

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

TO:

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

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

FROM: Ms. Maria Clinton / Mrs. Sharon Lowry

DATE: October 25, 2010

SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting
Thursday, October 28, 2010, BE 321 (Computer Lab), 3:00-5:30pm

2010-2011
Academic Policies & Procedures Committee Meeting No. 5
AGENDA

1. CALL TO ORDER AND ROLL CALL

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

3. APPROVAL OF MINUTES

- a. October 14, 2010

4. INFORMATIONAL ITEMS

- a. The AP&P Faculty co chair will conduct CurricUNET training workshops on the following dates and times.
All workshops will be conducted in TE7 room 103
November 4, 2010: 1-3pm & 3-5pm
November 9 2010: 1-3pm & 3-5pm
- b. CurricUNET Processes

5. DISCUSSION ITEMS

- a. SB 1440
- b. International Baccalaureate (IB) and College Level Examination Program (CLEP)
- c. Distance Education Attendance Policy – New Contract Language
- d. Cerritos College Contract Education – Nontraditional Experience Credit
- e. General Education PLO's and PLO Assessments – Dr. Lee Grishman
- f. Revising Diversity Studies Requirement
- g. Upper Division Units

6. ACTION ITEMS – Consent Items - Course Revisions

- a. PE 101 Adaptive Physical Education 1 unit, 3 hours weekly
- b. AJ 201 Police-Community Relations 3units, 3 hours weekly - CurricUNET
- c. AJ 206 Criminology 3units, 3 hours weekly - CurricUNET

7. ACTION ITEMS – Course Revisions

- a. PSY 219 Dynamics of Sex and Gender 3 units, 3 hours weekly
- b. PSY 244 Introduction to Counseling 3 units, 3 hours weekly
- c. MOA 101 Beginning Medical Terminology 3 units, 3 hours weekly
- d. MOA 102 Advanced Medical Terminology 3 units, 3 hours weekly
- e. PE 156 Intermediate Volleyball 1 unit, 3 hours weekly - CurricUNET
Added Advisory and Text is outdated, explanation needed

- f. CHEM 110 General Chemistry 5 units, 7 hours weekly
- g. THA 101 Theatre Appreciation 3 units, 3 hours weekly

8. ACTION ITEMS – NEW Course First Reading

- a. POLS 200 Introduction to Political Theory 3 units, 3 hours weekly

9. ACTION ITEMS – Request to Designate a Course as Obsolete – Second Reading

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

10. ACTION ITEMS – Corporate and Community Services

- a. Accounting Fundamentals – Richard Talmo, ed2go
- b. Accounting Fundamentals II – Richard Talmo, ed2go
- c. Achieving Success with Difficult People – Richard Talmo, ed2go
- d. Administrative Assistant Fundamentals – Richard Talmo, ed2go
- e. Become a Physical Therapy Aide – Richard Talmo, ed2go
- f. Certificate in Gerontology – Richard Talmo, ed2go
- g. Ready, Set, Read! – Richard Talmo, ed2go
- h. Stocks, Bonds, Investing: Oh My! – Richard Talmo, ed2go

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

Business and Computer Studies

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

Counseling

- HD 198 Human Development Seminars

Health Sciences / FACE

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

Instructional Resources

LAC 100 Intro to Tutoring
LAC 200 Advanced Tutoring

Language Arts

COMM 101 Intro to Public Speaking
COMM 103 Process of Communication
COMM 105 Intro to Mass Communication
COMM 107 Intro to Interpersonal Comm
COMM 112 Oral Interpretation
COMM 114 Art of Storytelling
COMM 116 Forensics
COMM 214 Studies in Storytelling
COMM 219 Intercultural Communication
ENGL 095 Developmental Writing Skills – Rcvd 10/11/10
ENGL 097 Basic Composition – Rcvd 10/11/10
ENGL 099 Intermediate Composition – Rcvd 10/11/10
ENGL 104 The Research Paper
ENGL 111 Creative Writing: Fiction
ENGL 112 Creative Writing: Poetry
ENGL 113 Creative Writing: Nonfiction
ENGL 211 Advanced Fiction Writing
ENGL 212 Advanced Poetry Writing
ENGL 265 Literature and Film
GER 101 Elementary German 1 – Submitted
GER 102 Elementary German 2
GER 201 Intermediate German 1
JOUR 121 Beginning Journalism 8
JOUR 123 Newspaper Production

Math/Science and Engineering

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

GEOG 105 Cultural Geography
GEOG 201 Map Interpretation and GPS
GEOG 205 Intro Geographic Info Systems
PHYS 101 Introductory Physics
PHYS 102 Introductory Physics
PHYS 110 General Physics
PHYS 120 General Physics

Physical Education & Athletics

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

Social & Behavioral Sciences

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

PHIL 108 Philosophy of Religion
PHIL 110 Introduction to Logic
PHIL 201 Critical Thinking – Submitted
POLS 101 Amer Political Institutions
POLS 201 Contemp Intntl Relations
POLS 203 The Judicial Process
PSY 219 Dynamics of Sex and Gender – Agenda Ready 10/14/10
PSY 230 Social Psychology
PSY 232 Theories of Personality
PSY 244 Intro to Counseling – Agenda Ready 10/14/10
SOC 112 American Social Issues

Technical Education

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

FTEC 216 Engine Company Operations – Submitted
FTEC 217 Truck Company Operations – Submitted
ID 200 Fundamentals of Lighting Design
ID 205 Professional Inter Des Business Practices
WELD 101 Welding Fundamentals
WELD 110 Oxyacetylene Weld, Cut, Brazing
WELD 120 Basic Shielded Metal Arc Welding
WELD 130 Advanced Shielded Metal Arc Welding
WELD 145 Advanced Welding Processes
WELD 211 Performance Welding Oxyacetylene
WELD 212 Performance Welding Arc
WELD 230 Welding Symbols & Print Reading
WELD 240 Welding Layout
WELD 260 Cert Welding L.A. City Building Code

Visual & Performing Arts

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

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

Business and Computer Studies

BUS 121 Investment Fundamentals – Submitted

Counseling

HD 198 Human Development Seminars

Health Sciences

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

Instructional Resource

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

Language Arts

LATN 201 Intermediate Latin

Math/Science and Engineering

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

Physical Education & Athletics

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

Technical Education

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

Visual & Performing Arts

DM 101L Digital Media Arts Lab – Submitted
DM 103L Graphic Design I Lab
DM 105L Interactive Media Lab
DM 106L Video Design and Production I Lab – Submitted
DM 110L Motion Graphics Lab – Submitted
DM 112L Experimental Digital Video Lab – Submitted
DM 113L Photoshop I Lab
DM 115L Graphic Communications I Lab
DM 127L Web Design and Production I Lab – Submitted
DM 128L Web Des & Prod II Lab
DM 133L Digital Printing I Lab
DM 143L Computer 2-D Animation Lab – Submitted
DM 145L Computer 3-D Animation Lab – Submitted
DM 203L Graphic Design II Lab
DM 205L Digital Illustration Lab
DM 206L Video Design and Production II Lab – Submitted
DM 213L Photoshop II Lab
DM 215L Graphic Communications II Lab
DM 233L Digital Printing II Lab
DM 246L Portfolio and Job Search Lab
DM 298L Special Studies in Digital Media Lab – Submitted
FTV 155 Film Festival Analysis
FTV 215 Directing for Film & Video
FTV 230 Digital Cinematography – Submitted

FTV 242 Writing and Pre-Production of the Short Film – Submitted
FTV 244 Production & Post-Production of the Short Film – Submitted
FTV 251 Contemporary American Independent Film
PHOT 213L Life Photography Lab
PHTC 101L Beginning Black & White Photography Lab – Submitted
PHTC 125L Beginning Digital Photography Lab – Submitted
PHTC 150L Beginning Color Photography Lab – Submitted
PHTC 201L Advanced Black & White Photography Lab – Submitted
PHTC 203L Foundations of Cameras and Composition Lab – Submitted
PHTC 205L Documentary and Landscape Photography Lab – Submitted
PHTC 211L Wedding, Portrait and Event Photography Lab – Submitted
PHTC 215L Photography Studio Practices Lab
PHTC 275L Advanced Digital Photography Lab – Submitted
PHTC 298L Special Studies in Photography Lab – Submitted
THA 205 Advanced Acting Workshop

13. ADJOURNMENT

NON-DISCRIMINATION POLICY

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

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

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: October 14, 2010
LOCATION: BE 321 – Computer Room
TIME: 3:07 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>
Beverly Beyer, faculty	Lisa Karlstein, Faculty	Cynthia Littlefield, Faculty
Enrique Camacho, ASO Student	Scott Lee, Faculty	Darcy Wiewall, Faculty
Nancy Cholvin, faculty	Mrs. Sharon Lowry, V. P. Academic Affairs	Rick Motawakel, Faculty
Maria Clinton, Cochair		
De’Nean Coleman-Carew	David Newman, Faculty	<u>GUESTS PRESENT</u>
Margaret Drake, Dean	Duane Rumsey, Faculty	Mr. Anthony
Lee Grishman, Articulation	LaDonna Trimble, Dean	Dr. Tom O’Neil
Linda Harmon, Faculty	Les Uhazy, Dean	

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

1. CALL TO ORDER AND ROLL CALL

A motion was made and seconded to call the October 14, 2010 AP&P Committee Meeting to order at 3:07 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:07 p.m. Motion carried.

Ms. Maria Clinton requested a motion to amend the agenda to include item 6e Family Financial Success – Corporate Community Service Offering / Name Change Only and to table item 7c ACCT 205 – Managerial Accounting DE NEW Hybrid. Ms. Maria Clinton stated that a new process has been put in place for the approval of DE courses, which is that the Distance Education Committee must review and approve a New DE offering prior to AP&P review and approval. The committee requested clarification on the new process in regards to the implementation of CurricUNET. Dr. O’Neil was present and stated that the committee meeting room is setup with a projector and computer. The committee will be able to bring the proposal up during the meeting for review. Ms. Maria Clinton requested a clear process in writing that outline the steps so that it can be included in the AP&P Handbook. A motion was made and seconded to amend the agenda as stated. Motion carried.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

Ms. Maria Clinton stated that apart from the information regarding the Distance Education course proposal, there were no other opening comments.

3. APPROVAL OF MINUTES

a. **September 9, 2010**

b. **September 23, 2010**

Ms. Maria Clinton requested a motion to approve the September 9 and September 23, 2010 AP&P Committee minutes. Mrs. Beverly Beyer requested that the minutes noted that CA 110 and OT 208 are obsolete courses and should no longer appear on the list of courses that are missing SLO’s. Ms. De’Nean Coleman-Carew requested that the International Baccalaureate (IB) and College Level Examination Program (CLEP) agenda item return to the committee on October 28, 2010. Ms. Maria Clinton stated that the IB and CLEP item would return as a discussion on October 28, 2010. Motion carried pending revisions.

4. INFORMATIONAL ITEMS

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

October 15, 2010: 9am-11am

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

October 22, 2010: 1pm-3pm

October 25, 2010: 1pm-3pm

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

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

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

b. Credit by Examination List

Ms. Maria Clinton stated that attached to this packet was the Credit by Examination List and asked the representatives to review the list with their divisions and identify any necessary revisions. Mrs. Beverly Beyer requested a electronic document of the list so she can forward it to the faculty in her division. Ms. Clinton stated that Melissa Jauregui would send that to the committee.

c. CurricUNET Processes

Ms. Maria Clinton reviewed the process for deactivating a course along with the four submission processes in CurricUNET: New Course Development, Major Course Revision, Minor Course Revision, and Non-Substantial Course Changes. She directed the representatives to the quick guides in the packet which describe the areas of revision for each process. Ms. Clinton also explained that it is necessary for the faculty submitting the course revisions to log back into CurricUNET periodically to make recommended revisions and move the course through the approval process by taking an action. Ms. Maria Clinton requested that the representatives notify their division of this necessary approval step so that courses continue to move through the process.

5. DISCUSSION ITEMS

a. SB 1440

Ms. Maria Clinton requested the representatives to strongly encourage their divisions to review courses now so that more time can be dedicated to SB 1440 Transfer Degree. She stated that this bill has been signed and now we are waiting for information from the Chancellor's Office illustrating the plan of implementation. Mrs. Sharon Lowry stated that we are being required to implement this transfer degree from Fall of 2011. Dr. Lee Grishman stated that the Chancellor's Office wants the implementation to be statewide by Fall 2011. In order to accomplish this task, faculty from various colleges will meet at the state level and develop a general outline for this transfer degree. Dr. Grishman did not feel that it was possible to implement such a large task in less than a year. He continued to state that the Chancellor's Office will establish descriptors for each piece of the degree and we will match our courses to their descriptors and submit for approval, which will all take time. Mrs. Sharon Lowry and Ms. Maria Clinton stated that as information becomes available, it will be disseminated to the committee members.

6. ACTION ITEMS – Consent Items - Course Revisions

- a. **PE 102 Water Aerobics** .5/1 unit, 1.5/3 hours weekly
- b. **AJ 102 Criminal Law** 3 units, 3 hours weekly
- c. **AJ 205 Criminal Investigation** 3 units, 3 hours weekly
- d. **FTEC 295A Firefighter 1 Academy Module A** 8 units, 140 hours total
- e. **Family Financial Success – Corporate Community Service Offering / Name Change Only**

A motion was made and seconded to approve consent items 6a-e. Item 6e was added per motion above. Ms. Maria Clinton requested that the representatives log in to CurricUNET and take this opportunity to practice reviewing a course and making comments or suggestions for change. She stated that even though these are consent items, it's a perfect opportunity to practice using this new system. Motion carried.

7. ACTION ITEMS – Course Revisions

- a. **PSY 219 Dynamics of Sex and Gender** 3 units, 3 hours weekly
- b. **PSY 244 Introduction to Counseling** 3 units, 3 hours weekly

A motion was made and seconded to table items 7a and 7b. The AP&P representative was not present and the faculty was unable to attend. Motion carried.

- c. **ACCT 205 Managerial Accounting (Distance Education)** 3 units, 3 hours weekly – **NEW Hybrid**
Tabled per motion above. Distance Education courses need to be reviewed and approved by the Distance Education Committee before appearing on an Academic Policies and Procedures Committee agenda.

- d. **MOA 101 Beginning Medical Terminology** 3 units, 3 hours weekly
- e. **MOA 102 Advanced Medical Terminology** 3 units, 3 hours weekly

A motion was made and seconded to table items 7d and 7e. Ms. Karen Stenback was unable to attend the AP&P meeting to discuss the revisions made to these courses. Motion carried.

- f. **PE 156 Intermediate Volleyball** 1 unit, 3 hours weekly
Added Advisory (CurricUNET) – Text is outdated, explanation needed

A motion was made and seconded to table item 7f. The AP&P representative was not present and the faculty was unable to attend. Motion carried.

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

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

Ms. Maria Clinton stated that this is an informational item and the representatives needed to make sure that designating these courses as obsolete will not adversely effect any of their areas.

9. ACTION ITEMS – Corporate and Community Services

- a. **Astrology for Fun – Mr. Anthony**

A motion was made and seconded to approve the new Corporate and Community Education course offering of Astrology for Fun. Mr. Anthony was present to discuss the course offering. He stated that this course is primarily meant to review a person's astrology chart in comparison to their spouses. He has found over time that participants are not interested necessarily in the history of Astrology but how it applies to their own life's and as a result he does not review the history. After a brief moment, it was decided that an outline for the course needed to be provided before action could be taken on this course. Motion tabled.

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

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

Counseling

HD 198 Human Development Seminars

Health Sciences / FACE

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

Instructional Resources

LAC 100 Intro to Tutoring
LAC 200 Advanced Tutoring

Language Arts

COMM 101 Intro to Public Speaking
COMM 103 Process of Communication
COMM 105 Intro to Mass Communication
COMM 107 Intro to Interpersonal Comm
COMM 112 Oral Interpretation
COMM 114 Art of Storytelling
COMM 116 Forensics
COMM 214 Studies in Storytelling
COMM 219 Intercultural Communication
ENGL 095 Developmental Writing Skills – Rcvd 10/11/10
ENGL 097 Basic Composition – Rcvd 10/11/10
ENGL 099 Intermediate Composition – Rcvd 10/11/10
ENGL 104 The Research Paper
ENGL 111 Creative Writing: Fiction
ENGL 112 Creative Writing: Poetry
ENGL 113 Creative Writing: Nonfiction
ENGL 211 Advanced Fiction Writing
ENGL 212 Advanced Poetry Writing
ENGL 265 Literature and Film
GER 101 Elementary German 1 – Submitted
GER 102 Elementary German 2
GER 201 Intermediate German 1
JOUR 121 Beginning Journalism 8
JOUR 123 Newspaper Production

Math/Science and Engineering

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

GEOG 205 Intro Geographic Info Systems
PHYS 101 Introductory Physics
PHYS 102 Introductory Physics
PHYS 110 General Physics
PHYS 120 General Physics

Physical Education & Athletics

ATH 100 Intro to Athletic Training
ATH 102 L Practical Appl of Athletic Training I Lab
ATH 102 Practical Appl of Athletic Training I
ATH 103 L Practical Appl of Athletic Training II Lab
ATH 103 Practical Appl of Athletic Training II
HE 101 Health Education
HE 120 Stress Management
PE 101 Adaptive Physical Education
PE 102 Water Aerobics – Technical Review 9/2/10 – Agenda Ready 10/14/10
PE 109 Hatha Yoga
PE 111 Advanced Tennis Techniques
PE 115 Advanced Basketball Techniques
PE 118 Beginning Bowling
PE 118 Intermediate Bowling
PE 128 Beginning Golf
PE 128 Advanced Golf
PE 135 Physical Conditioning
PE 139 Team Sport Fundamentals – Received 8/2010; Technical Review 9/2/10
PE 140 Preseason Sport Conditioning – Received 8/2010; Technical Review 9/2/10
PE 155 Beginning Volleyball – Received 8/2010; Technical Review 9/2/10
PE 160 Beginning Tennis
PE 160 Intermediate Tennis
PE 160 Advanced Tennis
PE 180 Advanced Volleyball Techniques – Received 8/2010; Technical Review 9/2/10
PE 193 Officiating Fall Sports
PE 194 Officiating Spring Sports
PE 195 Sports Appreciation
PE 205 Intercol Men's Basketball
PE 210 Intercol Women's Basketball
PE 225 Intercollegiate Women's Tennis
PE 237 Intercollegiate Men's Golf
PE 265 Intercollegiate Woman's Volleyball – Received 8/2010; Technical Review 9/2/10

Social & Behavioral Sciences

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

PHIL 110 Introduction to Logic
PHIL 201 Critical Thinking – Submitted
POLS 101 American Political Institutions
POLS 201 Contemporary International Relations
POLS 203 The Judicial Process
PSY 219 Dynamics of Sex and Gender – Agenda Ready 10/14/10
PSY 230 Social Psychology
PSY 232 Theories of Personality
PSY 244 Intro to Counseling – Agenda Ready 10/14/10
SOC 112 American Social Issues

Technical Education

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

FTEC 149 (S260) Interagency Inc Bus Mgt – Submitted
FTEC 216 Engine Company Operations – Submitted
FTEC 217 Truck Company Operations – Submitted
ID 200 Fundamentals of Lighting Design
ID 205 Professional Inter Des Business Practices
WELD 101 Welding Fundamentals
WELD 110 Oxyacetylene Weld, Cut, Brazing
WELD 120 Basic Shielded Metal Arc Welding
WELD 130 Advanced Shielded Metal Arc Welding
WELD 145 Advanced Welding Processes
WELD 211 Performance Welding Oxyacetylene
WELD 212 Performance Welding Arc
WELD 230 Welding Symbols & Print Reading
WELD 240 Welding Layout
WELD 260 Cert Welding L.A. City Building Code

Visual & Performing Arts

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

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

Business and Computer Studies

BUS 121 Investment Fundamentals

Counseling

HD 198 Human Development Seminars

Health Sciences

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

Instructional Resource

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

Language Arts

LATN 201 Intermediate Latin

Math/Science and Engineering

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

Physical Education & Athletics

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

Social & Behavioral Sciences

WE 197 General Work Experience

Technical Education

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

Visual & Performing Arts

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

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

12. ADJOURNMENT

A motion was made and seconded to adjourn the 10/14/10 AP&P Committee meeting at 5:10 p.m. Motion carried.

NON-DISCRIMINATION POLICY

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

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

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

RECEIVED
SEP 27 2010
BY: [Signature]

SECTION I

Date _____ Initial _____
AP&P Representative: 9/15/10 CL
(indicates division review and approval)

Division Dean/Director: 9-15-10 U.C.

Faculty Name: (print) FRANK BLU A

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

Date 9/12/10

COURSE SUBJECT & NUMBER: PE 101

COURSE TITLE: *Adaptive Physical Education

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

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Updated textbook, updated course to new form.*

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: PE 101

COURSE NAME: *Adaptive Physical Education

COURSE UNITS: 1 **COURSE HOURS:** 3 hours weekly

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

None

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 for the student who may be confined in the type and amount of activity because of physical limitation. The student's program is individually tailored to meet the student's need. The student develops the program in consultation with the instructor and the student's physician or therapist. (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:

Depending upon their specific needs and abilities, the successful student will be able to:

- 1) Demonstrate the use of the safety features of various resistive exercise apparatus, treadmills, exercise bicycles, free weight equipment, and the hydraulic pool lift.
- 2) Employ one or more of a variety of activities specifically to improve cardiovascular fitness, flexibility, balance, strength, or muscle tone.
- 3) Employ a fitness or rehabilitative program in the exercise room and/or pool that is designed to accommodate their individual needs based upon the prescription or limitations placed upon them by the instructor, physician, or therapist.

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

SECTION I

Date _____ Initial _____

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

Division Dean/Director: _____

Faculty Name: (print) IRIT GAT

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

Date 10-05-10

COURSE SUBJECT & NUMBER: PSY 219

COURSE TITLE: *Dynamics of Sex and Gender

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

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

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

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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

RECEIVED
SEP 13 2010
BY: *M. Maurer*

SECTION I

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

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

Date 09-13-10

COURSE SUBJECT & NUMBER: PSY 219

COURSE TITLE: *Dynamics of Sex and Gender

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

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

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

SECTION II Course/Catalog Information

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

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

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

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 IV

1) Proficiency Recommendations:

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


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

2) Other Course Recommendations:


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

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

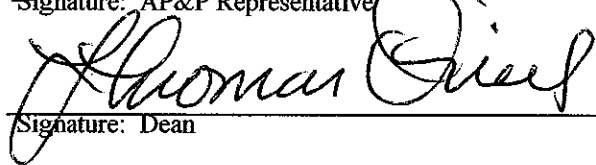
3) Limitation on Enrollment (see page 9) Yes


09-13-10

 Signature: Instructor Date


9/10/10

 Signature: AP&P Representative Date


9.13.2010

 Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

 Signature: Cochair, AP&P Committee Date



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: PSY 219

COURSE NAME: *Dynamics of Sex and Gender

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

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

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

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

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

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

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

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

Course Subject & Number: PSY 219

Course Name: *Dynamics of Sex and Gender

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

I. Sex versus Gender

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

II. Theories of Gender Development

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

III. Approaches to Research

- A. Research Methods
- B. Bias in Research

IV. Gender Stereotypes

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

V. Influences on Gender Identity Development

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

VI. Cognitive Abilities

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

VII. Gender and Relationships

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

VIII. Gender, Lifestyle, and Health

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

IX. Overall Differences and Similarities

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

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

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

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

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

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

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

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

Written critical analysis of research from peer-reviewed articles.

Short essay questions on exams or quizzes of classroom material.

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

n/a

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

Student debates, small group discussion.

Collaborative learning exercises for individual or group grade.

Preparation for individual or small group oral presentations.

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

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

Reading Assignments: 3

Writing Assignments: 3

Computational Assignments: n/a

Other Assignments: 2

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

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

Lecture
Instructor Guided Discussion
Audio-Visual
Cooperative Learning
Guest Speakers

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

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

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

Journal entries and/or reaction papers, other written assignments and/or oral presentations will measure students' ability to research, organize, apply and integrate ideas (objectives 1, 2, 3, 4, 5, 6, and 7).

Suggested Texts or Other Instructional Materials

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

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

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

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

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



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION I

Date _____ Initial _____

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

Division Dean/Director: _____

Faculty Name: (print) IRIT GAT

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

Date 10-05-10

COURSE SUBJECT & NUMBER: PSY 244

COURSE TITLE: Introduction to Counseling

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

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

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

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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

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

RECEIVED
SEP 13 2010
BY: *M. Neuregio*

SECTION I

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

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

Faculty Name: (print) TRIA GAT

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

Date 09-13-10

COURSE SUBJECT & NUMBER: PSY 244

COURSE TITLE: Introduction to Counseling

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

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

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

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: PSY 244

COURSE NAME: *Introduction to Counseling

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

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

Prerequisite: Completion of PSY 101

Advisory: Eligibility for College Level Reading and ENGL 099.

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

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

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

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

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

Course Subject & Number: PSY 244

Course Name: Introduction to Counseling

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

I. A Brief Historical Overview of the Counseling Profession

II. Theories of Counseling

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

III. Counseling Skills and Strategies

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

IV. Ethical, Professional and Legal Issues

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

V. Types of Counseling Psychologists

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

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

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

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

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

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

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

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

n/a

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

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

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

Reading Assignments: 3 hours

Writing Assignments: 3 hours

Computational Assignments: n/a

Other Assignments: 1 hours

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

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

Lecture
Instructor Guided Discussion
Audio-Visual
Cooperative Learning
Guest Speakers

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

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

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

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

Suggested Texts or Other Instructional Materials

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

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

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

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

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



ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

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

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

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

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

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

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

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

RECEIVED
SEP - 1 2010
BY: _____

SECTION I

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

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

Division Dean/Director: 8/9/10 kc

Faculty Name: (print) KAREN STENBACK

Date 8-17-10

COURSE SUBJECT & NUMBER: MOA 101

COURSE TITLE: *Beginning Medical Terminology

- NEW COURSE *REVISED COR (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 description, course objectives, and textbooks.*

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

This course is part of a sequence of vocational education courses in the medical office assisting discipline that leads to an associate's degree in medical office assisting (clinical, administrative, or both).

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

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

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

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



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: MOA 101

COURSE NAME: Beginning Medical Terminology

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

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

Advisory: Eligibility for ENGL 099 and READ 099

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

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

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

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

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

Course Subject & Number: MOA 101

Course Name: Beginning Medical Terminology

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

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

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

XI. Nervous system

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

XII. Special senses

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

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

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

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

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

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

One 3 to 4 page paper per semester.

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

None

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

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

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

Reading Assignments: 2

Writing Assignments: 1

Computational Assignments: 0

Other Assignments: 3

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

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

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

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

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

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

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

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

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

Suggested Texts or Other Instructional Materials

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

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

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



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: MOA 101

COURSE NAME: *Beginning Medical Terminology

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

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

Advisory: Eligibility for ENGL 099 and READ 099

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

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

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

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

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

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

SECTION I

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

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

Faculty Name: (print) _____ Date _____

COURSE SUBJECT & NUMBER: MOA 102

COURSE TITLE: Advanced Medical Terminology

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

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison: Objectives, content and text have been updated. Advisories have been added "Eligibility for ..."*

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

RECEIVED

SEP - 1 2010

BY: Mattrecci

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES

Course Proposal Form and Content Review Form for Credit Courses

SECTION I

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

Division Dean/Director: 8/9/10 ke

Faculty Name: (print) KAREN STENBACK

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

Date 8-17-10

COURSE SUBJECT & NUMBER: MOA 102

COURSE TITLE: Advanced Medical Terminology

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

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

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

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

CONTENT REVIEW FORM

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

Course Subject & Number: MOA 102

Course Name: Advanced Medical Terminology

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

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: Raygor Scale

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

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

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

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

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

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)

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

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

Mastering these skills indicates “eligibility” for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

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

Mastering these skills indicates “completion of” ENGL 101 on page 10

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

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

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

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

Intermediate Algebra (MATH 102)

- Graph and interpret the graphs of basic functions and equations in two variables
 - Calculate slopes from graphs, points or equations
 - Find the domain, range or inverse of a function; find the composition of two functions
 - Solve equations and inequalities in one variable, and systems of equations
 - Simplify algebraic expressions by selecting the appropriate factoring method
 - Perform basic operations on polynomials, rational expressions, radical expressions, complex numbers
-
- Analyze the properties of quadratic functions in order to graph them
 - Evaluate expressions with function or logarithmic notation
 - Use the properties of logarithms to simplify logarithmic expressions and equations
 - Graph circles and construct their equations
 - Select the appropriate methods, including choosing formulas, sketching and constructing equations in order to solve word problems

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

College Algebra (MATH 130)

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

Trigonometry (MATH 135)

- Use the trig functions to solve a triangle
- Graph the trig functions $\sin x$, $\cos x$, and $\tan x$
- Find the amplitude, period, and phase shift of a trig function
- Use the basic trig identities (reciprocal, ratio, Pythagorean)

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

Calculus (MATH 150)

- Compute a derivative
- Find an antiderivative
- Evaluate a definite integral

Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math

Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

- Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).
- New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

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

(check only one):

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

For pre or corequisites only:

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

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

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

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

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

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

SECTION III: Limitation On Enrollment:

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

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

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

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

SECTION IV

1) Proficiency Recommendations:

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

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

2) Other Course Recommendations:

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

Completion of:	MOA 101	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9) Yes

Signature: Instructor Date

Sinda Harmon 10/7/10

Signature: AP&P Representative Date

Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee Date

SECTION IV

1) Proficiency Recommendations:

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

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

2) Other Course Recommendations:

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

Completion of:	MOA 101	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9) Yes

Karen Steinhack 8-17-10
Signature: Instructor Date

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

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

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee Date



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: MOA 102

COURSE NAME: Advanced Medical Terminology

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

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

Prerequisite: Completion of MOA 101

Advisory: Eligibility for College Level Reading and ENGL 101

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

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

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

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

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

Course Subject & Number: MOA 102

Course Name: Advanced Medical Terminology

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

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

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

VI. Clinical procedures and treatments

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

VII. Applied studies

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

VIII. Special situations

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

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

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

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

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

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

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

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

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

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

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

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments: 0

Other Assignments: 2

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

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

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

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

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

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

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

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

Suggested Texts or Other Instructional Materials

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

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



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

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

COURSE REQUISITES:
Prerequisite: Completion of MOA 101

COURSE DESCRIPTION:

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

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

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

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

RECEIVED

SEP 13 2010

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

BY: M. Mirecki

SECTION I

Date Initial

AP&P Representative: 9-9-10 DN
(indicates division review and approval)

Division Dean/Director: 09-09-10 [Signature]

Faculty Name: (print) David Newman

Date 9-9-10

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

COURSE SUBJECT & NUMBER: CHEM 110

COURSE TITLE: General Chemistry

- 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 to content, homework assignments (and hours), methods of evaluation and text.

SECTION II Course/Catalog Information

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

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

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

2. Course Justification (check all that apply):

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: CHEM 110

COURSE NAME: General Chemistry

COURSE UNITS: 5 **COURSE HOURS:** 7 (3 hrs lecture, 1 hr SAS, 3 hrs lab)

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

Prerequisite: Completion of MATH 102.

Advisory: Completion of CHEM 101 and eligibility for College Level Reading and ENGL 099 or completion of ENGL 101.

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

Introduces the atom and its largest subatomic particles. Describes and quantifies, where possible, how these particles and the nature of the atom are involved in chemical reactions, physical state, chemical energy, and bonding models. Algebra is used extensively to solve problems involving quantities. Examines chemical theory in the context of familiar phenomena. Theories are tested and evaluated in the laboratory. One-hour of lecture time may be reserved for small group activities and analysis. This course is designed for science, mathematics, and related majors. [CAN CHEM 2](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. Define and demonstrate an understanding of chemistry-specific terms.
2. Describe atomic theory, atomic structure, and properties of elements.
3. Use the Periodic Table.
4. Employ rules for naming chemical compounds and reporting measurements.
5. Relate atomic structure to chemical bonding, chemical reactions, and physical state.
6. Predict the identity and quantity of species involved in a chemical reaction.
7. Calculate the energy released or absorbed in a chemical reaction or change of state.
8. Compare and contrast chemical bonding models.
9. Utilize basic laboratory equipment to obtain accurate data.
10. Analyze and interpret results obtained in the laboratory.
11. Express findings in scientific reports.
12. Recognize the role of chemistry in natural phenomena and technological advances.

Course Subject & Number: CHEM 110
Course Name: General Chemistry

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

I. Physical and Chemical Properties

- A. Scientific Observations
- B. Units of Measurement
- C. Metric System
- D. Significant Figures
- E. Density
- F. Unit Conversions

II. Elements and Atomic Theory

- A. Definition of an Atom
- B. Subatomic Particles
 - 1. Electrons
 - 2. Protons
 - 3. Neutrons
- C. Reading the Periodic Table
- D. Atomic Mass

III. Compounds and Molecules

- A. Metals, Semi-metals, and Nonmetals
- B. Monoatomic and Polyatomic Ions
- C. Balancing Ionic Formulas
- D. Naming Ionic Compounds and Molecules

IV. The Mole

- A. Avagadro's Number
- B. Molar Mass
- C. Empirical and Molecular Formulas
- D. Mass Percent Composition
- E. Molarity

V. Chemical Equations

- A. Balancing Equations
- B. Stoichiometry
- C. Limiting Reactant and Percent Yield

VI. Gases

- A. Kinetic Molecular Theory of Gases
- B. Definition of Pressure
- C. Ideal Gas Law
- D. Dalton's Law of Partial Pressures
- E. Stoichiometry with Gases

VII. Types of Reactions

- A. Electrolytes
- B. Precipitation Reactions
- C. Acids and Bases
- D. Oxidation-Reduction

VIII. Thermochemistry

- A. Introduction to Energy and Enthalpy
- B. Measuring Enthalpy
- C. Hess's Law
- D. Lattice Energy
- E. Standard Enthalpies of Formation

IX. Quantum Mechanical Model of the Atom

- A. Electromagnetic Radiation
- B. Atomic Spectra
- C. Electron Orbital Shapes and Energies
- D. Quantum Numbers
- E. Electron Configurations
- F. Periodicity and Trends of the Periodic Table
 - 1. Electronegativity
 - 2. Atomic Radius
 - 3. Ionization Energy

X. Covalent Bonds

- A. Electronegativity
- B. Dipole Moments
- C. Polar Covalent Bonds
- D. Bond Energies
- E. Localized Electron Bonding Model
- F. Lewis Structures (including resonance and non-octet examples)
- G. VSEPR Model
- H. Hybrid Localized Electron Bonding Model
- I. Molecular Orbital Model

XI. Phase Changes

- A. Intermolecular Forces
- B. Characteristics of Liquids, Solids, and Gases
- C. Types of Solids

Course Subject & Number: CHEM 110
Course Name: General Chemistry

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 must read 1) approximately 30 pages each week as assigned from the required textbook, 2) experimental procedures before lab each week.

Students may be required to read from reference books, periodicals, scientific journals, or websites to find information on current theories in or applications of chemistry.

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

Students will be required to turn in written responses to questions about each lab experiment BEFORE the lab class each week and must then turn in a lab report at the end of the experiment which may include an essay to summarize their findings and conclusions.

Students may be required to write solutions to exercises assigned each week, to write summaries of their readings from sources other than the class texts, and to write short answers to questions posed in class.

Students may be required to write papers discussing the finer points of topics introduced in class.

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

Students will perform mathematical calculations involving quantities of matter, energy, and measurements of physical properties in practice exercises from the lecture and in the laboratory. Students may use a computational chemistry program on computers in the lab to generate bonding models. Students will graph by hand or on computers to organize data from which students will generate conclusions. Online exercises and tutorials to practice and/or test skills may be assigned in any content area.

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:

Preparation of oral presentations may be 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: 3 hours

Writing Assignments: 1

Computational Assignments: 4 hours

Other Assignments: 1

Course Subject & Number: CHEM 110
Course Name: General Chemistry

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.)*

May include: Lectures using instructor guided inquiry, demos, hands-on activities, discussion and everyday examples to explore chemical concepts and relate them to properties of matter. Animation, video, or similar tools to represent concepts that cannot be visualized macroscopically. Activities to practice calculations, predictions, and data analysis. Prior to lab, explanation of purpose, applicable concepts, procedure, and safety precautions. Demonstration of key lab activities, new techniques or equipment

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

Methods of Evaluation May Include:

Assessment of written responses on periodic exams for comprehension of theories presented in class and their applications to observed phenomena. (objectives 1-8, 12)

Assessment of problem solving skills and calculations through written exams and lab reports. (objectives 2-3, 5-8, 10-12)

Evaluation of lab reports for accuracy of reported measurements, analysis of data, demonstration of understanding of applicable theories, and interpretation of results. (objectives 1-12)

Assessment of completion and/or accuracy of homework exercises emphasizing chemical terminology and practices. (objectives 1-8)

Assessment of participation in small group activities and in-class assignments designed to show comprehension of chemical terminology, practices, relationships among them and applications. (objectives 1-8, 12)

Evaluation of comprehensive final containing calculations, writing and some fact recall questions. (objectives 1-8, 12)

Evaluation of written papers, summaries of readings, or oral presentations related to assignments outside of textbook. (objectives 1-8, 11-12)

Suggested Texts or Other Instructional Materials

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

Chemistry, Chang, McGraw-Hill, 2010, 10th Edition.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CHEM 110
COURSE NAME: General Chemistry
COURSE UNITS: 5
COURSE HOURS: 7 (3 hrs lecture, 1 hr SAS, 3 hrs lab)

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

Prerequisite: Completion of MATH 102.

Advisory: Completion of CHEM 101 (with lab) and eligibility for College Level Reading and ENGL 099 or completion of ENGL 101.

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

Introduces the atom and its largest subatomic particles. Describes and quantifies, where possible, how these particles and the nature of the atom are involved in chemical reactions, physical state, chemical energy, and bonding models. Algebra is used extensively to solve problems involving quantities. Examines chemical theory in the context of familiar phenomena. Theories are tested and evaluated in the laboratory. One-hour of lecture time may be reserved for small group activities and analysis. This course is designed for science, mathematics, and related majors. [CAN CHEM 2](CSU, UC, 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:

Define and demonstrate an understanding of chemistry-specific terms.

Describe atomic theory, atomic structure, and properties of elements.

Use the Periodic Table.

Employ rules for naming chemical compounds and reporting measurements.

Relate atomic structure to chemical bonding, chemical reactions, and physical state.

Predict the identity and quantity of species involved in a chemical reaction.

Calculate the energy released or absorbed in a chemical reaction or change of state.

Compare and contrast chemical bonding models.

Utilize basic laboratory equipment to obtain accurate data.

Analyze and interpret results obtained in the laboratory.

Express findings in scientific reports.

Recognize the role of chemistry in natural phenomena and technological advances.

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

SECTION I

Date _____ Initial _____
 AP&P Representative: 9/14/10 LKF
(indicates division review and approval)
 Division Dean/Director: 9-15-10 TK
 Faculty Name: (print) Eugenie Trow

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

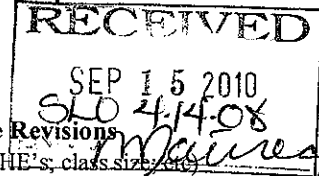
Date 13 Sep 10

COURSE SUBJECT & NUMBER: THA 101

COURSE TITLE: *Theatre Appreciation

- 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.*
 Class size 24

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:*

Theatre is an art form that happens in the room between the audience and the actors. Students must experience this exchange of energy in order to understand what theatre is. This means projects in small groups which are critiqued by the instructor and other students - not possible in a class of 40.

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 IV

1) Proficiency Recommendations:

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

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

2) Other Course Recommendations:

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

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

3) Limitation on Enrollment (see page 9) Yes

Signature: *[Handwritten Signature]* Date: 13 Sep 10
Instructor

Signature: *[Handwritten Signature]* Date: September 14, 10
AP&P Representative

Signature: _____ Date: _____
Dean

Do not write below this line

AP&P Approval

Course Prerequisites: _____

 Course Corequisites: _____

 Course Advisories: _____

 Limitations on Enrollment: _____

Signature: _____ Date: _____
Cochair, AP&P Committee



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: THA 101

COURSE NAME: *Theatre Appreciation

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

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

Advisory: Eligibility for ENGL 099 and READ 099.

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

A broad-based introduction to the various elements of theatre including interpretation of plays, understanding of the various elements of a play in production, and a survey of theatre history and the development of the dramatic form. Play readings are supplemented by discussions and audiovisual aids to increase the student's understanding of the play in performance. [CAN DRAM 18] (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. Examine and synthesize the relationships between theatre and society, including historical, social, and cultural contexts.
2. Define the terms structure, style, genre, and period.
3. Analyze and compare specific plays using the above terms.
4. Examine a play in terms of Aristotle's six elements of the theatre, including plot, character, thought, diction, spectacle, and music (rhythm).
5. Identify, define, and discuss the roles and relationships of actors, directors, playwrights, and designers, and the contribution of each group on the production of a specific play.

Course Subject & Number: THA 101
Course Name: *Theatre Appreciation

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

- I. The Nature of Theatre
 - A. The Impulse to Perform
 - B. Theatre and Society

- II. The Theatre Practitioners
 - A. The Playwright
 - B. The Actor
 - C. The Director
 - D. The Designers

- III. Theatrical Styles
 - A. Realism
 - B. Theatricalism
 - 1. Expressionism
 - 2. Epic Theatre and Bertolt Brecht
 - 3. Theatre of the Absurd

- IV. Structure and Genre
 - A. Elements of Drama and Dramatic Structure
 - B. Genre

Course Subject & Number: THA 101
Course Name: *Theatre Appreciation

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

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

Students are required to read extensively outside of class (a chapter or more of textbook material constituting 30 or more pages of text each week and/or material written above the 10 th grade level). In addition, the students are required to read three to four plays in different styles and forms.

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

Assignments may include essays or short papers in which students apply knowledge and analytical abilities developed through class discussions. Other assignments may include writing a portion of a script; analysis of a play from the point of view of actor, director, and/or designer; review of a theatrical production or an element from a production; character analysis.

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

N/A

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

Students will be required to participate in class. Other assignments may include viewing a live theatrical production; keeping a theatre journal of visual ideas (staging, design work, physical character relationships); performing a monologue or a scene with others; creating a set, lighting, costume, or sound design for a theatrical piece; creating a program and/or poster for a play.

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:

Other Assignments: 2 hours

Course Subject & Number: THA 101
Course Name: *Theatre Appreciation

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

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

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

Objective tests to determine completion of reading materials and material covered in texts. (1, 2, 4, 5)

Essay questions to evaluate students' abilities to analyze and compare specific plays and/or theatrical practices. (3, 4, 5)

Creative projects, especially as they relate to the roles and relationships of theatre practitioners, which require students to analyze an area of study, formulate and propose a project, and choose a method of presentation. (1, 5)

Written papers critiquing plays viewed during the semester. (1, 5)

Suggested Texts or Other Instructional Materials

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

The Creative Spirit, Stephanie Arnold, McGraw Hill, 2011, 5 th Edition

The Theatre Experience, Edwin Wilson, McGraw Hill, 2011, 12 th Edition



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- X COR Revision 10/25/2007
- COR Update
- Pre Req/Advisories
- Other Changes
- Effective Date

COURSE SUBJECT & NUMBER: THA 101

COURSE NAME: *Theatre Appreciation

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

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

Advisory: Eligibility for ENGL 099 and READ 099.

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

A broad-based introduction to the various elements of theatre including interpretation of plays, understanding of the various elements of a play in production, and a survey of theatre history and the development of the dramatic form. Play readings are supplemented by discussions and audiovisual aids to increase the student's understanding of the play in performance. [CAN DRAM 18] (CSU, UC, AVC)

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

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

1. Examine and synthesize the relationships between theatre and society, including historical, social, and cultural contexts.
2. Define the terms structure, style, genre, and period.
3. Analyze and compare specific plays using the above terms.
4. Examine a play in terms of Aristotle's six elements of the theatre, including plot, character, thought, diction, spectacle, and music (rhythm).
5. Identify, define, and discuss the roles and relationships of actors, directors, playwrights, and designers, and the contribution of each group on the production of a specific play.

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

RECEIVED
SEP 13 2010
BY: *[Signature]*

SECTION I

Date Initial
AP&P Representative: 9/10/10 [Signature]
(indicates division review and approval)
Division Dean/Director: 9.10.10 [Signature]
Faculty Name: (print) John Venio

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

Date 10-12-09

COURSE SUBJECT & NUMBER: POLS 200

COURSE TITLE: Introduction to Political 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:

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: 35 Provide pedagogical rationale and/or discipline history; room size is not sufficient:
Class size is determined by college policy

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:
Political Science 200 is designed to be a transfer course, preparing students to complete upper division units at an accredited four year institution.

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 print materials are too outdated to support the class. Our ebooks have better, but not complete support. The best resources the library can provide to students of this course is our EbscoHOST databaes, specifically the Academic Search Premiere database.

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: [Signature]

Date: 10/19/10

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: Political Science

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

Attach a signed memo from faculty in each of the disciplines listed.

Other Disciplines:

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

SECTION VIII: For Vocational Education Courses Only

Attach highlighted portion of minutes from advisory meetings.

Name of Advisory Committee:

Date of Course(s) Approval by Advisory Committee:

CONTENT REVIEW FORM

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

Course Subject & Number: POLS 200

Course Name: Introduction to Political Theory

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 College level

Explain how level was determined: The reading level was determined by using the Raygor scale. For the Ideals and Ideology book, the average sentence length was 4.98 and the average number of 6 or more words was 45.

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

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

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

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

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

2. WRITING PROFICIENCY: (skills are cumulative from course to course)

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

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)

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

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

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

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

College Level Writing Proficiency (ENGL 101)

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

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

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

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

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

Arithmetic (MATH 050)

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

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

Prealgebra (MATH 060)

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

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

Elementary Algebra (MATH 070)

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

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

Intermediate Algebra (MATH 102)

- Graph and interpret the graphs of basic functions and equations in two variables
 - Calculate slopes from graphs, points or equations
 - Find the domain, range or inverse of a function; find the composition of two functions
 - Solve equations and inequalities in one variable, and systems of equations
 - Simplify algebraic expressions by selecting the appropriate factoring method
 - Perform basic operations on polynomials, rational expressions, radical expressions, complex numbers
-
- Analyze the properties of quadratic functions in order to graph them
 - Evaluate expressions with function or logarithmic notation
 - Use the properties of logarithms to simplify logarithmic expressions and equations
 - Graph circles and construct their equations
 - Select the appropriate methods, including choosing formulas, sketching and constructing equations in order to solve word problems

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

College Algebra (MATH 130)

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

Trigonometry (MATH 135)

- Use the trig functions to solve a triangle
- Graph the trig functions $\sin x$, $\cos x$, and $\tan x$
- Find the amplitude, period, and phase shift of a trig function
- Use the basic trig identities (reciprocal, ratio, Pythagorean)

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

Calculus (MATH 150)

- Compute a derivative
- Find an antiderivative
- Evaluate a definite integral

Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

- Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).
- New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

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

(check only one):

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

For pre or corequisites only:

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

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

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

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

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

Satisfactory completion of Political Science 101 and English 101. Basic knowledge of the democratic process, the system of checks and balances and the various electoral systems that are covered in Political Science 101 would enhance student success in Political Science 200.

SECTION III: Limitation On Enrollment:

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

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

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

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

SECTION IV

1) Proficiency Recommendations:

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

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


2) Other Course Recommendations:


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

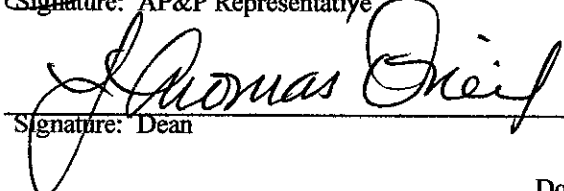
Completion of:	POLS 101	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9)

Yes


 Signature: Instructor 10-12-09
Date


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


 Signature: Dean 9.10.10
Date

see note on page 6 re: ENGL 101

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee Date

SECTION IV

1) Proficiency Recommendations:

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

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

2) Other Course Recommendations:

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

Completion of:	POLS 101	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
or Concurrent Enrollment in:	ENGL 101	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9) Yes

Signature: Instructor Date

Signature: AP&P Representative Date

Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee Date



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: POLS 200

COURSE NAME: Introduction to Political Theory

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

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

Advisory: Completion of POLS 101 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 analyzes selected political thinkers from Plato to the present. Some of the political themes covered in the course are liberty, justice, authority, rights, legitimacy and citizenship. The various themes are examined and discussed in the context of politics and government. Emphasis is placed on how various political philosophers argue their views, whom they are addressing and how they can be interpreted. This course is transferable to both the CSU and UC.

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

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

1. Evaluate arguments on the ideal form of government from various philosophical perspectives.
2. Explain the evolution of political thought throughout history from Plato to the present.
3. Compare and contrast the perspectives of different political theorists and their arguments.
4. Examine and debate the relevance of political theory in contemporary society.
5. Provide a theoretical framework through which contemporary political institutions, events and policies may be analyzed.
6. Recognize the problems in interpreting primary sources.

Course Subject & Number: POLS 200

Course Name: Introduction to Political Theory

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 Political Theory
 - A. Course overview
 - B. Defining key terms
 - C. Interpreting primary sources
- II. Ancient/Classical/Medieval Political Philosophy (5th bc to 15th century). Selected political thinkers may include, but are not limited to:
 - A. Plato
 - 1. Philosophy vs politics
 - 2. The Ideal City
 - B. Aristotle
 - 1. Virtue politics
 - 2. The best and worst regimes
 - C. Boethius, Rejection of Politics
 - D. St. Augustine, Christianity meets Plato
 - E. St. Thomas Aquinas
 - 1. Christianity meets Aristotle
 - 2. Natural Law
- III. Modern Political Philosophy (16th - 19th century). Selected political thinkers may or will include, but are not limited to:
 - A. Machiavelli
 - 1. Virtue politics
 - 2. Republics vs principalities
 - B. Hobbes, The Social Contract
 - C. Locke, The social Contract
 - D. Rousseau, The Social Contract
 - E. The American Founding
 - 1. Madison
 - 2. Jefferson
 - F. Marx, Socialism and Communism
 - G. Mill, Liberty and harm
 - H. Nietzsche
- IV. Contemporary Political Philosophy (20th century) Selected political thinkers may include, but are not limited to:
 - A. Berlin, Two concepts of liberty
 - B. Strauss, Reading the Canon
 - C. Rawls
 - 1. Reviving the Social Contract
 - 2. Justice
 - D. Nozick, A response to Rawls
- V. Conclusion
 - A. The future of political thought

Course Subject & Number: POLS 200

Course Name: Introduction to Political 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, utilizing either the compulsory textbooks for this course or appropriate journal articles, are required for each class meeting. Typically, students are expected to read one chapter (approximately fifty to seventy 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. Assignments may 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 computation assignments 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:

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 researching various current events, reading journals and newspapers and watching various videos or programs. Also, students might be required to participate in online discussion boards and take various quizzes and exams outside of class time through course management systems such as Blackboard.

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: POLS 200
Course Name: Introduction to Political 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.)*

Lecture presentations and classroom discussions will be the main methods of instruction.

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.)*

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 1, 2, 3, 4, 5, 6). 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, newspaper and the internet (Objectives 1, 2, 3, 4, 5, 6). Additionally, the students will be evaluated on participation (Objectives 1, 2, 3, 4, 5, 6). 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.

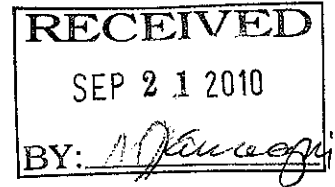
Suggested Texts or Other Instructional Materials

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

1. Political Ideals and Ideologies: A Reader, Ball, Terrance and Dagger, Richard. New York, Longman 2010 Fifth Edition
2. Political Philosophy: The Essential Text. Cahn, Stephen M. New York: Oxford University Press 2010 Second Edition
3. Critical Theory Since Plato: A Reader Third Edition, Adams, Hazard. Fort Worth, Texas Wadsworth 2004
(The book provides a deep analysis of the great historical philosophers.)



ANTELOPE VALLEY COLLEGE
Technical Education Division



DATE: September 10, 2010

TO: Academic Policies and Procedures Committee

FROM: Margaret M. Drake, Dean, Technical Education Division
Dexter Cummins, Instructor, Administration of Justice Program

SUBJECT: Obsolete Administration of Justice Courses

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

Administration of Justice courses to be made obsolete:

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

Thank you.

MMD:mr

cc: L. Snow
M. Jaurequi



RECEIVED
 APR 30 2010
 BY: *Mauregin*

ANTELOPE VALLEY COLLEGE

Academic Affairs Office
 COMMUNITY SERVICE OFFERING

AP&P Approval:
 Date: _____

AP&P Denial:
 Date: _____
 Reason: _____

Course No. OLBS.1011-001
 Course Title: Accounting Fundamentals - Online

Instructor (print): _____ Charlene Messier _____

Division Faculty Review

[Signature]
 Faculty Review Signature

Accounting
 Discipline

4/27/10
 Date

Approved Denied _____

Reason Good intro course!

Kathy Moore
 Faculty Review Signature

CA, ACCT
 Discipline

4/28/2010
 Date

Approved Denied _____

Reason essential info easy to begin accty

David Chapage
 Faculty Review Signature

ACCT
 Discipline

4/28/10
 Date

Approved Denied _____

Reason OK, likely will have early drops

John Johnson
 Faculty Review Signature

Real Estate / acct.
 Discipline

4/28/10
 Date

Approved Denied _____

Reason _____

B. Ben
 AP&P Representative Signature

04-29-10
 Date

Approved Denied _____

Reason Discipline faculty approval.

Thomas Diehl
 Division Dean Signature

4.21.10
 Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLBS.1011-001
TITLE: Accounting Fundamentals
INSTRUCTOR: Charlene Messier
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: Demand for accounting professionals currently exceeds supply. This course is for individuals that are interested in increasing their financial awareness and accountability while also gaining a marketable skill. They'll learn the basics of double-entry bookkeeping, while also learning how to analyze and record financial transactions, as well as prepare various financial reports at the end of the fiscal period.

INSTRUCTOR BIOGRAPHY: With more than 20 years of teaching experience to her credit, Charlene Messier also had 12 years of practical experience in business following her college training. She now teaches business subjects to over 100 students a year at the quaint New England Village High School from which she graduated 35 years ago.

SPECIAL NEEDS: N/A

Facilities:

Audio/Video:

Other:

Need software installed:

ITS notified: Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval.

How offered? Independent study
Online instructor X
Synchronous Only
Synchronous and Asynchronous X
Number of required sessions 12
Hybrid N/A
Number of required sessions online vs. face-to-face

Portal used, web address listed: www.avc.edu/academics/ccsm

Enrollment: Start dates Once a Month Open N

24 hrs.
our cost \$60
markup to .95

OLBS.1011-001

Home | Returning Student | Participating Schools | Course Catalog | Join Our Network | Teach With Us | Help

~~OLBS-001~~
Accounting Fundamentals

~~OLBS-001~~

Search for Courses:

 go

Demand for accounting professionals currently exceeds supply. If you're interested in increasing your financial awareness and accountability while also gaining a marketable skill, this course is for you. You'll learn the basics of double-entry bookkeeping, while also learning how to analyze and record financial transactions, as well as prepare various financial reports at the end of the fiscal period. Accounts receivable, accounts payable, payroll procedures, sales taxes, and various common banking activities will be discussed. We'll cover all the bases, from writing checks to preparing an income statement and closing out accounts at the end of each fiscal period. Suitable for either a small business or an individual household, this course is sure to increase financial awareness and accountability.



[Why ed2go?](#)
(brief movie)

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Charlene Messier.



With more than 20 years of teaching experience to her credit, Charlene Messier had 12 years of practical experience in business following her college training. She now teaches business subjects to over 100 students a year at the quaint New England Village High School from which she graduated 35 years ago. She specializes in teaching adult education courses in accounting, word processing, business law, and business economics.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader). Acrobat Reader, and access to a calculator or adding machine, and a printer.

Syllabus:

A new section of each course starts monthly. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when lessons are released. You will have access to all lessons until the course ends. However, the interactive discussion area that accompanies each lesson will automatically close two weeks after the lesson is released. As such, we strongly recommend that you

complete each lesson within two weeks of its release.

The final exam will be released on the same day as the last lesson. Once the final exam has been released, you will have two weeks to complete all of your course work, including the final exam.

Week One

Wednesday - Lesson 01

Welcome to Accounting Fundamentals! In this first lesson, you'll learn all about account classifications, debits, credits, and T accounts. You'll learn the difference between a liability and an asset, and you'll find out how to determine an owner's equity.

Friday - Lesson 02

Here's where you'll begin your hands-on accounting practice: You'll start by creating an imaginary company for which you'll be the accountant. You'll learn how to analyze your company's transactions to determine which amounts go into which accounts, then you'll create your company's own General Ledger forms and post a few transactions into those accounts. You'll also prepare a Balance Sheet to prove your accounting equations.

Week Two

Wednesday - Lesson 03

Now that you have an understanding of the functions of the General Ledger, you're ready to move on to the next phase of recording transactions: the Journal. In this lesson, you'll learn how to enter transactions into an 11-column journal and then post or transfer those amounts into appropriate General Ledger accounts.

Friday - Lesson 04

In this lesson, you'll learn all about Accounts Payable--money that you owe your vendors and suppliers. You'll practice journalizing cash purchases and purchases on account, and you'll get hands-on practice transferring those purchases to their corresponding Accounts Payable Ledger accounts.

Week Three

Wednesday - Lesson 05

In this lesson, you'll learn about Accounts Receivable, which is another name for money owed to your company by its customers. You'll learn how to journalize and post those sales on account, how to enter charge sales into the journal, and how to transfer the information into an Accounts Receivable Ledger.

Friday - Lesson 06

It's payday! This lesson will teach you how to determine gross pay, deductions, and net pay. You'll learn how to prepare a payroll, write payroll checks, and how to prepare and maintain accurate payroll records.

Week Four

Wednesday - Lesson 07

In this lesson, you'll learn all about banks and banking services: You'll learn the proper way to write checks, make out deposit tickets, and reconcile your company's checking account with the bank statement--skills you'll find valuable in both your business and personal life!

Friday - Lesson 08

This lesson will teach you how to prepare a Schedule of Accounts Payable and a Schedule of Accounts Receivable. These reports can be used to compare the amount of money your business owes its creditors with the amount of money your customers owe your business.

Week Five

Wednesday - Lesson 09

In this lesson, you'll prepare a worksheet showing the net income or net loss for the fiscal period. The worksheet will show all income and expenses for the fiscal period as well as the assets, liabilities, and owner's equity account balances.

Friday - Lesson 10

In this lesson, you will learn how to prepare various reports that are vital to the well-being of your company. You'll learn how these reports can be used to make sound financial decisions in the next fiscal period. You will discover how to put together an Owner's Equity Statement, an Income Statement, and a Distribution of Net Income.

Week Six

Wednesday - Lesson 11

In this lesson, you'll prepare for the end of the fiscal period by adjusting your asset account balances to accurately reflect the assets remaining at the end of the year. You will also find out how to journalize and post adjusting and closing entries to bring your company's General Ledger up to date.

Friday - Lesson 12

In our final lesson, we will prepare a Post Closing Trial Balance report to ensure that all of our debits and credits in the General Ledger balance out in preparation for the new fiscal period.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

[Enroll Now](#)

Student Reviews:

- "After being a stay at home mom for 11 years and getting back into the workforce, this was a great way to brush up on my skills. Thanks!"
 - "EMPOWERING is the word to describe this class. I am a small business owner who now understands accounting much better than I had in years. I can actually see the light at the end of the tunnel. I look forward to the next class to not only increase my knowledge, but enhance my business and myself. Thank you so much for offering this class as well as teaching it."
 - "I am 47 years old and entered the work force immediately after graduating high school. I have never taken any college courses and was a little scared to try. This class was a tremendous boost to me. I was able to follow it with little effort thanks to the examples and easy to follow instructions from Charlene. Thanks."
 - "I expected the course to be dry and tedious. Instead, I found it to be fun and interesting. The instructor often shared her own enjoyment of the process of accounting, and I began to catch her enthusiasm! I am now excited to begin keeping books for our family's business. I hope to take Level II soon. Thanks for making this available in a format that really works for a busy mom like me!"
 - "I have really enjoyed this course and am hoping to be able to use this knowledge on my job. I liked Mrs. Messier's approach and found the classes easy to understand and complete."
 - "I loved this course and have already suggested it to others in my company. The instructor was wonderful. It felt as if she and I were just talking about accounting and I was learning from our conversation. I did not feel like I was in a class at all. I loved it from start to finish. Thanks to my instructor and for offering this course online."
 - "I used to think that I'm allergic to numbers, but I really enjoyed this course and found excitement dealing with numbers. And it's all thanks to the professional instructor. Thank you so much, Ms. Messier!"
 - "This class was awesome. Although I have my degree in accounting, I work in an area of accounting where I don't use these skills often. I used this course as a refresher and it was great. I wish all of my undergrad courses were this fun. Thanks again!!!"
-



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:

Date: _____

AP&P Denial:

Date: _____

Reason: _____

Course No. OLBS.1011-002

Course Title: Accounting Fundamentals II - online

Instructor (print): _____ Charlene Messier _____

RECEIVED
MAY 11 2010
BY: *M. Matereopu*
5/10/10
Date

Division Faculty Review

[Signature]
Faculty Review Signature

ACCOUNTING
Discipline

Approved Denied _____

Reason _____

[Signature]
Faculty Review Signature

Acctg / Computer Apps
Discipline

Approved Denied _____

Reason _____

5/10/2010
Date

[Signature]
Faculty Review Signature

Real Estate / Acct
Discipline

Approved Denied _____

Reason _____

5/10/2010
Date

[Signature]
Faculty Review Signature

Accounting
Discipline

Approved Denied _____

Reason _____

5/11/10
Date

[Signature]
AP&P Representative Signature

05-11-10
Date

Approved Denied _____

Reason _____

[Signature]
Division Dean Signature

5.11.10
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLBS.1011-002
TITLE: Accounting Fundamentals II
INSTRUCTOR: Charlene Messier
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: While it is true that accounting professionals are scarce, those with corporate accounting experience are even rarer. This course will build on the knowledge students gained in Charlene Messier's online Accounting Fundamentals course (or another introductory accounting course) to provide you with a solid understanding of corporate accounting practices. In Accounting Fundamentals II, students will explore such topics as special journals, uncollectible accounts receivable, plant assets, depreciation, notes and interest, accrued revenue and expenses, dividends, retained earnings, and various financial reports for corporations.

INSTRUCTOR BIOGRAPHY: With more than 20 years of teaching experience to her credit, Charlene Messier also had 12 years of practical experience in business following her college training. She now teaches business subjects to over 100 students a year at the quaint New England Village High School from which she graduated 35 years ago. She specializes in teaching adult education courses in accounting, word processing, business law, and business economics.

SPECIAL NEEDS: N/A

Facilities:
Audio/Video:
Other:
Need software installed:

ITS notified: Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study
Online instructor X
Asynchronous Only X
Synchronous Only
Synchronous and Asynchronous
Number of required sessions 12
Hybrid N/A
Number of required sessions online vs. face-to-face

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month
Open N

Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
Online instructor _____
Asynchronous Only _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12 _____
Hybrid N/A _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month _____ Open Y N

24 hrs.
one cost - 60
mark up to - 95

OLBS.1011-002

Home | Returning Student | Participating Schools | Course Catalog | Join Our Network | Teach With Us | Help

~~OLBS-002~~

Accounting Fundamentals II

~~PERSON~~

While it is true that accounting professionals are scarce, those with corporate accounting experience are even more rare. This course will build on the knowledge you gained in Charlene Messier's online *Accounting Fundamentals* course (or another introductory accounting course) to provide you with a solid understanding of corporate accounting practices.



Search for Courses:

In *Accounting Fundamentals II*, you'll explore such topics as special journals, uncollectible accounts receivable, plant assets, depreciation, notes and interest, accrued revenue and expenses, dividends, retained earnings, and various financial reports for corporations.

[Why ed2go?](#)
(brief movie)

If you're interested in increasing your financial awareness and accountability while also gaining a marketable skill, this is the course for you.

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Charlene Messier.



With more than 20 years of teaching experience to her credit, Charlene Messier had 12 years of practical experience in business following her college training. She now teaches business subjects to over 100 students a year at the quaint New England Village High School from which she graduated 35 years ago. She specializes in teaching adult education courses in accounting, word processing, business law, and business economics.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Requirements:

Completion of Charlene Messier's online *Accounting Fundamentals* course (or equivalent experience), a calculator or adding machine, a printer, Internet access, e-mail, and the Microsoft Internet Explorer or Mozilla Firefox Web browser.

Syllabus:

A new section of each course starts monthly. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when lessons are released. You will have access to all lessons until the course ends. However, the interactive discussion area that accompanies each lesson will automatically

close two weeks after the lesson is released. As such, we strongly recommend that you complete each lesson within two weeks of its release.

The final exam will be released on the same day as the last lesson. Once the final exam has been released, you will have two weeks to complete all of your course work, including the final exam.

Week One

Wednesday - Lesson 01

In this lesson, you'll learn all about accounts payable, which is a group of accounts that shows how much your business owes its vendors. You'll be journalizing and posting your company's purchases and preparing a Schedule of Accounts Payable. Keeping track of what your company owes others is a vital part of operating a business. This lesson will give you the tools you'll need to successfully track those accounts.

Friday - Lesson 02

We'll take a close look at accounts receivable in this lesson. This is the money that your customers owe your business. After completing this lesson, you'll know how to enter charge sales into your Sales Journal and then post them to your General Ledger. Knowing what your customers owe you can make the difference between your company's success or failure.

Week Two

Wednesday - Lesson 03

Today, we'll be dealing with uncollectible accounts receivable. While we'd all like to think that our customers will pay what they owe, it's not always the case. You'll learn how to account for long overdue receivables that probably won't ever be paid. While this doesn't happen often, it's a fact of business, so you'll need to know how to account for it in your company's books.

Friday - Lesson 04

In this lesson, we'll look at plant assets and depreciation. Most all businesses have assets they use to determine their income. Just like your car, business assets depreciate over time, so you'll need to know how to account for that expense in your records. And you'll need to record these assets and calculate their depreciation in a timely manner to keep accurate records for your business.

Week Three

Wednesday - Lesson 05

This lesson is all about notes payable and notes receivable. A business might need a little extra time to pay a bill beyond the usual terms offered by the vendor. Or a customer may need an extension of credit beyond what your business usually offers its charge customers. You'll find out all you need to know about accounting for these situations as we look at how to record the issuance and payment of these notes payables and notes receivables.

Friday - Lesson 06

Today, you'll learn how to deal with accrued income and accrued expenses. Accrued income is money that the company earns in one fiscal period that it doesn't receive until after another fiscal period begins. Similarly, accrued expenses are expenses that are incurred during one fiscal period that aren't paid until the next period. To get a true picture of the net income or net loss of your business, you'll need to account for the accrued income and accrued expenses within the period they're incurred.

Week Four

Wednesday - Lesson 07

In this lesson, we'll be dealing with dividends, which is money paid to the company's stockholders on their investment. You'll learn how the business accounts for the dividends it pays to its stockholders. We'll also look at retained earnings, or the amount of profit the corporation retains for future use. Then we'll begin to prepare the worksheet, possibly the most important financial report a business compiles each year.

Friday - Lesson 08

Today, we'll determine if our business has a net income or a net loss by completing the worksheet we started in the previous lesson. And because

many General Ledger accounts change throughout the fiscal period—supplies are used, insurance premiums are depleted—we'll need to bring these accounts up to date to reflect their current values. So we'll also take a close look at how to make adjusting entries to update our General Ledger accounts for the beginning of the new fiscal period.

Week Five

Wednesday - Lesson 09

It's time to begin wrapping up our books for the end of the fiscal period. In this lesson, you'll learn how to compile most of the various financial reports a corporation needs to complete at the end of the fiscal period. You'll prepare an Income Statement, Stockholders' Equity Statement, Balance Sheet, and more. These are the reports that really demonstrate the success of a business.

Friday - Lesson 10

In this lesson, we'll get the books all caught up and ready for the next fiscal period. You'll go back and journalize those adjusting entries you entered into your worksheet, then you'll enter closing entries into your journal. Finally, you'll post these journal entries to the General Ledger to prepare it for the new fiscal period.

Week Six

Wednesday - Lesson 11

Today, we'll cover every employee's favorite subject: Payroll! You'll learn about various mandatory and voluntary deductions from employees' pay, as well as how to journalize and post an entire payroll. As an added bonus, after this lesson, you'll be able to check the accuracy of your own paycheck.

Friday - Lesson 12

We'll finish up by preparing a variety of end-of-year tax reports. Here's your chance to go step-by-step through a multitude of IRS forms with instructions that are much easier to understand! You'll fill out the federal Form 941, then learn how to make federal income tax deposits. Then we'll look closely at Form W-2s and Form W-3s. Finally, we'll look at how to calculate and report the company's Federal Unemployment Tax payment. This lesson is jam packed with valuable tax information!

This seems like a little much to effectively cover in the last weeks. Good info, but won't prepare students to actually compute or process payroll on their own. GA

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Student Reviews:

- "Accounting Fundamentals I & II were very informative classes for me. The instructor was great as well. She helped me understand accounting concepts that a 1000-paged textbook could not make clear for me. I would definitely recommend this class to anyone who is beginning the study of accounting."
- "I gained a lot of knowledge from the Accounting Fundamentals I and II courses. All the information will be very useful as I pursue a career in Bookkeeping. Thank you so much."
- "I had just finished Accounting Fundamentals I when I started Accounting Fundamentals II, and I thought this class was the perfect next step. It built on the first class but didn't jump too far ahead, so I always felt comfortable with the new lessons even though it was all still new to me. I think the instructor has a very good lesson plan here and I would certainly take any other courses she offers."
- "I have enjoyed your class so much and I hate to see it end. You are the best instructor I have had. I have learned so much and I feel more confident in my work, thank you."

- "I just want to thank y'all for six great weeks. I am a new American just here a few months from Canada and have learned so much about the USA accounting system. This course was great, as was part one. You are a wonderful instructor Charlene and I must say I am enjoying learning online. I hope I see a few classmates in other online courses."
- "I took a college Accounting course in 1983, and I took it again in 1999. I got nothing out of either of those courses. But now that I have taken your two courses, I can honestly say a light bulb has just come on.....I understand the concept now. Thank you for making this seem easy. My husband owns a small business and I have tried to learn how to do the books, but have struggled. I have taken Quickbooks I and II. I should have enrolled in your courses first. I have downloaded every course I have enrolled in, now I can go back and refresh my knowledge."
- "Thanks Charlene for a very well designed course. This is a wonderful program and of great help to me in my profession. Keep up the great work."
- "Thank you for your help with accounting. I have taken both of your courses and I enjoyed them both very much. I will definitely use what I have learned from you not only for work but throughout my lifetime. Thank you."
- "This course and part one has taught me more info then I think I learned in a two semester course at college. Charlene Messier is a great teacher. I will be taking other online courses because the educational experience was enjoyable."
- "This instructor makes the course interesting and challenging. I would recommend her to anyone who is interested in taking an accounting course."

Recommended Courses:

Students who enrolled in Accounting Fundamentals II also enjoyed the following courses:

- [Managerial Accounting](#)
- [Employment Law Fundamentals](#)
- [Everyday Math](#)
- [Accounting Fundamentals](#)
- [Introduction to Microsoft Excel 2007](#)
- [Mastery of Business Fundamentals](#)
- [Introduction to QuickBooks 2007](#)

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

**Other Subject Areas:**

[Computers](#) | [Writing/Language](#) | [Business/Careers](#) | [Grants/Nonprofits](#) | [Personal](#) | [Professional](#)

Copyright © 1997 - 2009 Education To Go. All rights reserved. The material on this site cannot be reproduced or redistributed unless you have obtained prior written permission from Education To Go. Education To Go and ed2go are registered trademarks of Education To Go, a part of Cengage Learning, Inc.

Microsoft, Word, Excel, Access, Publisher, PowerPoint, Outlook, FrontPage, Project, and Windows are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries. ed2go is an independent training firm and is not affiliated with, nor has it been authorized, sponsored, or otherwise approved by Microsoft Corporation.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval: Date: _____
AP&P Denial: Date: _____ Reason: _____

Course No. OLPD.1011-007
Course Title: Achieving Success with Difficult People - online

Instructor (print): _____ Judy Snyder _____

Division Faculty Review

Fredy Miles
Faculty Review Signature

Psychology
Discipline

8/24/10
Date

Approved Denied _____

Reason Interesting and useful

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

[Signature]
AP&P Representative Signature

9/2/10
Date

Approved Denied _____

Reason _____

[Signature]
Division Dean Signature

8.24.2010
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLPD.1011-007
 TITLE: Achieving Success with Difficult People
 INSTRUCTOR: Judy Snyder
 HOURS: 24 hrs. ENROLLMENT FEE: \$95
 MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 – 25

DESCRIPTION OF OFFERING: Do you know people whose behavior makes completing even the simplest tasks difficult? This course gives students the skills to have more successful relationships with difficult bosses, co-workers, students, neighbors, or family members. This class provides participants with helpful information for understanding themselves, solving people problems; improve relationships, and personal and professional productivity.

INSTRUCTOR BIOGRAPHY: This course is taught by Judy Snyder, a knowledgeable and caring instructor who will guide students through lessons, facilitate discussions, and answer questions. She holds a doctorate degree and over 30 years of experience as a college and university teacher, administrator and curriculum developer, and over 15 years' experience as an entrepreneur and freelance writer. Judy specializes in teaching courses in effective communication, relationship skills, project management, and personnel and office management.

SPECIAL NEEDS: N/A
 Facilities:
 Audio/Video:
 Other:
 Need software installed:

ITS notified: _____
 Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
 Online instructor X _____
 Asynchronous Only X _____
 Synchronous Only _____
 Synchronous and Asynchronous _____
 Number of required sessions 12 _____
 Hybrid N/A _____
 Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm
 Enrollment: Start dates Once a Month _____ Open N

24 hrs.
\$60/95



OLPD.1011-007

Home | Courses | Orientation | Classroom | Help | Contact | About Us | News | Demo | FAQ

Courses > Personal Development > Achieving Success with Difficult People

Do you know people whose behavior makes completing even the simplest tasks difficult? Would you like to learn how to have more successful relationships with difficult bosses, co-workers, students, neighbors or family members? Join this class and get helpful information for understanding yourself, solving people problems, and improving your relationships and personal and professional productivity.



Search for Co

Enroll

Instructor

Requir

Syll:

Student

Recommen



This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Judy Snyder.



Judy Snyder holds a doctorate degree and over 30 years of experience as a college and university teacher, administrator, and curriculum developer. She has over 15 years' experience as an entrepreneur and freelance writer. Judy specializes in teaching courses in effective communication, relationship skills, project management, and personnel and office management.

To purchase this course, click the Enroll Now button below:

Enroll Now

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when the lesson is released, but you must complete each lesson within two weeks of its release.

A new section of each course starts on the second or third Wednesday of each month. If enrolling in a series of two or more courses, please be sure to space the start date for each

course at least two months apart.

Week One

Wednesday - Lesson 01

In our first lesson, you'll find out the answers to four very important questions that impact the success of your relationships with others. The answers to these questions will help you identify your preferred communication styles. By the time you finish this lesson, your skills for achieving successful relationships will markedly increase.

Friday - Lesson 02

In this lesson, you'll begin to build a database about not only your difficult people (those who are different in communication style from you), but also enhance your skills in reviewing and resolving problems with them. You'll learn to see things from others' viewpoints based on their needs, values, beliefs, experiences, skills, knowledge, and self-interests. You'll also learn to use a well-structured approach to carefully review all aspects of difficult situations by answering these questions: *who? what? where? when? how? and why?* And by answering these questions, you'll review specifically who your difficult people are, what they're like, how you typically react to them, and their response to your actions. These answers will enhance your ability to find solutions to conflict rather than defeat.

Week Two

Wednesday - Lesson 03

Today, we'll discuss four types of hostile, pushy, and rude people—with the emphasis on "hostile." These are people who want to control everything and everyone but have no self-control. This group is aggressive and unfriendly, and is appropriately called *Hostile-Aggressives and/or Sensors*. You'll learn how to analyze your own interactions, and see why some people are so concerned with "getting their job done" that they pay little attention to relationships with others. By observing others closely, you'll learn to read their identifying characteristics, and once you can identify which type of person you're dealing with, you'll be able to choose appropriate reactions to their hostile behaviors.

Friday - Lesson 04

In today's lesson, you'll learn appropriate options for interacting well with those who are stubborn, tight-lipped, and critical—the people known as *Negative-Passives and/or Thinkers*. By comparing your own group of Thinkers and Sensors, you'll soon see why Thinkers are much more passive than Sensors. They're also more organized, precise, and thorough. You'll easily recognize Thinkers you know because they're perfectionists—always moving slowly and cautiously. By the time you finish this lesson, you'll know some specific approaches you can use to deal with this group.

Week Three

Wednesday - Lesson 05

In this lesson, you'll learn and practice appropriate options for dealing effectively with aggressive subcategories of Intuitors whom you'll learn to recognize because of their fashionable and stylish appearances, as well as their stimulating, cluttered, and friendly workplaces. You've probably experienced what happens when Intuitors aren't getting their needs met. They become neglectors, empire builders, and prima donnas. And by the time you finish this lesson, you'll know how to deal with each one.

Friday - Lesson 06

Today, we'll take another look at Relaters and see how they differ from Intuitors, who are also people-focused. Plus, you'll learn ways to effectively handle the difficult subcategories of Relaters. You'll see from examples that Relaters are more passive than Intuitors, they concentrate more on pleasing others than Intuitors do, they're very attentive to the needs of others, and they set high value on friendships and being accepted by others. But if their needs aren't met, they may become approval-seeking to the extreme. We'll go over how to deal with them in today's lesson.

Week Four**Wednesday - Lesson 07**

Some of your difficult people probably also feel that you're their difficult person, but you may be totally unaware of this. Do you feel that ignorance is really bliss? You wouldn't if you value relationships with others as well as personal and professional success. If so, you need to know whose difficult person you may be. We'll go through some exercises in this lesson that should help you figure it out. The greater your versatility, the more likely you are to experience win-win relationships—those in which the needs of everyone in a relationship are met.

Friday - Lesson 08

In this lesson, you'll work toward improving your own flexibility skills: Confidence, tolerance, empathy, positivity, and respect. To help, you'll answer a few questions about each of your own skill sets as you move through the lesson's materials. You'll also select and use techniques and processes to increase or improve your flexibility skills, and then you'll review your success or results achieved.

Week Five**Wednesday - Lesson 09**

In today's lesson, you'll learn that a certain set of characteristics is essential if you want to relate well with others. As you'll find out today, you must first improve your versatility skills to maintain a positive attitude, and then learn to view obstacles and problems as "opportunities." You'll also learn that versatility is based on your levels of resilience, vision, attentiveness, competence, and self-correction. Plus, you'll review techniques and processes by which you may increase or improve your versatility skills, and then apply the skills to your own situations and relationships and analyze their effectiveness.

Friday - Lesson 10

After we finish today's lesson, you'll understand what assertiveness is and what it isn't. You'll begin to see why assertive behavior is so important to your success in getting along well with others, and you'll carefully examine your own level of assertiveness, know which of your skills need fine-tuning, and have access to the tools needed to accomplish your tune up. You'll learn that assertiveness involves taking responsibility for getting your own needs met in a way that also preserves the dignity and rights of others. Plus, you'll learn how to both show and tell others through assertive actions and language what you mean and what you need or want.

Week Six**Wednesday - Lesson 11**

You're going to be amazed by the results you'll be able to accomplish after you complete this lesson! The assertive-communication techniques you'll practice are simple, yet powerful. You'll learn to use self-disclosure appropriately to share information about yourself—your thoughts, feelings, and opinions—to build relationship trust and common ground. Then you'll find out how to use persistence, or the broken record technique, to get results from someone who's not listening to your wants or needs. Next, you'll find out how to effectively use your voice and language assertively to improve your relationships. Added to the many other techniques you've already explored in this course, you'll now have all the tools you need to improve and maintain even your most difficult relationships.

Friday - Lesson 12

Today in our final lesson, you may be surprised to discover that your listening skills need improvement because listening well is a complex process in which your own selective filtering often keeps you from real understanding. Even more astounding, we spend more time listening every day than we do in other types of communication, yet a majority of us have never learned how to listen effectively. When paired with assertive speaking skills and other nonverbal skills, assertive listening skills will give you a lot more personal

control over difficult situations—including living and working with difficult people.

To purchase this course, click the Enroll Now button below:

Enroll Now

Student Reviews:

- "I enjoyed the material and all the information that this course presented. It is very helpful in daily life encounter and especially beneficial in the corporate culture."
 - "I enjoyed this course very much. I notice a change at work and with my family. I would recommend this course to everyone."
 - "I found the class very interesting and it gave me some insight on looking at other people when there is conflict between us. It helps to take some of the feelings away to know we have different backgrounds and different ways of doing things."
 - "I found the course to be very informative and helpful for my present situations and future dealings with people. Thank you!!"
 - "I found this course to be very interesting and gave me a great insight into other people's behaviour as well as my own. I especially found the links to other websites and articles very useful."
 - "I gained some very valuable information and have made a binder to keep my lessons and use for a future resource."
 - "I have really enjoyed this course, it is very informative & comprehensive. I found the lessons easy to understand & well-written, I also appreciated Judy's personal references throughout the lessons as examples of communication difficulties, they were very helpful. The supplementary info is also very comprehensive & I am looking forward to exploring the links."
 - "I really enjoyed this class! It opened a new world of understanding family members and friends. I know I'll be much more thoughtful in the future! Thanks for your help!!!"
 - "Judy was wonderful. This class offers so much to people and society, I feel it should be taught in High School to help young adults learn to communicate and deal with other people."
-

To purchase this course, click the Enroll Now button below:

Enroll Now

Recommended Courses:

Students who enrolled in Achieving Success with Difficult People were also interested in the following courses:

[Get Assertive!](#)

[Building Teams That Work](#)

[Managing Customer Service](#)

[Get Funny!](#)

[Skills for Making Great Decisions](#)

[Healing Through Hypnosis](#)

[Keys to Effective Communication](#)

[Start and Operate Your Own Home Based Business](#)

[Listen to Your Heart, and Success Will Follow](#)

Return to the **[Personal Development](#)** Department

View **[Other Departments](#)**

[Home](#) • [Courses](#) • [Orientation](#) • [Classroom](#) • [Help](#) • [Contact](#) • [About Us](#) • [News](#) • [Demo](#) • [FAQ](#)

Copyright © 2009 Education To Go. All rights reserved. The material on this site cannot be reproduced or redistributed unless you have obtained prior written permission from Education To Go. Education To Go and ed2go are registered trademarks of Education To Go, Inc.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. OLBS.1011-004
Course Title: Administrative Assistant Fundamentals- online

Instructor (print): _____ Becky and Tony Swaim _____

RECEIVED
MAY 14 2010
BY: M. [Signature]

Division Faculty Review

[Signature]
Faculty Review Signature

Business
Discipline

5/12/2010
Date

Approved Denied _____

Reason _____

[Signature]
Faculty Review Signature

OT
Discipline

5-12-10
Date

Approved Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

[Signature]
AP&P Representative Signature

05-13-10
Date

Approved Denied _____

Reason _____

[Signature]
Division Dean Signature

5-13-10
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Antelope Valley College
Corporate and Community Services

Memorandum

Date: March 31, 2010

To: Dr. O'Neil, Dean
Beverly Beyer, AP&P Representative

Division: Business, Computer Studies, and Economic Development

From: Elayne Davis, Secretary
Corporate & Community Services

Subject: Proposed Community Services Courses

The Community Services Office is committed to introducing the community to the many wonderful programs offered by the Antelope Valley College Community Services program. The goal is to provide a wide variety of personal and professional development courses, as well as licensed and certificated fields that require Continuing Services Units.

The following proposals are being submitted for review by discipline faculty, the AP&P representative, and the division dean:

“Administrative Assistant Fundamentals - online”

Please return the proposal forms as soon as possible, so that the course may be considered at the next AP&P Committee meeting.

If you have any questions, please call the Community Services office at Ext. 6584. We look forward to working with you and appreciate your division's support of the Community Services Program.

Online instructor X
Asynchronous Only X
Synchronous Only
Synchronous and Asynchronous X
Number of required sessions 12
Hybrid N/A
Number of required sessions online vs. face-to-face

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month Open Y N



~~OLBS-03~~

24 hrs.
own cost \$60
fee \$95

OLBS.1011-004

Home | Courses | Orientation | Classroom | Help | Contact | About Us | News | Demo | FAQ

~~OLBS-004~~

Courses > Personal Development > Administrative Assistant Fundamentals

Rapid growth in the health, legal services, data processing, management, public relations, and other industries have created many new job opportunities for administrative assistants. This course will help you discover and master the essentials of managerial and staff support, information and records management, communications technology, travel and meeting coordination, space planning, and office ergonomics. You'll become an indispensable member of your team by identifying opportunities and implementing solutions to turn your office into a high productivity machine.



This course and its followup (*Administrative Assistant Applications*) may help you prepare for the internationally-recognized Certified Professional Secretary® (CPS®) and the Certified Administrative Professional® (CAP®) exam offered by the International Association of Administrative Professionals® (IAAP®).

Note: This course is not affiliated with, nor has it been endorsed by, the International Association of Administrative Professionals® (IAAP®).

Search for Co

Enroll

Instructor

Requir

Syll

Student

Recommen



This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Becky and Tony Swaim.



Becky and Tony Swaim have helped thousands of clients, colleagues, and students reach organizational and personal goals. Working in the medical, manufacturing and education fields, the Swaims manage a successful consulting firm in southern California. Starting her career as a medical administrative assistant, Becky provides assistance as a program manager to various medical practices and has managed a large staff in the medical reimbursement field. Becky earned a Bachelor's of Arts degree in Speech Communication from California State University, Long Beach. Tony Swaim has been an accomplished online instructor since 1998. His industry experience includes twenty years of medical device manufacturing management. Tony's consulting areas are project management, customer service, total quality and supply chain management. He earned an MBA from California State University, Long Beach and holds professional certifications in five disciplines.

To purchase this course, click the Enroll Now button below:

Enroll Now

Requirements:

Internet access, e-mail, and the Microsoft Internet Explorer or Mozilla Firefox Web browser.

Syllabus:

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when the lesson is released, but you must complete each lesson within two weeks of its release.

A new section of each course starts on the second or third Wednesday of each month. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

Week One

Wednesday - Lesson 01

Today, in our first lesson, you'll see why organizations need administrative assistants, and also explore the type of work that various administrative assistants perform. We'll talk about the different administrative specialties, and look at an overview of their varied duties and requirements. You'll learn about the International Association of Administrative Professionals (IAAP), and the professional certifications—Certified Administrative Professional (CAP) and Certified Professional Secretary (CPS)—that IAAP offers.

Friday - Lesson 02

As an administrative assistant, you frequently participate in office planning. So today, we'll help you understand that an office is an interdependent system where everything works together. You'll see that creating an office environment requires bringing many components together, including office layout, workflow analysis, space planning, furniture and equipment selection, use of lighting, and physical document (file) storage. By the end, you'll be ready to play a vital role in office planning.

Week Two

Wednesday - Lesson 03

In our fast paced world, organizations move very quickly and make split-second decisions that have far reaching implications. Administrative assistants play a pivotal position in supporting timely and accurate flow of information. In this lesson, you'll learn how to effectively use information management to create a successful office operation and help increase your value to your organization.

Friday - Lesson 04

The pieces of telecommunications, communications, and technology, fit together like a hand in a glove. To be successful as an administrative assistant, you need a command of telecommunications. So, today, we'll share how telecommunications technology enables you to access information, share knowledge, and communicate without boundaries. When you finish this lesson, you'll better understand how to use multi-tasking and communicate using e-mail, fax, and telephone.

Week Three

Wednesday - Lesson 05

In today's lesson, you'll learn how to productively use reprographics and manage records. Many organizations rely on administrative assistants to coordinate activities in these two areas. You'll learn that reprographics is the process that creates, develops, produces, and distributes printed material that conveys information and ideas. You'll also discover that records management is the management of paper documents, micromedia, and documents that are electronically and magnetically stored.

Friday - Lesson 06

As an administrative assistant, you spend a lot of your day inputting and storing data, retrieving and analyzing information, and producing presentations, newsletters, numerical reports, graphs, and charts. Powerful, user-friendly computer hardware and software can help you greatly with these tasks. So we'll focus on computer hardware and software in this lesson to help you better understand the properties of your office computer system.

Week Four**Wednesday - Lesson 07**

As an administrative assistant, you play an important role in helping co-workers arrive at the right place at the right time. You also provide them with information and materials that enhance their effectiveness while they travel and participate in meetings. So today, we'll talk about scheduling and coordinating meetings, conferences, and business travel. We'll share a case study to illustrate your role in supporting these activities.

Friday - Lesson 08

A critical responsibility of administrative assistants is coordinating a wide variety of office activities. To help you meet this challenge, today we'll examine how to create practical policies and procedures, and design and manage useful forms. We'll focus on the use of policies, procedures, and forms that meet organizational objectives and create harmony and order in your day-to-day activities.

Week Five**Wednesday - Lesson 09**

As an administrative assistant, you spend much of your time reading and composing business documents (reports, letters, memoranda, and press releases). Your efficiency and effectiveness is dependent upon your ability to write purposefully and clearly. So our objective today is to enhance your business writing skills. After you finish this lesson, you'll wow your boss and co-workers with your increased ability to write high-quality business documents.

Friday - Lesson 10

In this lesson, we'll bridge the subjects of written and verbal communication by discussing the principles of grammar and punctuation. It's likely that you need to help others with their written communication, so we'll also review the mechanics of proofreading. And you'll learn the basic rules of communication and a few of the more common exceptions.

Week Six**Wednesday - Lesson 11**

As an administrative assistant, you practice interpersonal communication in a variety of ways, ranging from one-on-one to communicating in a group. The basic purpose of interpersonal communication is to transfer understandable information back and forth. In today's lesson, we'll discuss how your desire to share thoughts and ideas create the first part of communication and how you create the second part when you listen, interpret, and react to feedback.

Friday - Lesson 12

Today, we'll show you how to perform basic research—something administrative assistants are often asked to do. We'll also discuss how important it is to frequently review your job duties so you can enhance your duties and increase the satisfaction levels of the people you work with.

To purchase this course, click the Enroll Now button below:

Enroll Now

Student Reviews:

- "Although I've been an Adm Asst for over 5 years, this course was very stimulating for me. I learned so much; I like the detailed information. I feel very good about taking this course."
 - "I have just passed the final exam with a score of 100%. Thank you very much for an informative and valuable class. I can highly recommend this course."
 - "I am so happy with the extremely high quality of these lessons. Lesson seven has been extraordinarily interesting and informative. This course is a wonderful gift, and I am so glad that there are two people out there who have taken the time and care to prepare it all for us in an accessible manner."
 - "I really enjoyed the course. It was mostly a refresher course for me, but I also learned some new things as well. I have a few things which I learned that I want to implement in my position as Business Management Assistant. Thank you!"
 - "I really liked this class and learned a lot. I would recommend this class to anyone that wants to learn more about what it takes to be an Administrative Assistant."
 - "Thank you again to the Swaims for having provided such a well-researched and organized course, which was also student-friendly, in that the illustrations were in color and the overall tone of the course was positive and encouraging. Thank you for being such dedicated educators."
 - "This was my first online course and I must say that I enjoyed it. After completing this course, I am definitely going to enroll in another online class. Thank you to the instructors. The material was easy to understand."
-

To purchase this course, click the Enroll Now button below:

Enroll Now

Recommended Courses:

Students who enrolled in Administrative Assistant Fundamentals were also interested in the following courses:

Administrative Assistant Applications

Effective Business Writing

Grammar Refresher

Individual Excellence: Secrets of Career Success

Achieving Success with Difficult People

Return to the **Personal Development** Department

View **Other Departments**

[Home](#) • [Courses](#) • [Orientation](#) • [Classroom](#) • [Help](#) • [Contact](#) • [About Us](#) • [News](#) • [Demo](#) • [FAQ](#)

Copyright © 2009 Education To Go. All rights reserved. The material on this site cannot be reproduced or redistributed unless you have obtained prior written permission from Education To Go. Education To Go and ed2go are registered trademarks of Education To Go, Inc.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. OLMD.1011-002
Course Title: Become a Physical Therapy Aide- online

Instructor (print): _____ Holly Trimble _____

RECEIVED
SEP - 1 2010
BY: _____

Division Faculty Review

Elizabeth A. Lundberg *HS*
Faculty Review Signature Discipline

8/30/10
Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature Discipline Date

Approved _____ Denied _____ Reason _____

Lynne Nauman *8/24/10*
AP&P Representative Signature Date

Approved *X* Denied _____ Reason _____

Karen W. Cowell *8/23/10*
Division Dean Signature Date

Approved *X* Denied _____ Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER:	OLMD.1011-002		
TITLE:	Become a Physical Therapy Aide		
INSTRUCTOR:	Holly Trimble		
HOURS:	24 hrs.	ENROLLMENT FEE:	\$95
MATERIALS/SUPPLIES FEE:	None	ENROLLMENT EXPECTED:	10 – 25

DESCRIPTION OF OFFERING: Prepare for a rewarding career as a valued member of the physical therapy team while learning about the human body, specific disorders, and the way physical therapists treat these disorders. The course will begin by exploring the history of physical therapy and the relationships between physical therapists, physical therapist assistants, and physical therapy aides. Students will be trained on how to communicate effectively with other health care professionals and patients. Participants will gain an understanding of the medical documentation that physical therapists use, and principles of ethics and law that affect the PT aide, as well as learning much of the language of PT. Topics include studying the body's 11 organ systems, infection control, proper body mechanics and how to safely move patients, the normal gait cycle and how to help patients walk with assistive devices like walkers, crutches, and canes. Physical agents like heat, cold, ultrasound, and electricity to treat many of their patients will be explored; learning when PTs use them and important precautions. Students will participate in a discussion of exercise and the principles of strengthening, aerobic, and range-of-motion exercises. The course will close with a study of balance and coordination disorders where the student will learn about the vestibular system—an important balance mechanism. The course will also cover treating children with developmental coordination disorder and developmental delays. Once completed, students will have gained valuable knowledge and be well on their way to becoming an important member of a physical therapy team!

INSTRUCTOR BIOGRAPHY: This course includes a knowledgeable and caring instructor, Holly Trimble who will guide students through lessons, facilitate discussions, and answer questions. Holly Trimble has a bachelor's degree in physical therapy from the University of Colorado and a master's degree in pediatric physical therapy from Boston University. She completed an additional 15 credit hours in education at the doctoral level, has taught math and science to sixth-graders for several years at a private school, and also worked as a private tutor for children with learning disabilities. Holly has lectured on health-related topics to all age groups, from school-age children to adults, and has been a guest speaker at colleges and universities including Wellesley College, Boston College, MIT, and Boston University. She is also an adjunct professor, teaching college-level anatomy and physiology courses online and in the classroom, and recently received the Adjunct Faculty Excellence Award at the college where she teaches.

SPECIAL NEEDS: N/A
 Facilities:
 Audio/Video:
 Other:
 Need software installed:

ITS notified: _____
 Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
Online instructor X _____
Asynchronous Only X _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12 _____
Hybrid N/A _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month _____ Open Y N

Home | Returning Student | Participating Schools | **Course Catalog** | Join Our Network | Teach With Us | Help

Become a Physical Therapy Aide

~~PTHS 004~~

Prepare for a rewarding career as a valued member of the physical therapy team while learning all about the human body, specific disorders, and the way physical therapists treat these disorders.



We'll begin by exploring the history of physical therapy and the relationships between physical therapists, physical therapist assistants, and physical therapy aides. You'll get training on how to communicate effectively with other health care professionals and patients. You'll also come to understand the medical documentation that physical therapists use and principles of ethics and law that affect the PT aide.

Physical therapists often use words and terms that may be unfamiliar to you, so we'll devote some time to learning much of the language of PT. We'll then spend two lessons studying the body's 11 organ systems. You'll learn the names of the organs in each system, their main functions, and some common disorders.

Health care professionals must take extra care to avoid the spread of infection, so we'll go over that important subject. Along with infection control, you'll learn proper body mechanics and how to safely move patients. We'll also cover the normal gait cycle, and you'll learn how to help patients walk with assistive devices like walkers, crutches, and canes.

Physical therapists use physical agents like heat, cold, ultrasound, and electricity to treat many of their patients, so we'll explore these agents. You'll learn when PTs use them and important precautions. We'll move on to a discussion of exercise, and we'll spend a lesson studying the principles of strengthening, aerobic, and range-of-motion exercises.

We'll close with a study of balance and coordination disorders. You'll learn about the vestibular system—an important mechanism that helps you keep your balance. We'll also talk about treating children with developmental coordination disorder and developmental delays.

By the time you finish this six-week course, you'll have gained valuable knowledge and be well on your way to becoming an important member of the physical therapy team!

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Holly Trimble.



Holly Trimble has a bachelor's degree in physical therapy from the University of Colorado and a master's degree in pediatric physical therapy from Boston University. She completed an additional 15 credit hours in education at the doctoral level. She taught math and science to sixth-graders for several years at a private school, and also worked as a private tutor for children with learning disabilities. She has lectured on health-related topics to all age groups, from school-age children to adults, and has been a guest speaker at colleges and universities including Wellesley College, Boston College, MIT, and Boston University. She is also an adjunct professor, teaching college-level anatomy and physiology courses online and in the classroom.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Search for Courses:

Why ed2go?
(brief movie)

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser.

Syllabus:

A new section of each course starts monthly. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when lessons are released. You will have access to all lessons until the course ends. However, the interactive discussion area that accompanies each lesson will automatically close two weeks after the lesson is released. As such, we strongly recommend that you complete each lesson within two weeks of its release.

The final exam will be released on the same day as the last lesson. Once the final exam has been released, you will have two weeks to complete all of your course work, including the final exam.

Week One**Wednesday - Lesson 01**

In our first lesson, I'll introduce you to the profession of physical therapy (PT). You'll learn about the history of PT and how two wars and an epidemic created a need for this profession. To help you understand what makes PTs different from other health care professionals, we'll discuss the types of patients who need PT and the types of treatment PTs use. You'll understand the important difference between PTs, PT assistants, and PT aides as you come to understand the special role of PT aides.

Friday - Lesson 02

As a PT aide, you'll communicate with many different people, so in today's lesson, we'll focus on the communication skills you'll need to help you communicate with your supervising PT, patients, and their families. You'll learn about some of the challenges you'll face when communicating with sick or injured people, and how to demonstrate the traits of empathy, respect, and patience. We'll also spend some time on SOAP notes—the method many medical personnel use to document their evaluations and patient treatments.

Week Two**Wednesday - Lesson 03**

This very important lesson will help you stay out of trouble because today, we'll discuss law and ethics for the PT aide. You'll learn the differences between law and ethics and why you must be concerned about both. We'll go over the American Physical Therapy Association's Code of Ethics, relating its principles to PT aides. We'll also talk about the American Hospital Association's *A Patient's Bill of Rights* so you'll know how you should treat patients in different situations. You'll want to understand both negligence and malpractice, so we'll cover those topics, too. Finally, we'll spend some time on the very important topic of patient confidentiality. You can face stiff penalties if you violate patient confidentiality, so I want to make sure you thoroughly understand this topic.

Friday - Lesson 04

Have you ever noticed that every profession has its own unique language? The health care profession is no different. As a PT aide, it's vitally important that you understand the language that PTs use, so we'll focus on that in this lesson. We'll cover planes of the body and directional terms. You'll also learn the terms that define the body's major regions and body cavities. The movements of joints have special names, so I'll define them and share lots of graphics that demonstrate these movements. We'll finish with some other terms related to function and movement in the last chapter.

Week Three**Wednesday - Lesson 05**

In this lesson, we'll begin our discussion of the body's organ systems. We'll go over how your body is organized, from atoms to an entire individual. We'll discuss the muscular, skeletal, nervous, endocrine, circulatory, and lymphatic systems. You'll learn about the organs in each of these systems, the jobs they perform, and disorders affecting these systems that are commonly treated by PTs.

Friday - Lesson 06

We'll continue our discussion of the organ systems in this lesson. To start out, we'll go over how our organ systems are interrelated and how a problem with one system will affect the others. We'll then move on to a discussion of the integumentary (skin), digestive, urinary, respiratory, and reproductive systems. Just like in Lesson 5, you'll learn about each system's organs, function, and some common disorders. We'll finish the lesson with a discussion of the most important concept in human physiology—homeostasis. Homeostasis means the drive of your body to keep many different variables, like blood pressure and temperature, within a certain range. I'll tell you why this is so crucial and how you might be asked to monitor homeostasis while caring for patients.

Week Four**Wednesday - Lesson 07**

We'll start discussing specific safety issues in this lesson, focusing on infection control. Anyone working in healthcare must understand the meaning of infection, its causes, and how it spreads. To help you understand this, we'll discuss the chain of infection and what you can do to break that chain so infection doesn't spread from one person to another. We'll spend some time on an infection called MRSA because it's so common and dangerous. Since proper hand hygiene is the most effective way to stop infection from spreading, we'll go over the Centers for Disease Control and Prevention's guidelines. We'll also talk about patient-care equipment, environmental control, and the role of vaccinations.

Friday - Lesson 08

We'll discuss important safety issues again in this lesson, but this time, instead of infection, we'll focus on proper body mechanics and safe patient transfers. Body mechanics means the posture of your body and how you move it. You must understand proper body mechanics to protect yourself from injury. We'll start out with a discussion of the anatomy of the spine since the spine gets hurt most often when we ignore proper body mechanics. We'll talk about proper posture and the importance of paying attention to your center of gravity. We'll also go over a list of principles for using proper body mechanics and guidelines for moving patients in a variety of different situations. We'll end with a discussion of lifting machines, which PTs now commonly use to transfer patients.

Week Five**Wednesday - Lesson 09**

Most of us take walking for granted, but many patients must learn to walk again after an illness or injury. PTs often ask their aides to help with this, so you must understand what types of conditions make it hard for people to walk. You should also understand the normal gait cycle, so I'll spend some time on that topic and tell you about common deviations from normal gait. We'll spend quite a bit of time discussing different ambulatory devices including parallel bars, walkers, crutches, and canes and how they're used in PT.

Friday - Lesson 10

PTs use physical agents, rather than medications or surgery, to treat patients. These agents include heat, cold, ultrasound, traction, and electricity. To explain these agents, we'll start with a discussion about the relationship between a disease or injury and one's ability to perform activities of daily living. We'll then follow a fictitious Mrs. Smith as she struggles to recover from a car accident. You'll learn about the physical agents her PT chooses and how they affect her body. We'll end with a discussion of contraindications (when an agent should never be used) and precautions

(when an agent must be used with extra care).

Week Six

Wednesday - Lesson 11

Along with physical agents, PTs use exercise to treat patients. In this lesson, I'll introduce you to three types of exercise—strength training, aerobic exercise, and range-of-motion exercise. You'll learn how muscles are put together and why resistance is necessary to build strength. I'll teach you about three important principles you should know when supervising a strength training program. We'll also go over aerobic exercise, and you'll learn how it increases a person's ability to use oxygen. Finally, you'll learn about range-of-motion exercises. You'll find out how PTs measure how far a patient can move a joint and why joints sometimes become limited in their motion. We'll talk about different types of range-of-motion exercises and important principles to follow.

Friday - Lesson 12

In our final lesson, we'll explore balance, coordination, and developmental delays. We'll focus on children in this lesson, although the information will be helpful if you're treating adults, too. You'll learn about a special sensory system called the vestibular system and how important it is for maintaining balance. I'll give you examples of activities PTs use to treat children with balance problems, and you'll learn about the adaptive response—something PTs continually look for when treating children. We'll move on to a discussion of developmental coordination disorder, and you'll learn how important it is for professionals to properly diagnose this condition. We'll end this course with the subject of developmental delays. You'll learn about developmental milestones and how PTs treat children who fail to meet those milestones. We'll also discuss how PTs use developmental activities with adults who have sustained traumatic brain injuries.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Student Reviews:

- "The instructor was very professional and the class material was very useful. She also had wonderful web sites with lots of information besides the class material which was very helpful and great for future use."
- "I loved taking this course and found it very interesting. Along with us putting in our personal input, Ms. Holly also put in hers, which doesn't happen often. Hopefully I will be able to find other classes that are online that you teach."
- "I really did enjoy this course and I would recommend this to others. This is just the beginning for me. I want to become a Physical Therapist. Thanks for making this possible to do online."
- "The instructor was very professional and the class material was very useful. She also had wonderful web sites with lots of information besides the class material which was very helpful and great for future use."
- "I felt this course was very informative and written in an understandable manner. I also enjoyed the illustrations, they were well done and provided great visuals for the lessons. Overall, I feel I have learned a great deal and will hopefully be able to take what I've learned and become a contributing PT Aide in a PT office or environment. I would recommend this course to others."

Recommended Courses:

Students who enrolled in Become a Physical Therapy Aide also enjoyed the following courses:

- [Medical Coding](#)
- [Skills for Making Great Decisions](#)
- [Human Anatomy and Physiology](#)
- [Medical Terminology: A Word Association Approach](#)
- [Speed Spanish](#)

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

[Enroll Now](#)

Other Subject Areas:

[Computers](#) | [Writing/Language](#) | [Business/Careers](#) | [Grants/Nonprofits](#) | [Personal](#) | [Professional](#)

Copyright © 1997 - 2009 Education To Go. All rights reserved. The material on this site cannot be reproduced or redistributed unless you have obtained prior written permission from Education To Go. Education To Go and ed2go are registered trademarks of Education To Go, a part of Cengage Learning, Inc.

Microsoft, Word, Excel, Access, Publisher, PowerPoint, Outlook, FrontPage, Project, and Windows are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries. ed2go is an independent training firm and is not affiliated with, nor has it been authorized, sponsored, or otherwise approved by Microsoft Corporation.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval: Date: _____
AP&P Denial: Date: _____ Reason: _____

Course No. OLMD.1011-006
Course Title: Certificate in Gerontology - online

Instructor (print): _____ Cyndie Koopsen and Caroline Young _____

RECEIVED
SEP - 1 2010
BY: _____

Division Faculty Review

Elisabeth Sunabe
Faculty Review Signature

HB
Discipline

8/30/10
Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____ Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____ Reason _____

Linda Harmer
AP&P Representative Signature

8/24/10
Date

Approved Denied _____ Reason _____

Karen W. Cavell
Division Dean Signature

8/23/10
Date

Approved Denied _____ Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLMD.1011-006
TITLE: Certificate in Gerontology
INSTRUCTOR: Cyndie Koopsen and Caroline Young
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: 40hrs.

The Certificate in Gerontology represents a specialization in the field of gerontology. It is designed to enhance the knowledge and skills of individuals who work with older adults by providing an educational experience that is multidisciplinary in nature. With the population aging at a rapid rate, the numbers of individuals over 65 will more than double by the year 2020. The demand for knowledgeable providers to meet the needs of this population is dramatically increasing, new jobs are being developed, and new services created. Health professionals who work with the older population will need continuing professional education to gain a broad understanding of the field of gerontology and to stay current with emerging trends.

INSTRUCTOR BIOGRAPHY:

This course includes knowledgeable and caring instructors, Cyndie Koopsen and Caroline Young, who will guide students through lessons, facilitate discussions, and answer questions. Cyndie Koopsen, RN, MBA, HN-BC, is a nurse who has cared for patients in acute care settings, community clinics, and the home. Her professional nursing career has involved nursing executive leadership and administration, staff development and education, community education and wellness, and holistic care. She has designed, developed, and presented numerous educational programs for audiences covering integrative health, promotion and wellness, and chronic disease management and prevention. She is the co-author of Spirituality, Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals.

Caroline Young, MPH, has an extensive public health background and includes experience in research, workshop presentations in various areas of health care, and online and onsite teaching. She has expertise in holistic community health and wellness program design, development, marketing, implementation, and evaluation. She has also designed, developed, and presented integrative health programs for culturally diverse populations, senior populations, and faith communities. She is the co-author of Spirituality, Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals. These authors/presenters are the Co-CEOs of ALLEGRA Learning Solutions, LLC. They have no affiliation or financial involvement that conflicts with the material or information presented in this activity. No commercial support has been received for this activity. All applicable local, regional, state, and/or national laws and regulations have been followed in the development and delivery of this activity.

SPECIAL NEEDS: N/A

Facilities:

Audio/Video:

Other:

Need software installed:

ITS notified: _____
Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study _____
Online instructor X _____
Asynchronous Only X _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12 _____
Hybrid N/A _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month _____ Open Y N

OLMD.1011-006

Home | [Returning Student](#) | [Participating Schools](#) | [Course Catalog](#) | [Join Our Network](#) | [Teach With Us](#) | [Help](#)

Certificate in Gerontology

PFHS-003

40 contact hours

The Certificate in Gerontology represents a specialization in the field of gerontology. It is designed to enhance the knowledge and skills of individuals who work with older adults by providing an educational experience that is multidisciplinary in nature.



Search for Courses:



With the population aging at a rapid rate, the number of individuals over 65 will more than double by the year 2020. The demand for knowledgeable providers to meet the needs of this population is dramatically increasing, new jobs are being developed, and new services created. Health professionals who work with the older population will need continuing professional education to gain a broad understanding of the field of gerontology and to stay current with emerging trends.

[Why ed2go?](#)
(brief movie)

Program Benefits:

The Certificate in Gerontology distinguishes you as a knowledgeable, skilled, and committed professional in the field of gerontology. The program

- enhances professional marketability,
- builds skills and competencies,
- fulfills continuing education requirements for many professionals, and
- develops an interdisciplinary perspective on aging.

Career Opportunities:

This certification program provides you with the knowledge and skills to effectively meet the needs of the aging population in a wide range of careers. There are opportunities in nursing, teaching, service, administration, and research that focus on the needs and interests of older adults. These opportunities also exist within government programs and agencies; public and private institutions that provide health, education, and social services; research centers; special interest groups; colleges and universities; and corporate human resources divisions.

Participants:

This certificate is relevant for registered nurses, nurse practitioners, licensed vocational nurses, practical nurses, nursing assistants, social workers, occupational therapists, recreation therapists, physical therapists, respiratory therapists, administrators, psychologists, personal care assistants, volunteers, physicians, chiropractors, clergy, physical fitness professionals, adult children of aging parents, or any other individual currently working with or planning to work with older adults.

Curriculum:

The Certificate in Gerontology consists of a total of 10 courses:

- Introduction To Gerontology
- Physiology of Aging
- Mental Health and Aging
- Healthy Aging
- Pain Assessment and Management in the Older Adult
- Death and Dying
- Sleep and Aging
- The Older Woman
- Elder Abuse
- Aging and Disorders of Communication

Accreditation:

ALLEGRA Learning Solutions, LLC is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Accreditation refers to recognition of continuing nursing education only and does not imply Commission on Accreditation approval or endorsement of any commercial product.

ALLEGRA Learning Solutions courses are acceptable for CE contact hours in all states.

Provider approved by the California Board of Registered Nursing, Provider #CEP 14693, for the stated number of contact hours.

California Board of Behavioral Sciences Provider Number PCE 1564. This course meets the qualifications for the stated hours of continuing education credit for MFCCs and/or LCSWs as required by the California Board of Behavioral Sciences.

ALLEGRA Learning Solutions courses are approved for continuing education credit for diabetes educators. All ANCC accredited courses are accepted for continuing education credit by the National Certification Board for Diabetes Educators (NCBDE).

This course includes knowledgeable and caring instructors who will guide you through your lessons, facilitate discussions, and answer your questions. The instructors for this course will be **Cyndie Koopsen and Caroline Young.**



Cyndie Koopsen, RN, MBA, HN-BC, is a nurse who has cared for patients in acute care settings, community clinics, and the home. Her professional nursing career has involved nursing executive leadership and administration, staff development and education, community education and wellness, and holistic care. She has designed, developed, and presented numerous educational programs for audiences covering integrative health, promotion and wellness, and chronic disease management and prevention. She is the co-author of *Spirituality, Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals*.

Caroline Young, MPH, has an extensive public health background and includes experience in research, workshop presentations in various areas of health care, and online and onsite teaching. She has expertise in holistic community health and wellness program design, development, marketing, implementation, and evaluation. She has also designed, developed, and presented integrative health programs for culturally diverse populations, senior populations, and faith communities. She is the co-author of *Spirituality, Health, and Healing and Integrative Health: A Holistic Approach for Health Professionals*.

These authors/presenters are the Co-CEOs of ALLEGRA Learning Solutions, LLC. They have no affiliation or financial involvement that conflicts with the material or information presented in this activity. No commercial support has been received for this activity. All applicable local, regional, state, and/or national laws and regulations have been followed in the development and delivery of this activity.

Please [click here](#) to take this course through an accredited college or university in your community.

Or, click the **Enroll Now** button below:

Enroll Now

Requirements:

Internet access, e-mail, and the Microsoft Internet Explorer or Mozilla Firefox Web browser.
Certificate program must be completed within six weeks of the start date.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. OLPD.1011-004
Course Title: Ready, Set, Read!

Instructor (print): Kt Paxton

Division Faculty Review

RECEIVED
SEP 17 2010
BY: *M. W. ...*
9/01/10

[Signature]
Faculty Review Signature

CFE / HS
Discipline

9/01/10
Date

Approved Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

[Signature]
AP&P Representative Signature

8/24/10
Date *[Signature]*

Approved Denied _____

Reason _____

[Signature]
Division Dean Signature

8/23/10
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLPD.1011-004
TITLE: Ready, Set, Read!
INSTRUCTOR: Kt Paxton
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: Students will explore current research that cuts through the media messages about reading wars and the right way to teach children. You will learn by reading stories about children, doing interactive assignments, and exploring the latest in parent and childcare information. See everyday children's play with a new eye as you understand how play can connect to literacy, and learn how a child becomes literate from the moment of birth. First, you will investigate the many things a child's growing mind must do to make sense of the written word and create writing. From there, explore the development of reading and writing from infancy to the early school years. Participants will know what problems to look for and how to assist a struggling reader. Students will see how they can boost literacy growth during daily routines and child's play.

INSTRUCTOR BIOGRAPHY: The instructor for this course is Kt Paxton, a knowledgeable and caring instructor who will guide students through their lessons, facilitate discussions, and answer questions. After receiving a Bachelor's degree in Child Development with high honors, Kt Paxton completed a fifth year of study and holds a California Teaching Credential. She managed a pre-school and has more than a decade of experience teaching elementary schoolchildren. Kt is also the published author of the book "More Adventures with Kids in San Diego."

SPECIAL NEEDS: N/A
Facilities:
Audio/Video:
Other:
Need software installed:

ITS notified: Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval. An Online Instruction Center, Online Administration Center, and Classroom will be created for C&CS's account.

How offered? Independent study
Online instructor X
Asynchronous Only X
Synchronous Only
Synchronous and Asynchronous
Number of required sessions 12
Hybrid N/A
Number of required sessions online vs. face-to-face

Portal used, web address listed: www.avc.edu/academics/ccsm
Enrollment: Start dates Once a Month Open N



Personal

PDPE

OL PD. 1011-004

Home | Courses | Orientation | Classroom | Help | Contact | About Us | News | Demo | FAQ

~~CCAR001~~

Courses > Child Care & Parenting > Ready, Set, Read!

Take this opportunity to find out how children really learn to read and write. Explore current research that cuts through the media messages about reading wars and the right way to teach children. Learn by reading stories about children, doing interactive assignments, and exploring the latest in parent and childcare information. You will see everyday children's play with a new eye as you understand how play can connect to literacy.



You'll learn how a child becomes literate from the moment of birth. First, you'll investigate the many things a child's growing mind must do to make sense of the written word and create writing. From there, you'll explore the development of reading and writing from infancy to the early school years. You'll know what problems to look for and how to assist a struggling reader. You will see how you can boost literacy growth during daily routines and child's play.

Gain confidence in your ability to guide a child's literacy development, and take pleasure in seeing how even the littlest events can lead to really big steps in reading and writing success.

Search for Co

Enroll

Instructor

Requir

Syll

Student

Recommend



This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Kt Paxton.



After receiving a Bachelor's degree in Child Development with high honors, Kt Paxton completed a fifth year of study and holds a California Teaching Credential. She managed a pre-school and has more than a decade of experience teaching elementary schoolchildren. Kt is also the published author of the book "More Adventures With Kids in San Diego."

To purchase this course, click the Enroll Now button below:

Enroll Now

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when the lesson is released, but you must complete each lesson within two weeks of its release.

A new section of each course starts on the second or third Wednesday of each month. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

Week One**Wednesday - Lesson 01**

In our first lesson, I'll introduce you to the course philosophy and our objectives. Then I'll provide examples and anecdotes to show you some of the many ways we all interact with reading in our daily lives. We'll explore the history of reading instruction so that you'll understand where research has taken us.

Friday - Lesson 02

Just as a child communicates with us before using words, young children initiate many literacy-related activities before they actually read and write. In this lesson, I'll reveal the language skills that have the greatest impact on a child becoming a successful reader and writer. You'll end this lesson with a new understanding of the complexities of language development. You'll also see any child's language skills in a new light.

Week Two**Wednesday - Lesson 03**

We all get excited when children learn their ABCs. But what role does this skill play in becoming a reader and writer? And what does it really mean to *know* your ABCs? Today we'll uncover the differences between rote memory, knowledge of sounds and symbols, phonemic awareness, and how all these things come together for the early reader.

Friday - Lesson 04

While *attention* and *literacy* may seem like big words for little people, the way a child's brain is attending to print in his world has a huge impact on reading, writing, and learning. In today's lesson, you'll learn about different types of attention and the importance of having an organized thinking system in order to learn about print. These discoveries may shed some light on *your* thinking, too!

Week Three**Wednesday - Lesson 05**

Today you'll discover what's happening when a child works to store information in memory. By the end of this lesson, you'll realize how important it is to store information in some sort of order, and also how to get things out of memory again once they're put away. You'll then be able to watch a young reader with a new awareness of how this skill impacts her success.

Friday - Lesson 06

You'll understand what *understanding* is all about in today's lesson. How does a child make sense of what you read to him or what he reads to himself? In this lesson, we'll explore the many skills a child needs to understand text. Just because a child can say a word doesn't mean he knows the word when reading it. After this lesson, you'll know why!

Week Four**Wednesday - Lesson 07**

While we'd never want or expect a child under two to read, much pre-literacy work goes on

during the early years before a child is really even talking. In today's lesson, you'll learn how infants grow to become readers. We'll explore the many emerging literacy processes that occur during the first two years of life. Then I'll fill you in on numerous activities that you can do during this period to build literacy skills. Put away the flashcards—these activities are way more fun!

Friday - Lesson 08

Today we'll explore the sequence of skills that brings toddlers and preschoolers to the threshold of becoming true readers and writers. You'll learn why you should read that favorite story one more time, with enthusiasm! In fact, once you understand how much this repetition is helping your child's literacy, you'll want to read it a dozen more times. I'll provide examples of pre-writing and reading in this lesson, too.

Week Five

Wednesday - Lesson 09

Research shows that we all learn literacy skills in pretty much the same order. In today's lesson, I'll show you that order, and then I'll explain why it's okay if your child doesn't meet these milestones by a specific age. This lesson will guide you through the evolution of reading and writing letters, words, sentences, and then complex ideas.

Friday - Lesson 10

How do all of these pieces come together to produce an able reader? By the end of this lesson, you'll know what *fluency* looks like when a young child is successfully reading. We'll also look ahead to a child's future growth. Literacy skills continue to develop so a child can be successful with literacy activities throughout school and life. Today's lesson will help you experience fluent reading through the eyes and mind of a blossoming reader.

Week Six

Wednesday - Lesson 11

Now that you know all about the mental processes and learning sequences that lead to becoming a writer, I'll show you many activities that demonstrate how the complex skill of writing emerges. You'll learn what to watch for and how to assist a child who's becoming a successful scribe.

Friday - Lesson 12

What's going on when a child isn't reading or writing when you expect him to? By the end of this lesson, you'll know how to assist a child who struggles with literacy learning and how to locate resources for assistance. We'll also discuss learning differences to help you enjoy the strengths of a child who may be a little slower to master reading and writing than her peers.

To purchase this course, click the Enroll Now button below:

Enroll Now

Student Reviews:

- "An educational experience for me. I learned so much about how young children read and write. The class answered a lot of questions that I had. Now that I am "armed" with good information, I am motivated to reach out to the young children that I'm in contact with."

- "I am currently taking classes to obtain my reading endorsement, and this class was extremely useful. It provided information that was lacking in my other course. I loved the format of this class. I would recommend online classes to other teachers."
- "I had a wonderful time taking this course. I learned a lot about how children become fluent readers and writers. I have started to put my new knowledge to practice with my six year old. Thank you for the wonderful experience."
- "I have an almost 3 yr. old and almost 1 yr. old. We are planning to home school so I wanted to take a course to help me identify the steps of literacy development. What a great course. I LOVED KT and plan to take more of the courses that she offers. Thanks for this. My children will definitely benefit from it and the best part is I didn't have to leave home!!"
- "I have to say that I was nervous about taking an online course, but this course was user-friendly, informative, and very enjoyable. The lessons were just the right length and presented in a way that really mimicked a classroom atmosphere...I was really impressed by the practical activities suggested and the useful supplementary materials. I have a wealth of new knowledge to help me with my future teaching and parenting."
- "KT prepared an excellent course that integrated current research with standard techniques. I have been thrilled with the information in the lessons. Although I have taught students for more than 27 years, I gained new ways for teaching to help my students. Her easy manner of communicating and humor made each lesson a joy. Thanks so much, KT!"
- "This course was invaluable to me, as I am re-entering the teaching force again after 9 years of being a stay-at-home mom. I feel like I am back in the loop, and current with reading/writing research, vocabulary and practices. I will recommend this course to anyone who is interested in working with young readers and writers!"
- "Thank you! This course was very helpful to me. The instruction and resources were great and I will refer to them often. I'm energized and educated for a new school year!"
- "This course was so much fun! It was exactly what I was looking for in terms of learning about how children learn to read. I can apply my new knowledge directly to my job. Thank you."
- "This is a great and valuable class! I've learned so much that will help me be a better mother and teacher. Thank you!"

To purchase this course, click the Enroll Now button below:

[Enroll Now](#)

Recommended Courses:

Students who enrolled in Ready, Set, Read! were also interested in the following courses:

[Guided Reading and Writing: Strategies for Maximum Student Achievement](#)

[Creating the Inclusive Classroom: Strategies for Success](#)

[Caring for Children](#)

[Enhancing Language Development in Childhood](#)

[An Introduction to Teaching ESL/EFL](#)

[Parenting: The First Five Years](#)

[Handling Medical Emergencies](#)

[Ready, Set, Read!](#)

[Writing for Children](#)

Return to the **[Child Care & Parenting](#)** Department

View **[Other Departments](#)**

[Home](#) • [Courses](#) • [Orientation](#) • [Classroom](#) • [Help](#) • [Contact](#) • [About Us](#) • [News](#) • [Demo](#) • [FAQ](#)

Copyright © 2009 Education To Go. All rights reserved. The material on this site cannot be reproduced or redistributed unless you have obtained prior written permission from Education To Go. Education To Go and ed2go are registered trademarks of Education To Go, Inc.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

AP&P Approval:
Date: _____

AP&P Denial:
Date: _____
Reason: _____

Course No. OLBS.1011-009
Course Title: Stocks, Bonds, and Investing: Oh My! - online

Instructor (print): Aaron Clarey

RECEIVED
MAY 12 2010
BY: Maurer
5/11/10
Date

Division Faculty Review

[Signature]
Faculty Review Signature

Accounting
Discipline

Approved Denied _____

Reason _____

[Signature]
Faculty Review Signature

RE / Acct
Discipline

5/11/10
Date

Approved Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

Faculty Review Signature

Discipline

Date

Approved _____ Denied _____

Reason _____

[Signature]
AP&P Representative Signature

05-11-10
Date

Approved Denied _____

Reason _____

[Signature]
Division Dean Signature

5.11.10
Date

Approved Denied _____

Reason _____



ANTELOPE VALLEY COLLEGE

Antelope Valley College
Corporate and Community Services

Memorandum

Date: March 31, 2010

To: Dr. O'Neil, Dean
Beverly Beyer, AP&P Representative

Division: Business, Computer Studies, and Economic Development

From: Elayne Davis, Secretary
Corporate & Community Services

Subject: Proposed Community Services Courses

The Community Services Office is committed to introducing the community to the many wonderful programs offered by the Antelope Valley College Community Services program. The goal is to provide a wide variety of personal and professional development courses, as well as licensed and certificated fields that require Continuing Services Units.

The following proposals are being submitted for review by discipline faculty, the AP&P representative, and the division dean:

“Stocks, Bonds, and Investing: Oh My! - online”

Please return the proposal forms as soon as possible, so that the course may be considered at the next AP&P Committee meeting.

If you have any questions, please call the Community Services office at Ext. 6584. We look forward to working with you and appreciate your division's support of the Community Services Program.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: OLBS.1011-009
TITLE: Stocks, Bonds, and Investing: Oh My!
INSTRUCTOR: Aaron Clarey
HOURS: 24 hrs. ENROLLMENT FEE: \$95
MATERIALS/SUPPLIES FEE: None ENROLLMENT EXPECTED: 10 - 25

DESCRIPTION OF OFFERING: Stocks, Bonds, and Investing; Oh My! is an enjoyable class that walks students through the fundamentals of investing. The course will not only teach students about the stock markets, 401k plans, and retirement, but it will also address personal financial issues that are often ignored, but absolutely essential, to success as an investor.

INSTRUCTOR BIOGRAPHY: Aaron Clarey received his Bachelor of Science in Finance with High Honors from the University of Minnesota. Since 1998, Aaron has been teaching a wide array of classes on finance and investing, including How to Invest Online, Figuring Out Your 401k, The Analysis and Valuation of Stocks, and Stocks, Bonds, and Investing; Oh My!

SPECIAL NEEDS: N/A
Facilities:
Audio/Video:
Other:
Need software installed:

ITS notified: Date Signature

ONLINE CLASS: Education To Go will host the course on Education To Go's website through a portal accessed through www.avc.edu/academics/ccs. C&CS's online account will be established by Education To Go and reviewed by C&CS for final approval.

How offered? Independent study _____
Online instructor _____
Asynchronous Only _____
Synchronous Only _____
Synchronous and Asynchronous _____
Number of required sessions 12 _____
Hybrid N/A _____
Number of required sessions online vs. face-to-face _____

Portal used, web address listed: www.avc.edu/academics/ccsm

Enrollment: Start dates Once a Month _____ Open N



24 hr.
\$60/95

0285.1011-009

Home | Courses | Orientation | Classroom | Help | Contact | About Us | News | Demo | FAQ

Courses > Personal Finance & Wealth Building > Stocks, Bonds, and Investing: Oh, My!

~~0285-009~~

Search for Co

Looking for a good solid class in the basics of stocks, bonds, finance, and investing? Haven't the slightest clue how to prepare for retirement, pay for college, or even manage your personal finances? Wish you had some guidance to put your finances into clear and understandable perspective? And do you wish you could do it all without having to pay a broker or a financial advisor? Well, look no further. The class you need is right here!



Enroll

Instructor

Requir

Sylli

Student

Recommen

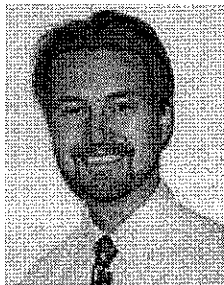


Stocks, Bonds, and Investing: Oh My! is an enjoyable class that walks you through the fundamentals of investing. The course will not only teach you about the stock markets, 401k plans, and retirement, but it will also address personal financial issues that are often ignored, but absolutely essential, to your success as an investor.

This course won't just throw a bunch of terms at you, expecting you to memorize everything. The instructor takes the time to explain concepts in detail so you understand how and why things work in the investment world. You'll leave this course with a comprehensive and thorough education in personal finance and investment. And you will have provided yourself with the independence, confidence, and peace of mind you'll need to make your own investment decisions.

Full of solid advice and good common sense, this course is bound to make life just a little easier for you.

This course includes a knowledgeable and caring instructor who will guide you through your lessons, facilitate discussions, and answer your questions. The instructor for this course will be Aaron Clarey.



Aaron Clarey received his Bachelor of Science in Finance with High Honors from the University of Minnesota. Since 1998, Aaron has been teaching a wide array of classes on finance and investing, including *How to Invest Online*, *Figuring Out Your 401k*, *The Analysis and Valuation of Stocks*, and *Stocks, Bonds, and Investing: Oh My!* His classes take the fear out of finance and investing by making personal financial management easy and understandable for everyone. During the day, Aaron works as a banking analyst. At night, he moonlights as a ballroom dance instructor. In the summer, he is an avid amateur paleontologist, hosting *The Great Twin Cities Fossil Hunt* for children.

He is also the author of the popular book, *Behind the Housing Crash—Confessions of an Insider*.

To purchase this course, click the Enroll Now button below:

Enroll Now

Requirements:

Internet access, e-mail, the Microsoft Internet Explorer or Mozilla Firefox Web browser, and the Adobe Flash and PDF plug-ins (two free and simple downloads you obtain at <http://www.adobe.com/downloads> by clicking Get Adobe Flash Player and Get Adobe Reader).

Syllabus:

All courses run for six weeks, with a two-week grace period at the end. Two lessons are released each week for the six-week duration of the course. You do not have to be present when the lesson is released, but you must complete each lesson within two weeks of its release.

A new section of each course starts on the second or third Wednesday of each month. If enrolling in a series of two or more courses, please be sure to space the start date for each course at least two months apart.

Week One**Wednesday - Lesson 01**

Welcome! In this first lesson, you'll get to know a little about me, but more importantly, I'll get to hear from all of you. I like it when people post messages, so don't feel shy about posting any comments or questions you have! This is also the lesson where we'll set forth our game plan, reviewing what we'll cover and putting things in context so you can get your bearings and get the most out of the class.

Friday - Lesson 02

Hold on, there—we can't have you just running around, investing randomly in different investments! You need to fully and fundamentally understand the theories, laws, and concepts that govern investing. In this lesson, you'll learn what really gives money its value, how to increase that value, the power of compounding, and how much money you'll need to save for retirement. Then we'll look at how all of this pertains to the three most important investments you'll make: retirement, education, and housing.

Week Two**Wednesday - Lesson 03**

With a solid understanding of investing, we'll then apply a timeline or a schedule. Which investments should you make first? Would it be more beneficial to invest in an IRA or should you be thinking about college? Or might this perhaps be a good time for you to invest in rental property? We'll explore all of the benefits and drawbacks of these options to help you decide when to incorporate which investments into your lifetime plan.

Friday - Lesson 04

Mutual funds, IRA accounts, 401k plans, and most other investments are primarily composed of two simple building blocks: stocks and bonds. So before we get too far along, we'll need to take a closer look at them. In this lesson, we'll go into intricate detail about stocks and bonds, discussing exactly what they are, what gives them value, how to look up their prices, and much more.

Week Three**Wednesday - Lesson 05**

Understanding stocks and bonds allows us to understand a whole new set of securities

and investments that are available to us. Things like mutual funds, options, ADRs, ETFs, REITs, and much more. Today we'll discuss these different investments, how they work, why you might want to invest in them, as well as any pros and cons to investing in them.

Friday - Lesson 06

But where do you purchase said stocks, bonds, mutual funds, and other investments? Never fear—there are many different exchanges throughout the world that are here to serve your trading needs. Need to purchase an indexed mutual fund? The AMEX is more than happy to help you. Looking for a tech stock with a promising future? You'll find tech stocks aplenty at the NASDAQ. In this lesson, I'll help you get familiar with all the major (and perhaps a bit more obscure) markets and exchanges throughout the world. If you're already investing, chances are you've been making purchases within one or more of these exchanges.

Week Four

Wednesday - Lesson 07

In this lesson, you'll meet all the different people and visit the institutions involved in trading and investing. Brokers, brokerages, traders, routers, etc., as well as the different types of brokerages you may want to choose from—traditional, discount, or online. You'll also learn more about the roles they play in getting your trade through. Perhaps most important, you'll learn what these people's real incentive is in trading for you: it isn't charity!

Friday - Lesson 08

How are all these different stocks, bonds, and mutual funds traded? How does everything come together with the traders, brokers, and processes? And how do you know you're getting the best deal from your broker? You'll need an intricate understanding of the trading process, traders, brokers, and their incentives, not just in order to make investments, but to know when you're getting a good deal. In this lesson, you'll learn how to tell if you made a good trade or not.

Week Five

Wednesday - Lesson 09

While we briefly touched on the topic of retirement programs in our first lesson, the options are so varied, detailed, and important that they deserve a lesson all to themselves. So here we'll take a detailed look at the operations, contribution limits, tax advantages, and withdrawal requirements of IRAs, Roth IRAs, SEP Plans, 401ks, 403bs, 529 plans and many other plans.

Friday - Lesson 10

Eat healthy, don't smoke, don't drink, get plenty of exercise, get an education, get a house, invest in your 401k, invest in a 529 plan, and get a good night's sleep. Who are we kidding? Almost everyone has that itch to go to Vegas, stay up all night, bet a grand on blackjack, have a martini, have a steak, and maybe even smoke a cigar. Lots of people have the same itch to invest in an unknown stock, make a fortune on it, and then retire in the Bahamas. While investing in your 401k may be good for your long-term investment plan, sometimes risk is a good thing. In this lesson, we'll look at stock valuation and analysis, and we'll review some of the basics of taking calculated investment risks.

Week Six

Wednesday - Lesson 11

In this continuation of Lesson 10, you'll discover research techniques that you can use to analyze and pick stocks, such as fundamental analysis and technical analysis, as well as valuation techniques used to price stocks. You'll also learn how to read a company's annual report, then you'll gain some insight into the details of stock analysis and research. This is required reading if you plan to make it big by investing in stocks!

Friday - Lesson 12

We've covered a lot of ground thus far, and it wouldn't be fair to expect you to commit all of it to memory. That's why we'll spend some time here in Lesson 12 researching resources, looking at a vast array of Web sites, publications and other sources of information that will help guide your future investments.

To purchase this course, click the Enroll Now button below:

[Enroll Now](#)

Student Reviews:

- "I came into this course with no understanding of the terms and systems for investing. I came out of this course with more than I could have hoped for: understanding the terms, the many investment opportunities, how and where to do research, etc. This course was written clearly for the novice."
- "I definitely understand more about stocks, bonds, and investing now, than when I began the course. I also can read and understand financial publications to a much greater degree. Thank you!"
- "I enjoyed the course very much. It went into a lot more depth than I had imagined it would but the instructor provided lots of supplementary material. Aaron's writing style was superb; educational, informative, down to earth, and easy to understand."
- "I feel the class will be very useful in helping me make decisions regarding my 401K plan. I'll recommend it to my colleagues....The humor the author used was refreshing!!"
- "I got exactly what I wanted out of this course. I feel very confident for my investing future! I'm recommending his class to two of my friends."
- "I have a bachelor's in Finance and an MBA. However, I have been out of the work world for 10 years to raise my kids. This course was a great refresher for me and helped me to get back up to speed. Thanks!"
- "Instructor was not just informative but entertaining. He kept difficult information from going over my head."
- "I think it was one of the best online classes I have taken. The subject was something which I always had an interest in and was never able to understand just by reading books. This was a great opportunity for me. The instructor knew the subject very well and was always there to respond to the question raised in the discussion section. Thanks for offering this class!"
- "I thought the instructor made things interesting and easy to understand. I started out with pretty much no knowledge of securities. I can now carry on a fairly knowledgeable conversation about them. I am anxious to learn more!!!"
- "I wish I had taken this class a couple of decades ago. It took a very complicated subject and explained it in an easy to comprehend manner. I found it to be quite helpful in making the subject 1) understandable and 2) not so intimidating."

To purchase this course, click the Enroll Now button below:

[Enroll Now](#)

Recommended Courses:

Students who enrolled in Stocks, Bonds, and Investing: Oh, My! were also interested in the following courses:

[The Analysis and Valuation of Stocks](#)

[Keys to Successful Money Management](#)

[Debt Elimination Techniques That Work](#)

[Introduction to Stock Options](#)

[Personal Finance](#)

[Real Estate Investing II: Financing Your Property](#)

[Where Does All My Money Go?](#)

Return to the [Personal Finance & Wealth Building](#) Department

[View Other Departments](#)

[Home](#) • [Courses](#) • [Orientation](#) • [Classroom](#) • [Help](#) • [Contact](#) • [About Us](#) • [News](#) • [Demo](#) • [FAQ](#)

Copyright © 2009 Education To Go. All rights reserved. The material on this site cannot be reproduced or redistributed unless you have obtained prior written permission from Education To Go. Education To Go and ed2go are registered trademarks of Education To Go, Inc.