational nurse in California.

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: ____

SECTION III

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

Student hours per week lecture: 83 equals 4.7 units

Student hours per week lab: 187T equals 3.8 units **TOTAL UNITS:** 8.5

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: 4.7 x 1.0 factor = 4.7 **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: 83 Short Term Course Total Units: 4.7

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 not 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 early in the process; allow a minimum of **one week** 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 **one week** 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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 2 times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable

or

- ☒ **C** Not Transferable: Non-Degree 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: Vocational Nursing

☐ 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: Vocational Nursing

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: Antelope Valley College Nursing Advisory Committee

Date of Course(s) Approval by Advisory Committee: June 9, 2008

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

Course Subject & Number: VN 113
Course Name: Nursing Leadership to Promote Self-Care Agency in the Adult

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☐ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☐ Identify an author's point of view
☐ Identify supporting arguments
☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

☒ Technical or Other Instructional Reading Materials (*please specify*):Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☐ Compose coherent paragraphs with main idea and relevant support and examples
☐ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

☐ Technical or Other Instructional Writing Materials (*please specify*):. Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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*):Dosage calculations.

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

a) PREREQUISITE: *List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry- level requirements.*
VN 112 and VN 112CL: Students must have medical, surgical, and pediatric knowledge of patient care and practice performed on patients with supervision.

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*
VN 113 CL: Board of Vocational Nursing and Psychiatric Technicians requires concurrent clinical practice with theory.
NF 100 or PSY 101 or completion with a grade of "C" or better: Board of Vocational Nursing and Psychiatric Technicians requires fundamental knowledge of nutrition and psychiatry.

c) ADVISORY: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*
Eligibility for READ 099: Students must be able to find main ideas and supporting details.
Eligibility for ENGL 099: Students must be able to write short answers to exam questions and document client care.
Eligibility for MATH 070: Students must be able to solve dosage calculations using dimensional analysis.

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
- ☒ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

Formal admission to the Vocational Nursing Program. Program must meet criteria of Board of Vocational Nursing and Psychiatric Technicians which limits instructor/student ratio 1:15. Clinical agencies require background screening, physical exams, and drug screening..

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:	VN 112/112 CL	☒	☐	☐
or Concurrent Enrollment in:	VN 113CL	☐	☒	☐
	PSY 101	☐	☒	☐
	orNF 100	☐	☒	☐
		☐	☐	☐

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

Candace Martin — 8-17-09
Signature: Instructor — Date

Linda Hammond — 8/17/09
Signature: AP&P Representative — Date

Karen W. Cowell — 8/17/09
Signature: Dean — Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee — Date

RECEIVED
AUG 25 2009
BY: Melissa

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

SECTION I Date Initial

AP&P Representative: 8/17/09 [initial]
(*indicates division review and approval*)

Division Dean/Director: 8/17/09 [initial]

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Candace Martin Date 8-17-09

COURSE SUBJECT & NUMBER: VN 113CL

COURSE TITLE: Nursing Leadership to Promote Self-Care Agency in the Adult

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

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Content formerly in VN 102CL and VN 103CL, which become obsolete.

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:** Regulatory agency requires a grade of "C" or better in this course

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

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

3. Maximum Class Size: 45 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
Board of Vocational Nursing and Psychiatric Technicians has approved the program for a maximum of 45 students.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This is a vocational course that is required content for licensure as a vocational nurse in California.

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: ____

SECTION III

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

Student hours per week lecture: 83 equals units

Student hours per week lab: 187T equals units **TOTAL UNITS: 0**

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: 10.7 x.825 factor = 8.8 **LHE**

NOTE: ***Formula for Short-Term Course Only****: Total Hours / 17.5 = Equivalent Total Weekly Hours (place above).*
Short Term Course Total Hours: 187 Short Term Course Total Units: 10.7

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 not 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 early in the process; allow a minimum of ***one week*** *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* ***one week*** *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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 2 times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable

or

- ☒ **C** Not Transferable: Non-Degree 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: Vocational Nursing

☐ 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: Vocational Nursing

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: Antelope Valley College Nursing Advisory Committee

Date of Course(s) Approval by Advisory Committee: June 9, 2008

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

Course Subject & Number: VN 113
Course Name: Nursing Leadership to Promote Self-Care Agency in the Adult

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☐ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☐ Identify an author's point of view
☐ Identify supporting arguments
☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

☒ Technical or Other Instructional Reading Materials (*please specify*):Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☐ Compose coherent paragraphs with main idea and relevant support and examples
☐ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

☐ Technical or Other Instructional Writing Materials (*please specify*):. Nursing textbooks, nursing reference books such as medical dictionary, diagnostic tests reference guide, and drug book.

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*):Dosage calculations.

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

a) PREREQUISITE: *List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry- level requirements.*
VN 112 and VN 112CL: Students must have medical, surgical, and pediatric knowledge of patient care and practice performed on patients with supervision.

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*
VN 113: Board of Vocational Nursing and Psychiatric Technicians requires concurrent clinical practice with theory.
NF 100 or PSY 101 or completion with a grade of "C" or better: Board of Vocational Nursing and Psychiatric Technicians requires fundamental knowledge of nutrition and psychiatry.

c) ADVISORY: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*
Eligibility for READ 099: Students must be able to find main ideas and supporting details.
Eligibility for ENGL 099: Students must be able to write short answers to exam questions and document client care.
Eligibility for MATH 070: Students must be able to solve dosage calculations using dimensional analysis.

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
- ☒ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

Formal admission to the Vocational Nursing Program. Program must meet criteria of Board of Vocational Nursing and Psychiatric Technicians which limits instructor/student ratio 1:15. Clinical agencies require background screening, physical exams, and drug screening..

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	**READ 099**	☐	☐	☒
Writing placement level — Eligibility for:	**ENGL 099**	☐	☐	☒
Math placement level — Eligibility for:	**MATH 070**	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:	**VN 112/ 112CL**	☒	☐	☐
or Concurrent Enrollment in:	**VN 113**	☐	☒	☐
	PSY 101	☐	☒	☐
	orNF 100	☐	☒	☐
		☐	☐	☐

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

Candace Martin 8-17-09
Signature: Instructor Date

Linda Harmon 8/17/09
Signature: AP&P Representative Date

Karen W. Connell 8/17/09
Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: VN 113 VN 113 CL

COURSE NAME: Nursing Leadership to Promote Self-Care Agency in the Adult

COURSE UNITS: 8.5 **COURSE HOURS:** 270 Total: 83 Lecture, 187 Clinical

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to the Vocational Nursing Program.
Prerequisite: Completion of VN 112 with a grade of 'C' or better.
Corequisite: Concurrent enrollment PSY 101 or NF 100 or completion with a grade of "C" or better.
Advisory: Eligibility for MATH 070, READ 099, and ENGL 099.
Instructional materials fee required for this course and must be paid at registration.

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#).***

Principles of medical-surgical nursing of the adult and child with integration of self-care theory and leadership throughout the course. Emphasis will be on diseases and conditions of the cardiovascular and neurological systems, and mental health disorders.

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 basic nursing skills for the hospitalized adult and the pediatric client to promote self-care agency with instructor assistance.
*2. Collaborate with members of the health care team to restore an optimal level of self-care agency for the client.
*3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision.
*4. Demonstrate knowledge of patient's rights with instructor supervision.
*5. Demonstrate ethical nursing with instructor supervision.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
*7. Collaborate with team leader to identify adult and pediatric patient's self-care deficit based on the accumulated assessment data instructor supervision.
*8. Collaborate with team leader to identify the adult and pediatric patient's nursing diagnosis based on the client's self-care deficit with instructor supervision.
*9. Collaborate with team leader to formulate the adult and pediatric patient's expected outcomes with instructor supervision.
*10. Implement nursing interventions related to the adult and pediatric patient's expected outcomes with instructor supervision.
*11. Evaluate nursing interventions related to the adult and pediatric patient's expected outcomes with instructor supervision.
*12. Demonstrate therapeutic communication with instructor supervision.
*13. Contribute to the patient's teaching plan with instructor supervision.
*14. Demonstrate leadership skills in team leading with instructor assistance.

*Denotes SCANS Competencies

Course Subject & Number: VN 113 VN 113 CL

Course Name: Nursing and Leadership to Promote Self-Care Agency in the Adult

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.)***

Theory

I. Maintenance of Air - Cardiovascular Disease
II. Maintenance of Water
  A. Principles of Fluid Balance
  B. Cardiovascular System
III. Activity and Rest
  A. Disorders of the Cardiovascular System
  B. Disorders of the Neurological System
IV. Solitude and Social Interaction
  A. Disorders of the Special Senses
  B. Mental Health Disorders
V. Prevention of Hazards - Principles of Pharmacology
  A. Cardiovascular System
  B. Neurological System
  C. Special Senses
  D. Mental Health Disorders
VI. Promotion of Human Functioning
  A. Cardiovascular System
  B. Neurological System
  C. Special Senses
  D. Mental Health Disorders

Clinical

I. Maintenance of Air - Care of the Client with a Cardiovascular Disorder
II. Maintenance of Water - Care of the Client with a Cardiovascular Disorder
III. Activity and Rest
  A. Care of the Client with a Cardiovascular Disorder
  B. Care of the Client with a Neurological System Disorder
IV. Solitude and Social Interaction
  A. Care of the Client with a Special Senses Disorder
  B. Care of the Client with a Mental Health Disorder
V. Prevention of Hazards - Medication Administration
  A. Cardiovascular System
  B. Neurological System
  C. Special Senses
  D. Mental Health Disorders
VI. Promotion of Human Functioning
  A. Cardiovascular System
  B. Neurological System
  C. Special Senses
  D. Mental Health Disorders

Course Subject & Number: VN 113 VN 113 CL
Course Name: Nursing and Leadership to Promote Self-Care Agency in the Adult

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:***

Required reading:
Primary text book: 60 pages a week.
Pharmacology textbook: three pages a week.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Students are required to complete a graded careplan approximately six to ten pages in length

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Practice math problems using Dimensional Analysis are assigned from the math computation textbook in preparation for a math competency exam early in the semester as well as new concepts throughout the semester.

Medication computation textbook (required): three pages a week.

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

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: 24 ***Writing Assignments***: 2

Computational Assignments: 2 ***Other Assignments***: 2

Course Subject & Number: VN 113 VN 113 CL
Course Name: Nursing and Leadership to Promote Self-Care Agency in the Adult

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 using electronic slide presentations, discussion, demonstration, group presentations, and multi-media.

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. Demonstrate basic nursing skills for the hospitalized adult client to promote self-care agency with instructor assistance: instructor observation of student performance.
2. Collaborate with members of the health care team to restore an optimal level of self-care agency for the client: instructor observation of student performance.
3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision: instructor observation of student performance.
4. Demonstrate knowledge of patient's rights with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
5. Demonstrate ethical nursing with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
7. Collaborate with team leader to identify adult client's self-care deficit based on the accumulated assessment data instructor supervision: instructor observation of student performance.
8. Collaborate with team leader to identify the adult client's nursing diagnosis based on the client's self-care deficit with instructor supervision: instructor observation of student performance.
9. Collaborate with team leader to formulate the adult client's expected outcomes with instructor supervision: instructor observation of student performance.
10. Implement nursing interventions related to the adult client's expected outcomes with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
11. Evaluate nursing interventions related to the adult client's expected outcomes with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
12. Demonstrate therapeutic communication with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
13. Contribute to the client's teaching plan with instructor supervision: instructor observation of student performance and NCLEX style multiple choice examination.
14. Demonstrate leadership skills in team leading with instructor assistance: instructor observation of student performance and NCLEX style multiple choice examination.

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.)

Timby, B.K. and Smith, N.E. *Introductory Medical-Surgical Nursing*, 9th Edition, 2006: Lippincott, Williams and Wilkens, Philadelphia.
Curren, A.M. and Munday, L.D. *Dimensional Analysis for Meds*, 3er Edition, 2006: Delmar Thomson Learning, Albany.
Skidmore-Roth, L. *Mosby's Nursing Drug Reference*, 8th Edition, 2009: Mosby, Inc., St. Louis.

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: VN 102 VN 102CL
COURSE NAME: Nursing to Promote Self-Care Agency in the Adult Patient and Child-Bearing Family
COURSE UNITS: 15
COURSE HOURS: 482 Total, 147 lecture, 335 clinical

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to Vocational Nursing Program. Prerequisite: Completion of VN 101 and BIOL 100 with a grade of "C" or better and concurrent enrollment in PSY 101 or NF 100 or completion with a grade of "C" or better. Corequisite: Concurrent enrollment in VN 102CL
Instructional materials fee required for this course and must be paid at registration.

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).***

Principles of medical-surgical nursing with integration of self-care theory. Emphasis on diseases and conditions of the reproductive, endocrine, gastrointestinal, and respiratory systems. Principles of nursing care of the mother during child-bearing and of the newborn. Self-care theory will be integrated throughout the course. (AVC)

COURSE OBJECTIVES: ***(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)***
Upon completion of course, the successful student will be able to:
*1. Demonstrate basic nursing skills for the hospitalized adult client, the child-bearing client, and the newborn infant to promote self-care agency with instructor assistance.
*2. Collaborate with members of the health care team to restore an optimal level of self-care agency with instructor supervision.
*3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision.
*4. Demonstrate knowledge of patient's rights with instructor supervision.
*5. Demonstrate ethical nursing with instructor supervision.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
*7. Collaborate with team leader to identify the adult, child-bearing, and newborn client's SCD based on the accumulated assessment data with instructor supervision.
*8. Collaborate with team leader to identify the adult, child-bearing, and newborn client's nursing diagnosis based on the client's SCD with instructor supervision.
*9. Collaborate with team leader to formulate the adult, child-bearing, and newborn client's expected outcomes with instructor supervision.
*10. Implement nursing interventions related to the adult, child-bearing, and newborn client's expected outcomes with instructor supervision.
*11. Evaluate nursing interventions related to the adult, child-bearing, and newborn client's expected outcomes with instructor supervision.
*12. Demonstrate therapeutic communication with instructor supervision.
*13. Contribute to the client's teaching plan with instructor supervision.

*Denotes SCANS Competencies

Revised 12/6/2007 (added IMF only)

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: VN 103 VN 103CL
COURSE NAME: Nursing to Promote Self-Care Agency in the Adult, the Child, and the Dependent-Care Agent
COURSE UNITS: 13.5
COURSE HOURS: 422 total, 138 lecture, 284 clinical

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: Formal admission to Vocational Nursing Program. Prerequisite: Completion of VN 102 and BIOL 100 with a grade of "C" or better and concurrent enrollment in PSY 101 or NF 100 or completion with a grade of "C" or better. Corequisite: Concurrent enrollment in VN 103CL
Instructional materials fee required for this course and must be paid at registration.

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).***

Principles of medical-surgical nursing of the adult and the child, with integration of self-care theory throughout the course. Emphasis will be on diseases and conditions of the musculoskeletal, urinary, cardiovascular, blood and lymphatic systems, HIV, and mental health disorders. Normal growth and development will be taught concurrently with clinical practice on a pediatric unit in an acute care facility or other clinical setting. Concurrent practice in the care of the adult in an acute care facility or other clinical setting. (AVC)

COURSE OBJECTIVES: ***(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)***
Upon completion of course, the successful student will be able to:
*1. Demonstrate basic nursing skills for the hospitalized adult client and the pediatric client to promote self-care agency with instructor assistance.
*2. Collaborate with members of the health care team to restore an optimal level of self-care agency for the client.
*3. Demonstrate client confidentiality in compliance with HIPAA regulations with instructor supervision.
*4. Demonstrate knowledge of patient's rights with instructor supervision.
*5. Demonstrate ethical nursing with instructor supervision.
*6. Identify safety measures in compliance with National Patient Safety Standards with instructor supervision.
*7. Collaborate with team leader to identify adult and pediatric client's SCD based on the accumulated assessment data instructor supervision.
*8. Collaborate with team leader to identify the adult and pediatric client's nursing diagnosis based on the client's SCD with instructor supervision.
*9. Collaborate with team leader to formulate the adult and pediatric client's expected outcomes with instructor supervision.
*10. Implement nursing interventions related to the adult and pediatric client's expected outcomes with instructor supervision.
*11. Evaluate nursing interventions related to the adult and pediatric client's expected outcomes with instructor supervision.
*12. Demonstrate therapeutic communication with instructor supervision.
*13. Contribute to the client's teaching plan with instructor supervision.
*14. Demonstrate leadership skills in team leading with instructor assistance.

*Denotes SCANS Competencies

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

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AUG 25 2009
BY:

MATERIALS FEE

As permitted in Title 5, S59400-59410 and EdCode S76365, the Antelope Valley Community College district has determined that it is appropriate to require students to provide certain instructional and other materials for credit or noncredit courses when such materials are of continuing value to the student outside of the classroom setting, including, but not limited to textbooks, tools, equipment, clothing and materials necessary for vocational training and employment.

Establishment of Materials Fee:

1. VN 110 (Course Number (e.g., Art 3ABR2)) Self-Care: Fundamentals and Pharmacology (Course Title (e.g., Drawing)) 12.5 (Units)

2. Description of materials for which this fee is being assessed:

Fundamentals Assessment Exam for Vocational Nursing

3. Materials Fee per student to be charged: $ 23.04

4. Please confirm that the proposed materials fee meets all criteria below by checking each box*:

☒ a) materials will be tangible personal property owned or primarily controlled by the individual student,

☒ b) materials shall be procured or possessed as a condition of registration, enrollment or entry into a class and necessary to achieve the required objectives of a course,

☒ c) materials will not be solely or exclusively available from the district, and

☒ d) materials may be taken from the classroom setting and are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of the course.

Approval: Candace Marten (Faculty) Karen W. Cowell 8/17/09 (Dean Date) L Ramos 8/17/09 (AP&P Date)

*Please attach a rationale for any of the four criterion above if there is any doubt as to whether that criterion is met. Refer to the AVC Material Fees Policy and Procedures and the Chancellor's Office guidelines on Instructional and Other Required Materials in the AP&P Resource Book for help in determining materials eligibile for student reimbursement.

7/98 nc

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

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MATERIALS FEE

As permitted in Title 5, S59400-59410 and EdCode S76365, the Antelope Valley Community College district has determined that it is appropriate to require students to provide certain instructional and other materials for credit or noncredit courses when such materials are of continuing value to the student outside of the classroom setting, including, but not limited to textbooks, tools, equipment, clothing and materials necessary for vocational training and employment.

Establishment of Materials Fee:

1. VN 111 — Course Number (e.g., Art 3ABR2)
   Nursing to Promote Self-Care Agency in the Child Bearing Family and Pediatric Patient — Course Title (e.g., Drawing)
   5.5 — Units

2. Description of materials for which this fee is being assessed: Vocational Obstetrical and Nursing Exam

3. Materials Fee per student to be charged: $ 23.04

4. Please confirm that the proposed materials fee meets all criteria below by checking each box*:

   ☒ a) materials will be tangible personal property owned or primarily controlled by the individual student,

   ☒ b) materials shall be procured or possessed as a condition of registration, enrollment or entry into a class and necessary to achieve the required objectives of a course,

   ☒ c) materials will not be solely or exclusively available from the district, and

   ☒ d) materials may be taken from the classroom setting and are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of the course.

Approval: Candace Martin (Faculty) Karen W. Cowell 8/17/09 (Dean) Date — (AP&P) 8/17/09 Date

*Please attach a rationale for any of the four criterion above if there is any doubt as to whether that criterion is met. Refer to the AVC Material Fees Policy and Procedures and the Chancellor's Office guidelines on Instructional and Other Required Materials in the AP&P Resource Book for help in determining materials eligibile for student reimbursement.

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ANTELOPE VALLEY COLLEGE
Academic Affairs Office

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MATERIALS FEE

As permitted in Title 5, S59400-59410 and EdCode S76365, the Antelope Valley Community College district has determined that it is appropriate to require students to provide certain instructional and other materials for credit or noncredit courses when such materials are of continuing value to the student outside of the classroom setting, including, but not limited to textbooks, tools, equipment, clothing and materials necessary for vocational training and employment.

Establishment of Materials Fee:

1. VN 113 (Course Number (e.g., Art 3ABR2)) Nursing Leadership to Promote Self-Care Agency in the Adult Patient (Course Title (e.g., Drawing)) 8.5 (Units)

2. Description of materials for which this fee is being assessed:

Vocational Nursing Exit Exam

3. Materials Fee per student to be charged: $ 50.61

4. Please confirm that the proposed materials fee meets all criteria below by checking each box*:

☒ a) materials will be tangible personal property owned or primarily controlled by the individual student,

☒ b) materials shall be procured or possessed as a condition of registration, enrollment or entry into a class and necessary to achieve the required objectives of a course,

☒ c) materials will not be solely or exclusively available from the district, and

☒ d) materials may be taken from the classroom setting and are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of the course.

Approval: Candace Martin (Faculty) Karen W. Comer 8/17/09 (Dean Date) L Harmon 8/17/09 (AP&P Date)

*Please attach a rationale for any of the four criterion above if there is any doubt as to whether that criterion is met. Refer to the AVC Material Fees Policy and Procedures and the Chancellor's Office guidelines on Instructional and Other Required Materials in the AP&P Resource Book for help in determining materials eligibile for student reimbursement.

7/98 nc

Antelope Valley College

VN 12-Month Program

Hours Overview

Course	Lecture	Clinical		Weeks
VN 109	0	120		6
VN 110/110CL	147	215		15
VN 111/111CL	55	124		5
VN 112/112CL	147	308		14
VN 113/113CL	83	187		8
SubTotal	432	954	**1386**	

Non-Nursing Classes

PSY 101	48			
NF 100	48			
BIOL 100	48			
Total	576	954	**G. Total**	**1530**

Licensed Vocational Nursing

Required Courses	Units
*BIOL 100, Elementary Human Anatomy and Physiology (This course must be completed before the student can enter the second semester of the program. Students are encouraged to complete it prior to admission.)	3
*NF 100, Nutrition	3
*PSY 101, General Psychology	3
VN 109, Fundamentals of Client Care for Vocational Nurses	2.5
VN 110, Self-Care: Fundamentals and Pharmacology	12.5
VN 111, Nursing to Promote Self-Care Agency in the Child-Bearing Family and Pediatric Client	5.5
VN 112, Nursing to Promote Self-Care Agency in the Adult	15
VN 113, Nursing Leadership to Promote Self-Care Agency in the Adult	8
Total	52.5

*These courses may be taken prior to entering the program. Whether the student has taken or has not taken the courses will not affect the student's admission to the program.

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

SECTION I Date Initial

AP&P Representative: 2-1-10 CL
(*indicates division review and approval*)

Division Dean/Director: 2-3-10 M.C.

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Faculty Name: (print) JACKIE LOTT Date 12-11-09

COURSE SUBJECT & NUMBER: PE 190

COURSE TITLE: Introduction to Physical Education no asterik that I know of

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

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Minor changes made to objectives and homework assignments and Methods of Evaluation and Suggested Text. ? yes

Are you changing yes to no?

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

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

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision XX
- ☐ Pre Req/Advisories
- ☐ Other Changes

COURSE SUBJECT & NUMBER: PE 190

COURSE NAME: *Introduction to Physical Education

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

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: *TB skin test within past year. Fingerprints are required by the State of California.*
Advisory: *Eligibility for ENGL 099 and READ 099.*

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Students will be introduced to the field of Physical Education and the related fields of Health Education, Recreation and Sport. Specifically, the psychological, philisophical, pedagogical, sociological, historical and career preparation areas of Physical Education and related careers will be studied. Current trends, issues and developments in Physical Education will be explored. Each student will participate in field experience of teaching a lesson in Physical Education. The course is designed for students who are majoring or minoring in Physical Education or have related career goals. (CSU, UC, AVC)

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

1. Explain the history, trends and current developments of Physical Education careers and related occupations.
2. Analyze the pedagogical skills, career opportunities and trends in Physical Education.
3. Discuss the teaching philosophies that are used in teaching Physical Education.
4. Examine a lesson plan of a Physical Education instructor.
5. Evaluate various teaching methods of a professional Physical Education instructor.
6. Create and implement a lesson plan in the field of Physical Education.

Course Subject & Number: PE 190
Course Name: *Introduction to Physical Education

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.)***

Definitions and Philosophies of Physical Eudcation
a. Whole person
b. Realism
c. Idealism

History of Physical Education
a. World
b. American
c. Recent history and events

Career in Physical Education preparation
a. Lesson planning
b. Teacher observation
c. Practice teaching
d. Discuss career options such as athletic training, coaching, recreation, and sports officiating.

Ethical aspects of Physical Education and Sport
a. Multiculturalism
b. Modern issues
c. Trends

Course Subject & Number: PE 190
Course Name: *Introduction to Physical Education

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:***
Read and comprehend 1 - 2 chapters.

Read handouts of simple lesson plans.

Read periodicals and electronic based current event articles pertinent to current issues in Physical Education and Sport.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Observation report from watching a current, local Physical Education teacher(s).

Lesson plan(s).

First draft of lesson plan.

Typed final draft of lesson plan.

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

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Students will study diverse outcomes by all different lesson plans. Students practice identifying and applying pedagogical skills that should be used in a successful lesson plan and implement these techniques when they practice teaching. (Oral presentation and special 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.* Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 3

Writing Assignments: 2

Computational Assignments:

Other Assignments: 1

Course Subject & Number: PE 190
Course Name: *Introduction to Physical Education

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 <u>not</u> list specific instructional equipment.)***

Lecture, Audio/visual materials, Visitation and Observation of Physical Education instructor.

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. <u>Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives.</u> 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. Unit examination: Written examinations over definitions and philosophies of Physical Education, history and career preparation of Physical Education and modern trends, issues, ethics and cultural dynamics of Physical Education. (1, 2, 3)

2. A written report: Discuss the observation of a Physical Education lesson, taught by a Physical Education teacher. (4, 5)

3. Field experience: Student will successfully participate in on or off-campus practice teaching. (1-6)

4. A written lesson plan: Student will hand in a written first draft lesson plan. After some study and observation, student will type a sound daily lesson plan for a Physical Education class. (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.)
Physical Education Exercise Science and Sport Studies
7th edition by A. Lumkin, 2008 McGraw-Hill (or comparable)

Course Revised
5/2004

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: PE 190
COURSE NAME: *Introduction to Physical Education
COURSE UNITS: 3.0
COURSE HOURS: 3.0

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

Limitation on Enrollment: TB skin test within 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).*

Students will be introduced to the field of Physical Education and the related fields of Health Education, Recreation and Sport. Specifically, the psychological, philosophical, pedagogical, sociological, historical and career preparation areas of Physical Education and related careers will be studied. Current trends, issues and developments in Physical Education will be explored. Each student will participate in field experience of teaching a lesson in Physical Education. The course is designed for students who are majoring or minoring in Physical Education or have related career goals.

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:

-develop an ability to explain the history, trends and current developments of Physical Education careers and related occupations.

-analyze the pedagogical skills, career opportunities and trends in Physical Education.

-discuss the teaching philosophies that are used in teaching Physical Education.

-skillfully observe a professional teacher of Physical Education and discuss their various teaching methods.

-develop a lesson plan in the field of Physical Education.

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

RECEIVED
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BY: mlk

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

SECTION I Date Initial

AP&P Representative: 2-1-10 CL
(*indicates division review and approval*)

Division Dean/Director: 2-3-10 M.C.

Faculty Name: (print) JACKIE LOTT Date 12-11-09

AP&P Approval:
Date ________

V.P. Academic Affairs:
Signature____________________

COURSE SUBJECT & NUMBER: PE 197

COURSE TITLE: *Lifeguard Training

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

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

Are you changing this?

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

☐ IGETC - Please state which area: Select One

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

AP&P
GE Approved: ________
GE Not Approved:______

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: PE 197

COURSE NAME: *Lifeguard Training

COURSE UNITS: 3 **COURSE HOURS:** 5

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Limitation on Enrollment: *Successfully complete lifeguard pretest skills of: a) 500 yard continuous swim, b) one minute brick tread, c) 20 second 25 yard sprint, d) 10 second deep end brick retrieve, e) 55 second 50 yard brick retrieve. In addition student must perform a 100 yard stroke of each the freestyle: breast stroke; elementary backstroke; and sidestroke at level 7 proficiency.*
Instructional materials fee *required for this course and must be paid at registration.*
COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
This course focuses on preparing individuals to insure the safety of water users, recreational or instructional. Topics include: how to prevent accidents, and how to keep onself safe to insure the safety of the facility and all users, knowledge of rescue skills and ability to perform them. (CSU, UC, AVC) **(R3)**

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

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

1. Skillfully perform rescue escapes, assists and skills.
2. Execute 10 of the 12 swimming strokes.
3. Demonstrate water safety skills and pool management skills.
4. Evaluate and properly manage spinal injuries.
5. Demonstrate removing victims safely from the water.
6. Skillfully perform in water safety rescue scenarios.
7. Organize the necessary steps to safely complete a rescue.

Course Subject & Number: PE 197
Course Name: *Lifeguard Training

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

A.) Swim stroke mechanics and pre-testing
1. Entries
2. 12 swimming strokes review and practice.
3. Skills tests practice and administration.
4. Shallow water approaches and assists.
5. Fitness conditioning.

B.) Personal Safety
1. Escape techniques.
2. Deep water entries.
3. Review and practice of 3 treading kicks:
   rotary, inverted scissors, bullfrog.
4. Deep water deck assists.
5. Front and back approach assists.
6. Single and multiple submerged victim assists.
7. Deep water victim water removal.

C.) Spinal Injury Management
1. In-line stabilization techniques.
2. Backboard and Cervical Collar techniques.
3. Search and rescue techniques.
4. Scenarios.

D.) Snorkel Fin and Mask use
1. Safely assisting a submerged scuba diver.
2. Clearing the mask and snorkel of water.
3. Successful retrieval of lost gear in the deep water.

E.) Scanning and guard practice

Course Subject & Number: PE 197
Course Name: *Lifeguard Training

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

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

1. 1 - 3 chapters from textbook each week.
2. Read action seqences of each swimming stroke each week practiced.
3. Read and memorize rescue technique procedures for scenarios.

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

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

4. ***Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:***
Practice in using critical skills like application, compare and contrast and recognition of theories learned in class. In addition, we discuss skills like dealing with pool patrons of diverse groups and skills and how to professionally deal with multicultural patrons who use aquatic facilities.

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

Reading Assignments: 2 ***Writing Assignments***:

Computational Assignments: ***Other Assignments***: 2

Course Subject & Number: PE 197
Course Name: *Lifeguard Training

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, present audio/visual materials, facilitate group work including scenario practice and practice testing.

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.)***

Skills tests including pre-tests. (1-7)

2 written quizzes, one midterm, one written final
(must pass with 70% for certification from American Red Cross) (1-7)

Post testing including passing scenario testing and problem solving exercises. (5, 6, 7)

Suggested Texts or Other Instructional Materials
(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)
American Red Cross Lifeguarding Textbook, Staywell publisher, 2007 or current edition as approved by the American Red Cross.

Course Revised
5/2004

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: PE 197
COURSE NAME: *Lifeguard Training
COURSE UNITS: 3.0
COURSE HOURS: 5.0

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Limitation on Enrollment: Successfully complete lifeguard pretest skills of: a) 500 yard continuous swim, b) one minute brick tread, c) 20 second 25 yard sprint, d) 10 second deep end brick retrieve, e) 55 second 50 yard brick retrieve. In addition student must perform a 100 yard stroke of each the freestyle: breast stroke; elementry backstroke; and sidestroke at level 7 proficiency.

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).*

Lifeguard training focuses on preparing individuals to insure the safety of water users, recreational or instructional. Topics include: how to prevent accidents, and how to keep onself safe to insure the safety of the facility and all users, knowledge of rescue skills and ability to perform them. (R3)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*
Upon completion of course, the successful student will be able to:
-skillfully perform rescue escapes, assists and skills
-execute 10 of the 12 swimming strokes
-demonstrate water safety skills and pool management skills
-properly manage spinal injuries
-remove victims safely from the water
-skillfully perform in water safety rescue scenarios
-organize the necessary steps to safely complete a rescue

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

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER:	TBA		
TITLE:	How to Become a Debt-Free Real Estate Investor		
INSTRUCTOR:	Seewing Yee		
HOURS:	3 hrs. (1 meeting)		
ENROLLMENT FEE:	$39	MATERIALS/SUPPLIES FEE:	$49 (Optional)
ENROLLMENT EXPECTED:	10-39		

DESCRIPTION OF OFFERING: Seewing Yee, Real Estate Network owner and financial advisor, presents a revolutionary approach to achieving true financial independence. This class is perfect for anyone who is interested in becoming a debt-free real estate investor. You will learn how to buy a portfolio of positive cash flow investment properties and use the positive cash flow to pay off your mortgages (including your principle home) in less than 10 years. Develop and use your new skills to retire early, debt free!

INSTRUCTOR BIOGRAPHY: Seewing Yee holds a Master's degree in Taxation, has 20 years of experience in comprehensive financial planning with major financial institutions, and owns a Real Estate Investment Network and a successful credit restoration and counseling company.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: Thomas Creel Date: 11.9.09

Signature: B Beyer Date: 11-12-09

AP&P Approval:

Date:

Course Outline

1. The problem
2. The Solution - 3 Stages of being Debt Free
    - 100% Cash
    - Pay off All Debts
    - Focus all in Wealth Building
    - Invest in Real Estate to Rebuild Wealth
3. Debt Pay off Calculation Worksheet
4. Lifestyle to do List
5. Financial Freedom

How to Become a Debt-Free Real Estate Investor

You will learn:

A revolutionary approach to achieve true financial independence

- How to buy a portfolio of positive cash flow investment properties, with low down payments
- Then using the positive cash flow to pay off all of your mortgages, including your principal home in 6-9 years
- Then retire completely debt free with passive income for the rest of your life
- The key to financial independence is to first "invest" in your debts by using our simple linear math variable path methodology to eliminate all of your debts, including credit cards, car loans, student loans, lines of credit, principal home loans, and investment property loans, current and future.

Optional Materials fee of $49.00 is payable to the instructor at the door for comprehensive workbook. Bring a list of all debts, calculator, and pencil. Husbands and wives are strongly encouraged to attend together.

Table of Contents

Instructor SeeWing Yee, BBA in Accounting and Masters of Science (M.S.) in Taxation, is a California licensed real estate broker. He has over 20 years of financial planning experience with major Wall Street firms, has owned a credit repair company for over 20 years, and is a retired US Army with 20 years of military service. He is currently the founder and CEO of Yee Real Estate Network in Fremont, CA and has coached and mentored thousands of individuals to financial success over the past several decades

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBA

TITLE: Busy Mom's Book Club

INSTRUCTOR:
HOURS: 1 hr. – 5 meetings

ENROLLMENT FEE: $50 MATERIALS/SUPPLIES FEE: $20

ENROLLMENT EXPECTED: 10-25

DESCRIPTION OF OFFERING: Are you a busy Mom, always on the go? Dr. Ellen Colman, Antelope Valley College Professor and busy mom herself, will present Mom-based literature. Topics will focus on all aspects of motherhood including child-rearing, relationships, and family. Excerpts from books will be provided for your enjoyment and discussion; only excerpts – we're busy Moms after all! Take some time for yourself and unwind with Dr. Coleman at the Busy Mom's Book Club.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: Linda Harmon Date: 10/30/09

Signature: Karen M. Council Date: 10/29/09

AP&P Approval:

Date:

Per your request.

--
Elayne S. Davis
Antelope Valley College
Corporate & Community Services
3041 W. Avenue K, SSV 126
Lancaster, CA 93536
661.722.6300, ext. 6584

----- Original Message -----
From Ellen Coleman <ecoleman214@hotmail.com>
Date Sat, 07 Nov 2009 07:59:11 +0000
To Elayne Davis <edavis@avc.edu>
Subject RE: Request

Hi Elayne,

Hope this is okay:

"Hello. I'm Dr. Coleman and I have been an adjunct instructor at AVC for the past six years, where I currently teach American Political Institutions. I was born and raised in the Antelope Valley and actually received my AA degree from AVC, before moving on to Claremont Graduate University, where I eventually graduated with a Ph.D. in Political Science. I also hold a MPA, which I obtained from SDSU.

I am a full-time peace officer and have been employed as a state investigator for ten years. I also hold a P.I. license. In 2002, I gave birth to my daughter, Alexis, and it was the happiest day of my life! I am the typical busy mother, working and raising a child. Although my days are very challenging, I have still found the time, alright, made the time, to read – some days just a few pages at a time, but still reading nonetheless. Diving into a good book is a great way to escape, if only for a few minutes, and it was my love of reading and books that gave way to the underlying premise for my course proposal, The Busy Mom's Book Club."

Ellen Coleman, Ph.D.

> Date: Wed, 4 Nov 2009 12:34:45 -0800
> From: edavis@avc.edu
> Subject: Request
> To: ecoleman@avc.edu
>
> Your "Busy Mom's Book Club" class proposal is coming up for review by
> the AP&P committee next week. We've been asked to provide a short bio on
> you. Please email me a response as soon as you are able, so I may
> forward it on.
> Thank you,
>
> --
> Elayne S. Davis
> Antelope Valley College
> Corporate & Community Services
> 3041 W. Avenue K, SSV 126
> Lancaster, CA 93536
> 661.722.6300, ext. 6584
>

Busy Mom's Book Club
Course Description

Target Audience

The target audience for this course will be mothers between the ages of 30 and 50.

Possible flier, pamphlet, or advertising would involve the following script:

"Are you a busy Mom? Are you always on the go? Dr. Coleman is a professor at Antelope Valley College and a busy mother, just like you. Come join Dr. Coleman and other mothers to discuss Mom-based literature. Topics will focus on all aspects of motherhood, to include child-rearing; relationships; family; etc. Because we're busy mothers, we'll only read *excerpts* from various books (excerpts provided in class) and discuss the readings each week. Take some time for yourself and unwind with Dr. Coleman at the Busy Mom's Book Club!"

Prerequisites

Participants should enjoy reading and discussing literature.

Detailed Course Outline

The class will meet for one hour, on a selected day, to discuss excerpts/chapters from various books addressing issues concerning motherhood. The class will run for five weeks. All excerpts/chapters will be classified as *materials* and provided to the students on the first day of class for a $20 fee. I will lead the discussion and solicit class participation from the group regarding the assigned readings.

Text or Materials Required

Possible books for discussion include the following:

The Mask of Motherhood; How Becoming a Mother Changes Our Lives and why we Never talk About it – Susan Maushart
You're Not the Boss of Me; Adventures of a Modern Mom – Erika Schickel
Motherhood Deferred, A Woman's Journey – Anne Fleming
Mother on Fire; A True Mother%#$@ Story About Parenting – Sandra Tsing Loh
Baby Love; Choosing Motherhood After a Lifetime of Ambivalence – Rebecca Walker
Life Laughs; The Naked Truth About Motherhood, Marriage, and Moving On – Jenny McCarthy
To Hell With All That; Loving and Loathing Our Inner Housewife – Caitlin Flanagan
The Honeymoon's Over; True Stories of Love, Marriage, and Divorce – edited by Andrea Chapin and Sally Wofford-Girand

Creating a Life; What Every Woman Needs to Know About Having a Baby and a Career – Sylvia Ann Hewlett

Choice; True Stories of Birth, Contraception, Infertility, Adoption, Single Parenthood & Adoption – edited by Karen Binder and Nina de Gramont

America's Cheapest Family Gets You Right on the Money – Steve and Annette Economides

The Bitch in the House; 26 Women tell the Truth About Sex, Solitude, Work, Motherhood, and Marriage – Cathi Hanauer

Flux; Women on Sex, Work, Love, Kids, and Life in a Half-Changed World – Peggy Orenstein

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBD

TITLE: Fundraising Fundamentals

INSTRUCTOR: Dr. John Drew

HOURS: 6 hrs. (1 meeting)

ENROLLMENT FEE: $50 MATERIALS/SUPPLIES FEE: $34

ENROLLMENT EXPECTED: 10/20

DESCRIPTION OF OFFERING: "Unlike sales," says Dr. Drew, "Fundraising requires exceptional political, interpersonal, and research skills." In this workshop, the award winning author, trainer, and consultant introduces simple but proven ideas for success now. Participants will learn how fundraising has evolved, and how new software, New Raiser's Edge and Fundraiser, will make it easier to track donors and reduce the pressures of a face-to-face request.

INSTRUCTOR BIOGRAPHY: Dr. John Drew is the managing director of Drew & Associates, a grant-writing consulting firm. Since 1996, he has been a member of the Association of Fund-Raising professionals (Orange County chapter).

SPECIAL NEEDS:

Facilities: Classroom with computer

Audio/Video: Need projector system

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: [signature] Date: 11-5-09

Signature: [signature] Date: 11-05-09

AP&P Approval:

Date:

What audience is this class designed for? Professionals

Minimum age to attend your class (i.e. 14-18, 16-18, etc) 18+

Class size limits: Minimum 10 Maximum 20

Course Outline (Please give a brief summary of the course content. If necessary, you may attach a separate outline sheet to this form.) See attached course outline.

Instructor qualifications/highlights related to the class being taught. (Submission of a resume is required.)

John Drew is the Managing Director of Drew & Associates, a grant-writing consulting firm based in Laguna Niguel, California. The firm's motto is "We Find Ways to Grant You Money." As a non-profit fund-raiser, John has won $5.5 million for Southern California charities. Since 1996, he has been a member of the Association of Fund-Raising Professionals – Orange County Chapter (AFP-OC). John received his Ph.D. in political science from Cornell University in 1987. In 1989, he won the William Anderson Award from the American Political Science Association (APSA) for the best doctoral dissertation in the nation in his field. (He published this work in 1994.) Dr. Drew has served as an Assistant Professor at both the University of Oregon in 1986 and at the nation's #1 rated liberal arts college - Williams College in Massachusetts - from 1986-1989.

Fundraising Fundamentals – One Day Workshop

Instructor: John C. Drew, Ph.D.

Overview: Fundraising looks easy, but it isn't. "Unlike sales," says Dr. Drew, "fundraising requires exceptional political, interpersonal, and research skills." In this course, an award winning author, trainer and consultant introduces a series of simple, but proven ideas that make the dull fundraising literature surprisingly exciting and valuable.

Session One – The Value of Starting at the Top
Time: 9:00 a.m. to 10:55 p.m.

A. Introduction and acquaintance, introduction to format and course.
B. Why speed and decisiveness win money for your agency.
C. Why fund-raising is not exactly the same as sales.
D. Philosophy – history and future of fund-development.
E. The value of going right to the top.
F. Corporation and foundation solicitation.
G. How to do donor/prospect research.

Session Two – No Pressure Fundraising Techniques
Time: 11:00 p.m. to 1:55 p.m.

A. Direct marketing: agency positioning.
B. Direct mail.
C. How to sign your letter.
D. Public/community relations.
E. New no pressure group solicitation models and methods.
F. The big ask.
G. Special events.
H. Donor cultivation and recognition.

Session Three: The Skillful Use of Gentle Pressure
Time: 2:00 p.m. to 3:55 p.m.

A. Major gifts (current and deferred).
B. How to ask.
C. How to help others ask.
D. When to ask.
E. Where to ask.
F. Final thoughts on the amazing benefits of planned giving and how to start.

John C. Drew, Ph.D., Managing Director, DREW & ASSOCIATES, 25195 Via Catalina, Suite A, Laguna Niguel, CA 92677, Tel.: 949.643.8058, Fax.: 949.643.8375, E-mail: johndrew25@msn.com

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBD

TITLE: Grant Writing - Intermediate

INSTRUCTOR: Dr. John Drew

HOURS: 6 hrs. (1 meeting)

ENROLLMENT FEE: $50 MATERIALS/SUPPLIES FEE: $34

ENROLLMENT EXPECTED: 10/20

DESCRIPTION OF OFFERING: This class is directed towards professionals, providing immediate information access needed to obtain resources from corporations, foundations, and government agencies. You will have step-by-step guidance on how to become a grant-writing consultant or to create a non-profit charity. John C. Drew, Ph.D., is a speaker, author, and consultant with an 80% success rate at winning federal funding.

INSTRUCTOR BIOGRAPHY: Dr. John Drew is the managing director of Drew & Associates, a grant-writing consulting firm. Since 1996, he has been a member of the Association of Fund Raising professionals (Orange County chapter).

SPECIAL NEEDS:

Facilities: Computer Lab; will use PowerPoint

Audio/Video: Need projector system

Other: Access to the Internet

Required Approval by Division Dean and AP&P Representative:

Signature: Date: 11-13-09

Signature: Date: 11-10-09

AP&P Approval:

Date:

Grant Writing Intermediate

Instructor: John C. Drew, Ph.D.

Session One – How Can Individuals Win Money Through Grants?
Time: 9:00 a.m. to 10:50 a.m.

Topics:

A. How much do I need to remember from Grant-Writing Fundamentals?
B. The bad news first: The truth about individual grants.
C. What are the practical alternatives of scholarships and research funding?
D. How do I write a personal profile in a scholarship essay?

In-Class Writing Assignment(s):

- Draft a personal profile for a scholarship application.

Session Two – How Do I Establish My Own Non-Profit Organization?
Time: 11:00 a.m. to 1:55 p.m. (Note: Includes a one (1) hour break for lunch.)

Topics:

A. How to I establish my own non-profit organization?
B. How do I pick a name?
C. How do I get started on my articles of incorporation?

In-Class Writing Assignment(s):

- Participants draft their own Articles of Incorporation to familiarize themselves with State of California application guidelines.

Session Three: How Do I Quickly Generate Funding for My Own Non-Profit or Set Myself Up as a Grant-Writing Consultant?
Time: 2:00 p.m. to 3:45 p.m.

Topics:

A. How do I quickly go about raising money for my own non-profit?
B. What is the value of doing a "case statement?"
C. Why do I need to write a business plan?
D. What do I need to get started legally?
E. What program should I follow to win clients?
F. What should I say to new clients?
G. What books and other resources should I know about?

In-Class Writing Assignment(s):

- Participants draft a sample case statement, following a winning example, to guide solicitation efforts for their own charity.
- Participants draft a sample products and services flyer for their new consulting business.

The Nine Greatest Pathways for Profiting from Grants: How to Get the Resources You Need from Corporate, Foundation and Government Sources.

(2nd Edition)

by John C. Drew, Ph.D.

Managing Director
DREW & ASSOCIATES

DREW & ASSOCIATES
25195 Via Catalina, Suite A
Laguna Niguel, CA 92677 USA
Tel: 949.643.8058 Fax: 949.643.8375
E-mail: johndrew25@msn.com

Table of Contents

Foe-tech Rev'd

RECEIVED
SEP 1 8 2009
SLO
BY: M Daurea...

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

SECTION I Date Initial

AP&P Approval:
Date ________

V.P. Academic Affairs:
Signature ________________

AP&P Representative: 9-14 DN
(*indicates division review and approval*)

Division Dean/Director: 09-14 [initials]

Faculty Name: (print) Greg Dluzak [signature] 11/27/09 Date 9-17-09

COURSE SUBJECT & NUMBER: WDTO 101

COURSE TITLE: *Applied Water Treatment and Distribution Mathematics

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

*<u>*List all changes</u> 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:**

☐ **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: 24 *Provide pedagogical rationale and/or discipline history; room size is <u>not</u> sufficient:*
This is the normal class size in WDTO courses.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This course will enhance students' knowledge and skills leading to employment, career advancement, and certification.

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: _____

SECTION III

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

Student hours per week lecture: 3 equals 3 units

Student hours per week lab: equals units **TOTAL UNITS:** 3

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:**

60% or more of class meeting time per semester is in direct interaction with entire class at the same time:
Total Weekly Hours: 3 x 1.0 factor = 3 **LHE**

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**

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 not 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 early in the process; allow a minimum of ***one week*** *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* ***one week*** *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:

While the print collection is far too old and the e-book collection has no resources to support this class, the periodicals through EbscoHOST have relevant and current articles to meet student needs.

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: A. W. [illegible] Date: 9/16/09

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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 ___ times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Environmental Technologies

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: Water Treatment Program Advisory Committee

Date of Course(s) Approval by Advisory Committee: 3/17/2009

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

Course Subject & Number: WDTO 101
Course Name: Applied Water Treatment and Distribution Mathematics

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: California State Water Treatment Operator certification requirement

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

Basic Proficiency (READ 095)
- ☒ Increase vocabulary—correct usage, pronunciation, and meaning
- ☒ Increase reading fluency and comprehension
- ☒ Create paragraph outlines

Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
- ☒ Determine the main idea of a paragraph
- ☒ Identify major details that support the main idea
- ☒ Sequence the major ideas of a passage

Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
- ☐ Identify an author's point of view
- ☐ Identify supporting arguments
- ☐ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

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

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

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

Developmental Writing Proficiency (ENGL 095)
- ☒ Write grammatically correct sentences: Simple, Compound, Complex
- ☒ Correctly punctuate a sentence.
- ☒ Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
- ☒ Write logical phrases and simple sentences in response to short answer test questions
- ☒ Write clear, grammatically correct sentences, showing some structural variety
- ☒ Compose coherent paragraphs with main idea and relevant support and examples
- ☒ Compose summaries of a given text
- ☒ Compose short responses to examination essay questions displaying some analytical skills
- ☒ Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

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

WD TO 101 elig for Math 070 or higher? eg elig Math 080 or Math 102

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)

Not Necessary Higher Than Math 70

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.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

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

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

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

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
- ☐ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

	Completion of:	☐	☐	☐
or	Concurrent Enrollment in:	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Signature: Instructor — Date: 11/27/09

Signature: AP&P Representative — Date: 9-24-09

Signature: Dean — Date: 11-30-09

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee — Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: WDTO 101

COURSE NAME: *Applied Water Treatment and Distribution Mathematics

COURSE UNITS: 3.0 **COURSE HOURS:** 3 hours per week

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
The course is designed to enhance the student's knowledge of the units of measure and type of math calculations used daily in the water treatment and/or distribution fields. The student will become familiar with the units of measure and be able to perform various math calculations involving chemical dosages, chemical feed rates, chemical dilutions and solution concentration, disinfection, flow rate, velocity, time, volume, CT calculation, hydraulics, pressure, force, head and pressure horsepower calculations, cost to pump, specific capacity and well yield, detention time, filtration rate, filter loading and backwash rates, hardness removal capacity and instrument calibration calculations. This course is designed to provide specialized training as defined by the California Department of Health Services for students who wish to enter or who are already employed in the water treatment and water distribution operator fields.

This course will help prepare the student for the Grade 1 – 4 level treatment and Grade 1 – 5 level distribution examinations administered by California Department of Health Services. This course may be used as a secondary course required for specialized training as defined by California Department of Health Services.

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. Calculate chemical dosages and feed rates.
2. Calculate rate of flow and velocity.
3. Calculate chemical solution strength.
4. Calculate volume and detention time.
5. Calculate filtration rates, filter loading and back wash rates.
6. Calculate specific capacity and well yield.
7. Calculate horsepower and cost to pump.
8. Perform instrument calibration calculations.
9. Calculate C X T
10. Perform hydraulic calculations; pressure, force and head.

Course Subject & Number: WDTO 101
Course Name: *Applied Water Treatment and Distribution Mathematics

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

1. Applied Volume, Tank, Channel, Pipeline, Liner Measurement and Area
2. Flow and Velocity, Flow Rates, Velocity, Flow Conversions
3. Chemical Dosage, Solution Concentration
4. Loading Rate, Filtration Rate, Backwash Rate, Weir Overflow Rate, Detention Time
5. Efficiency and Percent, Percent Solutions, Pump and Motor Efficiency, Instrument Calibration
6. Density and Specific Gravity, Pressure and Force, Head and Head Loss, Horsepower and Pump capacity
7. Well Yield, Drawdown, Specific Yield, Electrical cost for pumping
8. Basin Volume, Detention Time, Surface Overflow Rate, Weir Loading Rate
9. Filtration Rate, Filter Flow Rate, Filter Run Volume, Backwash Rate
10. Chlorine Feed Rate, Dosage, Dry and Liquid Hypochlorite, Mixing Solutions
11. Expressing Concentration, Percent ion in a Compound, Percent Strength, CT Calculations
12. Equivalent Weight, Hardness, Alkalinity, Ion Exchange Capacity, Temperature Conversions
13. Jar Test Calculation

Course Subject & Number: WDTO 101
Course Name: *Applied Water Treatment and Distribution Mathematics

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

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading assigned textbooks, to include mathematical word problems, as well as appropriate handouts.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Follow-up exercises from lectures and assignments.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to compute between 10 and 30 math problems weekly.

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

Reading Assignments: 2 ***Writing Assignments***: 1

Computational Assignments: 3 ***Other Assignments***: 0

Course Subject & Number: WDTO 101
Course Name: *Applied Water Treatment and Distribution Mathematics

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

Lecture and discussion
Problem solving demonstrations by instructor
Small and large group exercises

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.)***

Written examinations, may include quizzes, midterms, and final, evaluated for ability to solve water treatment math problems. (1-10)
Completion of practice examination at the end of the course. (1-10)
Active class participation.

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.)
Scientific calculator – non programmable

Required Text:
Basic Science Concepts and Applications, American Waterworks Association (author/publisher), 2003, 3rd edition
This is the most recent edition.

Suggested supplemental textbooks:

Math for Water Treatment Operators, John Giorgi, American Waterworks Association, 2007

Math for Distribution System Operators, John Giorgi, American Waterworks Association, 2007

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

SECTION I	Date	Initial
AP&P Representative: (*indicates division review and approval*)	10-26	DN
Division Dean/Director:	10-26-09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Faculty Name: (print) Gregory A. Okuyak Date 11/27/09

COURSE SUBJECT & NUMBER: WDTO 105

COURSE TITLE: *Basic Water Supply Science

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

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

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
☐ Transfer
☒ Vocational Education (see page 4, section VIII)
☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: 24 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
This is the normal class size in WDTO courses.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This course will enhance students' knowledge and skills leading to employment, career advancement, and certification.

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: _____

SECTION III

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

Student hours per week lecture: 3 equals 3 units

Student hours per week lab: equals units **TOTAL UNITS:** 3

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:**

60% or more of class meeting time per semester is in direct interaction with entire class at the same time:
Total Weekly Hours: 3 x 1.0 factor = 3 **LHE**

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**

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 not 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 early in the process; allow a minimum of **one week** 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 **one week** for this last process.*

a. Does the Library have adequate support material for this course? ☒Yes ☐No ☐N/A

If "yes," briefly explain types of support material available: The library has a significantly limited number of books in print or electronic format that are less than 5 years old. EBSCOhost has thousands of relevant articles available through multiple databases.

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

I Book Collection: $150

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: 10/29/09

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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 ___ times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Environmental Technologies

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: Water Treatment Program Advisory Committee

Date of Course(s) Approval by Advisory Committee: 3/17/2009

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

Course Subject & Number: WDTO 105
Course Name: Basic Water Supply Science

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: California State Water Treatment Operator certification requirement

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☒ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☒ Identify an author's point of view
☒ Identify supporting arguments
☒ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

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

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☒ Compose coherent paragraphs with main idea and relevant support and examples
☒ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

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

3. MATHEMATICAL 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 <u>and</u> Trigonometry indicates "eligibility" for MATH 150 (see page 10)

Calculus (MATH 150)

- ☐ Compute a derivative
- ☐ Find an antiderivative
- ☐ Evaluate a definite integral

☐ Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

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

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

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

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
- ☐ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	**READ 099**	☐	☐	☒
Writing placement level — Eligibility for:	**ENGL 099**	☐	☐	☒
Math placement level — Eligibility for:	**MATH 070**	☐	☐	☒

2) Other Course Recommendations:

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

	Completion of:	☐	☐	☐
or	**Concurrent Enrollment in:**	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Gregory A. Dlugosh — 11/27/09
Signature: Instructor — Date

David Newman — 10-26-09
Signature: AP&P Representative — Date

Lee A. Uhazy — 10-26-09
Signature: Dean — Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

_____
Signature: Cochair, AP&P Committee — Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: WDTO 105

COURSE NAME: *Basic Water Supply Science

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

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience–transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Basic science concepts that specifically pertain to water transmission and distribution. Covering mathematics, hydraulics, pumping, flow rates, basic water chemistry and chemical dosage, and electricity as relates to water topics and system operations. This course is designed to provide specialized training as defined by the California Department of Health Services for students who wish to enter or who are already employed in the water treatment and water distribution operator fields.

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. Define density and specific gravity.
2. Express pressure given a known column of water.
3. Express force given a known pressure and area.
4. Explain hydraulic grade line.
5. Describe the three types of head and explain their differences.
6. Calculate pressure head and elevation head given psi, and calculate velocity head given velocity.
7. Define friction head loss.
8. Calculate pumping rate given a known volume and a known time period.
9. Discuss difference in static head and dynamic head.
10. Calculate efficiency given electric HP in and water HP out.
11. Interpret pump curve.
12. Use periodic table.
13. Explain difference of elements, compounds and mixtures.
14. Describe valence electrons and their importance.
15. Interpret chemical formulas.
16. Calculate solution concentration and percent strength.
17. Define hardness, pH and alkalinity.
18. Calculate chemical dosages.
19. Restate electrical quantities and terms.
20. Identify electrical measurements and equipment.

Course Subject & Number: WDTO 105
Course Name: *Basic Water Supply Science

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. Hydraulics
   - A. Density
   - B. Specific gravity
   - C. Pressure force
   - D. Piezometric surface
   - E. Hydraulic Grade line

II. Head
   - A. Types of head
   - B. Calculating head
   - C. Friction head loss
   - D. Minor head loss

III. Pumping
   - A. Pumping rates
   - B. Pump heads
   - C. Horse power & efficiency
   - D. Reading pump curves

IV. Flow rates
   - A. Flow rate problems
   - B. Flow measuring devices

V. Thrust control
   - A. Thrust block calculation
   - B. Thrust anchor calculation

VI. Chemistry
   - A. Atomic structure, valence
   - B. Periodic table, pure elements
   - C. Compounds, mixtures
   - D. Chemical formulas & equations

VII. Solutions
   - A. Milligrams per liter
   - B. Percent strength
   - C. Hardness
   - D. Nitrogen compounds

VIII. pH
   - A. Acids
   - B. Bases
   - C. Salts
   - D. Alkalinity

IX. Chemical dosage
   - A. Problems milligrams per liter to pounds per day
   - B. Feed rates
   - C. Dosage, demand, residual
   - D. Ion exchange
   - E. Fluoridation

X. Electricity
   - A. Magnetism
   - B. Electrical measurements and equipment
   - C. Electrical quantities and terms
   - D. functions and rating of electrical equipment motor operation

Course Subject & Number: WDTO 105
Course Name: *Basic Water Supply Science

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:***
Reading assigned textbooks, approximately 20 to 30 pages weekly, as well as appropriate handouts.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Follow-up exercises from lectures and assignments.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to compute between 5 to 10 math word problems weekly.

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

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

Reading Assignments: 2 ***Writing Assignments***: 2

Computational Assignments: 2 ***Other Assignments***: 0-1

Course Subject & Number: WDTO 105
Course Name: *Basic Water Supply Science

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

Lecture and discussion
Small and large group exercises
Possible demonstrations by instructor

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.)***

Each individual objective will be evaluated by class participation, homework and quizzes. All objectives (1-20) will be evaluated by midterm and final exams.

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.)
Basic Science Concepts and Applications, American Water Works Association (author/publisher), 2003, Third Edition
This is the most recent edition.

RECEIVED
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BY:

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)*	10-26	ON
Division Dean/Director:	10-26-09	

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature_____

Faculty Name: (print) Gregory A. Delmyata Date 11/27/09

COURSE SUBJECT & NUMBER: WDTO 110

COURSE TITLE: *Water Chemistry and Quality

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

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

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: 24 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
This is the normal class size in WDTO courses.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This course will enhance students' knowledge and skills leading to employment, career advancement, and certification.

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:_____

SECTION III

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

Student hours per week lecture: 3 equals 3 units

Student hours per week lab: equals units **TOTAL UNITS:** 3

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:**

60% or more of class meeting time per semester is in direct interaction with entire class at the same time:
Total Weekly Hours: 3 x 1.0 factor = 3 **LHE**

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**

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 not 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 early in the process; allow a minimum of **one week** 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 **one week** for this last process.*

a. Does the Library have adequate support material for this course? ☒Yes ☐No ☐N/A
If "yes," briefly explain types of support material available: The library has no print or electronic books that are less than 5 years old. EBSCOhost has thousands of relevant articles available through multiple databases.

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

I Book Collection: $300

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: 10/29/09

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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 ___ times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Environmental Technologies

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: Water Treatment Program Advisory Committee

Date of Course(s) Approval by Advisory Committee: 3/17/2009

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

Course Subject & Number: WDTO 110
Course Name: *Water Chemistry and Quality

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: California State Water Treatment Operator certification requirement

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☒ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☒ Identify an author's point of view
☒ Identify supporting arguments
☒ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

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

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☒ Compose coherent paragraphs with main idea and relevant support and examples
☒ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

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

3. MATHEMATICAL PROFICIENY: (skills are cumulative from course to course)

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

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

Intermediate Algebra (MATH 102)

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

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

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

College Algebra (MATH 130)

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

Trigonometry (MATH 135)

- ☐ Use the trig functions to solve a triangle
- ☐ Graph the trig functions 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 <u>and</u> Trigonometry indicates "eligibility" for MATH 150 (see page 10)

Calculus (MATH 150)

- ☐ Compute a derivative
- ☐ Find an antiderivative
- ☐ Evaluate a definite integral

☐ Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

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

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

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

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
- ☐ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

	Completion of:	☐	☐	☐
or	Concurrent Enrollment in:	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Signature: Instructor — Date: 11/27/09

Signature: AP&P Representative — Date: 10-26-09

Signature: Dean — Date: 10-26-09

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee — Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: WDTO 110

COURSE NAME: *Water Chemistry and Quality

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

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
This course is designed to train potential and current water treatment professionals in understanding various water quality parameters and their significance in drinking water with regard to public safety. Students will learn how drinking water regulations are developed, the chemistry of drinking water contaminants, contaminant monitoring, laboratory procedures and available technologies for removal of contaminants in drinking water. Topics include structure and classification of matter – chemical formula, valence and chemical equations; solutions – acids, bases and salts; groups of contaminants; treatment processes for removal of contaminants; chemistry of treatment processes; chemical dosage problems; water supply regulations; water source protection; water quality monitoring; water laboratory equipment and instruments; and customer complaints investigation.

This course is designed to provide specialized training as defined by the California Department of Health Services for students who wish to enter or who are already employed in the water treatment and water distribution operator fields.

Taken in conjunction with Water Mathematics or Water Treatment, the student will be prepared for Grades 1 – 4 Water Treatment Operator examinations administered by California Department of Health Services.

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

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

1. Discuss basic water chemistry; water quality parameters; solutions and concentrations.
2. Identify contaminants associated with water quality, their monitoring criteria and laboratory analysis methods.
3. Describe water treatment unit processes, their operations and significance in water treatment relating to removal of contaminants.
4. Calculate chemical feed concentrations and rates.
5. Describe water distribution systems.
6. Recognize how water supply regulations are developed.
7. Perform Customer Complaint investigations.

Course Subject & Number: WDTO 110
Course Name: *Water Chemistry and Quality

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. Structure and Classification of Matter
   - A. Atomic Structure
   - B. The Periodic Table
   - C. Pure Elements
   - D. Compounds
   - E. Mixtures

II. Valence, Chemical Formulas, & Chemical Equations
   - A. Valence
   - B. Chemical Formulas and Equations

III. Solutions, Acids, Bases, and Salts
   - A. Milligrams per Liter and Grains per gallon
   - B. % Strength, Moles and Molarity, Equivalent Weight and Normality
   - C. Hardness
   - D. Nitrogen Compounds
   - E. Standard Solutions
   - F. Acids, Bases, and Salts
   - G. pH and Alkalinity

IV. Groups of Contaminants
   - A. Microbiological Contaminants
   - B. Inorganic Contaminants
   - C. Organic Contaminants
   - D. Radiological Contaminants

V. Treatment Processes and Chemistry of Treatment Processes
   - A. Taste and odor control
   - B. Coagulation, Flocculation and Sedimentation
   - C. Filtration, Disinfection and Corrosion control
   - D. Lime-Soda Ash softening
   - E. Recarbonation
   - F. Demineralization
   - G. Iron and Manganese control

VI. Chemical Dosage Problems
   - A. Units of measure
   - B. Linear, Area, and Volume
   - C. Concentrations and Dilutions
   - D. Blending

VII. Water Supply Regulations and Water Quality Monitoring
   - A. History of Drinking Water Standards
   - B. Evolution of Federal Standards
   - C. Safe Drinking Water Act
   - D. Primary Standards
   - E. Secondary Standards
   - F. Compliance Monitoring Requirements
   - G. MCLGs and MCLs
   - H. Surface Water Treatment Rule and Enhanced Surface Water Treatment Rule
   - I. Groundwater Disinfection Rule
   - J. Total Coliform Rule and Monitoring Requirements

VIII. Water Source Protection
   - A. Source Protection Area
   - B. Sources of Contamination
   - C. Groundwater Protection
   - D. Wellhead Protection Programs
   - E. Surface Water Protection
   - F. Watershed Resource Protection Plan
   - G. Sanitary Survey
   - H. Watershed Control Programs
   - I. Land Management

J. Recreational Use of Lakes and Reservoirs

IX. Water Laboratory Equipment and Instruments
- A. General Physical Tests
- B. General Mineral Tests
- C. Inorganic Analysis
- D. Organic Analysis
- E. Radiological Tests

X. Customer Complaint Investigation
- A. Complaint Form
- B. Investigation
- C. Final Disposition
- D. Specific Complaints

Course Subject & Number: WDTO 110
Course Name: *Water Chemistry and Quality

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:***
Reading assigned textbooks, approximately 20 to 30 pages weekly, as well as appropriate handouts.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Follow-up exercises from lectures and assignments.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to compute between 5 to 10 math word problems weekly.

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

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

Reading Assignments: 2 ***Writing Assignments***: 2

Computational Assignments: 2 ***Other Assignments***: 0-1

Course Subject & Number: WDTO 110
Course Name: *Water Chemistry and Quality

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

Lecture and discussion
Small and large group exercises
Possible demonstrations by instructor

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.)***

Each individual objective will be evaluated by class participation, homework and quizzes. All objectives (1-7) will be evaluated by midterm and final exams.

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.)
Chemistry of Water Treatment, Samuel D. Faust, Osman M. Aly, Lewis Publishers – CRC Press LLC. 1998, 2nd edition

Basic Science Concepts and Applications, American Water Works Association (author/publisher), 2003, 3rd edition

Water Quality, American Water Works Association (author/publisher), 2003, 3rd edition

Water Treatment Plant Operation Vol. II, CSU, Sacramento, CSUS Foundation, 2006, 5th edition

All texts listed are the most current editions.

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SLC
BY: Marroquin

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

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

SECTION I Date Initial

AP&P Representative: 10-19 DN
(*indicates division review and approval*)

Division Dean/Director: 10-23-09 [signature]

Faculty Name: (print) Suzanne A. Olesnyak Date 11/27/09

COURSE SUBJECT & NUMBER: WDTO 115

COURSE TITLE: *Water Distribution I

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

*<u>*List all changes</u> 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:**

☐ **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: 24 *Provide pedagogical rationale and/or discipline history; room size is <u>not</u> sufficient:*
This is the normal class size in WDTO courses.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This course will enhance students' knowledge and skills leading to employment, career advancement, and certification.

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: ______

SECTION III

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

Student hours per week lecture: 3 equals 3 units

Student hours per week lab: equals units **TOTAL UNITS:** 3

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:**

60% or more of class meeting time per semester is in direct interaction with entire class at the same time:
Total Weekly Hours: 3 x 1.0 factor = 3 **LHE**

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**

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 not 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 early in the process; allow a minimum of **one week** 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 **one week** 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:

The library's book collection is very weak in its ability to support students in this course, however, the EBSCOhost databases have a strong collection of periodicals on the relevant topics.

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

I Book Collection: Several print or electronic books need to be purchased.

Estimated Cost: $200.00 Alternative source:

II Periodical and Index Collection:

Estimated Cost: Alternative source:

III Electronic Databases/Equipment/Other:

Estimated Cost: Alternative source:

Library Signature: G. W. L Date: 10/28/09

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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 ___ times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Environmental Technologies

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: Water Treatment Program Advisory Committee

Date of Course(s) Approval by Advisory Committee: 3/17/2009

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

Course Subject & Number: WDTO 115
Course Name: *Water Distribution I

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: California State Water Treatment Operator certification requirement

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☒ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☒ Identify an author's point of view
☒ Identify supporting arguments
☒ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

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

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☒ Compose coherent paragraphs with main idea and relevant support and examples
☒ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

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

3. MATHEMATICAL 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 <u>and</u> Trigonometry indicates "eligibility" for MATH 150 (see page 10)

Calculus (MATH 150)

- ☐ Compute a derivative
- ☐ Find an antiderivative
- ☐ Evaluate a definite integral

☐ Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

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

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

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

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
- ☐ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

	Completion of:	☐	☐	☐
or	Concurrent Enrollment in:	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Signature: Instructor — Date: 11/27/09

Signature: AP&P Representative — Date: 10-19-09

Signature: Dean — Date: 10-23-09

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

Signature: Cochair, AP&P Committee — Date

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☒ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: WDTO 115

COURSE NAME: *Water Distribution I

COURSE UNITS: 3 **COURSE HOURS:** 3 hrs wk

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

Advisory: Eligibility for ENGL 099, READ 099, and MATH 070.

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

This is a basic course covering all aspects of water distribution including, sources of water and hydrologic cycle, water math, basic water chemistry, disinfection, corrosion control, cross connections, bacteriology, hydraulics and the public health aspects of potable water quality and standards. Water distribution system operation and maintenance of, wells, valves, pumps, tanks, reservoirs, mains, meters, chlorination systems, appurtenances and safety aspects of waterworks operations. This course is designed to provide specialized training as defined by the California Department of Health Services for students who wish to enter or who are already employed in the water treatment and water distribution operator fields.

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

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

1. Describe common water supply systems and sources.
2. Analyze a water system in terms of related hydraulic principles.
3. Describe well and booster pumps and their operations.
4. Compare and contrast between closed systems and open systems.
5. Describe disinfection process.
6. Identify common disinfectants, their properties and calculate dosages.
7. Differentiate disinfection and sterilization.
8. Define pathogen and names of pathogens.
9. Interpret chlorine residual, dose and demand.
10. Identify different types of flow meters.
11. Calculate flow rates and velocity.
12. Recall safe practices in a waterworks environment.
13. Compare materials used in the construction of a water supply system.
14. Recognize cross connection and cross connection control.
15. Understand primary and secondary standards under the Safe Drinking Water Act.

Course Subject & Number: WDTO 115
Course Name: *Water Distribution I

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. Water supply system and sources of water
II. Storage facilities
    A. Types
    B. Operation
    C. Maintenance
III. Distribution systems
    A. Hydraulics
    B. Storage
    C. Mains and appurtenances
    D. Pipe Installation
    E. Valves
    F. Hydrants
    G. Meters
IV. Pumps
    A. Wells
    B. Boosters
V. Water Quality
    A. Standards
    B. Maintaining water quality
    C. Types and sources of contaminants
    D. Causes of degradation in distribution systems
    E. Cross connection
VI. Distribution system operation and maintenance
    A. System surveillance
    B. Water quality monitoring
    C. Cross connection control
    D. Storage
    E. Pumps
    F. Valves
    G. Hydrants
    H. Meters
    I. Main breaks
    J. Field disinfection
    K. Records
VII. Disinfection
    A. Purpose
    B. Factor influencing disinfection
    C. Process
    D. Agents of disinfection
    E. Operation of chlorination equipment
    F. Measure chlorine residual
    G. Chlorine safety
VII. Safety
    A. Safety program
    B. Personal safety
    C. Chemicals
    D. Pumps
    E. Streets
    F. Excavations

Course Subject & Number: WDTO 115
Course Name: *Water Distribution I

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

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

Reading assigned textbooks, approximately 20 to 30 pages weekly, as well as appropriate handouts.

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

Follow-up exercises from lectures and assignments.

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

Students will be required to compute between 20 to 30 math word problems weekly.

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

Students may be assigned to groups to complete projects appropriate to course material.

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

Reading Assignments: 2

Writing Assignments: 1

Computational Assignments: 3

Other Assignments: 0-1

Course Subject & Number: WDTO 115
Course Name: *Water Distribution I

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

Lecture and discussion
Small and large group exercises
Possible demonstration by instructor

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.)***

Each individual objective will be evaluated by class participation, homework and quizzes. All objectives (1-15) will be evaluated by midterm and final exams.

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.)

Water Distribution System Operation and Maintenance, Kenneth Kerri, Project Director, California State University, Sacramento Foundation, 2005, Fifth edition

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BY:

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

SECTION I Date Initial

AP&P Representative: 10-26 DK
(indicates division review and approval)

Division Dean/Director: 10-26-09 JM

Faculty Name: (print) Gregory A. Ebright Date 11/27/09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: WDTO 116

COURSE TITLE: *Water Distribution II

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

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

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: 24 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
This is the normal class size in WDTO courses.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This course will enhance students' knowledge and skills leading to employment, career advancement, and certification.

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: _____

SECTION III

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

Student hours per week lecture: 3 equals 3 units

Student hours per week lab: equals units **TOTAL UNITS:** 3

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:**

60% or more of class meeting time per semester is in direct interaction with entire class at the same time:
Total Weekly Hours: 3 x 1.0 factor = 3 **LHE**

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**

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 not 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 early in the process; allow a minimum of ***one week*** *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* ***one week*** *for this last process.*

a. Does the Library have adequate support material for this course? ☒Yes ☐No ☐N/A
If "yes," briefly explain types of support material available: The library has one print and no electronic books that are less than 5 years old. EBSCOhost has thousands of relevant articles available through multiple databases.

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

I Book Collection: $200

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: 10/29/09

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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 ___ times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Environmental Technologies

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: Water Treatment Program Advisory Committee

Date of Course(s) Approval by Advisory Committee: 3/17/2009

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

Course Subject & Number: WDTO 116
Course Name: *Water Distribution II

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: California State Water Treatment Operator certification requirement

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☒ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☒ Identify an author's point of view
☒ Identify supporting arguments
☒ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

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

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☒ Compose coherent paragraphs with main idea and relevant support and examples
☒ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

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

3. MATHEMATICAL 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 <u>and</u> Trigonometry indicates "eligibility" for MATH 150 (see page 10)

Calculus (MATH 150)

- ☐ Compute a derivative
- ☐ Find an antiderivative
- ☐ Evaluate a definite integral

☐ Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

☐ Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

☐ New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

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

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

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

WDTO 115- The student should have a basic understanding of water math, water chemistry, disinfection, bacteriology, hydraulics and the public health aspects of potable water quality and standards.

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
- ☐ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:	WDTO 115	☐	☐	☒
or Concurrent Enrollment in:		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Signature: Instructor — Date: 11/27/09

Signature: AP&P Representative — Date: 10-26-09

Signature: Dean — Date: 10-26-09

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee — Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- ☐ COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes
- ☐ SLOs

COURSE SUBJECT & NUMBER: WDTO 116

COURSE NAME: *Water Distribution II

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

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Eligibility for ENGL 099, READ 099, and MATH 070 and completion of WDTO 115

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience–transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).***
Continuation of Water Distribution I with more in depth coverage of, water math, water chemistry, disinfection, bacteriology, hydraulics and the public health aspects of potable water quality and standards. Water distribution system operation, maintenance and installation of, valves, pumps, tanks, reservoirs, mains, meters, appurtenances and safety aspects of waterworks operations. This course is designed to provide specialized training as defined by the California Department of Health Services for students who wish to enter or who are already employed in the water treatment and water distribution operator fields.

Prepares student for Grade III and Grade IV water distribution certification examinations administered by California Department of Health Services.

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

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

1. Compare system design and evaluate potential problem areas.
2. Analyze a water system in terms of related hydraulic principles.
3. Design water system and choose material based on requirements.
4. Evaluate water main installation.
5. Analyze pressure test and disinfection process.
6. Discuss different types of Hydrants and their uses.
7. Judge water storage requirements.
8. Explain leak detection and repair.
9. Discuss the need for flushing and cleaning.
10. Restate the chemical process of corrosion.
11. Choose material for service lines and meter location.
12. Differentiate different types of meters and how they measure.
13. Describe what cross connections are and the public health problems that could occur.
14. Compare backflow control devices.
15. Identify different types of pumps and their application.
16. Explain basic electric motor operation.
17. Restate what a control system is, types and uses.
18. Employ the use of system maps.

Course Subject & Number: WDTO 116
Course Name: *Water Distribution II

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

I. Water supply system design
   - A. System planning
   - B. System Layout
   - C. Material selection

II. Types of Piping Materials

III. Valves
   - A. Types and uses of water utility valves
   - B. Valve operation
   - C. Valves records

IV. Water Main Installation
   - A. Pipe handling
   - B. Excavation
   - C. Laying pipe

V. Backfilling, Main testing, and installation safety
   - A. Backfilling
   - B. Pressure testing
   - C. Flushing and bacteria disinfection
   - D. Watermain installation safety

VI. Fire Hydrants
   - A. Fire Hydrant Uses
   - B. System problems caused by hydrant operation
   - C. Types of hydrants
   - D. Operation and maintenance
   - E. Hydrant records
   - F. Hydrant safety

VII. Water Storage
   - A. Water storage requirements
   - B. Types of water storage facility
   - C. Water storage facility equipment
   - D. Operation and maintenance
   - E. Water storage facility safety

VIII. Distribution System Operation and Maintenance
   - A. Distribution system inspection
   - B. Flushing and cleaning
   - C. Leak detection and repair
   - D. Water system corrosion
   - E. Operation and maintenance safety

IX. Water Services
   - A. Meter locations
   - B. Service line sizes, materials, and equipment
   - C. Leaks and breaks

X. Water Meters
   - A. Customer meters
   - B. Meter reading
   - C. Meter testing, maintenance and repair
   - D. Mainline metering

XI. Cross-connection Control
   - A. Terminology
   - B. Where cross connections occur
   - C. Types of cross connections
   - D. Public health aspects of cross connection
   - E. Backflow control methods and devises
   - F. Records and reports

XII. Pumps
   - A. Types

B. Operation of centrifugal pumps
C. Maintenance
D. Record keeping

XIII. Motors and engines
A. Principles of electric motor operation
B. Motor control
C. Maintenance
D. Types of combustion engines
E. Operation and maintenance of engines

XIV. Instrumentation and control
A. Control systems
B. Supervisory control and data acquisition

XV. Information Management
A. Maps and records
B. Maintenance management

Course Name: *Water Distribution II

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

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading assigned textbooks, approximately 20 to 30 pages weekly, as well as appropriate handouts.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Follow-up exercises from lectures and assignments.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to compute between 5 to 10 math word problems weekly.

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

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

Reading Assignments: 2 ***Writing Assignments***: 2

Computational Assignments: 2 ***Other Assignments***: 0-1

Course Subject & Number: WDTO 116
Course Name: *Water Distribution II

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

Lecture and discussion
Small and large group exercises
Possible demonstrations by instructor

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.)***

Each individual objective will be evaluated by class participation, homework and quizzes. All objectives (1-18) will be evaluated by midterm and final exams.

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.)
Water Supply Operations: Water Transmission and Distribution, American Water Works Association (Publisher/Author), 2003, Third Edition
This is the current edition.

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BY: Maureen

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*)	9-14	DN
Division Dean/Director:	09-14-09	
Faculty Name: (print)	So Greg Dluzak	Date 9-17-09

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: WDTO 120

COURSE TITLE: *Water Treatment I

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

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

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
☐ Transfer
☒ Vocational Education (see page 4, section VIII)
☐ Non-degree Applicable (not transferable)

3. Maximum Class Size: 24 *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*
This is the normal class size in WDTO courses.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This course will enhance students' knowledge and skills leading to employment, career advancement, and certification.

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: _____

SECTION III

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

Student hours per week lecture: 3 equals 3 units

Student hours per week lab: equals units **TOTAL UNITS:** 3

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:**

60% or more of class meeting time per semester is in direct interaction with entire class at the same time:
Total Weekly Hours: 3 x 1.0 factor = 3 **LHE**

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**

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 not 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 early in the process; allow a minimum of ***one week*** *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* ***one week*** *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:

While the print collection is far too old and the e-book collection has no resources to support this class, the periodicals through EbscoHOST have relevant and current articles to meet student needs.

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: 9/11/09

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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 ___ times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Environmental Technologies

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: Water Treatment Program Advisory Committee

Date of Course(s) Approval by Advisory Committee: 3/17/2009

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

Course Subject & Number: WDTO 120
Course Name: Water Treatment I

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: California State Water Treatment Operator certification requirement

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☒ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☒ Identify an author's point of view
☒ Identify supporting arguments
☒ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

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

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☒ Compose coherent paragraphs with main idea and relevant support and examples
☒ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

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

3. MATHEMATICAL 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.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

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

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

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

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
- ☐ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099 CR	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:		☐	☐	☐
or Concurrent Enrollment in:		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Signature: Instructor — Date

David Newman — 9-14-09

Signature: AP&P Representative — Date

Signature: Dean — 09-14-09 — Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

Signature: Cochair, AP&P Committee — Date

Antelope Valley College

WATER TREATMENT ADVISORY BOARD
Tuesday, March 17, 2009, 5:00–6:15 p.m., Room A-141

MINUTES

PRESENT: Douglas Paterson, Antelope Valley East Kern Water Agency, 661-944-1275
Chad J. Reed, Quartz Hill Water District, 661-943-3170
Mary Wood, Westside Park Mutual Water Company, 661-406-7271
Bo Labisi, Palmdale Water District, 661-456-1169
Greg Dluzak, Palmdale Water District, 661-943-7887
Kelly Jeters, Palmdale Water District, 661-944-0238
Toby Taube, Los Angeles County Waterworks Department, 661-940-4668
Ron Devera, Los Angeles County Waterworks Department, 661-609-3588
Daniel Jones, Los Angeles County Waterworks Department, 661-726-7791
Leslie S. Uhazy, Dean Mathematics, Science and Engineering, 661-722-6417

ITEMS OF DISCUSSION:

- Introductions
- A robust general discussion concerning the present Water Treatment Program and its future took place. It was agreed that all non-credit WDTO courses should be revised and become credit courses and that assessable student learning outcomes be identified for each course. The faculty felt they needed additional guidance with respect to preparing SLOs and Christos Valiotis, Science Chair will be approached.

- With current and future needs for skilled certificated and professional personnel in the water industry, drinking and waste water, the development of new degree and certificate programs in Water Science was discussed. The discussion focused on the expansion of the present curriculum to include: water biology and the global water cycle, water conservation, business management and public relations, the water business, hydraulics, geology-hydrogeology, and chemical hygiene-hazardous materials, and Federal and State regulations: US EPA and CA sciences program. The need for the development of laboratory activities and practical experiences for our students was discussed. A laboratory space or facility and equipment will be needed.

- Water programs are currently offered at the College of the Canyons, Pierce College, Mount San Antonio College, and LA Trade Tech. It was recommended that these programs be researched to provide guidance with respect to the development of our program.

- Les Uhazy indicated that AVC had been approached by Donald Jones of Cuyamaca College who was preparing a grant proposal to develop an industry driven regional collaborative with a goal to train the next generation of water and wastewater industry professionals. AVC will be submitting a letter indicating our willingness to participate in the grant and to help with the development of our water program.

Meeting was adjourned at 6:15 p.m.

Academic Affairs Only

☒ New Course 3/11/2010
☒ Effective Date 201070
(for articulation)
☐ COR Revision
☐ Pre Req/Advisories
☐ Other Changes
☒ SLOs 2/22/2010

ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

COURSE SUBJECT & NUMBER: WDTO 120

COURSE NAME: *Water Treatment I

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

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

Advisory: Eligibility for ENGL 099, READ 099, and MATH 070.

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

This course is designed to train potential and current water treatment professionals in understanding the water treatment process. The course content, selected from expected range of knowledge for Grades 1 & 2 Operator Certification, Drinking Water Program, State of California, includes sources of raw water supplies, treatment requirements for different sources, various water quality parameters and their significance in drinking water with regard to public safety. Students will learn how to operate a drinking water treatment plant according to State regulations. Topics include treatment processes for removal of contaminants; elementary water chemistry; chemical dosage problems; water supply regulations; water source protection; water quality monitoring; distribution system operation; and customer complaints investigation.

The student must attend at least 36 hours of class time (contact hours) to receive a certificate of successful completion. This ensures acceptance of the certificate by the California Department of Public Health, Operator Certification Branch as a prerequisite to take state exams or contact hours for certificate renewal.

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

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

1. Analyze sources of water supply, their physical and chemical characteristics and potential contamination issues, hydrological cycle and characteristics of aquifers and surface waters
2. Demonstrate basic level competence in calculating and solving water treatment math problems including chemical dosage and feed rates; flow rates; areas and volumes; units and conversions; detention times; head losses; backwash rates; horsepower requirements; and metering.
3. Explain basic water chemistry.
4. Describe treatment processes such as coagulation, flocculation, sedimentation, filtration and disinfection.
5. Appraise water quality parameters; microbiological and chemical quality.
6. Demonstrate a basic understanding of system operation.
7. Define and analyze other miscellaneous treatment techniques including activated carbon; fluoridation; ion exchange; iron and manganese removal; advanced oxidation; softening; nitrate removal; tastes and odor causes and removal; and reduction methods of total dissolved solids.
8. Apply water regulations and the authoritative bodies responsible for their promulgation and enforcement.

Course Subject & Number: WDTO 120
Course Name: *Water Treatment I

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. Source Water
- A. Potential contamination in groundwater
- B. Groundwater characteristics
- C. Well drawdown calculation
- D. Hydrological cycle and changes
- E. Calculation of disinfectant dosage, well drawdown, well specific capacity
- F. Microbial contamination and potential sources of contamination in surface water
- G. Flow measurement devices and calculation of flow rates, volumes, detention time and chemical dosage
- H. Normal and abnormal characteristics (odor, color, temperature, turbidity. pH, level, etc), stratification, seasonal changes and sample collection from surface water sources/reservoirs and finished water tanks/reservoirs (clearwells)

II. Water Treatment Processes
- A. Coagulation/Flocculation/Sedimentation
  1. Maximum dose levels and calculation of chemical solution concentration
  2. Water sample analysis for process control parameters
- B. Filtration
  1. Turbidity causing matter
  2. Filtration mechanisms (absorption, adsorption), head loss effects
  3. Calculation of filter aid dosage, filtration rate, and filter backwash rate
- C. Disinfection
  1. Chlorine chemistry/breakpoint chlorination
  2. Safe chlorine handling practices
  3. Calculation of flow rates, volumes, dilution factors, feed rates, chemical concentrations and dechlorination dosage, ammonia/chlorine ratio
  4. Calibration and adjustment of chemical feed pumps
- D. Corrosion Control
  1. Causes and problems of corrosion and control methods
  2. Health effects of lead and copper
- E. Fluoridation
  1. Health effects of fluoride
  2. Chemical dosage
- F. Iron and Manganese
  1. Iron and Manganese problem
  2. Iron and Manganese removal processes
- G. Water Softening
  1. Water hardness and causes of hardness
  2. Water softening processes
  3. Unit conversions between gpg and ppm
- H. Chemical Feeders
  1. Components
  2. Dosage calculation
  3. Component replacement
  4. Speed and stroke setting
- I. Instrumentation
  1. Basic SCADA system components and capabilities
  2. On-line analyzers
  3. Flow meters
- J. Laboratory Procedures and General Laboratory Practices
  1. Basic Chemistry - atoms, molecules, elements and compounds; pH, acids and bases; alkalinity and hardness; anions and cations; gases, liquids, and solids; organic and inorganic compounds; solutions, concentrations, and precipitation
  2. Proper sampling (sample containers/sizes) and preservation techniques
  3. Sample maximum holding times
  4. Chain of Custody
  5. Calculation of dilution factors and performing accurate dilutions
  6. Routine test procedures – free and total chlorine, pH (acids and bases), alkalinity, temperature, conductivity. TDS, hardness, color, taste and odor, total coliform and E. Coli, HPC and membrane filtration
- K. Safety
  1. Safe working practices and habits
  2. Personal Protective Equipment (PPE)
  3. Safety Equipment
  4. Hazardous chemical handling
  5. Lock-out/tag-out procedures
  6. Compressed gas safety procedures
  7. Electrical safety
- L. Administrative Duties
  1. Drinking Water Regulations including Public Notification Rule
  2. Standard Operating Procedures
  3. Monitoring and reporting requirements
  4. Data management and record keeping
- M. Regulations
  1. Turbidity level requirements
  2. Disinfection residual requirements
  3. MCLs and MRDLs of disinfectants
  4. Public Notification Rule
  5. Record keeping and reporting requirements
  6. Corrective actions of regulatory violations

Course Subject & Number: WDTO 120
Course Name: *Water Treatment I

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

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

Reading assigned textbooks, approximately 20 to 30 pages weekly, as well as appropriate handouts.

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

Homework assignments every two weeks based on previous lecture materials.

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

Students will be required to compute between 2 to 10 math problems weekly.

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:***

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

Reading Assignments: 3 hours

Writing Assignments: 1 hour

Computational Assignments: 2 hours

Other Assignments: 0 hours

Course Subject & Number: WDTO 120
Course Name: *Water Treatment I

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

Lecture and instructor-led discussion
Problem solving demonstrations by instructor
Instructor-led small and large group exercises
Instructor-led field trips or audio/visual aids

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

Multiple-choice tests will be used to assess knowledge of water treatment. (1-8)
Homework will be evaluated for accuracy and completeness on a continuous basis as bi-weekly assignments based on most recent topics covered in class. (1-8)
Midterm test will cover all topics covered up to that point and the final exam will encompass the whole course content. (1-8)
Completion of 36 hours class time as required by the California Department of Public Health Operator Certification Branch.(1-8)

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

Water Treatment, Principles and Practices of Water Supply Operations
Third Edition, □ 1979, 1995, 2003 American Water Works Association
Most recent edition.

RECEIVED
OCT 1 5 2009
BY: Maureguie

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

SECTION I Date Initial

AP&P Representative: 9-14 DN
(*indicates division review and approval*)

Division Dean/Director: 09-14-09 [signature]

Faculty Name: (print) Gregory A. DeAngelo Date 11/27/09

COURSE SUBJECT & NUMBER: WDTO 130

COURSE TITLE: *Water Treatment II

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

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

*<u>*List all changes</u> 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:**

☐ **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: 24 *Provide pedagogical rationale and/or discipline history; room size is <u>not</u> sufficient:*
This is the normal class size in WDTO courses.

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*
This course will enhance students' knowledge and skills leading to employment, career advancement, and certification.

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: ______

SECTION III

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

Student hours per week lecture: 3 equals 3 units

Student hours per week lab: equals units **TOTAL UNITS:** 3

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:**

60% or more of class meeting time per semester is in direct interaction with entire class at the same time:
Total Weekly Hours: 3 x 1.0 factor = 3 **LHE**

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**

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 not 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 early in the process; allow a minimum of ***one week*** *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* ***one week*** *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:

We have an adequate book collection primarily through the use of e-books. We have a strong collection of electronic periodicals on this topic through EbscoHost.

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: 10/13/09

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 the course content differs each time it is offered,
[thus] . . . the student who repeats it is gaining an expanded educational experience."

In addition to the above, each repeatable course must also meet one of the following justifications:
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 ___ times.
(The maximum number of times a course may be repeated is three.)

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; AA/AS Degree Applicable
or
☒ **C** Not Transferable: Non-Degree 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: Environmental Technologies

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: Water Treatment Program Advisory Committee

Date of Course(s) Approval by Advisory Committee: 3/17/2009

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

Course Subject & Number: WDTO 130
Course Name: Water Treatment II

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: California State Water Treatment Operator certification requirement

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

Basic Proficiency (READ 095)
☒ Increase vocabulary—correct usage, pronunciation, and meaning
☒ Increase reading fluency and comprehension
☒ Create paragraph outlines
Mastering these skills indicates "eligibility" for READ 097 on page 10

Intermediate Proficiency (READ 097)
☒ Determine the main idea of a paragraph
☒ Identify major details that support the main idea
☒ Sequence the major ideas of a passage
Mastering these skills indicates "eligibility" for READ 099 on page 10

Critical Reading Proficiency (READ 099)
☒ Identify an author's point of view
☒ Identify supporting arguments
☒ Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions
Mastering these skills indicates "eligibility" for College Level Reading (CLR) on page 10

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

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

Developmental Writing Proficiency (ENGL 095)
☒ Write grammatically correct sentences: Simple, Compound, Complex
☒ Correctly punctuate a sentence.
☒ Compose coherent paragraphs with a main idea and relevant support
Mastering these skills indicates "eligibility" for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)
☒ Write logical phrases and simple sentences in response to short answer test questions
☒ Write clear, grammatically correct sentences, showing some structural variety
☒ Compose coherent paragraphs with main idea and relevant support and examples
☒ Compose summaries of a given text
☒ Compose short responses to examination essay questions displaying some analytical skills
☒ Compose and revise short essays, supporting a clear thesis
Mastering these skills indicates "eligibility" for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

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

3. MATHEMATICAL 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.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

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

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

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

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

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

WDTO 120- A basic understanding of the behavior and properties of water and water treatment systems.

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
- ☐ Legal requirements (statutory, regulatory, or contractual)
- ☐ *Try-out for intercollegiate teams
- ☐ *Honors courses (sections)
- ☐ *Audition required for performance/art courses
- ☐ *Other (special courses/programs; e.g. PACE; Puente)

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

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

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	☐	☐	☒
Writing placement level — Eligibility for:	ENGL 099	☐	☐	☒
Math placement level — Eligibility for:	MATH 070	☐	☐	☒

2) Other Course Recommendations:

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

Completion of:	WDTO 120	☐	☐	☒
or Concurrent Enrollment in:		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

Signature: Instructor — Date: 11/27/09

Signature: AP&P Representative — Date: 9-14

Signature: Dean — Date: 09-14-09

Do not write below this line

AP&P Approval

Course Prerequisites: _____

_____

Course Corequisites: _____

_____

Course Advisories: _____

_____

Limitations on Enrollment: _____

_____

Signature: Cochair, AP&P Committee — Date

ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only
- ☐ New Course
  - ☐ Effective Date (for articulation)
- COR Revision
- ☐ Pre Req/Advisories
- ☐ Other Changes

COURSE SUBJECT & NUMBER: WDTO 130

COURSE NAME: *Water Treatment II

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

COURSE REQUISITES: ***(Follow format of similar courses found in the college catalog.)***
Advisory: Completion of WDTO 120 and eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: ***(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)***
This course is designed to train potential and current water treatment professionals in understanding the water treatment process. The course content, selected from anexpected range of knowledge for Grades 3 & 4 Operator Certification, Drinking Water Program, State of California, includes sources of raw water supplies, treatment requirements for different sources, various water quality parameters and their significance in drinking water with regard to public safety. Students will learn how to operate a drinking water treatment plant according to State regulations. Topics include treatment processes for removal of contaminants; elementary water chemistry; chemical dosage problems; water supply regulations; water source protection; water quality monitoring; distribution system operation; and customer complaints investigation.

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

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

1. Analyze sources of water supply, their physical and chemical characteristics and potential contamination issues, hydrological cycle a characteristics of aquifers and surface waters
2. Demonstrate the ability to calculate and solve advanced water treatment math problems including chemical dosage and feed rates; flow rates; areas and volumes; units and conversions; detention times; head losses; backwash rates; horsepower requirements; and metering.
3. Explain basic water chemistry.
4. Describe treatment processes such as coagulation, flocculation, sedimentation, filtration and disinfection.
5. Appraise water quality parameters; microbiological and chemical quality.
6. Demonstrate advanced understanding of system operation.
7. Define and analyze other treatment techniques including activated carbon; fluoridation; ion exchange; iron and manganese removal; advanced oxidation; softening; nitrate removal; tastes and odor causes and removal; and reduction methods of total dissolved solids.
8. Apply water regulations and the authoritative bodies responsible for their promulgation and enforcement.

Course Subject & Number: WDTO 130
Course Name: *Water Treatment II

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

I. Source Water

A. Characteristics of aquifers
B. Chemical components of groundwater
C. Potential contamination in groundwater
D. Well sampling techniques
E. Groundwater characteristics
F. Water quality characteristics analysis
G. Well drawdown calculation
H. Hydrological cycle and changes
I. Calculation of disinfectant dosage, well drawdown, well specific capacity
J. Source water assessment process
K. Abnormal chemical characteristics of groundwater
L. Well head pressure calculation
M. Surface water influence on a groundwater source
N. Microbial contamination and potential sources of contamination in surface water
O. Flow measurement devices and calculation of flow rates, volumes, detention time and chemical dosage
P. Normal and abnormal characteristics (odor, color, temperature, turbidity. pH, level, etc), stratification, seasonal changes and sample collection from surface water sources/reservoirs and finished water tanks/reservoirs (clearwells)
Q. Water quality reports and interpretation

II. Water Treatment Processes

A. Coagulation/Flocculation/ Sedimentation

1. Safe chemical handling
2. Chemical compatibilities
3. Maximum dose levels and calculation of chemical solution concentration
4. Water sample analysis for process control parameters
5. Sludge depth measurement
6. Chemical coagulants and coagulant aids
7. Theory of coagulation/flocculation process, zeta potential and adjustment procedures
8. Start up and shut down procedures
9. Chemical feeder calibration and adjustment
10. Mixing process energy
11. Enhanced coagulation, TOC/Disinfection by-product correlation
12. Normal and abnormal floc formation
13. Process control parameter measurements (turbidity, alkalinity)
14. Operation of sedimentation basins and process
15. Jar Test procedures
16. Solid contact units
17. Upflow clarifiers

B. Filtration

1. Turbidity causing matter
2. Filtration mechanisms (absorption, adsorption), head loss effects
3. Calculation of filter aid dosage, filtration rate, and filter backwash rate
4. Filter porosity, media types and uses
5. Gravity filters
6. Diatomaceous earth process
7. Filtration rates
8. Granular Activated Carbon filter operation
9. Multimedia filter operation
10. Filter media volume and capacity
11. Daily filter production
12. Filter media replacement considerations, requirements, and techniques

C. Disinfection
1. Chlorine analysis (free and total) and chlorine chemistry/breakpoint chlorination
2. Safe chlorine handling practices
3. Ammonia feed systems, chloramines chemistry
4. Calculation of flow rates, volumes, dilution factors, feed rates, chemical concentrations and dechlorination dosage, ammonia/chlorine ratio
5. Calibration and adjustment of chemical feed pumps
6. Disinfectant properties and uses (chlorine, chlorine dioxide, chlorine gas, chloramines, ozone)
7. Ozonator system operation
8. CT value calculation

D. Demineralization
1. Dissolved minerals in water
2. Measurement of TDS/conductance and their relationship
3. Ion exchange processes operation and regeneration

E. Corrosion Control
1. Causes and problems of corrosion and control methods
2. Health effects of lead and copper
3. Pipe C-factor
4. Corrosion control inhibitors and their specific uses
5. Corrosion control chemical reaction
6. Cathodic protection process

F. Iron and Manganese
1. Iron and Manganese problem
2. Iron and Manganese removal processes
3. Iron and Manganese oxidation chemistry
4. Oxidation techniques
5. Ion exchange chemistry

G. Fluoridation
1. Fluoridation chemicals and fluoride chemistry
2. Health effects of fluoride
3. Back siphoning prevention measures
4. Incompatible chemicals
5. Chemical dosage and solution concentration calculations
6. Operation of chemical feeder system

H. Water Softening
1. Water hardness and causes of hardness
2. Water softening processes
3. Unit conversions between gpg and ppm
4. Acceptable water hardness range
5. Hardness removal chemicals
6. Water hardness analysis
7. Blended water concentrations
8. Calculation of hardness removal capacity of resin

I. Best Available Technology
   1. BAT for each contaminant
   2. Effective removal techniques other than BAT
   3. Adverse health effects caused by contaminants
   4. Contaminant source or formation chemistry
   5. Pharmaceutical contaminants

J. Chemical Feeders
   1. Normal and abnormal operation
   2. Components
   3. Backpressure retention valves
   4. Dosage calculation
   5. Component replacement
   6. Speed and stroke setting

K. Pumps, Motors, Meters, Pressure Gauges, Electrical Generators, Blowers and Compressors
   1. Components and Operation
   2. Types of pump
   3. Types of water meter
   4. Head pressure and replacement of pressure gauges

III. Instrumentation
   A. Basic SCADA system components and capabilities
   B. On-line analyzers
   C. Minor repair and calibration of on-line analyzers (flow meters, particle counter, ozone residual analyzer and streaming current detector)
   D. Required reagents and preparation of KI solution for free and total chlorine analysis
   E. Flow rates for low range and high range turbidimiters
   F. Preparation and calibration of turbidimeters with primary standard (Formazin)
   G. Transfer efficiency relationship between gas phase ozone feed and off gas analyzer
   H. U.V dosage calculation

IV. Laboratory Procedures and General Laboratory Practices
   A. Basic Chemistry - atoms, molecules, elements and compounds; pH, acids and bases; alkalinity and hardness; anions and cations; gases, liquids, and solids; organic and inorganic compounds; solutions, concentrations, and precipitation
   B. Proper sampling (sample containers/sizes) and preservation techniques
   C. Sample maximum holding times
   D. Chain of Custody
   E. Quality Control procedures
   F. Calculation of dilution factors and performing accurate dilutions
   G. Routine test procedures – free and total chlorine, pH (acids and bases), alkalinity, temperature, conductivity. TDS, hardness, color, taste and odor, total coliform and E. Coli, HPC and membrane filtration
   H. Proper sampling site/location
   I. Giardia and cryptosporidium sampling techniques
   J. Writing a sampling plan
   K. Approved analytical procedures
   L. Dilution procedures and dilution factor
   M. Chlorine, dechlorination, and ozone chemistry
   N. Alkalinity and hardness titration and end point
   O. pH scale, pH meter, acids and bases
   P. Specific conductance and TDS
   Q. Abnormal and optimal levels of fluoride
   R. Apparent and true color
   S. Taste and odor compounds
   T. Dissolved oxygen implications and measuring devices

U. Identification of algal organisms that impact the water treatment process (filter clogging, taste and odor) and algae treatment techniques

V. Safety

A. Safe working practices and habits
B. Personal Protective Equipment (PPE)
C. Safety Equipment
D. Hazardous chemical handling
E. Lock-out/tag-out procedures
F. Compressed gas safety procedures
G. Electrical safety
H. HAZWOPER guidelines
I. General procedures for First Aid/CPR

VI. Administrative Duties

A. Drinking Water Regulations including Public Notification Rule
B. Verbal and Written communication
C. Standard Operating Procedures
D. Facility operation and maintenance
E. Monitoring and reporting requirements
F. Data management and record keeping
G. Record keeping requirements
H. NSF standards
I. Evaluation of facility performance
J. Report reviews
K. Translation of technical language into common terminology
L. Calculation of cost of operations
M. Management principles
N. Public relation principles
O. Principles of supervision

VII. Regulations

A. Sampling requirements
B. Turbidity level requirements
C. Disinfection residual requirements
D. MCLs and MRDLs of disinfectants
E. Research and Interpretation of MCLs
F. Public Notification Rule
G. Record keeping and reporting requirements
H. Corrective actions of regulatory violations
I. CCR
J. Regulatory primacy issues
K. SWTR and IESTWR
L. Sanitary and Watershed Survey process
M. Proposed regulations
N. Cryptosporidium action plan and LT2ESWTR
O. Development of Operations Plan
P. Filter profile analysis
Q. Filter assessment surveillance program
R. Comprehensive performance evaluation

VIII. Water Treatment Mathematics

A. Well drawdown
B. Flow rates and water velocity
C. Volume in storage facilities
D. Chemical and disinfectant dosage
E. Head pressure and water level relationship
F. Volume, dilution factor, feed rate, and chemical concentration
G. Dechlorination dosage
H. Chlorine residual and chlorine demand
I. Well specific capacity

J. Detention time
K. Filter backwash rate
L. Ammonia/chlorine ratio

Course Subject & Number: WDTO 130
Course Name: *Water Treatment II

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

1. ***Describe nature and frequency of typical reading assignments if applicable; note if any are required:***
Reading assigned textbooks, approximately 20 to 30 pages weekly, as well as appropriate handouts.

2. ***Describe nature and frequency of typical writing assignments if applicable; note if any are required:***
Homework assignments every two weeks based on previous lecture materials.

3. ***Describe nature and frequency of typical computational assignments if applicable; note if any are required:***
Students will be required to compute between 2 to 10 math problems weekly.

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

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

Students will be able to troubleshoot and solve treatment problems that could compromise water quality.

6. ***For categories 1-4 above, describe the estimated time per week it would take a student to complete homework assignments.*** *Title 5 requires a minimum 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; 3 hours lecture = 6 hours homework etc. For example: reading —2 hours; writing —3 hours; etc.*

Reading Assignments: 3 hours

Writing Assignments: 1 hour

Computational Assignments: 2 hours

Other Assignments: 0-1 hours

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Course Name: *Water Treatment II

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

Lecture and discussion
Problem solving demonstrations by instructor
Small and large group exercises
Field trips or audio/visual aids

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

Multiple-choice tests will be used to assess knowledge of water treatment (objectives 1-8). Homework will be evaluated for accuracy and completeness (objectives 1-8) on a continuous basis as bi-weekly assignments based on most recent topics covered in class. Mid term test will cover all topics covered up to that point and the final exam will encompass the whole course content (objectives 1-8).

Suggested Texts or Other Instructional Materials
(list several when possible; include title, author, publisher, date, and latest edition.)
Calculator

Water Treatment, Principles and Practices of Water Supply, Operations, American Water Works Association (author/publisher), 2003, 3rd Edition
Most recent edition by a major professional organization.