

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

TO:

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

FROM: Ms. Clinton/Mrs. Lowry

DATE: September 4, 2009

SUBJECT: Agenda and Materials for Academic Policies and Procedures Committee Meeting
Thursday, September 10, 2009, SSV 151-Board Room, 3:00-5:30pm

2009-2010
Academic Policies & Procedures Committee Meeting No. 2
AGENDA

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR**
- 3. APPROVAL OF MINUTES**
 - a. August 27, 2009
- 4. INFORMATIONAL ITEMS**
 - a. Prerequisite Challenge Process
- 5. REPORTS**
 - a. Upper Division Units – Dr. Lee Grishman
- 6. ACTION ITEMS – Revised Courses/CORS – First Reading**
 - a. DA 101 - *Dance Appreciation 3 units, 3 hours weekly
 - b. DA 102 - *Beginning Ballet 1 unit, 3 hours weekly
 - c. DA 122 - *Intermediate Ballet 1 unit, 3 hours weekly
 - d. DA 202 - *Advanced Ballet 1 unit, 3 hours weekly
 - e. DA 103 - *Beginning Modern Dance 1 unit, 3 hours weekly
 - f. DA 123 - *Intermediate Modern Dance 1 unit, 3 hours weekly
 - g. DA 203 - *Advanced Modern Dance 1 unit, 3 hours weekly
 - h. DA 104 - *Beginning Jazz Dance 1 unit, 3 hours weekly
 - i. DA 124 - *Intermediate Jazz Dance 1 unit, 3 hours weekly
 - j. DA 204 - *Advanced Jazz Dance 1 unit, 3 hours weekly
 - k. DA 105 - *Beginning Tap Dance 1 unit, 3 hours weekly
 - l. DA 125 - *Intermediate Tap Dance 1 unit, 3 hours weekly

- m. DA 205 - *Advanced Tap Dance 1 unit, 3 hours weekly
- n. DA 106 - *Ballroom Dance 1 unit, 3 hours weekly
- o. DA 107A - *Dance Performance 1 unit, 3 hours weekly
- p. DA 107B - *Dance Performance 2 units, 6 hours weekly
- q. DA 107C - *Dance Performance 3 units, 9 hours weekly
- r. DA 108 - *Dance Ensemble 3 units, 9 hours weekly
- s. DA 109 - *Dance and Technology 3 units, 3 hours weekly
- t. DA 111 – *Choreography 3 units, 3 hours weekly
- u. DA 113 - *World Dance – Ethnic Forms 1 unit, 3 hours weekly
- v. DA 116 - *Dance Improvisation 1 unit, 3 hours weekly

7. ACTION ITEMS – New Community Service Offering – First Reading

- a. Want Your Child to Have Better Grades? You Need “The Homework Nanny!” – Marta Shea
- b. Funtastic Teaching – Improves Student Grades – Marta Shea
- c. How to Learn Anything Faster – Howard Stephen Berg
- d. Ultimate Speed Reading – Howard Stephen Berg
- e. Novel Beginnings – Bonnie D. Stone
- f. How to Get into Show Business – Hattie Fishburne
- g. Identity Theft Prevention – Bob Pearce

8. ACTION ITEMS – Revised Distance Education Courses – First Reading

- a. SOC 101 – Introduction to Sociology 3 units, 3 hours weekly – revised online equivalent

9. ACTION ITEMS – Increase in Instructional Materials Fee

- a. NS 111, NS 121, NS 231, NS 232, NS 241, RCP 204, VN 101, VN, 102, VN 103
- b. RCP 204

10. ACTION ITEMS – Obsolete Courses – First Review

- a. CA 177, BUS 113, WFDV

11. DISCUSSION ITEMS

- a. 2009-2010 College Catalog Concerns – Attendance Statement

12. ADJOURNMENT

mj

Agenda Amendment: 9/10/09 AP&P Committee,

4. INFORMATIONAL ITEMS

- b. Inventory of Approved Programs – The non-substantial change (NSC) requests for the below referenced unique codes, have been processed by the Chancellor’s Office and the updates are reflected in the credit Inventory of Approved Programs for Antelope Valley College.

The Chancellor’s Office is migrating towards assigning a unique identification code to each degree and certificate. As a result, when non-substantial change (NSC) requests are processed that have both a degree and certificate under the same unique identification code, the entry is separated. The following reflects separation of the degree and certificate entries:

Unique Code	TOP Code	Award	Units	Local Title
07246	0614.10	AA Degree	31	Video Design & Production
19471	0614.10	Certificate	31	Video Design & Production
07247	0614.10	AA Degree	27	Interactive Media: Web Design
19470	0614.10	Certificate	27	Interactive Media: Web Design
12161	0614.40	AA Degree	31	Computer Animation
19467	0614.40	Certificate	31	Computer Animation
02196	0614.50	AA Degree	28	Digital Printing
19468	0614.50	Certificate	28	Digital Printing
10241	0614.60	AA Degree	28	Graphic Design
19469	0614.60	Certificate	28	Graphic Design
02160	1012.00	AA Degree	34	Commercial Photography
19465	1012.00	Certificate	27	Commercial Photography
12160	1012.00	AA Degree	28	Digital Photographic Imaging
19466	1012.00	Certificate	28	Digital Photographic Imaging
07239	0506.00	AA Degree	30	Management
19462	0506.00	Certificate	30	Management
07248	0805.00	AA Degree	38	Deaf Studies: ASL
19463	0805.00	Certificate	38	Deaf Studies: ASL
02149	0934.00	AA Degree	31.5	Electronics Technology
19460	0934.00	Certificate	29	Electronics Technology

NON-DISCRIMINATION POLICY

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

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

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: September 10, 2009
LOCATION: SSV 151 – Board Room
TIME: 3:00 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>
Beverly Beyer, Faculty	Mrs. Sharon Lowry, V. P. Academic Affairs	Rick Motawakel, Faculty
Maria Clinton, Cochair	Sheronda Myers, Non-Voting ASO	
De’Nean Coleman-Carew, Faculty	David Newby, Faculty	
Margaret Drake, Dean	Lisa Karlstein proxy for David Newman,	
Tooraj Gordi, Faculty	Faculty	
Lee Grishman, Articulation	Duane Rumsey, Faculty	
Linda Harmon, Faculty	LaDonna Trimble, Dean	
Scott Lee, Faculty	Les Uhazy, Dean	
Cynthia Littlefield, Faculty		

2009-2010
Academic Policies & Procedures Committee Meeting No. 2
Minutes

1. CALL TO ORDER AND ROLL CALL

Ms. Clinton called the meeting to order at 3:08 p.m.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

Ms. Clinton mentioned that there were no new updates regarding CurricUNET. Ms. Clinton did request a motion to amend the agenda to include Informational Item 4b. Beverly Beyer requested a correction to the agenda that 10a BUS 113 reflect that only the DE portion of the course is becoming obsolete. A motion was made and seconded to amend the agenda. Motion carried.

3. APPROVAL OF MINUTES

a. August 27, 2009

A correction was requested by Les Uhazy to include the fact that he was present at the last meeting. A motion was made and seconded to approve the minutes with the requested change. Motion carried.

4. INFORMATIONAL ITEMS

a. Prerequisite Challenge Process

Ms. Clinton announced that Christos Valiotis, Academic Senate President, wanted the committee to be reminded that it’s important for students to have proper documentation that clearly illustrates the equivalence of the prerequisite and the student’s past training, in order to challenge a prerequisite, per Title 5 requirements.

b. Inventory of Approved Programs – The non-substantial change (NSC) requests for the below referenced unique codes, have been processed by the Chancellor’s Office and the updates are reflected in the credit Inventory of Approved Programs for Antelope Valley College.

The Chancellor’s Office is migrating towards assigning a unique identification code to each degree and certificate. As a result, when non-substantial change (NSC) requests are processed that have both a degree and certificate under the same unique identification code, the entry is separated. The following reflects separation of the degree and certificate entries:

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19460	0934.00	Certificate	29	Electronics Technology

Ms. Clinton announced that the above table reflects the newly Chancellor Office approved certificates and degrees.

5. REPORTS

a. Upper Division Units – Dr. Lee Grishman

Dr. Lee Grishman was asked to research the practices of other community colleges when considering upper division units in granting a degree. He received 45 responses, 36% did not allow the use of upper division units for any purpose, 9% allowed the use of upper division units for any and all purposes, and 55% required a student to petition identifying the desired specific usage of one or more upper division courses. Several questions were asked regarding current practices of Antelope Valley College. De’Neen Coleman-Carew asked if we currently have lower division courses that are equivalent to upper division units. De’Neen Coleman-Carew also asked if we accept students who had attended a University, can the student transfer 120 + units. Lee Grishman did state that we do currently have lower division units equivalent to upper division units. He also stated that other community colleges set a limit on the number of transferable units, which is something that can be considered.

Ms. Clinton requested that the committee members take the information back to their divisions and collect comments and concerns from the campus community. This will return to the committee in a month for further discussion.

6. ACTION ITEMS – New Community Service Offering – First Reading

Ms. Clinton requested that the committee make a motion to amend the agenda to move item 7a-8a to be discussed next. A motion was made and seconded to amend the agenda. Motion carried.

a. Want Your Child to Have Better Grades? You Need “The Homework Nanny!” – Marta Shea

b. Funtastic Teaching – Improves Student Grades – Marta Shea

Marta Shea was not present to discuss her proposed Community Service Offering courses. Dr. Tom O’Neil was present to document any recommendations, which will be taken back to Community Education. Beverly Beyer was wondering why the course descriptions were the same. Les Uhazy thought that one addressed a teacher or tutor while the other addressed the parent. Dr. O’Neil will get clarification from Community Education and these two offerings will return to AP&P at a later date.

c. How to Learn Anything Faster – Howard Stephen Berg

d. Ultimate Speed Reading – Howard Stephen Berg

Howard Stephen Berg was not present to discuss his proposed Community Service Offering courses. Dr. Tom O’Neil was present to document any recommendations, which will be taken back to Community Education. Beverly Beyer questioned the instructor’s ability to teach 1000 participants at a time. Duane Rumsey wanted clarification on whether the online course was going to be taught through the campus or the instructor’s personal Website. Ms. Clinton stated that the use of a personal Website would not be appropriate. Mrs. Lowry further explained that all online courses, whether credit or non-credit, should be offered through Blackboard. Dr. O’Neil will take the above concerns back to the department for clarification and the courses will return to AP&P at a later date.

e. Novel Beginnings – Bonnie D. Stone

Bonnie Stone was present to discuss her offering. Ms. Stone gave a brief description of herself, as well as, the course. She explained that in 6 weeks the students will be able to successfully write a novel utilizing the provided handouts. The question was asked if the course will have prerequisites. Ms. Stone preferred to teach literate adults,

which she considered an adult to be 18 years or older. A concern was raised that this type of offering is already being taught by instructors in the Language Arts division. Duane Rumsey was asked to take the course back to his area and ask the instructors to sign-off on the appropriateness of this offering. Novel Beginnings will return to AP&P at a later date.

f. How to Get into Show Business – Hattie Fishburne

Hattie Fishburne was present to discuss her course with the Committee. She explained that the course will give participants information on what they need to know to get into show business, for example, how to get an agent, how to talk to an agent, charisma, etc. Her target audience would preferably be adults. Mrs. Lowry asked the purpose of the materials fee. Ms. Fishburne explained the fees were for the participants to purchase her book and CD. Beverly Beyer requested that the last sentence of the description be changed or revised. Ms. Clinton asked if the course could be taught in 3 hours. Ms. Fishburne stated that the provided outline also included information regarding a different course offering. Ms. Fishburne was asked to revise the course description to include only the information taught during this offering. Ms. Fishburne will make necessary changes and will bring it back to AP&P at a later date.

g. Identity Theft Prevention – Bob Pearce

Bob Pearce was not present to discuss his proposed Community Service Offering course. Dr. Tom O'Neil was present to document any recommendations, which will be taken back to Community Education. The committee requested clarification on the purpose of the materials fee. The committee also felt that there was too much information to be covered in a four hour period. Margaret Drake requested that the course offering go back to the Technical Education division to be sure that Administrative Justice is okay with the offering.

7. **ACTION ITEMS** – Revised Distance Education Courses – First Reading

a. SOC 101 – Introduction to Sociology 3 units, 3 hours weekly – revised online equivalent

Ronald Chapman was present to discuss his distance education proposal. Several typos were noticed by Mr. Chapman and were noted. The committee wanted clarification on whether the course will be hybrid or completely online. Mr. Chapman explained that he would like to possibly give a face-to-face exam. The committee explained that if the class meets even once face-to-face, then the class would be considered hybrid. Also the committee requested that Mr. Chapman remove the reference to a particular location to use a computer, which is stated in section two. Mr. Chapman was also asked to remove the sentences in section 4a that reference instructor review timelines. Mr. Chapman will make recommended changes and decide on whether he would prefer online or hybrid. The distance education proposal will return at a later date.

8. **ACTION ITEMS** – Revised Courses/CORS – First Reading

a. DA 101 – *Dance Appreciation 3 units, 3 hours weekly

Cynthia Littlefield was present to discuss the course with the Committee. Ms. Littlefield explained that there were minor changes made to the objectives and other areas of the COR. Lee Grishman asked if this course was now ready to be considered for IGETC and CSU/GE. Ms. Littlefield explained that she revised the course so that it would meet the requirements of IGETC and CSU/GE. A revision to the methods of instruction was requested. Ms. Littlefield was asked to make the adjustments and to meet with Lee Grishman for articulation purposes. This course will return to the committee at a later date for a second reading.

b. DA 102 – *Beginning Ballet 1 unit, 3 hours weekly

c. DA 122 – *Intermediate Ballet 1 unit, 3 hours weekly

d. DA 202 – *Advanced Ballet 1 unit, 3 hours weekly

Cynthia Littlefield was present to discuss the courses with the Committee. The Ballet series of courses were considered together. Changes were requested for section four of the homework, which was to include a statement that referenced that students would practice at home. Ms. Littlefield was asked to make the recommended changes and the courses will return to the committee at a later date for a second reading.

Mrs. Lowry also discussed the issue of repeatability in reference to a series of courses such as the ballet courses. She stated that a student is not allowed to repeat all three courses three times but rather the first and second courses in the series can be repeated once while the third course can be taken three times. Further discussion on the matter took place and De'Neen Coleman-Carew pointed out that Physical Education addresses this issue in the catalog. Ms. Margaret Drake noticed that the ceramics courses do not address the issue in the catalog. Ms. Clinton clarified the matter by reading the material in the AP&P handbook that addressed repeatability among series courses. It was recommended by LaDonna Trimble that a paragraph be added to the definitions section of the catalog and codes be used through the course descriptions. Ms. Clinton suggested that this issue return to the committee at a later date.

- e. DA 103 – *Beginning Modern Dance 1 unit, 3 hours weekly
- f. DA 123 – *Intermediate Modern Dance 1 unit, 3 hours weekly
- g. DA 203 – *Advanced Modern Dance 1 unit, 3 hours weekly

Cynthia Littlefield was present to discuss the courses with the Committee. The Modern Dance series of courses were considered together. Changes were requested for section four of the homework, which was to include a statement that referenced that students would practice at home. Beverly Beyer noticed that for Advanced Modern Dance it did not list a method of evaluation for objective 11. Ms. Littlefield was asked to make the recommended changes and to meet with Ms. Maria Clinton to adjust the course objectives and course content so that it reflected varying complexities between the three courses. The courses will return to the committee at a later date for a second reading.

Mrs. Lowry also discussed the issue surrounding audit students. She stated that an audit student can not be allowed to enter a course until all credit students have enrolled in the course. Ms. Littlefield asked if an audit student can enter the course if a student drops out after the add period since credit students would no longer be allowed to enroll.

- h. DA 104 – *Beginning Jazz Dance 1 unit, 3 hours weekly
- i. DA 124 – *Intermediate Jazz Dance 1 unit, 3 hours weekly
- j. DA 204 – *Advanced Jazz Dance 1 unit, 3 hours weekly

Cynthia Littlefield was present to discuss the courses with the Committee. The Jazz Dance series of courses were considered together. Changes were requested for section four of the homework, which was to include a statement that referenced that students would practice at home. Ms. Littlefield was asked to make the recommended changes and to meet with Ms. Maria Clinton to adjust the course objectives and course content so that it reflected varying complexities between the three courses. The courses will return to the committee at a later date for a second reading.

- k. DA 105 – *Beginning Tap Dance 1 unit, 3 hours weekly
- l. DA 125 – *Intermediate Tap Dance 1 unit, 3 hours weekly
- m. DA 205 – *Advanced Tap Dance 1 unit, 3 hours weekly

Cynthia Littlefield was present to discuss the courses with the Committee. The Tap Dance series of courses were considered together. Changes were requested for section four of the homework, which was to include a statement that referenced that students would practice at home. Ms. Littlefield was asked to make the recommended changes and to meet with Ms. Maria Clinton to adjust the course objectives and course content so that it reflected varying complexities between the three courses. The courses will return to the committee at a later date for a second reading.

- n. DA 106 – *Ballroom Dance 1 unit, 3 hours weekly

Cynthia Littlefield was present to discuss the course with the Committee. Ms. Littlefield was asked to make the recommended changes and the course will return to the committee at a later date for a second reading.

- o. DA 107A – *Dance Performance 1 unit, 3 hours weekly
- p. DA 107B – *Dance Performance 2 units, 6 hours weekly
- q. DA 107C – *Dance Performance 3 units, 9 hours weekly

Cynthia Littlefield was present to discuss the courses with the Committee. The Dance Performance series of courses were considered together. Ms. Littlefield was asked to make the recommended changes and the courses will return to the committee at a later date for a second reading.

- r. DA 108 – *Dance Ensemble 3 units, 9 hours weekly

Cynthia Littlefield was present to discuss the course with the Committee. Ms. Littlefield was asked to make the recommended changes and the course will return to the committee at a later date for a second reading.

- s. DA 109 – *Dance and Technology 3 units, 3 hours weekly

Cynthia Littlefield was present to discuss the course with the Committee. The number of homework hours needed to be adjusted. Ms. Littlefield was asked to make the recommended changes and the course will return to the committee at a later date for a second reading.

- t. DA 111 – *Choreography 3 units, 3 hours weekly

Cynthia Littlefield was present to discuss the course with the Committee. Ms. Littlefield explained that she revised the course so that it would meet the requirements of IGETC and CSU/GE but the course title was always an issue in the past. Ms. Littlefield was asked to make the recommended changes and to meet with Lee Grishman for articulation purposes. The course will return to the committee at a later date for a second reading.

- u. DA 113 – *World Dance – Ethnic Forms 1 unit, 3 hours weekly

Cynthia Littlefield was present to discuss the course with the Committee. Ms. Littlefield was asked to make the recommended changes and the course will return to the committee at a later date for a second reading.

- v. DA 116 – *Dance Improvisation 1 unit, 3 hours weekly
Cynthia Littlefield was present to discuss the course with the Committee. Ms. Littlefield was asked to make the recommended changes and the course will return to the committee at a later date for a second reading.

9. ACTION ITEMS – Increase in Instructional Materials Fee

- a. NS 111, NS 121, NS 231, NS 232, NS 241, RCP 204, VN 101, VN 102, VN 103
Ms. Clinton explained that the need for these material fee increases is a direct result of the increase to taxes. A motion was made and seconded to approve the requested fee increases. Motion carried.
- b. RCP 204
Ms. Clinton explained that the need for these material fee increases is a direct result of the increase to taxes. A motion was made and seconded to approve the requested fee increases. Motion carried.

10. ACTION ITEMS – Obsolete Courses – First Review

- a. CA 177, BUS 113 DE, WFDV
This item will be brought back for the next meeting so that Lee Grishman is able to determine any issues with making these courses obsolete.

11. DISCUSSION ITEMS

- a. 2009-2010 College Catalog Concerns – Attendance Statement
The committee agreed that the current attendance statement was worded badly. De’Nean Coleman-Carew explained that some faculty are counting absences, while others are counting hours. She felt that it was importance to bring the actual attendance policy wording in line with what most faculty are doing. Margaret Drake volunteered to help De’Nean research the attendance policy as well. Both De’Nean Coleman-Carew and Margaret Drake were asked to research attendance statements from other colleges and bring the material back to AP&P on October 8, 2009 for further review.

12. ADJOURNMENT

The meeting adjourned at 5:40 p.m.

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ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: August 27, 2009
LOCATION: SSV 151 – Board Room
TIME: 3:00 p.m.

<u>MEMBERS PRESENT</u>	<u>MEMBERS ABSENT</u>
Beverly Beyer, Faculty	Cynthia Littlefield, Faculty
Maria Clinton, Cochair	Mrs. Sharon Lowry, V. P. Academic Affairs
De'Nean Coleman-Carew, Faculty	Rick Motawakel, Faculty
Margaret Drake, Dean	David Newman, Faculty
Tooraj Gordi, Faculty	Duane Rumsey, Faculty
Lee Grishman, Articulation	LaDonna Trimble, Dean
Linda Harmon, Faculty	David Newby, Faculty
Scott Lee, Faculty	Les Uhazy, Dean

2009-2010
Academic Policies & Procedures Committee Meeting No. 1
MINUTES

1. CALL TO ORDER AND ROLL CALL

Ms. Maria Clinton called the meeting to order at 3:07 p.m.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

a. CurricUNET Software Update

Ms. Maria Clinton updated the committee on the expected timeline for the live implementation of CurricUNET, which will be February 8, 2010 per Steve Thyberg.

3. APPROVAL OF MINUTES

a. May 28, 2009

After reviewing the minutes, a motion was made to approve the May 28, 2009 AP&P meeting minutes. Motion carried.

4. MANDATORY CHANCELLORS OFFICE TRAINING

a. Course Approval Process

b. Stand Alone Courses

This is the third year of this mandatory training, which will continue at least until 2012. Ms. Clinton presented a 29 slide PowerPoint presentation from the Chancellor's Office and discussed each slide as required. Maria Clinton said that we are in compliance with Title 5 and all the requirements are already built into our forms. She will send the certification form up to the Chancellor's Office next week with all necessary signatures.

5. INFORMATIONAL ITEMS

a. AP&P Handbook – *provided at meeting*

Ms. Clinton informed the committee that the handbook had minimal updates. Ms. Clinton distributed the new cover page, table of contents, and pg. 45-48. She also made updates to the Appendix portion of the handbook concerning the divisions and departments because of the reorganization of the campus. The committee was notified that Appendix A is posted on the web and should be downloaded to add to their existing handbook.

b. 09-10 Timeline

Ms. Clinton informed the committee that it is important for everyone to keep to the timeline.

c. AP & P Forms

Ms. Clinton informed the committee that the 08-09 forms will remain the same, changes or revisions to the form will be evaluated with the implementation of the CurricUNET software.

d. 2009-10 College Catalog – *be sure to bring to meeting*

Ms. Clinton informed the committee that the college catalog deadline has moved from the spring semester to the fall semester. Dr. Grishman had concerns about transferable courses being out of date and compliance with the University requirements, which was clarified by Maggie Drake that the catalog deadline was only for course and

program changes, counseling and articulation officers will still have the ability to update necessary changes to the catalog in the spring.

e. College Catalog Deadline

f. COR revisions for 2009-10 – *be sure to bring matrix distributed August 24*

Ms. Clinton informed the committee that the courses highlighted in green absolutely need to be updated this year. Ms. Clinton also stated that the review process should be initiated for the courses highlighted in blue.

6. REPORTS (limited to 5 min. each)

a. None

Ms. Clinton announced to the committee that there were no reports for this meeting.

7. ACTION ITEMS

a. None

Ms. Clinton announced to the committee that there were no action items for this meeting.

b. Revising Diversity Studies Requirement

Ms. Clinton discussed the possibility of revising the Diversity Studies Requirement statement in the catalog. A motion was made to amend the agenda to move 8f to an Action Item. Motion carried. A second motion was made to form a task group to research other University's Diversity Studies Requirement statement and report back to the committee. Motion carried. Members of the committee were asked to volunteer to be part of the task force. De'Nean Coleman-Carew, Lee Grishman, Scott Lee, and Duane Rumsey volunteered to participate on the task force committee. The task force committee will report back to AP&P on their findings on October 8, 2009.

8. DISCUSSION ITEMS

a. Special Topic Courses

Ms. Clinton announced that at the Curriculum Institute it was discussed that Special Topic Courses offered and went twice, then a need has been established and therefore it should be brought to AP&P as a course.

b. Corporate and Community Services

Ms. Clinton announced that these types of courses still need to be brought through AP&P for approval. Beverly Beyer announced that several Corporate and Community Services Courses are going to be submitted to AP&P from Elayne Davis.

c. Distance Education – Hybrid versus Online

Ms. Clinton clarified the meaning of hybrid versus online courses. If a course meets anytime face to face then it is considered a hybrid. Sharon Lowry announced that a faculty cannot require the students to attend a face to face meeting unless published in the schedule of class.

d. Reviving Obsolete Courses

Ms. Clinton announced that in order to revive an obsolete course, the course must be brought back through AP&P as a new course. Sharon Lowry stated that a course could keep its previous obsolete number if the course content remains the same.

e. SLOs and the Course Syllabus

Ms. Clinton and Mrs. Lowry reiterated again that for accreditation purposes that students must be informed of the course's SLO. Mrs. Lowry stated that the SLO does not need to be included in the course syllabus but it needs to be evident that the students are aware of the SLO for that course, either by posting it in Blackboard or providing a copy to the students.

f. AP & P Deadlines

Ms. Clinton reiterated the fact that the deadlines were going to be adhered to because of the new faculty and staff on AP&P.

g. Additional Discussion Items from the Committee

Work Experience – Beverly Beyer brought up the fact that Work Experience needs to be reviewed and updated.

Upper Division Units – Dr. Lee Grishman announced that he will give his report on transferable division units and how it will be applied to AVC at the next AP&P Committee meeting.

Catalog Concerns – De'Nean Coleman-Carew brought up the confusion regarding the attendance statement in the catalog and the language in the LAS degree concerning the minimum grade of C for the degree. Ms. Clinton announced that these items will be addressed this academic year.

9. ADJOURNMENT

The meeting adjourned at 4:40 p.m. Ms. Clinton thanked all the committee members for their attention during the Chancellor's Office presentation.

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NON-DISCRIMINATION POLICY

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

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



ANTELOPE VALLEY COLLEGE

Academic Policies and Procedures Committee

CONSIDERATION OF CALIFORNIA COMMUNITY COLLEGES USE OF UPPER DIVISION UNITS

A Survey of 45 California Community Colleges

Compiled by L. Grishman, Articulation Officer

Presented to AP&P on September 10, 2009

METHODOLOGY:

Utilizing the **California Intersegmental Articulation Council's* list serve on the Internet I posed a question on March 24, 2009 with a follow-up "prompting" on April 17, 2009 asking my colleagues for their institution's policy on their use of upper division units. I received 45 responses. The results are reported below.

RESULTS:

The question was asked of Articulation Officers if their college permitted the use of any upper division units and if so how were they used.

Of the responses 36% did not allow the use of upper division units for any purpose; 9% allowed the use of upper division units for any and all purposes; 55% required a student to petition identifying the desired specific usage of one or more upper division courses.

NO....36%

YES...9%

BY PETITION: 55%

Petition Conditions (these vary from one institution to another):

- a. Subject Credit only, no Unit Credit given (this is common to all colleges)
- b. Credit limitation between 9-12 units
- c. Can be used to clear prerequisites
- d. Requires approval of Department Chair or Dean for major subject areas
- e. Can be used for CSU GE certification
- f. Must be the equivalent to a lower division course taught at the college

*The purpose of the California Intersegmental Articulation Council (CIAC) is to serve as a statewide forum for Articulation Officers to meet, discuss, and resolve college transfer and articulation issues; and to facilitate the progress of students between and among the segments of postsecondary education in California. One of my obligations in the CIAC is to serve as a liaison between segmental offices, the faculty senate, and member institutions regarding articulation, transfer, and related curricular issues.

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

RECEIVED
JAN 30 2009
SLO-4/10/08

SECTION I

Date _____ Initial _____
AP&P Representative: 1-20-09 CL
(indicates division review and approval)

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

Division Dean/Director: 1-20-09 AC

Faculty Name: (print) CINDY LITTLEFIELD Date 1-20-09

COURSE SUBJECT & NUMBER: DA 101

COURSE TITLE: *Dance 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: Minor revisions made to course description, course objectives, course content, written and other assignments, methods of instruction, methods of evaluation, and suggested texts.*

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 3A
 CSU/GE - Please state which area: Select One C1

AP&P GE Approved: _____ GE Not Approved: _____
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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: DA 101

COURSE NAME: *Dance Appreciation

COURSE UNITS: 3 COURSE HOURS: 3

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

Advisory: Eligibility for College Level Reading and ENGL 099.

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

A study of dance as it has evolved throughout history with an emphasis on western theatrical dancing. Introduces major concepts, approaches, and issues in the study of dance as a cultural, historical, and artistic practice. Uses text, audiovisual, demonstration, and performance to expose students to the prominent choreographers and performers who have influenced dance culturally, historically, and as an art form. (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 and differentiate between the major dance idioms (i.e. ballet, modern, jazz, tap, musical theatre, and hip-hop)
2. Describe primitive and ancient dance and explain their purpose in society.
3. Recognize the major periods of ballet.
4. Describe the evolution of modern dance.
5. Identify prominent artists (historical and contemporary) in the dance field.
6. Distinguish and appraise the elements of dance production.
7. Appreciate the relationship of dance and music, and discuss how rhythm affects dance/movement.

Course Subject & Number: DA 101

Course Name: *Dance 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. Introduction and orientation- dance is an aesthetic art form

- II. The choreographer, the dancer, and the audience
 - A. Space, time, energy
 - B. Physicality of dance
 - C. Viewing dance as an audience member

- III. Tribal rites-Forms of ritual dance and ceremonial dance

- IV. Folk dance and ethnic dance

- V. European ballet tours
 - A. Early Ballet
 - B. Romantic, Classical and 20th Century

- VI. Modern dance/contemporary dance
 - A. The forerunners of modern dance
 - B. The founders of modern dance and contemporary dance
 - C. The pioneers
 - D. Post modern dance

- VII. Dance in America
 - A. American Ballet and modern dance
 - B. Jazz, tap and musical theatre
 - C. Hip-hop
 - D. Social dance

- VIII. Elements of Dance Performance/production.
 - A. Choreography
 - B. Set Design
 - C. Lighting Design
 - D. Costuming
 - E. Artistic director, producer, musical accompaniment

- IX. Careers in dance

- X. Research Methods
 - A. Basic outline of paper
 - B. MLA format
 - C. Description of sources

Course Subject & Number: DA 101
Course Name: *Dance 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:

The students will read from required textbook and handouts, and they are guided to apply what they have learned from their readings so they may succeed in the course.

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

The students will critique and evaluate dance performances in writing short or extensive essays.

The students will construct a research paper on a chosen topic related to the history, culture, and art of dance.

The students will document in a journal on lectures, textbooks, and audiovisual materials.

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:

The students will view one professional dance performance.

The students will design and create an evening of dance in theory employing various production elements, which may include oral presentation.

The students will experiment with various dance elements in the use of time, space, and energy.

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

Reading Assignments: 2 hours

Writing Assignments: 2 hours

Computational Assignments:

Other Assignments: 2 hours

Course Subject & Number: DA 101
Course Name: *Dance 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.)*

The instructor will lecture on the study of dance and all its contents.

~~The instructor will demonstrate dance movements.~~ *will be demonstrated*

The instructor will present audiovisual materials.

The instructor will lead class in group discussions.

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. Instructor evaluates students by observing their level of participation in classes. (1-7)
2. Instructor evaluates students by outcomes on written assignments and tests. (1-7)
3. Instructor evaluates students on their journals and note taking that include analysis of material viewed in class. (1-7)
4. Instructor evaluates students through completion of written research paper. (1-7)
5. Instructor evaluates students through creative projects that are well described and show originality. (1,5,6)

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.)

Learning About Dance: Dance as an Art Form and Entertainment by Nora Ambrosio, Kendall/Hunt Publishing, 2008, 5th Edition.

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 101
COURSE NAME: *Dance Appreciation
COURSE UNITS: 3
COURSE HOURS: 3

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

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

A study of dance as it has evolved throughout history with an emphasis on western theatrical dancing. Overview includes romantic, classical and 20th century ballet, modern dance, and it's evolution as well as jazz dance, tap dance, folk dance and dance for musical theatre. Students will be exposed to the prominent choreographers and performers for each of the specified areas and learn the various elements employed in the production of dance.

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

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

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

- 1) Identify and differentiate between the major dance idioms (i.e. ballet, modern, jazz, tap, folk, musical theatre dance.)
- 2) Describe primitive and ancient dance and explain their purpose in society.
- 3) Demonstrate an understanding of the major periods of ballet.
- 4) Demonstrate knowledge of the evolution of modern dance.
- 5) Identify prominent artists (historical and contemporary) in the dance field.
- 6) Demonstrate an understanding of the production elements employed in theatrical dance.

Course Subject & Number: DA 101
Course Name: *Dance Appreciation

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

Tribal and Ceremonial Dance

Folk Dance/ Ethnic Dance

Ballet:

- Romantic Era
- Classical Era
- 20th Century

Modern Dance

- Forerunners
- Founders
- Contemporary

Jazz Dance/Tap Dance

Musical Theatre

Elements of Dance Performance

- Choreography
- Set design
- Lighting design
- Costuming

Research methods

- Basic outline of paper
- MLA format
- Description of sources

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

RECEIVED
JAN 30 2009
JES Sco-4/10/08

SECTION I

Date _____ Initial _____
 AP&P Representative: 1-20-09 CL
(indicates division review and approval)
 Division Dean/Director: 1-20-09 J.C.
 Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-20-09

COURSE SUBJECT & NUMBER: DA 102

COURSE TITLE: *Beginning Ballet

- 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 revisions made to course objectives, course content, written and other assignments, methods of instruction, methods of evaluation, and suggested texts.*

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: DA 102

COURSE NAME: *Beginning Ballet

COURSE UNITS: 1 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#).*
A beginning course that introduces the student to the basic vocabulary, movements, and discipline of classical ballet.
(CSU, UC, AVC) (R3)

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

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

1. Demonstrate the basic movements of classical ballet.
2. Understand and demonstrate the basic principles of body alignment and form.
3. Define basic French terminology that relates to ballet and other dance forms.
4. Describe the purpose of various ballet exercises.
5. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
6. Increase the flexibility, balance, control, strength, coordination, and athletic stamina while dancing.
7. Apply technical skill and knowledge gained in ballet as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 102
Course Name: *Beginning Ballet

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. Stretching and warm-up exercises
- II. Basic barre exercises including:
 - A. plie
 - B. battement tendu
 - C. battement degage
 - D. rond de jambe
 - E. battement frappe
 - F. battement fondu
 - G. petit battement
 - H. adagio at the barre
 - I. grand battement
- III. Center floor work including:
 - A. adagio combinations
 - B. turns including chaines, pique tour en de dans, and pirouette
 - C. petite allegro
 - D. grand allegro
- IV. Ballet terminology

Course Subject & Number: DA 102
Course Name: *Beginning Ballet

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:

The student will read handouts provided by the instructor.

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

The student will complete one written self-evaluation at the end of the semester and/or write one dance review.
The student document in a journal the movements learned in class.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

The student will experiment with various dance elements in the use of time, space, and energy.

Practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 102

Course Name: *Beginning Ballet

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to classical ballet.

The instructor will demonstrate ballet movements.

The instructor will present audiovisual materials of professional dances.

The instructor will ~~direct~~ ^{lead} warm-up, barre, and center work.

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. Instructor evaluates students by observing their level of participation in classes. (1,2,5,6)
2. Instructor evaluates students by skills tests. (1,2,3,5,6)
3. Instructor evaluates students on their performance of reproducing ballet movements. (1,2,4,5,6,7)
4. Instructor evaluates students through completion of written assignments and tests. (1,2,4,7)

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.)

Technical Manual and Dictionary of Classical Ballet by Gail Grant, BN Publishing, 2009, latest edition.

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 102
COURSE NAME: *Beginning Ballet
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: Eligibility for Read 099 and Engl 099.

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

A beginning course that introduces the student to basic vocabulary, movements, and discipline of classical ballet. This class may be repeated 3 times for credit.

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

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

1. Demonstrate the basic movements of beginning ballet.
2. Increase coordination, balance, control, strength, flexibility and stamina through dancing.
3. Understand and demonstrate the basic principles of alignment and form.
4. Define basic French terminology that relates to ballet and other dance forms.
5. Describe the purpose of various ballet exercises.
6. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
7. Apply technical skill and knowledge gained in ballet as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 102
Course Name: *Beginning Ballet

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

Stretching and warmup exercises

Basic barre exercises including:

- plie,
- battement tendu,
- battement degage,
- rond de jambe,
- battement frappe,
- adagio at the barre,
- grand battement.

Center floor work including:

- adagio combinations
- turns including chainnes, pique, and pirouette
- petite allegro
- grand allegro

Ballet terminology

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

RECEIVED
JAN 30 2009
5:04/10/08
BY: JJ

SECTION I

Date Initial
AP&P Representative: 1-20-09 CL
(indicates division review and approval)

Division Dean/Director: 1-20-09 MC

Faculty Name: (print) CINDY LITTLEFIELD Date 1-20-09

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

COURSE SUBJECT & NUMBER: DA 122

COURSE TITLE: *Intermediate Ballet

- 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 revisions made to course objectives, course content, written and other assignments, methods of instruction, methods of evaluation, and suggested texts.

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: DA 122

COURSE NAME: *Intermediate Ballet

COURSE UNITS: 1 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#). A course which uses the basic movements of beginning ballet as a base and progresses to a higher level of technical difficulty and competency. Before enrolling, students should have completed one year of ballet training and/or completion of DA 102. (CSU, UC, AVC) (R3)

fold caps

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

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

1. Demonstrate the intermediate movements of classical ballet.
2. Understand and demonstrate the basic principles of body alignment and form.
3. Define basic French terminology that relates to ballet and other dance forms.
4. Explain the purpose of various ballet exercises.
5. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
6. Construct a short ballet movement study.
7. Develop a sense of the aesthetic nature of ballet.
8. Increase the flexibility, balance, control, strength, coordination, and athletic stamina while dancing.
9. Apply technical skill and knowledge gained in ballet as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 122
Course Name: *Intermediate Ballet

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. Stretching and warm-up exercises
- II. Basic barre exercises including:
 - A. plie
 - B. battement tendu
 - C. battement degage
 - D. rond de jambe
 - E. battement frappe
 - F. battement fondu
 - G. petit battement
 - H. adagio at the barre
 - I. grand battement
- III. Center floor work including:
 - A. adagio combinations
 - B. intermediate turns including chaines, pique tour en de dans, pique tour en de hors, and pirouette
 - C. petite allegro
 - D. grand allegro
- IV. Intermediate Ballet terminology

Course Subject & Number: DA 122

Course Name: *Intermediate Ballet

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:

The student will read handouts provided by the instructor.

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

The student will complete one written self-evaluation at the end of the semester and/or write one dance review.

The student will document in a journal the movements learned in class.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

The student will experiment with various dance elements in the use of time, space, and energy.

Practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 122

Course Name: *Intermediate Ballet

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to classical ballet.

The instructor will demonstrate ballet movements.

The instructor will present audiovisual materials of professional dances.

The instructor will direct warm-up, barre, and center work.

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. Instructor evaluates students by observing their level of participation in classes. (1,2,5,7,8)
2. Instructor evaluates students by skills tests. (1,2,3,5,6,7,8)
3. Instructor evaluates students on their performance of reproducing ballet movements. (1,2,4,5,6,7,8,9)
4. Instructor evaluates students through completion of written assignments and tests. (1,3,4,2,9)

Suggested Texts or Other Instructional Materials

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

Technical Manual and Dictionary of Classical Ballet by Gail Grant, BN Publishing, 2009, latest edition.

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 122
COURSE NAME: *Intermediate Ballet
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: The student should have completed one year of ballet class and/or completion of DA 102. Eligibility for Read 099 and Engl 099.

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

A course which uses the basic movements of beginning ballet as a base and progresses to a higher level of technical difficulty and competency. This class may be repeated 3 times for credit.

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

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

1. Demonstrate the intermediate level movements of ballet.
2. Increase coordination, balance, control, strength, flexibility and stamina through dancing.
3. Understand and demonstrate the basic principles of alignment and form.
4. Define basic French terminology that relates to ballet and other dance forms.
5. Explain the purpose of various ballet exercises.
6. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phasing.
7. Construct a short ballet movement study.
8. Develop a sense of the aesthetic nature of ballet.
9. Apply knowledge and technical skill gained in ballet as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 122
Course Name: *Intermediate Ballet

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

The following is included in each ballet class.

Stretching and warmup exercises

Barre exercises including:

plie,
battement tendu,
battement degage,
rond de jambe,
battement frappe,
adagio at the barre,
and grand battement.

Center floor work including:

adagio combinations
Turns including chaines, pique, pirouette, and fourttes
Petite allegro
Grand allegro

Ballet terminology

RECEIVED
JAN 30 2009
SUC 411/08
BY: JD

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

SECTION I

	Date	Initial
AP&P Representative:	1-20-09	CL
<i>(indicates division review and approval)</i>		
Division Dean/Director:	1-20-09	TC
Faculty Name: (print)	Cindy Littlefield	

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

Date 1-20-09

COURSE SUBJECT & NUMBER: DA 202

COURSE TITLE: *Advanced Ballet

- 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 revisions made to course objectives, course content, written and other assignments, methods of instruction, methods of evaluation, and suggested texts.*

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):
- | | |
|---------------------------------------|--|
| <input type="checkbox"/> AA/AS Degree | <input type="checkbox"/> Vocational Education (see page 4, section VIII) |
| <input type="checkbox"/> Transfer | <input type="checkbox"/> 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: DA 202

COURSE NAME: *Advanced Ballet

COURSE UNITS: 1 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#).* Using beginning and intermediate ballet as a base, this course is a continuation of the study of classical ballet with an emphasis on performance style as well as increased technical and choreographic skills. Before enrolling, students should have completed two years of ballet training and/or completion of DA 122. (CSU, UC, AVC) (R3)

bold caps

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

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

1. Demonstrate advanced level ballet movements possibly including pointe and partner work.
2. Understand and demonstrate the principles of body alignment and form.
3. Define basic French terminology that relates to ballet and other dance forms.
4. Explain the purpose of various advanced ballet exercises.
5. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
6. Choreograph adagio and allegro ballet combinations.
7. Develop a sense of the aesthetic nature of ballet.
8. Demonstrate ease in the execution of the steps of ballet.
9. Increase the flexibility, balance, control, strength, coordination, and athletic stamina while dancing.
10. Apply technical skill and knowledge gained in ballet as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 202

Course Name: *Advanced Ballet

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. Stretching and warm-up exercises
- II. Intermediate and advanced level barre exercises including:
 - A. plie
 - B. battement tendu
 - C. battement degage
 - D. rond de jambe
 - E. battement frappe
 - F. battement fondu
 - G. petit battement
 - H. adagio at the barre
 - I. grand battement
- III. Advanced center floor work including:
 - A. adagio combinations
 - B. intermediate/advanced turns including chaines, pique tour en de dans, pique tour en de hors, fouettes, and pirouettes
 - C. petite allegro
 - D. grand allegro
- IV. Advanced Ballet terminology

Course Subject & Number: DA 202
Course Name: *Advanced Ballet

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:

The student will read handouts provided by the instructor.

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

The student will complete one written self-evaluation at the end of the semester and/or write one dance review.

The student will document in a journal the movements learned in class.

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:

The student will view and critique one professional dance performance.

The student will perform work learned in class at the end of the semester.

The student will experiment with various dance elements in the use of time, space, and energy.

The student will analyze different musical rhythms.

practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 202

Course Name: *Advanced Ballet

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to classical ballet.

The instructor will demonstrate ballet movements.

The instructor will present audiovisual materials of professional dances.

The instructor will direct warm-up, barre, and center work.

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. Instructor evaluates students by observing their level of participation in classes. (1,2,5,7,8,9)
2. Instructor evaluates students by skills tests. (1,2,3,5,6,7,8,9)
3. Instructor evaluates students on their performance of reproducing ballet movements. (1,2,4,5,6,7,8,9, 10)
4. Instructor evaluates students through completion of written assignments and tests. (1,3,4,2,10)

Suggested Texts or Other Instructional Materials

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

Technical Manual and Dictionary of Classical Ballet by Gail Grant, BN Publishing, 2009, latest edition.

The Ballet Companion: A Dancer's Guide to the Technique, Traditions, and Joys of Ballet by Eliza Gaynor Minden, Fireside, Rockefeller Center, 2005

The Classic Ballet: Technique and Terminology by Carlus Dyer and Lincoln Kirstein, University Press of Florida, 1998.

(Unique coverage has not been matched by any other book)

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

Course Number
Revised 10/2003

COURSE SUBJECT & NUMBER: DA 202
COURSE NAME: *Advanced Ballet
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: Students should have at least two years of ballet classes and/or completion of DA 122.
Eligibility for Read 099 and Engl 099.

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

Using beginning and intermediate ballet as a base, this course is a continuation of the study of classical ballet with an emphasis on performance style as well as increased technical and choreographic skills. This course may be repeated 3 times for credit.

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

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

1. Demonstrate advanced level ballet movements possibly including pointe and partner work.
2. Increase coordination, balance, control, strength, flexibility and stamina through dancing.
3. Demonstrate the principles of proper body alignment and technical form.
4. Define basic French terminology that relates to ballet and other dance forms.
5. Explain the purpose of various ballet exercises.
6. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
7. Choreograph adagio and allegro ballet combinations.
8. Develop a sense of the aesthetic nature of ballet.
9. Demonstrate ease in the execution of the steps of ballet.
10. Use knowledge obtained in ballet class as a foundation to pursue further dance studies.

Course Subject & Number: DA 202
Course Name: *Advanced Ballet

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

Stretching and warmup exercises

Barre exercises including:

- plie,
- battement tendu,
- battement degage,
- rond de jambe,
- battement frappe,
- adagio at the barre,
- grand battement.

Center floor work including:

- adagio combinations
- turns including chaines, pique, pirouette, and fouettes.
- petite allegro
- grand allegro

Ballet terminology

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

RECEIVED
JAN 30 2009
SLO 4/10/08

SECTION I Date Initial

AP&P Representative: 1-20-09 CL
(indicates division review and approval)

Division Dean/Director: 1-20-09

Faculty Name: (print) CINDY LITTLEFIELD

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Date 1-20-09

COURSE SUBJECT & NUMBER: DA 103

COURSE TITLE: *Beginning Modern Dance

- 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 revisions made to course objectives, course content, written and other assignments, methods of instruction, methods of evaluation, and suggested texts.*

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: DA 103

COURSE NAME: *Beginning Modern Dance

COURSE UNITS: 1 **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#).*
An introduction to the fundamentals of creative expression, and development of bodily strength, flexibility, coordination, balance, and rhythm through dance techniques. (CSU, UC, AVC) (R3)

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

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

1. Perform modern dance techniques developed by outstanding dancers in the field.
2. Increase coordination, balance, control, strength, flexibility and stamina while dancing.
3. Analyze and understand different rhythms.
4. Understand and demonstrate the basic principles of body alignment and form.
5. Define basic terminology that relates to modern and other dance forms.
6. Express oneself through bodily movement.
7. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
8. Work cooperatively with classmates in problem solving situations using critical thinking.
9. Apply skills and knowledge gained in beginning modern dance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 103
Course Name: *Beginning Modern Dance

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. Stretching, dance conditioning, and warm-up exercises
 - A. Introduce oneself by name through movement
 - B. Center work, barre work
- II. Fundamentals of basic locomotor movement
 - A. Traveling across the floor
 - B. Transform pedestrian movements into abstract movements
 - C. Mirror imagery and concentration exercises
- III. Movement patterns and combinations
 - A. Transitional phrases, turns, grand allegro
 - B. Variations to movement combinations
- IV. Practice in choreographic problem solving
 - A. Presentation of mid-term
 - B. Evaluate and critique oneself
- V. Presentation of Group dance, class dance
 - A. Review all movement previously learned
 - B. Dress rehearsal, spacing rehearsal
 - C. View and critique recorded performance

Course Subject & Number: DA 103
Course Name: *Beginning Modern Dance

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:

The student will read handouts provided by the instructor.

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

The student will complete one written self-evaluation at the end of the semester and/or write one dance review.

The student will document in a journal the movements learned in class.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

The student will experiment with various dance elements in the use of time, space, and energy.

Practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 103
Course Name: *Beginning Modern Dance

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to modern dance.
The instructor will demonstrate modern dance movements.
The instructor will present audiovisual materials of professional dances.
The instructor will direct warm-up, barre, and center work.
The instructor will choreograph a dance or dance phrase.

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. Instructor evaluates students by observing their level of participation in classes. (1,2,5,6)
2. Instructor evaluates students by skills tests. (1-9)
3. Instructor evaluates students on their performance of reproducing modern dance movements. (1-9)
4. Instructor evaluates students through completion of written assignments and tests. (1,2,4,7)

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.)

The Dancer Prepares: Modern Dance for Beginners By James Penrod and Janice Gudde Plastino, McGraw-Hill Humanities, 2004, 5th edition.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 103
COURSE NAME: *Beginning Modern Dance
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: Eligibility for Read 099 and Engl 099.

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

An introduction to the fundamentals of creative expression, and development of bodily strength, flexibility, coordination, balance, and rhythm through dance techniques.

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

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

1. Demonstrate modern dance techniques developed by outstanding dancers in the field.
2. Increase coordination, balance, control, strength, flexibility and stamina through dancing.
3. Analyze and understand different rhythms.
4. Express oneself through bodily movement.
5. Understand and demonstrate the basic principles of alignment and form.
6. Define basic dance vocabulary that relates to modern dance and other dance forms as well.
7. Work cooperatively with classmates in problem solving situations.
8. Apply skills and knowledge gained in beginning modern dance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 103
Course Name: *Beginning Modern Dance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

1. Stretching and dance conditioning exercises.
2. Fundamentals of basic locomotor movement.
3. Variations of locomotor movement combinations.

The above are included in each modern dance class

4. Exploration of movement qualities.
5. Practice in choreographic problem solving.
6. Modern Dance films.
7. Presentation of choreographic material.

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

SECTION I

Date Initial

AP&P Representative: 1-20-09 CL
(indicates division review and approval)

Division Dean/Director: 1-20-09 J.C.

Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-20-09

COURSE SUBJECT & NUMBER: DA 123

COURSE TITLE: *Intermediate Modern Dance

- 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 revisions made to course description, objectives, course content, written and other assignments, methods of instruction, methods of evaluation, and suggested texts.*

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: DA 123

COURSE NAME: *Intermediate Modern Dance

COURSE UNITS: 1 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#).*

A study of dance techniques developed by outstanding dancers in the modern dance field, which uses beginning modern dance as a base and progresses to a higher level of technical difficulty and competency. Before enrolling, students should have completed one year of dance training and/or completion of DA 103. (CSU, UC, AVC) (R3)

bold caps

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

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

1. Demonstrate and reproduce modern dance techniques developed by outstanding dancers in the field.
2. Increase the flexibility, balance, control, strength, coordination, and athletic stamina while dancing.
3. Analyze and understand different rhythms.
4. Understand and apply the basic principles of body alignment and form.
5. Define intermediate terminology that relates to modern and other dance forms.
6. Express oneself through bodily movement.
7. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
8. Work cooperatively with classmates in problem solving situations using critical thinking.
9. Apply skills and knowledge gained in intermediate modern dance as a foundation from which he/she can pursue further dance studies.

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:

The student will read handouts provided by the instructor.

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

The student will complete one written self-evaluation at the end of the semester and/or write one dance review.
The student document in a journal the movements learned in class.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

The student will experiment with various dance elements in the use of time, space, and energy.

Practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 123
Course Name: *Intermediate Modern Dance

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. Stretching, dance conditioning, and warm-up exercises
 - A. Introduce oneself by name through movement
 - B. Center work, barre work
- II. Presentation of specific modern dance techniques
 - A. Principles of modern tradition
 - B. Techniques developed by Lester Horton, Martha Graham, Jose Limon, and Doris Humphrey, and Mary Wigman
- III. Fundamentals of locomotor movement
 - A. Traveling across the floor
 - B. Transform pedestrian movements into abstract movements
 - C. Mirror imagery and concentration exercises
- IV. Movement patterns and combinations
 - A. Transitional phrases, turns, grand allegro
 - B. Variations to movement combinations
- V. Practice in choreographic problem solving
 - A. Presentation of midterm
 - B. Evaluate and critique oneself
- VI. Presentation of Group dance, class dance
 - A. Review all movement previously learned
 - B. Dress rehearsal, spacing rehearsal
 - C. View and critique recorded performance

Course Subject & Number: DA 123
Course Name: *Intermediate Modern Dance

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to modern dance technique.
The instructor will demonstrate modern dance movements.
The instructor will present audiovisual materials of professional dances.
The instructor will direct warm-up, barre, and center work.
The instructor will choreograph a class dance.

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. Instructor evaluates students by observing their level of participation in classes. (1,2,4, 6,8)
2. Instructor evaluates students by skills tests. (1-9)
3. Instructor evaluates students on their performance of reproducing intermediate modern movements. (1,2,4,5,6,7,8,9)
4. Instructor evaluates students through completion of written assignments and tests. (1,3,4,2,9)

Suggested Texts or Other Instructional Materials

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

The Vision of Modern Dance: In the Words of its Creators by John E. Brown, Naomi Mindlin, Charles Humphrey Woodward, editors. Princeton Book Company, 1998, 2nd Edition.

(Unique coverage has not been matched by any other book)



ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 123
COURSE NAME: *Intermediate Modern Dance
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: Students should have at least one year of modern dance classes and or completion of DA 103.
Eligibility for Read 099 and Engl 099.

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

A study of dance techniques developed by outstanding dancers in the modern dance field. This course may be repeated three times for credit.

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

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

1. Demonstrate modern dance techniques developed by outstanding dancers in the field.
2. Increase coordination, balance, control, strength, flexibility and stamina through dancing.
3. Analyze and understand different rhythms.
4. Express oneself through bodily movement.
5. Understand and demonstrate the basic principles of alignment and form.
6. Define basic dance vocabulary that relates to modern dance and other dance forms as well.
7. Reproduce in movement combinations demonstrated by the instructor.
8. Work cooperatively with classmates in problem solving situations.
9. Use knowledge gained in beginning modern dance to progress to a higher level of competency and difficulty.
10. Apply knowledge gained in intermediate modern dance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 123
Course Name: *Intermediate Modern Dance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

Presentation of specific modern dance techniques.

Locomotor movement combinations across the floor.

Modern dance combinations in the center.

Choreographic problem solving.

Modern Dance films.

Presentation of choreographic material.

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

RECEIVED
JAN 30 2009
BY JD SLO 4/10/08

SECTION I

Date Initial

AP&P Representative: 1-20-09 CL
(indicates division review and approval)

Division Dean/Director: 1-20-09 NC

Faculty Name: (print) CINDY LITTLEFIELD

Date 1-20-09

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

COURSE SUBJECT & NUMBER: DA 203

COURSE TITLE: *Advanced Modern Dance

- 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 revisions made to course description, objectives, course content, written and other assignments, methods of instruction, methods of evaluation, and suggested texts.

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: DA 203

COURSE NAME: *Advanced Modern Dance

COURSE UNITS: 1 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#). Using beginning and intermediate modern dance as a base, this course is a continuation of the study of modern dance with an emphasis on performance style as well as increased technical and choreographic skills. Before enrolling, students should have completed two years of modern dance training and/or completion of DA 123. (CSU, UC, AVC) (R3)

bold cap

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

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

1. Demonstrate increased technical capabilities in modern dance movement.
2. Apply the flexibility, balance, control, strength, coordination, and athletic stamina while dancing.
3. Develop and demonstrate a kinesthetic and physiological understanding of the body and movement.
4. Understand and apply the basic principles of body alignment and form.
5. Define dance terminology that relates primarily to modern dance.
6. Combine modern dance movements into a larger pattern utilizing compositional techniques.
7. Recognize basic musical meter and rhythm and integrate this knowledge into short dance compositions.
8. Identify prominent artists in the field of modern dance.
9. Distinguish between various modern dance techniques as developed by outstanding artists.
10. Appreciate the relationship of dance and music, and develop a kinesthetic awareness of time, meter and musical phrasing.
11. Apply skills and knowledge gained in advanced modern dance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 203
Course Name: *Advanced Modern Dance

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. Stretching, dance conditioning, and warm-up exercises
 - A. Center work, barre work
 - B. Improvisation
- II. Presentation and review of specific modern dance techniques
 - A. Principles of modern tradition
 - B. Techniques developed by Lester Horton, Martha Graham, Jose Limon, and Doris Humphrey, and Mary Wigman, among others
- III. Fundamentals of movement using space, time and energy
 - A. Traveling across the floor using various musical phrasing
 - B. Transform pedestrian movements into abstract movements
- IV. Movement patterns and combinations
 - A. Transitional phrases, turns, grand allegro
 - B. Variations to movement combinations
- V. Practice in choreographic problem solving
 - A. Presentation of mid-term
 - B. Evaluate and critique oneself
- VI. Structured improvisation and choreography
- VII. Presentation of Group dance, class dance
 - A. Review all movement previously learned
 - B. Dress rehearsal, spacing rehearsal
 - C. View and critique recorded performance

Course Subject & Number: DA 203
Course Name: *Advanced Modern Dance

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:
The student will read handouts provided by the instructor.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:
The student will complete one written self-evaluation at the end of the semester and/or write one dance review.
The student document in a journal the movements learned in class.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

The student will experiment with various dance elements in the use of time, space, and energy.

practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 203
Course Name: *Advanced Modern Dance

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to modern dance technique.
The instructor will demonstrate modern dance movements.
The instructor will present audiovisual materials of professional dances.
The instructor will direct warm-up, barre, and center work.
The instructor will choreograph a class dance.

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. Instructor evaluates students by observing their level of participation in classes. (1-10)
2. Instructor evaluates students by skills tests. (1-10)
3. Instructor evaluates students on their performance of reproducing advanced modern movements. (1,2,3,4,6,7)
4. Instructor evaluates students through completion of written assignments and tests. (5,8,9)

missing obj. 11

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 Vision of Modern Dance: In the Words of its Creators by John E. Brown, Naomi Mindlin, Charles Humphrey Woodward, editors. Princeton Book Company, 1998, 2nd Edition.

(Unique coverage has not been matched by any other book)



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

Course Number
Revised 10/2003

COURSE SUBJECT & NUMBER: DA 203
COURSE NAME: *Advanced Modern Dance
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: Students should have at least two years of modern dance classes and/or completion of DA 123.
Eligibility for Read 099 and Engl 099.

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

Using beginning and intermediate modern dance as a base, this course is a continuation of the study of modern dance with an emphasis on performance style as well as increased technical and choreographic skills. This class may be repeated 3 times for credit.

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

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

1. Demonstrate increased technical capabilities in modern dance movement.
2. Demonstrate increased flexibility, strength and athletic stamina.
3. Develop and demonstrate a kinesthetic and physiological understanding of the body and movement.
4. Define basic dance vocabulary that relates primarily to modern dance, but is appropriate for other forms of dance as well.
5. Reproduce or demonstrate in movement the modern dance vocabulary.
6. Combine modern dance movements into a larger pattern utilizing compositional techniques.
7. Recognize basic musical meter and rhythm and integrate this knowledge into short dance compositions.
8. Use knowledge obtained in modern class as a foundation from which he/she can pursue further dance studies.
9. Identify prominent artists in the field of modern dance.
10. Distinguish between various modern dance techniques as developed by outstanding artists.

Course Subject & Number: DA 203
Course Name: *Advanced Modern Dance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

Warmup exercises designed to increase flexibility, strength and motor memory:

Traveling movement combinations across the floor.

Modern dance combinations in the center.

Exploration of the use of space, both locomotor and axial, using:

- varying levels
- directions
- focus

Discussion and application of various:

- rhythms
- music
- phrasing
- timing
- counting

Practice in various modern dance forms which may include Graham, Limon, Horton, and Lewinski technique among others.

Practice in composition .

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

RECEIVED
JAN 30 2009
SLO 4/10/08
BY: JD

SECTION I

Date _____ Initial _____
AP&P Representative: 1-22-09 CL
(indicates division review and approval)

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

Division Dean/Director: 01-22-09 JMM
Faculty Name: (print) CINDY Littlefield

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 104

COURSE TITLE: *Beginning Jazz Dance

- 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: Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

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: DA 104

COURSE NAME: *Beginning Jazz Dance

COURSE UNITS: 1 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#).*
An introduction to the basic movement skills employed in jazz dance techniques. Compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz as an artistic dance form. (CSU, UC, AVC) (R3)

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

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

1. Perform beginning movement skills of jazz dance including isolation coordination and rhythmic forms.
2. Increase and improve coordination, balance, control, strength, flexibility and athletic stamina while dancing.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Demonstrate the basic principles of proper body alignment and form.
5. Define basic terminology that relates to jazz dance and other dance forms.
6. Reproduce and duplicate in movement the various styles of jazz dance.
7. Understand the relationship of music and the social climate to the history of jazz dance.
8. Combine basic dance vocabulary, complex musical meter and rhythm into a larger pattern utilizing compositional technique.
9. Apply skills and knowledge gained in beginning jazz dance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 104
Course Name: *Beginning Jazz Dance

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 and orientation
 - A. Jazz dance history
 - B. Jazz dance vocabulary
- II. Stretching, dance conditioning, and warm-up exercises
 - A. Isolation and rhythmic exercises
 - B. Center work, barre work
 - C. Conditioning exercises
 - D. Injury prevention
- III. Combinations and routines
 - A. Jazz walks, grand battements, jazz turns, and grand allegro
 - B. Coordination and concentration exercises
- IV. Locomotors and axial use of space
 - A. Varying levels, directions, focus, and rhythms
 - B. Variations to movement combinations
- V. Application of jazz forms
 - A. Rhythmic, progressive, lyrical, theatrical, rock, and contemporary
 - B. Combinations including jazz forms
- VI. Jazz choreography
 - A. Elements in composition of individual and group studies
 1. Music (phrasing, counting, timing)
 2. Spacing (floor patterns)
 - B. Evaluate and critique oneself
- VII. Presentation of Group dance, class dance
 - A. Review all movement previously learned
 - B. Dress rehearsal, spacing rehearsal
 - C. View and critique recorded performance

Course Subject & Number: DA 104
Course Name: *Beginning Jazz Dance

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:
The student will read handouts provided by the instructor.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:
The student will complete one written self-evaluation at the end of the semester and/or write one dance review.
The student document in a journal the movements learned in class.

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:
The student will view one professional dance performance.
The student will perform work learned in class at the end of the semester. *Practice @ home*
The student will experiment with various dance elements in the use of time, space, and energy.

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 104
Course Name: *Beginning Jazz Dance

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to jazz dance.
The instructor will demonstrate jazz dance movements.
The instructor will present audiovisual materials of professional jazz dances.
The instructor will direct warm-up, barre, and center work.
The instructor will choreograph a dance or dance phrase.

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. Instructor evaluates students by observing their level of participation in classes. (1-9)
2. Instructor evaluates students by skills tests. (1,2,6,7)
3. Instructor evaluates students on their demonstrations of reproducing jazz dance movements. (1,2,4,5,6,7)
4. Instructor evaluates students through performance of group dance, class dance. (1-9)

Suggested Texts or Other Instructional Materials

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

Jump into Jazz: The Basics and Beyond for Jazz Dance Students By Minda Goodman Kraines and Ester Pryor, McGraw-Hill Humanities/Social Sciences/Languages, 2004, 5th edition.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 104
COURSE NAME: *Beginning Jazz Dance
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: Eligibility for Read 099 and Engl 099

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

This course is an introduction to the basic movement skills employed in jazz dance technique. Compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz as an artistic dance form. This course may be repeated three times for credit.

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

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

1. Perform basic jazz movements including isolation coordination and complex rhythmic forms.
2. Demonstrate increased flexibility, strength and athletic stamina.
3. Develop and demonstrate kinesthetic and physiological understanding of the body and movement.
4. Define basic dance vocabulary that relates primarily to jazz dance, but is appropriate for other forms of dance as well.
5. Reproduce or demonstrate in movement the basic dance vocabulary.
6. Combine basic dance vocabulary into a larger pattern utilizing compositional techniques.
7. Recognize basic musical meter and rhythm and integrate this knowledge into short dance compositions.
8. Use knowledge obtained in jazz class as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 104
Course Name: *Beginning Jazz Dance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

Basic warmups:

- standing
- sitting
- lying down
- at the barre

Basic movements including entire body and isolations

Basic Combinations

Exploration of the use of space, both locomotor and axial, using:

- varying levels
- directions
- focus

Discussion and application of various:

- rhythms
- music
- phrasing
- timing
- counting

Various jazz forms

Basic elements of composition

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 JAN 30 2009
 SLO 9/17/08

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

SECTION I

Date Initial

AP&P Representative: 1-22-09 CL
(indicates division review and approval)

Division Dean/Director: 01-22-09 JM

Faculty Name: (print) CINDY LITTLEFIELD

AP&P Approval:
 Date _____

V.P. Academic Affairs:
 Signature _____

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 124

COURSE TITLE: *Intermediate Jazz Dance

- 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: Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

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: DA 124

COURSE NAME: *Intermediate Jazz Dance

COURSE UNITS: 1 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 continues development of intermediate movement skills employed in jazz dance technique with an emphasis on style and form. Increased compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz as an artistic dance form. Before enrolling, students should know basic jazz movements including isolation coordination and complex rhythmic forms, and/or completion of one semester of DA 104. (CSU, AVC) (R3)

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

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

1. Perform intermediate movement skills of jazz dance including isolation coordination and complex rhythmic forms.
2. Increase and improve coordination, balance, control, strength, flexibility and athletic stamina while dancing.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Demonstrate and understand the basic principles of proper body alignment and form.
5. Define terminology that relates to jazz dance and other dance forms.
6. Reproduce, duplicate, and demonstrate intermediate movement and various styles of jazz dance.
7. Understand the relationship of music and the social climate to the history of jazz dance.
8. Combine intermediate dance vocabulary, complex musical meter and rhythm into a larger pattern utilizing compositional technique.
9. Apply skills and knowledge gained in intermediate jazz dance as a foundation from which he/she can pursue further dance studies.

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Course Subject & Number: DA 124
Course Name: *Intermediate Jazz Dance

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 and orientation
 - A. Jazz dance history
 - B. Intermediate Jazz dance vocabulary
- II. Stretching, dance conditioning, and warm-up exercises
 - A. Complex isolation and rhythmic exercises
 - B. Center work, barre work
 - C. Conditioning exercises
 - D. Injury prevention
- III. Combinations and routines
 - A. Stylized jazz walks, grand battements and extensions, intermediate jazz turns, and grand allegro
 - B. Coordination and concentration exercises
- IV. Locomotors and axial use of space
 - A. Varying levels, directions, focus, and rhythms
 - B. Variations to movement combinations
- V. Application of jazz forms
 - A. Rhythmic, progressive, lyrical, theatrical, rock, and contemporary
 - C. Combinations including jazz forms
- VI. Jazz choreography
 - A. Elements in composition of individual and group studies
 1. Music (phrasing, counting, timing)
 2. Spacing (floor patterns)
 - B. Evaluate and critique oneself
- VII. Presentation of Group dance, class dance
 - A. Review all movement previously learned
 - B. Dress rehearsal, spacing rehearsal
 - C. View and critique recorded performance

needs to be more Adv. from bag.

Course Subject & Number: DA 124
Course Name: *Intermediate Jazz Dance

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:

The student will read handouts provided by the instructor.

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

The student will complete one written self-evaluation at the end of the semester.

The student will write one or more dance reviews.

The student document in a journal the movements learned in class.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

The student will experiment with various dance elements in the use of time, space, and energy.

The student will be encouraged to rehearse and practice skills and repertory outside of class.

practice @ home

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

Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 124
Course Name: *Intermediate Jazz Dance

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to jazz dance.
The instructor will demonstrate intermediate jazz dance movements.
The instructor will present audiovisual materials of professional jazz dances.
The instructor will direct warm-up, barre, and center work.
The instructor will choreograph a dance or dance phrase.

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. Instructor evaluates students by observing their level of participation in classes. (1-9)
2. Instructor evaluates students by skills tests. (1,2,6,7)
3. Instructor evaluates students on their demonstrations of reproducing jazz dance movements. (1,2,4,5,6,7)
4. Instructor evaluates students through performance of group dance, class dance. (1-9)

Suggested Texts or Other Instructional Materials

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

Jump into Jazz: The Basics and Beyond for Jazz Dance Students By Minda Goodman Kraines and Ester Pryor, McGraw-Hill Humanities/Social Sciences/Languages, 2004, 5th edition.



ANTELOPE VALLEY COLLEGE

Course Number
Revised 10/2003

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 124
COURSE NAME: *Intermediate Jazz Dance
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: At least one year of dance experience and/or completion of one semester of DA 104. Eligibility for READ 099 and ENGL 099.

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

This course is a continued development of intermediate movement skills employed in jazz dance technique with an emphasis on style and form. Increased compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz as an artistic art form. Before enrolling, students should know basic jazz movements including isolation coordination and complex rhythmic forms. This course can be repeated 3 times for credit.

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

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

1. Perform intermediate movement skills of jazz dance including isolation coordination and complex rhythmic forms.
2. Improve and increase flexibility, strength, and athletic stamina.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Increase dance vocabulary that is basic to jazz dance as well as other forms of dance.
5. Understand and demonstrate the basic principles of proper body alignment and form.
6. Reproduce, duplicate, or demonstrate more intermediate movement and other styles of jazz dance.
7. Recognize complex musical meter and rhythm and integrate this knowledge into short dance compositions relating to jazz dance.
8. Understand the relationship of music and the social climate to the history of jazz dance.
9. Apply technical skill and knowledge gained in intermediate jazz dances as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 124
Course Name:*Intermediate Jazz Dance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

1. Introduction and orientation
 - Jazz dance history
 - Jazz dance vocabulary
 - Injury prevention
2. Structured warm-ups
 - flexibility
 - strength
 - endurance
 - rhythm
 - coordination
3. Conditioning exercises
 - standing
 - sitting
 - lying down
 - barre exercises
 - isolations
4. Combinations and routines
 - walks
 - grand battements
 - intermediate jazz turns
 - jumps
5. Locomotor and axial use of space
 - varying levels
 - directions
 - focus
 - rhythms
6. Application of jazz forms
 - rhythmic
 - progressive
 - lyrical
 - theatrical
 - rock
7. Jazz choreography
 - Music (phrasing, timing, and counting)
 - Elements in composition of individual and group studies (short dances)
 - Spacing
 - Floor patterns
8. Performance
 - Group dance, class dance.

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

RECEIVED
JAN 30 2009
BY: SLO 4/10/2008

SECTION I Date Initial

AP&P Representative: 1-22-09 CL
(indicates division review and approval)

Division Dean/Director: 01-22-09 Jall

Faculty Name: (print) CINDY Littlefield

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

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 204

COURSE TITLE: *Advanced Jazz Dance

- 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: Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

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: DA 204

COURSE NAME: *Advanced Jazz Dance

COURSE UNITS: 1 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 is a progressive refinement of jazz dance technique with an emphasis on line, style and form. Advanced compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz as an artistic dance form. Students will demonstrate various jazz dance styles at a performance level. Before enrolling, students should know intermediate jazz movements including isolation coordination and complex rhythmic forms. Athletic stamina, strength and increased flexibility are necessary to succeed in advanced jazz. At least two years of previous jazz dance training and/or completion of DA 124 is advised. (CSU, AVC) (R3)

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

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

needs to be more complete

1. Perform advanced movement skills of jazz dance including isolation coordination and complex rhythmic forms.
2. Increase and improve coordination, balance, control, strength, flexibility and athletic stamina while dancing.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Demonstrate and understand the basic principles of proper body alignment and form.
5. Define terminology that relates to jazz dance and other dance forms.
6. Reproduce, duplicate, and demonstrate more advanced movement and various styles of jazz dance at a performance level.
7. Understand the relationship of music and the social climate to the history of jazz dance.
8. Combine advanced dance vocabulary, complex musical meter and rhythm into a larger pattern utilizing compositional technique.
9. Project energy, control and emotion into advanced movements.
10. Apply skills and knowledge gained in advanced jazz dance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 204
Course Name: *Advanced Jazz Dance

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 and orientation
 - A. Jazz dance history
 - B. Advanced jazz dance vocabulary
- II. Stretching, dance conditioning, and warm-up exercises
 - A. Complex isolation and rhythmic exercises
 - B. Center work, barre work
 - C. Conditioning exercises
 - D. Injury prevention
- III. Combinations and routines
 - A. Stylized jazz walks, grand battements and extensions, advanced jazz turns, and grand allegro
 - B. Coordination and concentration exercises
- IV. Locomotors and axial use of space
 - A. Varying levels, directions, focus, and rhythms
 - B. Variations to movement combinations
- V. Application of jazz forms
 - A. Rhythmic, progressive, lyrical, theatrical, rock, and contemporary
 - B. Advanced combinations including jazz forms
- VI. Elements of advanced jazz movement including style, line, projection, emotion
- VII. Jazz choreography
 - A. Elements in composition of individual and group studies
 - 1. Music (phrasing, counting, timing)
 - 2. Spacing (floor patterns)
 - B. Evaluate and critique oneself
- VIII. Presentation of Group dance, class dance
 - A. Review all movement previously learned
 - B. Dress rehearsal, spacing rehearsal
 - C. View and critique recorded performance

needs to reflect more adv. content

Course Subject & Number: DA 204

Course Name: *Advanced Jazz Dance

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:

The student will read handouts provided by the instructor.

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

The student will complete one written self-evaluation at the end of the semester.

The student will write one or more dance reviews.

The student will document in a journal the movements learned in class.

The student will define, describe and create one movement combination.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

The student will experiment with various dance elements in the use of time, space, and energy.

The student will be encouraged to rehearse and practice skills and repertory outside of class.

practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

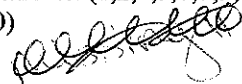
Course Subject & Number: DA 204
Course Name: *Advanced Jazz Dance

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to jazz dance.
The instructor will demonstrate advanced jazz dance movements.
The instructor will present audiovisual materials of professional jazz dances.
The instructor will direct warm-up, barre, and center work.
The instructor will choreograph a dance or dance phrase.

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. Instructor evaluates students by observing their level of participation in classes. (1-10)
2. Instructor evaluates students by skills tests. (1,2,6,7)
3. Instructor evaluates students on their demonstrations of reproducing jazz dance movements. (1,2,4,5,6,7,9)
4. Instructor evaluates students through performance of group dance, class dance. (1-10)



Suggested Texts or Other Instructional Materials

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

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ANTELOPE VALLEY COLLEGE

Course Number
Revised 10/2003

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 204
COURSE NAME: *Advanced Jazz Dance
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: At least two years of dance experience and/or completion of one semester of DA 124. Eligibility for READ 099 and ENGL 099.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
This course is a progressive refinement of jazz dance technique with an emphasis on line, style and form. Advanced compositional forms and rhythms are practiced leading to an understanding and appreciation of jazz dance as an artistic art form. Students will demonstrate various jazz dance styles at a performance level. Before enrolling, students should know intermediate jazz movements including isolation coordination and complex rhythm forms. Athletic stamina, strength and increased flexibility is necessary to succeed in advanced jazz. This course can be repeated 3 times for credit.

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

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

1. Perform advanced movement skills and techniques of jazz dance, including isolation coordination and complex rhythmic forms.
2. Improve and increase flexibility, strength, and athletic stamina.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Increase dance vocabulary that is basic to jazz dance as well as other forms of dance.
5. Understand and demonstrate the detailed principles of proper body alignment and form.
6. Reproduce, duplicate, or demonstrate more advanced movement and various styles of jazz dance at a performance level.
7. Recognize complex musical meter and rhythm and integrate this knowledge into short dance compositions relating to jazz dance.
8. Understand the relationship of music and the social climate to the history of jazz dance.
9. Project energy, control and emotion into advanced movements.
10. Apply technical skill and knowledge gained in advanced jazz dance as a foundation from which he/she can pursue further dance studies.

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

1. Introduction
 - Jazz dance history
 - Advanced jazz dance vocabulary
 - Injury prevention
2. Structured warm-ups
 - flexibility
 - strength
 - endurance
 - rhythm
 - coordination
3. Conditioning exercises
 - standing
 - sitting
 - lying down
 - barre exercises
 - isolations
4. Advanced combinatins and routines
 - walks
 - pas de bourees
 - grand battements
 - turns
 - grand allegro
5. Further exploration of the use of space, both locomotor and axial
 - varying levels
 - directions
 - focus
 - rhythm
6. Application of various jazz forms
 - rhythmic
 - progressive
 - lyrical
 - theatrical
 - rock
7. Jazz choreography
 - Music (phrasing, timing, and counting)
 - Elements in composition of individual and group studies (short dances)
 - Spacing
 - Floor patterns
8. Performance
 - Individual, group dance, and class dance

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

RECEIVED
JAN 30 2009
SLO 4/19/08
BY: *JP*

SECTION I

Date _____ Initial _____
AP&P Representative: 1-22-09 CL
(indicates division review and approval)

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

Division Dean/Director: 01-22-09 JMM
Faculty Name: (print) CINDY LITTLEFIELD

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 105

COURSE TITLE: *Beginning Tap Dance

- 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: Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

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: DA 105

COURSE NAME: *Beginning Tap Dance

COURSE UNITS: 1 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 will introduce basic tap dance techniques using various beginning level combinations and rhythmic structures. It will provide an opportunity to develop motor coordination and rhythm. Some history of tap dance will be included. Compositional forms and rhythms are practiced leading to an understanding and appreciation of tap as an artistic dance form. (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

adjust Beat Beat

1. Perform beginning movement skills of tap dance including motor coordination and rhythmic structures.
2. Increase and improve coordination, balance, control, strength, stamina, and rhythmic ability while dancing.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Demonstrate the basic principles of proper body alignment and form.
5. Define basic terminology that relates to tap dance.
6. Reproduce and duplicate in movement various beginning level tap combinations.
7. Understand the relationship of music and the social climate to the history of jazz and tap dance.
8. Combine basic dance vocabulary, complex musical meter and rhythm into a larger pattern utilizing compositional technique.
9. Apply skills and knowledge gained in beginning tap dance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 105
Course Name: *Beginning Tap Dance

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 and orientation

- A. Tap dance history.
- B. Tap dance vocabulary
- C. Discussion and application of various tap styles and trends

II. Introduction of tap techniques, tap warm-ups and rhythms

- A. Dynamics
- B. Weight changes
- C. Tempo changes
- D. Syncopation

III. Practice beginning tap vocabulary

- A. Shuffles, flaps, heel digs, toe digs, maxi-fords, cramp rolls, riffs, etc.
- B. Beginning-level combinations

IV. Tap choreography

- A. Elements in composition of individual and group studies (short dances)
- B. Spacing and timing
- C. Floor patterns and traveling steps

V. Performance (Group dance, class dance)

- A. Review all material previously learned
- B. Dress rehearsal, spacing rehearsal
- C. View and critique recorded performance

Course Subject & Number: DA 105
Course Name: *Beginning Tap Dance

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:*
The student will read handouts provided by the instructor.

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*
The student will complete one written self-evaluation at the end of the semester and/or write one dance review.
The student will document in their journal the movements learned in class.

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:*

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

The student will experiment with various dance combinations in the use of time and rhythm.

practice @ home

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 105
Course Name: *Beginning Tap Dance

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to tap dance.
The instructor will demonstrate tap dance movements.
The instructor will present audiovisual materials of professional tap dances and tap dance history.
The instructor will direct warm-up.
The instructor will choreograph a dance or dance phrase.

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. Instructor evaluates students by observing their level of participation in classes. (1-9)
2. Instructor evaluates students by skills tests. (1,2,6,7)
3. Instructor evaluates students on their demonstrations of reproducing tap dance movements. (1,2,4,5,6,7)
4. Instructor evaluates students through performance of group dance, class dance. (1-9)

Suggested Texts or Other Instructional Materials

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

Tapworks: A Tap Dictionary and Reference Manual By Beverly Fletcher, Princeton Book Company, 2002, 2nd edition
(Unique coverage has not been matched by any other book)

Tap! The Greatest Tap Dance Stars and Their Stories (1900-1955) By Rusty E. Frank, Da Capo Press; 1995, Rev Sub edition
(Unique coverage has not been matched by any other book)



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 105
COURSE NAME: *Beginning Tap Dance
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: Eligibility for Read 099 and Engl 099.

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

This course will introduce basic tap dance techniques and elementary tap dances, various beginning level routines and rhythmic structures. It provides an opportunity to develop motor coordination and rhythm. Some history of tap dance will be included. This class may be repeated 3 times for credit.

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

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

1. The student will develop the strength, coordination, and rhythmic ability to execute the technical skills necessary for basic tap dance steps.
2. The student will demonstrate the ability to perform beginning tap combinations.
3. The student will identify, define, and demonstrate tap terminology.
4. Through the knowledge of its history and development through the years, the student will demonstrate an appreciation of tap dance as an art form.

Course Subject & Number: DA 105
Course Name: *Beginning Tap Dance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

Introduction of terms and brief introductory history.

Introduction of beginning tap techniques, tap warmups and rhythms.

Tap combinations, combining several basic steps.

Continue to warm-up, review and add new steps and combinations, practice traveling movements and basic turns.

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SLO 4/10/08

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

SECTION I

Date Initial
AP&P Representative: 1-22-09 CL
(indicates division review and approval)
Division Dean/Director: 01-22-09 JAU
Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 125

COURSE TITLE: *Intermediate Tap Dance

- 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: Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.

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: DA 125

COURSE NAME: *Intermediate Tap Dance

COURSE UNITS: 1 **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 is a continued development tap dance techniques and tap dances, emphasizing on intermediate level combinations and rhythmic structures. It will provide an opportunity to further develop motor coordination and rhythm. It includes the study of terminology, tap dance history, and tap dance styles. Compositional forms and rhythms are practiced leading to an understanding and appreciation of tap as an artistic dance form. Before enrolling, students should have at least one year of tap dance, and/or completion of DA 105. (CSU, AVC) (R3)

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

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

Adjust Inter
level

1. Perform intermediate movement skills of tap dance including motor coordination and rhythmic structures.
2. Increase and improve coordination, balance, control, strength, stamina, and rhythmic ability while dancing.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Demonstrate the basic principles of proper body alignment and form.
5. Define basic terminology that relates to tap dance.
6. Reproduce and duplicate in movement various tap dance styles.
7. Understand the relationship of music and the social climate to the history of jazz and tap dance.
8. Combine dance vocabulary, complex musical meter and rhythm into a larger pattern utilizing compositional technique.
9. Apply skills and knowledge gained in intermediate tap dance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 125
Course Name: *Intermediate Tap Dance

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 and orientation

- A. Tap dance history
- B. Intermediate tap dance vocabulary
- C. Discussion and application of various tap styles and trends

II. Introduction of tap techniques, tap warm-ups and rhythms

- A. Dynamics
- B. Weight changes
- C. Tempo changes
- D. Syncopation

III. Practice intermediate tap vocabulary

- A. Shuffles, flaps, heel digs, toe digs, maxi-fords, cramp rolls, riffs, etc.
- B. Intermediate-level combinations
 - 1. Time steps
 - 2. Shim sham
 - 3. Riff walks
 - 4. Waltz clog
 - 5. Pull backs

IV. Tap choreography:

- A. Elements in composition of individual and group studies (short dances)
- B. Spacing and timing
- C. Floor patterns and traveling steps

V. Performance (Group dance, class dance)

- A. Review all material previously learned
- B. Dress rehearsal, spacing rehearsal
- C. View and critique recorded performance

Course Subject & Number: DA 125
Course Name: *Intermediate Tap Dance

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:
The student will read handouts provided by the instructor.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:
The student will complete one written self-evaluation at the end of the semester and/or write one dance review.
The student will document in a journal the movements learned in class.

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:
The student will view one professional dance performance.
The student will practice work learned in class. *Practice @ home*
The student will experiment with various dance combinations in the use of time, rhythm, and syncopation.

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 125
Course Name: *Intermediate Tap Dance

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to tap dance.
The instructor will demonstrate tap dance movements.
The instructor will present audiovisual materials of professional tap dances and tap dance history.
The instructor will direct warm-up.
The instructor will choreograph a dance or dance phrase.

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. Instructor evaluates students by observing their level of participation in classes. (1-9)
2. Instructor evaluates students by skills tests. (1,2,6,7)
3. Instructor evaluates students on their demonstrations of reproducing tap dance movements. (1,2,4,5,6,7)
4. Instructor evaluates students through performance of group dance, class dance. (1-9)

Suggested Texts or Other Instructional Materials

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

Tapworks: A Tap Dictionary and Reference Manuel By Beverly Fletcher, Princeton Book Company, 2002, 2nd edition
(Unique coverage has not been matched by any other book)

Tap! The Greatest Tap Dance Stars and Their Stories (1900-1955) By Rusty E. Frank, Da Capo Press; 1995, Rev Sub edition
(Unique coverage has not been matched by any other book)



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

Course Number
Revised 10/2003

COURSE SUBJECT & NUMBER: DA 125
COURSE NAME: *Intermediate Tap Dance
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: At least one year of tap dance experience and/or completion of DA 105. Eligibility for READ 099 and ENGL 099.

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

This course is a continued development tap dance techniques and tap dances, emphasizing on intermediate level routines and rhythmic structures. It provides an opportunity to further develop motor coordination and rhythm. It includes the study of terminology, tap history, and tap styles. Before enrolling, students should have the strength, coordination, and rhythmic ability to execute the technical skills necessary for basic tap dance steps. This class may be repeated 3 times for credit.

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

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

1. Continue the development of strength, coordination, and rhythmic ability to execute the technical skills necessary for intermediate tap dance steps.
2. Demonstrate the ability to perform intermediate tap combinations.
3. Identify, define, and demonstrate tap terminology.
4. Reproduce and duplicate specific tap dance styles.
5. Appreciate tap dance as an art form through the knowledge of its history and development through the years.

Course Subject & Number: DA 125
Course Name: *Intermediate Tap Dance

COURSE CONTENT: *(Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)*

1. Introduction

History of Tap
Tap terminology
Injury prevention
Discussion and application of various tap styles
Discussion of various tap trends

2. Warm-ups and rhythms

Dynamics
Weight changes
Tempo changes
Syncopation

3. Combinations and routines

time steps
traveling time steps
riffs
shim-shams
waltz clog
suzie-q
pull backs

4. Arrangement of choreography

traveling movements
turns
floor patterns
staging

5. Performance

group dance
final tap dance composition

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JAN 30 2009
BY: JD SLO 5/10/08
4-11-08

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

SECTION I

Date Initial
AP&P Representative: 1-22-09 CL
(indicates division review and approval)
Division Dean/Director: 01-22-09 JMM

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

Faculty Name: (print) Cindy Littlefield Date 1-22-09

COURSE SUBJECT & NUMBER: DA 205

COURSE TITLE: *Advanced Tap Dance

- 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:
Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.

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: DA 205

COURSE NAME: *Advanced Tap Dance

COURSE UNITS: 1 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 is a continuation of intermediate tap dance, focusing on advanced level combinations and rhythmic structures. It will further expand the study of tap styles, tap dance history, and tap performance. Compositional forms and rhythms are practiced leading to an understanding and appreciation of tap as an artistic dance form. BEFORE ENROLLING, students should have the strength, coordination, and rhythmic ability to execute the technical skills necessary for intermediate tap dance steps. Students should have at least two years of tap dance experience, and/or completion of DA 125. (CSU, AVC) (R3)

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

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

1. Perform advanced movement skills of tap dance including motor coordination and complex rhythmic structures.
2. Increase and improve coordination, balance, control, strength, stamina, and rhythmic ability while dancing.
3. Develop a kinesthetic and physiological understanding of the body and movement.
4. Demonstrate the basic principles of proper body alignment and form.
5. Define specific terminology that relates to advanced tap dance.
6. Reproduce and duplicate in movement specific tap dance styles.
7. Understand the relationship of music and the social climate to the history of jazz and tap dance.
8. Compose and perform a tap dance phrase.
9. Apply skills and knowledge gained in advanced tap dance as a foundation from which he/she can pursue further dance studies.

Advisory Added

Course Subject & Number: DA 205
Course Name: *Advanced Tap Dance

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 and orientation

- A. Tap dance history
- B. Advanced tap dance vocabulary
- C. Discussion and application of various tap styles and trends

II. Introduction of tap techniques, tap warm-ups and rhythms

- A. Dynamics
- B. Weight changes
- C. Tempo changes
- D. Syncopation
- E. Improvisation
- F. Counter-rhythm

III. Practice tap vocabulary

- A. Shuffles, flaps, heel digs, toe digs, maxi-fords, cramp rolls, riffs, etc.
- B. Advanced-level combinations:
 - 1. Time steps
 - 2. Shim sham
 - 3. Riff walks
 - 4. Waltz clog
 - 5. Pull backs
 - 6. Advanced turns
 - 7. Wings
 - 8. Paddle and rolls

IV. Tap choreography

- A. Elements in composition of individual and group studies (short dances)
- B. Spacing and staging with counter-rhythm
- C. Floor patterns and traveling steps

V. Performance

- A. Group dance, class dance
 - 1. Dress rehearsal, spacing rehearsal
 - 2. View and critique recorded performance
- B. Presentation of individual choreography

Course Subject & Number: DA 205

Course Name: *Advanced Tap Dance

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:

The student will read handouts provided by the instructor.

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

The student will complete one written self-evaluation at the end of the semester and/or write one dance review.

The student will document in a journal the movements learned in class.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

The student will experiment with various dance combinations in the use of time, rhythm, and syncopation.

The student will compose a short dance phrase.

Practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 205
Course Name: *Advanced Tap Dance

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.)*

The instructor will lecture on terminology, movements, history, and performance skills related to tap dance.
The instructor will demonstrate tap dance movements.
The instructor will present audiovisual materials of professional tap dances and tap dance history.
The instructor will direct warm-up.
The instructor will choreograph a dance or dance phrase.

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. Instructor evaluates students by observing their level of participation in classes. (1-9)
2. Instructor evaluates students by skills tests. (1,2,6,7)
3. Instructor evaluates students on their demonstrations of reproducing tap dance movements. (1,2,4,5,6,7)
4. Instructor evaluates students through performance of group dance, class dance. (1-9)

Suggested Texts or Other Instructional Materials

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

Tapworks: A Tap Dictionary and Reference Manual By Beverly Fletcher, Princeton Book Company, 2002, 2nd edition
(Unique coverage has not been matched by any other book)

Tap! The Greatest Tap Dance Stars and Their Stories (1900-1955) By Rusty E. Frank, Da Capo Press; 1995, Rev Sub edition
(Unique coverage has not been matched by any other book)



ANTELOPE VALLEY COLLEGE

Course Number
Revised 10/2003

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 205
COURSE NAME: *Advanced Tap Dance
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: At least two years of tap dance experience and/or completion of one semester of DA 125. Eligibility for READ 099 and ENGL 099.

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

This course is a continuation of intermediate tap dance, focusing on advanced rhythms and combinations. It will further expand the study of tap styles, and tap history, and tap performance. Before enrolling, students should have the strength, coordination, and rhythmic ability to execute the technical skills necessary for intermediate tap dance steps. This class may be repeated 3 times for credit.

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

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

1. Develop the skills of advanced tap dance focusing on strength, coordination, balance, and rhythm.
2. Demonstrate the ability to perform advanced tap combinations.
3. Refine tap dance technique, building upon skills of intermediate tap dance.
4. Reproduce and duplicate specific tap dance styles.
5. Apply technical skill and knowledge gained in tap dance as an art form through the knowledge of its history and development through the years.
6. Compose and perform a tap dance phrase.

Course Subject & Number: DA 205
Course Name: *Advanced Tap Dance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

1. Introduction and Review

- History of tap
- Intermediate tap terminology
- Injury prevention
- Application of various tap styles
- Discussion of various tap trends

2. Advanced tap technique and rhythms

- Dynamics
- Weight changes
- Tempo changes
- Syncopation
- Counter-rhythm

3. Combinations and routines

- Advanced time steps
- traveling time steps
- riff walks
- shim-shams
- waltz clog time steps
- suzie-q
- single and double pull backs
- wings
- paddles

4. Arrangement of choreography

- traveling movements
- floor patterns
- advanced turns
- staging with counter-rhythm

5. Performance

- group dance
- final dance composition
- individual choreography

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BY SLO 4/10/08

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

SECTION I

	Date	Initial
AP&P Representative:	1-22-09	CL
<i>(indicates division review and approval)</i>		
Division Dean/Director:	01-22-09	JLL
Faculty Name: (print)	CINDY Littlefield	

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

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 106

COURSE TITLE: *Ballroom Dance

- 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:
Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

SECTION II Course/Catalog Information

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

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

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

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

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

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

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

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



ANTELOPE VALLEY COLLEGE

Academic Affairs

Course Outline of Record

Academic Affairs Only

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

COURSE SUBJECT & NUMBER: DA 106

COURSE NAME: *Ballroom Dance

COURSE UNITS: 1 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 is designed to introduce students to ballroom dancing through developing an understanding of its history, music, and fundamental practices of performance. Basic steps, variations and styling techniques for the fox trot, swing, waltz, cha cha, tango, rumba, samba, mambo, polka, and selected novelty dances will be included. (CSU, UC, AVC) (R3)

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

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

1. Execute basic ballroom dance steps such as fox trot, swing, waltz, cha cha, tango, rumba, samba, mambo, and polka.
2. Identify the rhythm of music and select appropriate ballroom dance steps to fit the music.
3. Demonstrate a knowledge of fundamental dance practices such as line of dance, leading/following, maintaining the rhythm, and smoothly executing transitions.
4. Demonstrate proper dance etiquette when selecting and exchanging partners
5. Identify opportunities available within the community for the use of ballroom dance skills.
6. Increase the flexibility, balance, strength, coordination, and athletic stamina while dancing.
7. Define historical information about each of the dances.

Course Subject & Number: DA 106

Course Name: *Ballroom Dance

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. Ballroom dance history, technique, and music.
- II. Dance manners, dance positions, line of dance, dance walk , bunny hop, grand march, foxtrot, box, left turn and progressive ladder.
- III. Fox trot, Swing, Waltz, Cha cha, Tango, Rumba, Samba, Latin steps
- IV. Performance Skills
 - A. Elements of character roles and performance skills.
 - B. Techniques for eye focus and partner relationships.
- V. Performance

Course Subject & Number: DA 106
Course Name: *Ballroom Dance

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:
The student will read various handouts provided by the instructor.

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

The student will complete one written assignment identifying the kinesthetic, choreographic and conceptual differences and similarities between two dances learned in class.

The student will prepare written journals on the choreography learned in class.

The student will complete a written self-evaluation.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

Practice @ home

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 106

Course Name: *Ballroom Dance

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.)*

The instructor will lecture history, music, and fundamental practices of ballroom dance.

The instructor will demonstrate ballroom dance steps.

The instructor will present audiovisual materials of professional ballroom dances.

The instructor will direct rehearsals and performances of repertory learned in class.

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. Instructor evaluates students by observing their level of participation.(1-5)
2. Instructor evaluates students by skills tests. (1-7)
3. Instructor evaluates students on their performance of reproducing ballroom dance styles. (1-7)
4. Instructor evaluates students through completion of written assignments. (1,5,7)

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.)

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 106
COURSE NAME: *Ballroom Dance
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: Eligibility for Read 099 and Engl 099.

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

This course is designed to introduce students to ballroom dancing through developing an understanding of its history, music and fundamental practices of performance. Basic steps, variations and styling techniques for the fox trot, swing, waltz, cha cha, tango, rumba, samba, mambo, polka and selected novelty dances will be included. This course may be repeated 3 times for credit.

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

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

1. Execute basic ballroom steps such as fox trot, swing, waltz, cha cha, tango, rumba, samba, mambo, and polka.
2. Identify the rhythm of music and select appropriate ballroom dance steps to fit the music.
3. Demonstrate a knowledge of fundamental dance practices such as line of dance, leading/following, maintaining the rhythm and smoothly executing transitions.
4. Demonstrate proper dance etiquette when selecting and exchanging partners.
5. Identify opportunities available within the community for the use of ballroom dance skills.
6. The student will be able to define historical information about each of the dances.

Course Subject & Number: DA 106
Course Name: *Ballroom Dance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

Dance manners, dance positions, line of dance , dance walk, bunny hop, grand march, foxladder, box, left turn and progressive ladder.

Review foxtrot: add variety steps.

Introduce swing including brief history, music and basic steps.

Review swing and add variety steps.

Introduce waltz including brief history, music and basic steps.

Review waltz and add variety steps.

Dance evaluation on foxtrot, swing and waltz

Introduce cha cha including brief history, music and basic steps.

Review cha cha and add variety steps.

Introduce tango including brief history, music and basic steps.

Review tango, add variety steps.

Introduce Rumba including brief history, music and basic steps.

Introduce samba including brief history, music and basic steps.

Review Latin steps and add variety steps.

Dance evaluation on Latin dances, cha cha, tango, rumba, samba.

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

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BY: [Signature] SL 9/10/08

SECTION I

Date Initial
AP&P Representative: 1-22-09 CL
(indicates division review and approval)
Division Dean/Director: 01-22-09 [Signature]
Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 107A

COURSE TITLE: *Dance Performance

- 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:
Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.

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: DA 107A

COURSE NAME: *Dance Performance

COURSE UNITS: 1 COURSE HOURS: 3 hours weekly

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

Limitation on Enrollment: Audition required.

Advisory: Eligibility for ENGL 099 and READ 099.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).* Students will perform in a dance production. The course is primarily concerned with the performing aspects of dance as well as some choreography and staging. Through rehearsal and performance, students will improve performance skills and abilities. BEFORE AUDITIONING, students should have at least two years of dance experience and the knowledge of various dance techniques. (CSU, AVC) (R3)

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

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

1. Rehearse dances to performance level.
2. Construct, analyze, and learn dance repertory choreographed by faculty, guest choreographers, and student choreographers.
3. Demonstrate production skills necessary for dance performance including lighting, set design, stage space, costuming, make-up, and use of props.
4. Create and practice short choreographic phrases.
5. Define basic dance vocabulary that relates to all forms of dance performance.
6. Develop the discipline necessary to respond to the unpredictable conditions of live performance.
7. Apply technical skill and knowledge gained in dance performance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 107A
Course Name: *Dance Performance

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. Audition, orientation, and introduction:**
 - A. Warm-up
 - B. Across the floor progressions.
 - 1. Walks
 - 2. Grand battements and extensions
 - 3. Basic turns
 - 4. Jumps-grand allegro
 - 5. Combinations used for performance.
- II. Rehearsal**
 - A. Warm-up
 - B. Choreography
 - C. Repertory
 - D. Improvisational skills.
- III. Production**
 - A. Music editing.
 - B. Stage space and staging.
 - C. Costuming and make-up.
 - D. Light design.
 - E. Use of props.
- IV. Dress Rehearsals**
- V. Active Live Performances**
 - A. On campus performances
 - B. Performances within the community

Course Subject & Number: DA 107A

Course Name: *Dance Performance

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:

The student will read various handouts provided by the instructor.

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

The student will document in a journal the choreography learned in class.

The student will complete a written self-evaluation.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 107A

Course Name: *Dance Performance

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.)*

The instructor will lecture and lead the audition, rehearsal and performance.

The instructor will demonstrate dance repertory and choreography.

The instructor will present audiovisual materials of professional dances and dances learned in class.

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. Instructor evaluates students by observing their level of participation.(1-7)
2. Instructor evaluates students by skills tests. (1-7)
3. Instructor evaluates students on their performance. (1-7)
4. Instructor evaluates students through completion of written assignments. (2,4,5)

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.)

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 107A
COURSE NAME: *Dance Performance
COURSE UNITS: 1
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*
Advisory: At least two years of dance experience and knowledge of various dance techniques.
Eligibility for ENGL 099 and READ 099.
Limitation on enrollment: Audition required.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
Students will perform in a dance production. The course is primarily concerned with the performing aspects of dance as well as some choreography and staging. Through rehearsal and performance, students will improve performance skills and abilities. Before auditioning students should have at least two years of dance experience and knowledge of various dance techniques.

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

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

1. Rehearse dances to performance level.
2. Improve the technical skills needed in dance rehearsal and performance.
3. Construct, analyze, and learn dance repertory choreographed by faculty, guest choreographers, and student choreographers.
4. Demonstrate production skills necessary for dance performance including costuming, make-up, and use of props.
5. Create and practice short choreographic phrases.
6. Define basic dance vocabulary that relates to all forms of dance performance.
7. Develop the discipline necessary to respond to the unpredictable conditions of live performance.
8. Apply technical skill and knowledge gained in dance performance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 107A
Course Name: *Dance Performance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

The breakdown of activities and rehearsal period varies from performance to performance depending on the production requirements of each piece.

Orientation and practice physical skills designed to prepare students for performance:

- Basic Ballet warm-up at the Barre
- Standing, sitting and lying down conditioning exercises
- Basic turns and jumps performed across the floor.
- Learn basic combinations which may be used in performance.

Discussion and rehearsal of various repertory used for performance.

- Students will practice in composing choreography.
- Perform, critique, and decide on various repertory to be performed.
- Discussion and practice in costuming.
- Discussion and practice in stage make-up.
- Discussion and practice in staging.

Polishing rehearsals:

Students will complete and polish all repertory. Students will also preview work for the producer, lighting designer, set designer, and artistic director.

Technical and dress rehearsals will be performed.

Above techniques will be explored and developed into active live performances.

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

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JAN 30 2009
500 9/10/08

SECTION I

Date Initial
AP&P Representative: 1-22-09 CL
(indicates division review and approval)

Division Dean/Director: 01-22-09 JMM

Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 107B

COURSE TITLE: *Dance Performance

- 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: Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.

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: DA 107B

COURSE NAME: *Dance Performance

COURSE UNITS: 2 COURSE HOURS: 6 hours weekly

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

Limitation on Enrollment: Audition required.

Advisory: Eligibility for ENGL 099 and READ 099.

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

Students will perform in a dance production. The course is primarily concerned with the performing aspects of dance as well as some choreography and staging. Through rehearsal and performance, students will improve performance skills and abilities. BEFORE AUDITIONING, students should have at least two years of dance experience and the knowledge of various dance techniques. (CSU, AVC) (R3)

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

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

1. Rehearse dances to performance level.
2. Construct, analyze, and learn dance repertory choreographed by faculty, guest choreographers, and student choreographers.
3. Demonstrate production skills necessary for dance performance including lighting, set design, stage space, costuming, make-up, and use of props.
4. Create and practice short choreographic phrases.
5. Define basic dance vocabulary that relates to all forms of dance performance.
6. Develop the discipline necessary to respond to the unpredictable conditions of live performance.
7. Apply technical skill and knowledge gained in dance performance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 107B

Course Name: *Dance Performance

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. Audition, orientation, and introduction:**
 - A. Warm-up
 - B. Across the floor progressions.
 - 1. Walks
 - 2. Grand battements and extensions
 - 3. Basic turns
 - 4. Jumps-grand allegro
 - 5. Combinations used for performance.
- II. Rehearsal**
 - A. Warm-up
 - B. Choreography
 - C. Repertory
 - D. Improvisational skills.
- III. Production**
 - A. Music editing.
 - B. Stage space and staging.
 - C. Costuming and make-up.
 - D. Light design.
 - E. Use of props.
- IV. Dress Rehearsals**
- V. Active Live Performances**
 - A. On campus performances
 - B. Performances within the community

Course Subject & Number: DA 107B
Course Name: *Dance Performance

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:
The student will read various handouts provided by the instructor.

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

The student will document in a journal the choreography learned in class.

The student will complete a written self-evaluation.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

Practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 107B

Course Name: *Dance Performance

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.)*

The instructor will lecture and lead the audition, rehearsal and performance.

The instructor will demonstrate dance repertory and choreography.

The instructor will present audiovisual materials of professional dances and dances learned in class.

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. Instructor evaluates students by observing their level of participation.(1-7)
2. Instructor evaluates students by skills tests. (1-7)
3. Instructor evaluates students on their performance. (1-7)
4. Instructor evaluates students through completion of written assignments. (2,4,5)

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.)

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 107B
COURSE NAME: *Dance Performance
COURSE UNITS: 2
COURSE HOURS: 6

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

Advisory: At least two years of dance experience and knowledge of various dance techniques.

Eligibility for ENGL 099 and READ 099

Limitation on enrollment: Audition required.

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

Students will perform in a dance production. The course is primarily concerned with the performing aspects of dance as well as some choreography and staging. Through rehearsal and performance, students will improve performance skills and abilities. Before auditioning students should have at least two years of dance experience and knowledge of various dance techniques.

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

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

1. Rehearse dances to performance level.
2. Improve the technical skills needed in dance rehearsal and performance.
3. Construct, analyze, and learn dance repertory choreographed by faculty, guest choreographers, and student choreographers.
4. Demonstrate production skills necessary for dance performance including costuming, make-up, and use of props.
5. Create and practice short choreographic phrases.
6. Define basic dance vocabulary that relates to all forms of dance performance.
7. Develop the discipline necessary to respond to the unpredictable conditions of live performance.
8. Apply technical skill and knowledge gained in dance performance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 107B
Course Name: *Dance Performance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

The breakdown of activities and rehearsal period varies from performance to performance depending on the production requirements of each piece.

Orientation and practice physical skills designed to prepare students for performance:

- Basic Ballet warm-up at the Barre
- Standing, sitting and lying down conditioning exercises
- Basic turns and jumps performed across the floor.
- Learn basic combinations which may be used in performance.

Discussion and rehearsal of various repertory used for performance.

- Students will practice in composing choreography.
- Perform, critique, and decide on various repertory to be performed.
- Discussion and practice in costuming.
- Discussion and practice in stage make-up.
- Discussion and practice in staging.

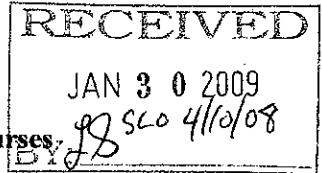
Polishing rehearsals:

Students will complete and polish all repertory. Students will also preview work for the producer, lighting designer, set designer, and artistic director.

Technical and dress rehearsals will be performed.

Above techniques will be explored and developed into active live performances.

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



SECTION I

Date Initial
AP&P Representative: 1-22-09 CL
(indicates division review and approval)

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

Division Dean/Director: 01-22-09 Jall
Faculty Name: (print) CINDY Littlefield

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 107C

COURSE TITLE: *Dance Performance

- 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:
Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.

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: DA 107C

COURSE NAME: *Dance Performance

COURSE UNITS: 3 **COURSE HOURS:** 9 hours weekly

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

Limitation on Enrollment: Audition required.

Advisory: Eligibility for ENGL 099 and READ 099.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).* Students will perform in a dance production. The course is primarily concerned with the performing aspects of dance as well as some choreography and staging. Through rehearsal and performance, students will improve performance skills and abilities. BEFORE AUDITIONING, students should have at least two years of dance experience and the knowledge of various dance techniques. (CSU, AVC) (R3)

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

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

1. Rehearse dances to performance level.
2. Construct, analyze, and learn dance repertory choreographed by faculty, guest choreographers, and student choreographers.
3. Demonstrate production skills necessary for dance performance including lighting, set design, stage space, costuming, make-up, and use of props.
4. Create and practice short choreographic phrases.
5. Define basic dance vocabulary that relates to all forms of dance performance.
6. Develop the discipline necessary to respond to the unpredictable conditions of live performance.
7. Apply technical skill and knowledge gained in dance performance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 107C
Course Name: *Dance Performance

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. Audition, orientation, and introduction:**
 - A. Warm-up
 - B. Across the floor progressions.
 - 1. Walks
 - 2. Grand battements and extensions
 - 3. Basic turns
 - 4. Jumps-grand allegro
 - 5. Combinations used for performance.
- II. Rehearsal**
 - A. Warm-up
 - B. Choreography
 - C. Repertory
 - D. Improvisational skills.
- III. Production**
 - A. Music editing.
 - B. Stage space and staging.
 - C. Costuming and make-up.
 - D. Light design.
 - E. Use of props.
- IV. Dress Rehearsals**
- V. Active Live Performances**
 - A. On campus performances
 - B. Performances within the community

Course Subject & Number: DA 107C
Course Name: *Dance Performance

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:
The student will read various handouts provided by the instructor.

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

The student will document in a journal the choreography learned in class.

The student will complete a written self-evaluation.

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:

The student will view one professional dance performance.

The student will perform work learned in class at the end of the semester.

practice @ home

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 107C

Course Name: *Dance Performance

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.)*

The instructor will lecture and lead the audition, rehearsal and performance.

The instructor will demonstrate dance repertory and choreography.

The instructor will present audiovisual materials of professional dances and dances learned in class.

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. Instructor evaluates students by observing their level of participation.(1-7)
2. Instructor evaluates students by skills tests. (1-7)
3. Instructor evaluates students on their performance. (1-7)
4. Instructor evaluates students through completion of written assignments. (2,4,5)

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.)

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 107C
COURSE NAME: *Dance Performance
COURSE UNITS: 3
COURSE HOURS: 9

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*
Advisory: At least two years of dance experience and knowledge of various dance techniques.
Eligibility for READ 099 and ENGL 099.
Limitation on enrollment: Audition required.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
Students will perform in a dance production. The course is primarily concerned with the performing aspects of dance as well as some choreography and staging. Through rehearsal and performance, students will improve performance skills and abilities. Before auditioning students should have at least two years of dance experience and knowledge of various dance techniques.

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

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

1. Rehearse dances to performance level.
2. Improve the technical skills needed in dance rehearsal and performance.
3. Construct, analyze, and learn dance repertory choreographed by faculty, guest choreographers, and student choreographers.
4. Demonstrate production skills necessary for dance performance including costuming, make-up, and use of props.
5. Create and practice short choreographic phrases.
6. Define basic dance vocabulary that relates to all forms of dance performance.
7. Develop the discipline necessary to respond to the unpredictable conditions of live performance.
8. Apply technical skill and knowledge gained in dance performance as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 107C
Course Name: *Dance Performance

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

The breakdown of activities and rehearsal period varies from performance to performance depending on the production requirements of each piece.

Orientation and practice physical skills designed to prepare students for performance:

- Basic Ballet warm-up at the Barre
- Standing, sitting and lying down conditioning exercises
- Basic turns and jumps performed across the floor.
- Learn basic combinations which may be used in performance.

Discussion and rehearsal of various repertory used for performance.

- Students will practice in composing choreography.
- Perform, critique, and decide on various repertory to be performed.
- Discussion and practice in costuming.
- Discussion and practice in stage make-up.
- Discussion and practice in staging.

Polishing rehearsals:

Students will complete and polish all repertory. Students will also preview work for the producer, lighting designer, set designer, and artistic director.

Technical and dress rehearsals will be performed.

Above techniques will be explored and developed into active live performances.

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

RECEIVED
JAN 30 2009
Sca 4/10/08
BY: *[Signature]*

SECTION I

Date _____ Initial _____
AP&P Representative: 1-22-09 CL
(indicates division review and approval)

Division Dean/Director: 01-22-09 [Signature]

Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 108

COURSE TITLE: *Dance Ensemble

- 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: Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

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: DA 108

COURSE NAME: *Dance Ensemble

COURSE UNITS: 3 **COURSE HOURS:** 9 hours weekly

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

Limitation on Enrollment: Audition required.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
This is a college dance company class. The course is primarily concerned with the performing aspects of dance as well as some choreography and staging. Through rehearsal and performance, students will focus on learning various forms of repertory. This course will also offer experience in the many phases of dance productions, concerts, and demonstrations, which will be performed in various settings including schools, parks and theaters. BEFORE AUDITIONING, students should have at least two years of dance experience and the knowledge of various dance techniques. (R3)

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

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

1. Rehearse dances to performance level.
2. Demonstrate the dedication and commitment necessary to successfully create an ensemble.
3. Construct, analyze, and learn dance repertory choreographed by faculty, guest choreographers, and student choreographers.
4. Demonstrate production skills necessary for dance performance including lighting, set design, stage space, costuming, make-up, and use of props.
5. Practice in performing in different venues.
6. Create and practice short choreographic phrases.
7. Define basic dance vocabulary that relates to all forms of dance performance.
8. Develop the discipline necessary to respond to the unpredictable conditions of live performance.
9. Apply technical skill and knowledge gained in dance ensemble as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 108

Course Name: *Dance Ensemble

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. **Audition, orientation, and introduction:**
 - A. Warm-up
 - B. Across the floor progressions
 - 1. Walks
 - 2. Grand battements and extensions
 - 3. Basic turns
 - 4. Jumps-grand allegro
 - 5. Combinations used for performance
- II. **Rehearsal**
 - A. Warm-up
 - B. Choreography
 - C. Repertory
 - D. Improvisational skills
- III. **Production**
 - A. Music editing
 - B. Stage space and staging
 - C. Costuming and make-up
 - D. Light design
 - E. Use of props
- IV. **Dress Rehearsals**
- V. **Active Live Performances**
 - A. On campus performances
 - B. Performances within the community

Course Subject & Number: DA 108

Course Name: *Dance Ensemble

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:

The student will read various handouts provided by the instructor.

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

The student will prepare written journals on the choreography learned in class.

The student will complete a written self-evaluation.

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:

The student will view one professional dance performance.

The student will perform work learned in class at different venues.

practice @ home

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 108

Course Name: *Dance Ensemble

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.)*

The instructor will lecture and lead the audition, rehearsal and performance.

The instructor will demonstrate dance repertory and choreography.

The instructor will present audiovisual materials of professional dances and dances learned in class.

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. Instructor evaluates students by observing their level of participation.(1-9)
2. Instructor evaluates students by skills tests. (1-9)
3. Instructor evaluates students on their performance. (1-9)
4. Instructor evaluates students through completion of written assignments. (3,6,7)

Suggested Texts or Other Instructional Materials

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

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 108
COURSE NAME: *Dance Ensemble
COURSE UNITS: 3
COURSE HOURS: 9

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

Advisory: At least two years of dance experience and knowledge of various dance techniques.

Limitation on enrollment: Audition required.

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

This is college dance company class. The course is primarily concerned with the performing aspects of dance. Through rehearsal and performance, students will focus on learning various forms of repertory. This course will also offer experience in the many phases of dance productions, concerts, and demonstrations which will be performed in various settings including schools, parks and theaters. Before auditioning students should have a least 2 years of dance experience and knowledge of various dance techniques.

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

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

1. Attendance and participation of dance productions, concerts, and demonstrations.
2. Improve and increase the skills involved in dance rehearsal and performance.
3. Construct, analyze, and learn dance repertory choreographed by faculty, guest choreographers, and student choreographers.
4. Demonstrate production skills necessary for dance performance including costuming, make-up, and use of props.
5. Practice in performing dance in different venues.
6. Define basic dance vocabulary that relates to all forms of dance performance.
7. Demonstrate the dedication and commitment necessary to successfully create an ensemble.
8. Use knowledge obtained in dance ensemble as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 108
Course Name: *Dance Ensemble

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

Orientation and warm-up exercises designed to prepare students for performance:

Basic Ballet warm-up at the Barre

Standing, sitting and lying down conditioning exercises

Basic turns and jumps performed across the floor.

Learn basic combinations which may be used in performance.

Discussion and rehearsal of various repertory used for demonstration.

Students will practice in composing choreography.

Perform, critique, and decide on various repertory to be performed.

Discussion and practice in costuming.

Discussion and practice in stage make-up.

Create a small presentation used for specific demonstrations and performances.

Above techniques will be explored and developed into active live performances.

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

RECEIVED
JAN 30 2009
BY: [Signature] SLO 4/10/08

SECTION I

Date Initial
AP&P Representative: 1-22-09 CL
(indicates division review and approval)

Division Dean/Director: 01-22-09 JM

Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 109

COURSE TITLE: *Dance and Technology

- 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:
Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.

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: DA 109

COURSE NAME: Dance and Technology

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#).*
An exploration of how technology and multimedia can be integrated into dance performance. Through the study of film and video media, sound technology, and the technical elements and operational procedures of a theatre, students will gain a heightened awareness of how dance continues to be affected through advancements in technology. BEFORE ENROLLING, students should have at least two years of dance experience and/or completion of DA 107, DA 108, or DA 111. (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. Define and identify multimedia elements as they relate to dance performance.
2. Demonstrate and recognize theater technology and procedures.
3. Apply a heightened awareness of multimedia and technology to viewing and creating dance compositions.
4. Illustrate the skills necessary to successfully collaborate with a lighting designer, set designer, composer, sound editor, and film/video editor.
5. Construct a dance piece using sound technology and multimedia elements.
6. Operate and practice in using multimedia equipment.
7. Define basic dance vocabulary that relates to all forms of dance.

Course Subject & Number: DA 109

Course Name: Dance and Technology

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 and meeting:**
 - A. Light designers
 - B. Set designers
 - C. Sound editors/composers
 - D. Theater technicians
- II. **Technical elements of the theater:**
 - A. Theater equipment and machinery
 - B. Stage lighting
 - C. Set Design/props
 - D. Basic cue writing
 - E. Duties of theater technicians
- III. **Video media (capturing dance on film) :**
 - A. Static and motion picture
 - B. Operating a video camera
 - C. Combining dance movement with film/video media.
- IV. **Sound Technology:**
 - A. Sound editing
 - B. Collaborating with a composer
 - C. Manipulating sound technology
- V. **Creative Project:**
 - A. Collaborative groups
 - B. Performance

Course Subject & Number: DA 109

Course Name: Dance and Technology

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.)*

The instructor will lecture on technical elements, video technology, sound technology, and creative project.

The instructor will demonstrate dance performance and technology.

The instructor will present audiovisual materials of professional dances.

The instructor will lead rehearsals and performances of creative project.

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. Instructor evaluates students by observing their level of participation in class activities. (1,2,3,4,6)
2. Instructor evaluates students by skills tests. (1-7)
3. Instructor evaluates students on their performance of creative project. (5)
4. Instructor evaluates students through completion of written assignments. (1-7)

Suggested Texts or Other Instructional Materials

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

Light Fantastic: The Art of Stage Lighting and Design By Max Keller and Johannes Weiss, Prestel USA Publishing, 2006, 2nd edition.

Digital Dance: The Effects of Interaction Between New Technologies and Dance Performance By Verena Anker, VDM Verlag, 2008 1st edition.

Handouts are chosen by the instructor and vary each semester.

Course Subject & Number: DA 109
Course Name: Dance and Technology

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:
The student will read various handouts provided by the instructor.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:
The student will prepare written journals on lectures, videos, and demonstrations.
The student will document when and where they identify various elements of technology and media outside of class.
The student will write an essay based on the development of dance and technology.
The student will write evaluations on fellow classmate's creative project.

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:
The student will view one professional dance performance.
The student will examine how theater technology is used in dance performance.
The student will direct and perform creative project at the end of semester.

Practice @ home

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

not enough homework hrs.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 109
COURSE NAME: *Dance and Technology
COURSE UNITS: 3
COURSE HOURS: 3

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

Advisory: Students should have at least one year of previous dance experience and eligibility for Read 099 and Engl 099.

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

In this course students will explore how technology and multimedia can be integrated into dance performance. Through the study of film and video media, sound technology, and the technical elements and operational procedures of a theater, students will gain a heightened awareness of how dance continues to be affected through advancements in technology.

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

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

1. Define and identify multi media elements as they relate to dance performance.
2. Demonstrate an understanding of theater technology and procedures.
3. Apply a heightened awareness of multi media and technology to viewing and creating dance.
4. Illustrate the skills necessary to successfully collaborate with a lighting designer, set designer, composer, sound editor, film maker, and film/video editor.
5. Construct a dance piece using sound technology and multi media elements.
6. Demonstrate skills necessary to operate a video camera and edit sound.

COURSE CONTENT: *(Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)*

1. The Theater

During this section of the class students will be introduced to the technical elements of a theater. Students will learn how to successfully communicate their ideas to lighting designers, set designers, and theater technicians.

- A. Theater Equipment and Machinery
- B. Stage Lighting
- C. Set Design/Props
- D. Basic cue writing
- E. Duties of theater technicians
- F. Field trips to AVC Black Box Theater and Lancaster Performing Arts Center

2. Film vs. Video

During this section of the class students will observe and experiment with how film and video media can be integrated into dance performance.

- A. Video media
- B. Film media: static and motion picture
- C. Slide media
- D. Operating a video camera
- E. In class group project experimenting combining dance movement with film/video media

3. Sound Technology

During this section of the class students will look at various ways of manipulating sound technology to enhance dance performance.

- A. Sound Editing
- B. Exercises in collaborating with a composer
- C. In-class group project experimenting with manipulating sound technology

4. Creative Project

- A. Students will collaborate in small groups to construct a creative project employing all of the technological and multimedia elements they have learned. Projects will be carefully guided by instructor.
- B. Creative Projects will be performed for the class.

RECEIVED
 JAN 30 2009
 BY [Signature] 40-5/108

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

SECTION I

Date Initial

AP&P Representative: 1-22-09 CL
 (indicates division review and approval)

Division Dean/Director: 01-22-09 [Signature]

Faculty Name: (print) Cindy Littlefield

Date 1-22-09

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

COURSE SUBJECT & NUMBER: DA 111

COURSE TITLE: *Choreography

- 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: Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.

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.

5/11/09
 5/11/09

- 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: DA 111

COURSE NAME: *Choreography

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 explores the basic principles of dance composition emphasizing on the concepts of space, time, and energy. It provides the opportunity for the practical understanding and application of elements of choreography through problem solving, research, and critique of choreography. It integrates dance movement technique as a form of expression to communicate literal and non-literal themes. Solo and small group choreography will be emphasized as well as improvisations. BEFORE ENROLLING, students should have at least two years of dance experience and the knowledge of various dance techniques. (CSU, UC, AVC) (R3)

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

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

1. Demonstrate the use of space, time, and energy as elements of dance composition.
2. Compose dance studies based upon ideas, poetry, artwork and readings.
3. Construct movement themes and variations to develop and to modify choreographic materials.
4. Work cooperatively with classmates as well as individually in problem solving situations.
5. Demonstrate production skills necessary for dance composition including lighting, set design, stage space, costuming, make-up, and use of props.
6. Transpose literal movement into abstract movement forms.
7. Integrate the use of rhythm and music into dance to support and enhance movement.
8. Define basic dance vocabulary that relates to all forms of dance performance.
9. Evaluate and critique the works of others.
10. Apply technical skill and knowledge gained in choreography as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 111

Course Name: *Choreography

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. Orientation, and introduction:**
 - A. Warm-up
 - B. Locomotor exercises
 - C. Improvisation
- II. Exploration of space:**
 - A. Floor patterns
 - B. Use of levels
 - C. Floor work
 - D. Improvisational exercises
- III. Exploration of Time:**
 - A. Time signature
 - B. Musical phrasing
 - C. Use of Breath
- IV. Exploration of Energy:**
 - A. Dynamics
 1. Percussive vs. sustained
 2. Movement intention
 3. Short compositions
- V. Exercises in choreography:**
 - A. "Chance" choreography
 - B. Choreography with props
 - C. Choreography with the use of words
 - D. Environmental choreography
 - E. Compositions bases on other art works
 - F. Choreography based on feelings and emotions
- VI. Production:**
 - A. Music editing
 - B. Stage space and staging
 - C. Costuming and make-up
 - D. Light design
 - E. Use of props
- VII. Active Live Performances**
 - A. On campus performances
 - B. Performances within the community

Course Subject & Number: DA 111

Course Name: *Choreography

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:

The student will read various handouts provided by the instructor.

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

The student will document in a journal their own choreography.

The student will write an essay based on their favorite professional choreographer.

The student will write a biography.

The student will complete a written self-evaluation.

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:

The student will view one professional dance performance.

The student will practice and arrange choreography outside of class.

The student will perform work composed in class at the end of semester.

Practice @ home

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

Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 1 hour

Writing Assignments: 2 hours

Computational Assignments:

Other Assignments: 3 hours

Course Subject & Number: DA 111
Course Name: *Choreography

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.)*

The instructor will lecture on the exploration of space, time and energy, exercises in choreography, and productions skills.
The instructor will demonstrate dance repertory and choreography.
The instructor will present audiovisual materials of professional dances and dances choreographed in class.
The instructor will lead improvisational exercises.

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

1. Instructor evaluates students by observing their level of participation in class activities. (1-10)
2. Instructor evaluates students by skills tests. (1,2,3,5,6)
3. Instructor evaluates students on their performance. (1,4,5,7)
4. Instructor evaluates students through completion of written assignments and choreography assignments. (1-10)

Suggested Texts or Other Instructional Materials

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

Dance Composition: A Practical Guide to Creative Success in Dance Making By Ja Smith-Autard, Theate-Arts Book, 2004, 5th edition.

Dance Improvisations By Joyce Morganroth, University of Pittsburgh Press, 1987, 1st edition. (Unique coverage has not been matched by any other book)

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

Course Number
Revised 10/2003

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 111
COURSE NAME: *Choreography
COURSE UNITS: 3
COURSE HOURS: 3

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

Course advisory: Students should have at least two years of dance experience and eligibility for READ99 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).*

This course explores the basic principles of dance composition emphasizing the concepts of time, space and energy. It provides the opportunity for the practical understanding and application of elements of choreography through problem solving, research and critique of choreography. It integrates dance movement technique as a form of expression to communicate literal and non-literal themes. Solo and small group choreography will be emphasized as well as improvisations.

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

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

1. Demonstrate the use of time, space and energy as elements of dance composition.
2. Compose dance studies based upon ideas, poetry, artwork, and readings.
3. Construct movement themes and variations to develop and and modify choreographic materials.
4. Work cooperatively with classmates as well as individually in problem solving situations.
5. Transpose literal movement into abstract movement forms.
6. Integrate the use of rhythm and music into dance to support and enhance movement.
7. Evaluate and critique the work of others.

Course Subject & Number: DA 111
Course Name: *Choreography

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

Exploration of time, space and energy as elements of dance composition.

Exploration of movement intent.

Improvisational choreography.

Chance choreography.

Work with "props".

Environmental choreography.

Exploration of staging techniques.

Choreography with the use of words.

Compositions based on other art works.

Exploration of movement as it relates to feelings and emotions.

Production elements employed in dance.

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

RECEIVED
JAN 30 2009
BY: JD 5/1/08

SECTION I Date Initial

AP&P Representative: 1-22-09 CL
(indicates division review and approval)

Division Dean/Director: 01-22-09 JMM

Faculty Name: (print) CINDY WHITEFIELD Date 1-22-09

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

COURSE SUBJECT & NUMBER: DA 113

COURSE TITLE: *World Dances & Ethnic Forms

- 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: Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.*

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: DA 113

COURSE NAME: *World Dance-Ethnic Forms

COURSE UNITS: 1 **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#).*

An introduction to dance as cultural and social expression in a variety of cultures including Africa, Bali, Java, India, Hawaii, Spain, Russia and Japan. Through the practice of ethnic dance forms, students will gain an understanding of how dance relates to different cultures. (CSU, AVC) (R3)

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

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

1. Examine the role dance plays in individual cultures around the world.
2. Demonstrate elements of various world dance forms including isolation, coordination, and complex rhythmic forms.
3. Identify and describe the aesthetic characteristics of dance forms from various cultures.
4. Reproduce and demonstrate cultural dances in their entirety.
5. Recognize characteristics of cultural dances in modern dance forms and popular culture.
6. Increase flexibility, strength, coordination, balance, control, and athletic stamina while dancing.
7. Define basic dance vocabulary that relates to all forms of dance.

Course Subject & Number: DA 113
Course Name: *World Dance-Ethnic Forms

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

- I. **Introduction to the origin of dance:**
 - A. Warm-up
 - B. Dance vocabulary and terminology
 - C. Dance history
 - 1. Tribal dance
 - 2. Ritual dance
 - 3. Folk dance
- II. **Introduction to the cultural dance forms including:**
 - A. African, Spanish, Russian, Balinese, Javanese, Indian, Hawaiian, etc.
 - 1. Religious significance
 - 2. Geographic location
 - 3. Population of country
 - 4. Music, costumes, make-up and use of stage space
- III. **Active Live Performances**
 - A. On campus performances
 - B. Performances within the community

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:

The student will read various handouts provided by the instructor.

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

The student will document in a journal the origin of movements learned in class.

The student will write an essay based on the purpose of dance in cultures throughout the world.

The student will complete a written summary on how cultural elements (religion, geography, economics, art) directly relate to a culture's form of dance expression.

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:

The student will view one professional dance performance.

The student will practice world dance forms outside of class.

The student will perform work practiced in class at the end of semester.

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

Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 113
Course Name: *World Dance-Ethnic Forms

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.)*

The instructor will lecture on history, vocabulary, terminology of world dance.
The instructor will demonstrate world dance forms.
The instructor will present audiovisual materials of dances from around the world.
The instructor will lead rehearsals and performances of dances.

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. Instructor evaluates students by observing their level of participation in class activities. (2,4,6,7)
2. Instructor evaluates students by skills tests. (1-7)
3. Instructor evaluates students on their performance. (2,4,6,7)
4. Instructor evaluates students through completion of written assignments. (1,3,5,7)

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.)

Studying Dance Cultures Around the World: An Introduction to Multicultural Dance Education By Pegge Visicaro, Kendall-Hunt Publishing Company, 2008, 2nd edition

Moving History/Dancing Cultures: A Dance History Reader By Ann Dils, Ann Cooper Albright, Wesleyan Publishers, 2001, 1st edition. (Unique coverage has not been matched by any other book)

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: DA 113
COURSE NAME: *World Dance-Ethnic Forms
COURSE UNITS: 1
COURSE HOURS: 3

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

Advisory: Eligibility for Read 099 and Engl 099.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
This course is an introduction to dance forms from the cultures of Africa, Bali, Java, India, Hawaii, Spain, and Japan. Through the practice of ethnic dance forms, students will gain an understanding of how dance relates to different cultures. May be repeated 3 times for credit.

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

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

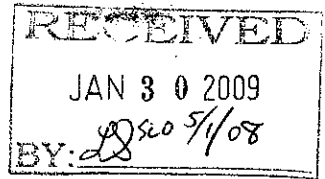
1. Examine the role dance plays in individual cultures around the world.
2. Demonstrate elements of various world dance forms including isolation, coordination, and complex rhythmic forms.
3. Identify and describe the aesthetic characteristics of dance forms from various cultures.
4. Reproduce and demonstrate cultural dances in their entirety.
5. Recognize characteristics of cultural dances in modern dance forms and popular culture.
6. Increase flexibility, strength, coordination and athletic stamina while dancing.

COURSE CONTENT: *(Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)*

1. Tribal Dance: An introduction to the origin of dance.
2. African Dance
3. Balinese Dance
4. Javanese Dance
5. Spanish Dance: Flamenco
6. Indian Dance
7. Hawaiian Dance

Together with the introduction to the cultural dance forms listed above, an explanation of the religious significance, geographic location, population and music will be included.

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



SECTION I

AP&P Representative: 1-22-09 CL
(indicates division review and approval)

Division Dean/Director: 01-22-09 [Signature]

Faculty Name: (print) CINDY LITTLEFIELD

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

Date 1-22-09

COURSE SUBJECT & NUMBER: DA 116

COURSE TITLE: *Dance Improvisation

- 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: Updates and changes made to course description, objectives, assignments, methods of instruction, methods of evaluation, and suggested texts.

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: DA 116

COURSE NAME: *Dance Improvisation

COURSE UNITS: 1 **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#). Students will learn to apply dance technique to improvisational movement studies in a creative and nonjudgmental environment. Various stimuli will be used to encourage the discovery of a unique and creative language of expression through movement. BEFORE ENROLLING, students should have at least one year of dance experience. (CSU, AVC) (R3)*

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

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

1. Demonstrate the use of space, time, and energy as elements of dance improvisation.
2. Compose original movements and forms in dance to express an idea, feeling, or emotion.
3. Direct and plan a working improvisational session.
4. Practice working cooperatively with classmates as well as individually in problem solving situations.
5. Transpose literal movement into abstract movement forms.
6. Integrate the use of rhythm and music into dance to support and enhance improvisational movement.
7. Define basic dance vocabulary that relates to all forms of dance.
8. Evaluate and critique the works of others.
9. Apply technical skill and knowledge gained in improvisation as a foundation from which he/she can pursue further dance studies.

Course Subject & Number: DA 116
Course Name: *Dance Improvisation

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. Orientation, introduction, and preliminaries:**
 - A. Warm-up
 - B. Locomotor exercises
 - C. Mirroring
 - D. Unison
 - E. Active and passive
 - F. Weight dependency
- II. Exploration of space:**
 - A. Floor patterns
 - B. Distance and focus
 - C. Use of levels
 - D. Shape and shape sequences
 - E. Trace designs
- III. Exploration of Time:**
 - A. Pulse
 - B. Accent
 - B. Metrical and non-metrical rhythms
 - C. Duration and speed
- IV. Exploration of Energy/Movement Invention:**
 - A. Images
 - B. Levels of abstraction
 - C. Mood and character
 - D. Dynamics
 - E. Theme and variations
 - F. Use of props
- V. Invention of improvisational session:**
 - A. Solo, partner, and group awareness
 - B. Performance skills
 - C. Directing skills
 - D. Improvisation leading to a choreographed dance
- VII. Active Live Performances:**
 - A. On campus performances
 - B. Performances within the community

Course Subject & Number: DA 116

Course Name: *Dance Improvisation

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:

The student will read various handouts provided by the instructor.

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

The student will write on their group improvisational problem solving.

The student will compose an improvisational session.

The student will complete a written self-evaluation.

The student will critique improvisational performances executed by classmates.

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:

The student will view one professional dance performance.

The student will practice dance improvisational skills outside of class.

The student will perform works improvised and choreographed in class at the end of semester.

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

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

Reading Assignments: 1 hour

Writing Assignments: 1 hour

Computational Assignments:

Other Assignments: 1 hour

Course Subject & Number: DA 116
Course Name: *Dance Improvisation

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.)*

The instructor will lecture on the exploration of space, time and energy.

The instructor will demonstrate dance improvisation.

The instructor will present audiovisual materials of professional dances and improvisational sessions.

The instructor will lead improvisational exercises.

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

1. Instructor evaluates students by observing their level of participation in class activities. (1,4,5,6,8,9)
2. Instructor evaluates students by skills tests. (2,3,7,9)
3. Instructor evaluates students on their performance. (2,3,4,8,9)
4. Instructor evaluates students through completion of written assignments. (3,7,9)

Suggested Texts or Other Instructional Materials

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

Dance Improvisations By Joyce Morgenroth, University of Pittsburgh Press, 1987, 1st edition. (Unique coverage has not been matched by any other book)

Choreography: A Basic Approach Using Improvisation By Sandra Cerny Minton, Human Kinetics Publishers, 2007, 3rd Edition.

Handouts are chosen by the instructor and vary each semester.



ANTELOPE VALLEY COLLEGE

Course Number
Revised 10/2003

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: DA 116
COURSE NAME: *Dance Improvisation
COURSE UNITS: 1
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*
Advisory: At least one year dance experience.
Eligibility for Read 099 and Engl 099.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*
Students will learn to apply dance technique to improvisational movement studies in a creative and nonjudgemental environment. Various stimuli will be used to encourage the discovery of a unique and creative language of expression through movement. May be repeated 3 times for credit.

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

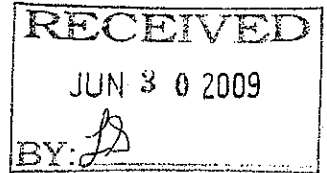
Upon completion of course, the successful student will be able to:

1. Demonstrate the skills necessary to generate improvisational movement.
2. Compose original movements and forms in dance to express an idea, feeling or emotion.
3. Recognize and understand the difference between choreography and dance improvisation.
4. Practice working cooperatively in group relationships.
5. Increase strength, flexibility, coordination and athletic stamina.

COURSE CONTENT: (Describe/list course content in terms of topics or a specific body of knowledge and (if desired) the approximate number of weeks allotted to each part. A typical semester is 16 weeks long excluding the final exam. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)

The following topics and stimuli will be presented to allow students to explore and discover original movements and ideas:

1. Isolation of body parts in movement
2. Identifying choreographic tools and practice manipulations of space, time and energy.
3. Music as stimuli
4. Text as stimuli
5. Visual material as stimuli
6. Tactile material as stimuli
7. Improvisational plotting
8. Character improvisation
9. Performance skills
10. The chance method
11. Solo, partner and group awareness
12. Contact improvisation
13. Videotaping
14. Improvisation leading to a choreographed dance.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER:

TITLE: Want Your Child to Have Better Grades? You Need "The Homework Nanny!"

INSTRUCTOR: Marta Shea

HOURS: 3

ENROLLMENT FEE: \$39.00 MATERIALS/SUPPLIES FEE: \$30.00

ENROLLMENT EXPECTED: 30-50

DESCRIPTION OF OFFERING: Parents of K-8 students, are you tired of the homework wars? This course will teach you to work with your child rather than against them. You will see their grades improve and watch them enjoy learning. You will learn how to make homework time productive and enjoyable with ways to motivate your child to do their homework through positive reinforcement techniques. You will also learn games that promote active learning and get your child to become an independent learner.



SPECIAL NEEDS:

Facilities:

Audio/Video: Projector/Screen

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: 	Date: 4/14/09
Signature: 	Date: 5/17/09

AP&P Approval:
Date: _____

Want Your Child to Have Better Grades? You Need “The Homework Nanny”!

Course Objectives:

1. All the participants will be able to implement their choice of these active learning strategies at home immediately.
2. All the participants will be able to create and implement an active learning strategy that will increase comprehension.

Course Outline for Want Your Child to Have Better Grades?

- I. Introduction
 - A. Instructor background
 - B. Why These Strategies Work
 1. Fun and Effective
 2. Cooperative Learning Aspects
 3. Physical Movement Aspects
 4. Accommodates All Learning Styles
 5. Reduces Student Stress
 6. Increased Comprehension & Retention
 7. Incentives
 - C. Additional Important Consideration for Parents
 1. Little or No Cost to Create Them
 2. Little Preparation or Clean Up Time
 3. They Work for All Content Areas
- II. Vocabulary Building Strategy
 - A. Explanation
 - B. Participation – all play the game
 - C. Think-Pair-Share activity
- III. Note Taking
 - A. Explanation
 - B. Participation - all play the game
 - C. Think-Pair-Share activity
- IV. Carnival Ball Toss – content and test review
 - A. Explanation
 - B. Participation - all play the game
 - C. Think-Pair-Share activity
- V. Review Textual Information
 - A. Explanation
 - B. Participation - all play the game
 - C. Think-Pair-Share activity
- VI. Roll the Dice - content and test review
 - A. Explanation
 - B. Participation - all play the game
 - C. Think-Pair-Share activity
- VII. How to Create Your Own Strategies
 - A. Explanation
 - B. Participants Create Their Own Strategy
 - C. Participants Share Their Strategy With the Class
- VIII. Conclusion

Instructional Methods: Lecture and Active Participation.

Assessment: Think-Pair-Share Activities as well as their own created strategy.

complete course description:

Want Your Child to Have Better Grades?
You Need "The Homework Nanny"!

- Tired of the homework wars?
- Want to work WITH rather than against your child?
- Want to see their grades improve?
- Want your child to enjoy learning?

Kids like to do fun things and homework hasn't been fun - Until Now!

In this activity based class for parents of K-8 children, you'll learn:

- How to make homework time productive and enjoyable.
- Games that promote active learning
- Ways to motivate your child to do his/her homework every day
- Positive reinforcement techniques
- How to get your child to become an independent learner

This copyrighted program, developed by a master teacher, can be used by parents, tutors, and siblings to increase comprehension, participation, retention, and overall GPA quickly.

Course Cost: \$39

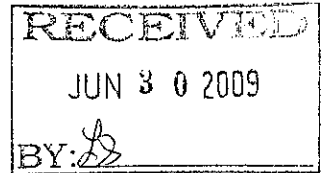
Materials Fee: \$30 includes a 160 page training manual *How to Motivate the Unmotivated Student* and accompanying training DVD.

Materials needed: none

Target Audience: Parents, tutors

Listing of Subject Matter Expertise relevant to the proposed program:

I taught elementary and middle school for 20 years. During that time, I created all of these strategies, practiced and perfected them. I am the author of the book *How to Motivate the Unmotivated Student*.TM
See resume.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER:

TITLE: Funtastic Teaching - Improves Student Grades

INSTRUCTOR: Marta Shea

HOURS: 3

ENROLLMENT FEE: \$39.00 MATERIALS/SUPPLIES FEE: \$30.00

ENROLLMENT EXPECTED: 30-50

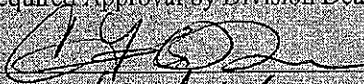
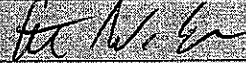
DESCRIPTION OF OFFERING: Dynamic new method of teaching that has been tested and proven. The class is effective in improving test grades; works for all content areas and learning styles; and encourages students to participate and have fun while learning. You will learn new strategies to improve comprehension and retention; strategies for content and test review, as well as effective ways to teach to all learning styles. These strategies work for all content areas and are ideal for teachers, tutors, and substitute teachers of grades K-8.

SPECIAL NEEDS:

Facilities:

Audio/Video: Projector/Screen

Other:

Required Approval by Division Dean and AP&P Representative	
Signature: 	Date: 4/14/09
Signature: 	Date: 5/2/09

AP&P Approval:
Date:

The Funtastic Teaching Method – Improves Student Grades

Course Objective:

1. All the participants will be able to implement their choice of these active learning strategies in their classes immediately.
2. All the participants will be able to create and implement an active learning strategy that will increase comprehension.

Course Outline for Motivating the Unmotivated Child

I. Introduction

- A. Instructor background
- B. Why These Strategies Work
 1. Fun and Effective
 2. Cooperative Learning Aspects
 3. Physical Movement Aspects
 4. Accommodates All Learning Styles
 5. Reduces Student Stress
 6. Increased Comprehension & Retention
 7. Incentives
- C. Additional Important Consideration for Teachers
 1. Little or No Cost to Create Them
 2. Little Preparation or Clean Up Time
 3. They Work for All Content Areas

II. Vocabulary Building Strategy

- A. Explanation
- B. Participation – all play the game
- C. Think-Pair-Share activity

III. Note Taking

- A. Explanation
- B. Participation - all play the game
- C. Think-Pair-Share activity

IV. Carnival Ball Toss – content and test review

- A. Explanation
- B. Participation - all play the game
- C. Think-Pair-Share activity

V. Review Textual Information

- A. Explanation
- B. Participation - all play the game
- C. Think-Pair-Share activity

VI. Roll the Dice - content and test review

- A. Explanation
- B. Participation - all play the game
- C. Think-Pair-Share activity

VII. How to Create Your Own Strategies

- A. Explanation
- B. Participants Create Their Own Strategy
- C. Participants Share Their Strategy With the Class

VIII. Conclusion

Instructional Methods: Lecture and Active Participation.

Assessment: Think-Pair-Share Activities as well as their own created strategy.

The Funtastic Teaching Method – Improves Students Grades

complete course description

Are you looking for a dynamic new method of teaching that has been classroom tested and proven effective to:

- Improve test grades?
- Work for all content areas?
- Work for all learning styles?
- Get all your students participating in class and having a *funtastic* time while they learn?

This activity based workshop, taught by a 20 year veteran teacher, demonstrates how students learn standards based skills and information through engaging and challenging active learning strategies.

In this new copyrighted program you will learn:

- Strategies that improve comprehension and retention
- Strategies for content and test review
- Effective ways that teach to all learning styles
- How you can make lessons in any content area into learning games.
- How to have all your students engaged and having fun while they learn.
- How to create your own effective learning games for little or no cost

These strategies work for all content areas and are ideal for teachers, tutors, and substitute teachers of grades K-8.

Course Cost: \$39

Materials Fee: \$30 includes a 160 page training manual How to Motivate the Unmotivated Student and accompanying training DVD.

Materials needed: none

Target Audience: Teachers, tutors, substitute teachers

Listing of Subject Matter Expertise relevant to the proposed program:

I taught elementary and middle school for 20 years. During that time, I created all of these strategies, practiced and perfected them. I am the author of the book How to Motivate the Unmotivated Student.™
See resume.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED
JUN 30 2009
BY: *[Signature]*

Send Back

NUMBER:

TITLE: How to Learn Anything Faster

INSTRUCTOR: Howard Stephen Berg

HOURS: 2.5 hrs.

ENROLLMENT FEE: \$29 MATERIALS/SUPPLIES FEE: None

ENROLLMENT EXPECTED: Up to 1,000 (On-line course) ?

DESCRIPTION OF OFFERING: Learn how to unleash your brain's natural learning power with brain-based learning strategies that will enable you to learn anything faster and better. Topics include strategies for reading, studying, writing, test-taking, and much, much more. Students as young as eleven have used this program to complete college level programs for credit in as little as a single week. Imagine what this can do for you at work, school, and home.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other: Course is taken online at home or in a room that has internet connection, a projector, and speakers. Home computer should have speakers. A head set is optional.

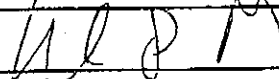
Required Approval by Division/Dean and AP&P Representative:

Signature: <i>[Signature]</i>	Date: 4/27/09
Signature: <i>[Signature]</i>	Date: 5/7/09

AP&P Approval:
Date: _____

INSTRUCTIONAL REFERENCES – WITHIN PAST TWO YEARS

Institution	City/State	Contact Name	Phone Number
The Discovery Center	Chicago, IL	Bob	(773) 348-8120
Colorado Free University	Denver, Colorado	Helen Hand	(303) 785-2321 /2322
The Knowledge Shop	Marietta, GA	Moddy	(678) 766-6666

Date: 9/13	Instructor or Contractor Signature: 
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Please attach a document that includes the items listed below.
If the course description is already on file, do not submit unless you are updating information.

- 1) Target Audience 2) Prerequisites 3) Detailed Course Outline 4) Text or Materials Required

Target Audience: Students, professionals, adults, anyone needing to read and learn.

Prerequisites none

Course Outline:

WEEK OR HOUR	CLASSROOM CONTENT
Hour 1	How the Brain Reads
Hour 1	How Schema Creates Textual Meaning
Hour 2	Brain-Based Strategies for Studying
Hour 3	How to Overcome Writer's Block
Hour 4	How to retain and recall information
Hour 4	How to use brain-based learning to make it easy to learn math
Hour 4	How to score higher on standardized exams like the SAT

Text or Materials:

None



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED
JUN 30 2009
BY: *[Signature]*

NUMBER:

TITLE: Ultimate Speed Reading

INSTRUCTOR: Howard Stephen Berg

HOURS: 4 hrs.

ENROLLMENT FEE: \$69 MATERIALS/SUPPLIES FEE: None

ENROLLMENT EXPECTED: Up to 1,000 (On-line course) *7*

Send Back

DESCRIPTION OF OFFERING: Imagine the world's fastest reader, Howard Stephen Berg (Guinness, 1990), personally teaching you how to double your reading speed while improving your comprehension and retention of all types of materials. Imagine being able to learn new skills, complete courses, or your work done quicker so you can become more successful. In just a few short hours all of this is possible thanks to the brain-based learning strategies covered in this program.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other: Course is taken online at home or in a room that has internet connection, a projector, and speakers. Home computer should have speakers. A head set is optional.

Required Approval by Division Dean and AP&P Representative:

Signature: *[Signature]* Date: *4/27/09*

Signature: *[Signature]* Date: *5/7/09*

AP&P Approval:

Date: _____

INSTRUCTIONAL REFERENCES – WITHIN PAST TWO YEARS

Institution	City/State	Contact Name	Phone Number
The Discovery Center	Chicago, IL	Bob	(773) 348-8120
Colorado Free University	Denver, Colorado	Helen Hand	(303) 785-2321 /2322
The Knowledge Shop	Marietta, GA	Mody	(678) 766-6666

Date: 9/13	Instructor or Contractor Signature: 
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Please attach a document that includes the items listed below.
If the course description is already on file, do not submit unless you are updating information.

- 1) Target Audience 2) Prerequisites 3) Detailed Course Outline 4) Text or Materials Required

Target Audience: Students, professionals, adults, anyone needing to read and learn.

Prerequisites: 6th grade reading level

Course Outline:

WEEK OR HOUR	CLASSROOM CONTENT
Hour 1	How the Brain Reads
Hour 1	How Schema Creates Textual Meaning
Hour 2	Hand Motions and Mechanics of Speed Reading
Hour 3	How to Improve Comprehension
Hour 4	Adjusting your techniques for various types of reading materials
Hour 4	How to determine precisely what to study
Hour 4	How to retain and recall information

Text or Materials:

I will email you a workbook. Course is taught online. Students should have a non-fiction text book that is familiar to them. This means they already know the contents of the book like the words, names, and facts.

RECEIVED
JUN 30 2009
BY: *[Signature]*



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER:

TITLE: Novel Beginnings

INSTRUCTOR: Bonnie D. Stone

HOURS: 8 (6 Meetings)

ENROLLMENT FEE: \$75 MATERIALS/SUPPLIES FEE: None

ENROLLMENT EXPECTED: 10-25

DESCRIPTION OF OFFERING: This course is for anyone who wants to learn how to write a novel. Basic information, classic story structure, and the importance of myth in story telling will be discussed. You will be provided with the tools and resources needed for writers.

SPECIAL NEEDS:

Facilities:

Audio/Video: TV/VCR

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: <i>[Signature]</i>	Date: 4/27/09
Signature: <i>[Signature]</i>	Date: 5/7/09

AP&P Approval:
Date: _____

Bonnie Domrose Stone, journalist bonniedstone@verizon.net

3137 West Avenue J-6, Lancaster, CA 93536, 661-951-8646

www.bonniedstone.com

Novel Beginnings, course description

1. Target audience: adults who want to learn how to write a novel.
2. There are no prerequisites for this course.
3. Outline:

I. **INTRODUCTION:** basic information, classic story structure. Discuss importance of myth in story telling. Ask class to think of what they want to write and what genre. Function of characters and setting. Show movie Witness. Discuss plot turning points, importance of characters, themes and development of story. (First class needs to be three hours.)

II. **BEGINNINGS:** Tools and resources for writers. Students pick their mentor author to study. How to use your favorite author as a teacher. Introduce five different beginnings for five authors writing in different genres. Discuss why each is effective. Note how you as a reader get an immediate strong sense of plot development in popular fiction. In class exercise: using classical music in background, have 15 minute writing exercise. Then ask -- how can you improve what you just wrote? Pass out character chart to be filled out at home.

III. **CHARACTERS:** (and plot continued) Story evolves from your main character and a sense of place. Discuss characters they are developing. Ask: what does your character want, why does he want it, what is he willing to do to get it? What obstacles do you put in his way? You choose every character to play a part in your novel. What roles do your characters have? Who tells the story? How can you make the characters seem real? Handouts on characterization. In class exercise: *The man is walking...*

IV. **SETTING:** Where you set your story is critical to how the characters act, react, their schooling their outlook. Pay attention to specifics. Name the trees, the flowers, the weather -- any little quirk that sets your story apart from all the others. How do you make it real? How do you weave it into the action? Handouts. In class exercise: write a description we'd recognize without naming the place.

V. **DIALOGUE:** Critical that you learn to write good dialogue. It advances the plot, gives the reader information, character development, ect. Handouts: dialogue fitness, Walk and Chew Gum. Snows of Kilimanjaro: In class exercise: break into small groups to write dialogue.

VI. **MARKETING INFORMATION:** Once you finish your novel, the real work begins. How to edit, rewrite, pitch your novel to an editor or agent. Talk about other writers' workshops. Final discussion on how you are going to continue writing and set goals.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED
SEP - 2 2009
BY: *M*

NUMBER: TBA

TITLE: How to Get into Show Business

INSTRUCTOR: Hattie Fishburne

HOURS: 3 *one mtg. only*

ENROLLMENT FEE: \$70 MATERIALS/SUPPLIES FEE: \$39 *Book & Cd.*

ENROLLMENT EXPECTED: 10-30

DESCRIPTION OF OFFERING: Hattie Fishburne is thrilled to share her many years as a singer, actress, teacher and writer with those who wish to join the special and rewarding entertainment industry. If you have a passion to be an actor/entertainer, but worry that you don't have the skills, this course is for you:

Students will learn techniques to maximize their visibility, how the world of reality shows can be a path to something greater and how to avoid the sleazy side of the Business.

Join Hattie Fishburne, mother and first acting coach of acclaimed actor Lawrence Fishburne, as she shares her vast knowledge of one's special talents by the enlightening Course. *BB?*
insight

SPECIAL NEEDS:

Facilities:

Audio/Video: Power Point Computer Software

Other: Label Microphone -- depends on size of room

Required Approval by Division Dean and AP&P Representative:

Signature: *[Signature]* Date: *3/27/09*

Signature: *[Signature]* Date: *8/24/09*

AP&P Approval:

Date: _____

too much
to cover in
3 hrs.

Personal Development Course Outline
By Hattie Crawford Fishburne

1. Introduction Walking/Standing/Sitting
2. Organize Your Life
3. Everyday Speech/Voice
4. Personality/Five Senses
5. Nutrition

6. Community Involvement/Volunteer
7. Facial/Skin Care
8. Wardrobe Planning
9. Movement/Ballet/ Fencing
10. Dancing/Waltz/Two Step

11. Dancing II
12. Forecasting/Wish Books
13. Resume/Stationary/Bio
14. Dramatic Speech
15. Hand and Foot Care

16. Make-Up I
17. Make-Up II
18. Hair I
19. Hair II
20. Event Planning

Final A Small Event to Showcase Skills

This course can be adjusted to fit most any age from 9 to 90 women and men. It is an excellent place to learn how to navigate the work place, personal relationships and leisure activities.

Show Business

1. Writing Your One Man or One Woman Show
2. Defining your Niche
3. Big Fish in a Little Pond/ Little Fish in a Big Pond
4. Classes Learn,Learn
5. Positive Predictions

6. Publications to Read and Read
7. Wardrobe Planning? Shopping?
8. Hosting a Radio/Cable TV Show
9. Camera Work
10. Additional/Bookings

11. Call Back/Sharks and Crazy People
12. Stage Make-up
13. Hair for the Theatre
14. Improving on Nature
15. High Visibility
16. Microphone Technique
17. Run Way Action
18. Marketing the Product-You
19. Hygiene All Around
20. Interviewer/Interviewee



ANTELOPE VALLEY COLLEGE
 Academic Affairs Office
 COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED
 SEP - 2 2009
 BY: *MJ*

NUMBER: TBD

TITLE: Identity Theft Prevention

INSTRUCTOR: Bob Pearce

HOURS: 4 hrs.

ENROLLMENT FEE: \$50 MATERIALS/SUPPLIES FEE: \$20

ENROLLMENT EXPECTED: 10/30

DESCRIPTION OF OFFERING: In this presentation, attendees will learn to deter, detect, and most importantly, defend themselves against this rapidly growing crime in America. Participants will learn how to modify their everyday behavior to reduce their exposure to Identity theft. Students will learn when and how to use a fraud alert or security freeze on their credit file, how to order and read their credit file history – paying special attention to signs of illegal activity. Students will prepare an individual road map for success in which to follow in the weeks and months to come, thus beginning the process of reclaiming their good name and credit status. The course also includes basic information about the identity recovery process.

This course is based on two excellent books written by Mari Frank, Esq. "Safeguard your Identity – Protect Yourself with a Personal Privacy Audit" and "From Victim to Victor – A Step by Step Guide for Ending the Nightmare of Identity Theft."

SPECIAL NEEDS:

Facilities:

Audio/Video: LCD projector + screen

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: *[Signature]* Date: 7/27/09

Signature: *[Signature]* Date: 7/27/09

AP&P Approval

Date: _____

- I. Debt Collectors
- J. Driver's License
- K. Investment Fraud
- L. Passport Fraud
- M. Phone Fraud
- N. Social Security Number Misuse
- O. Student Loans
- P. Tax Fraud

Class handouts – U.S. Government Publications

A Consumer's Guide to E-Payments
Building a Better Credit Report
Business Briefcase CD-Rom
Consumer Credit Briefcase CD-Rom
Consumer Credit Briefcase (CD)
Credit Repair: How to Help Yourself
Credit, ATM and Debit Cards: What to Do if They are Stolen
Deter, Detect, Defend: Avoid ID Theft
Electronic Banking
Fair Credit Billing
Getting Credit When You're Over 62
Getting Credit: What You Need To Know About Your Credit
How to Dispute Credit Report Errors
On Guard Online Bookmark
Pre-texting- Your Personal Information
Read Up! How to be an Informed Consumer
Slip Showing? Federal Law Requires All Businesses to Truncate Credit Card Information on Receipts
Stop. Think. Click – 7 Practices for Safer Computing
Supplement: Stop-Think-Click: 7 Practices for Safer Computing
Your Access to Free Credit Reports
Transaction Records Relating to Identity Theft

RECEIVED
APR 29 2009
BY: *JD* 520 4/20/08

Antelope Valley College
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

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

Instructor (print): Ronald C. Chapman

Division: Social & Behavioral Sciences

Required Signatures:

AP&P Representative: *UM OS*
(division approval required)

Date: 4/10/09

Division Dean: *Thomas Greil*

Date: 4-21-09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes X No

Is 51% or more of instruction for this course provided on line? X Yes No

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: SOC 101

COURSE TITLE: Introduction to Sociology

What method of technological delivery will be used to offer this course (see glossary)?

ITV

Online

Hybrid

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

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course? This course uses the AVC Course Management System (CMS) as a platform. The AVC Campus Learning Center provides orientation and tutorials to students on the use of computers, printers, and the Internet. The Instructional Multimedia Center has PCs and Macs available for instructional purposes and it has a studio for the purpose of recording digital audio presentations and lectures for use online. The Library provides services that include a reference collection for student and faculty research, a reference desk and librarians who are available in person, over the telephone, and via email to assist students with their research assignments. Additionally, the Library provides Distance Education tutorials, online research methods presentations, research guides by topic, and full-text articles and style guides that are invaluable for students completing their written assignments. Students without personal computers and Internet access can visit the AVC Computer Labs at their convenience or use computers available through public libraries. ~~The AVC Computer Labs are open and available to online and regular students in BE 217 & BE 320 on the Main Campus, and at the AVC Palmdale Learning Center.~~ Faculty Professional Development courses have been available in the past on topics relevant to online instruction, such as Blackboard Basics I, Blackboard Basics II, Content Management, Getting Around My AVC, Banner Basic, and Blackboard Boot Camp. It is anticipated that these courses will continue to be made available for interested faculty throughout the next academic year.

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

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.) No unique challenges are presented by the course content and evaluation procedures typical of a conventional course in sociology. The most significant challenges to online course delivery are generic (See discussion of student authentication in section 5).

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

5. METHODS OF INSTRUCTION:

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

~~expeditiously. Ordinarily, instructors should review and evaluate student assignments within 2 weeks of submission. Scores should be posted for student access within two weeks of the deadline or submission date. Initially the instructor shall communicate all expectations and commitments through the course syllabus. Subsequent corrections and amendments to this document should be posted as revisions to the original syllabus, and posted online. Modes of contact may include conventional telephonic and face-to-face conferences with individual students at the instructor's discretion.~~

b) *If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)* Not applicable.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

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

Online: The length and content of lecture material made available online will be equivalent to comparable face-to-face lectures given in a conventional manner before a traditional classroom of students. Participation in discussion groups will be organized around 5 to 10 supplemental reading assignment topics at the discretion of the instructor. Discussions are expected to be asynchronous in response to question or directions posted by the instructor. Exams and quizzes will be administered online and equivalent to similar written exams and quizzes administered in the classroom. Graded exams and quizzes will be simultaneously available on a limited-time basis to the entire class to reduce dishonesty. Instructors should vary quiz and exam items each term to reduce dishonesty. Additionally, quizzes and exams may be proctored by the instructor or a faculty-designee in a traditional face-to-face setting, to include distance location proctors should the college outreach beyond its traditional service area. Presently, the state of available technology cannot assure that cheating will not be likely absent face-to-face means of authentication. Therefore, it is highly recommended that proctored exams be utilized for the final.

Hybrid

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



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: SOC 101
COURSE NAME: Introduction to Sociology
COURSE UNITS: 3
COURSE HOURS: 3

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

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

This course will give students an introduction to the study of social processes and a consideration of the concepts of culture. Students will develop an understanding of the dependency of our society on those around us as well as those who have gone before us. The basic tools of sociological analysis and the groups and social institutions of society will be presented. This course is approved for online instruction. Refer to current schedule of classes for availability.

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

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

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

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

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)*

Historical Foundations of Sociology
Classic theorists and their contributions
European origins of sociology

Instruction in basic research methods

Instruction in writing and formatting a research paper

Sociological Perspectives
Sociology as a science
Debunking

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

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

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

Theories of Socialization
Agents of socialization

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

Deviant behavior
Definitions and causes of deviancy
Theories of deviancy
Deviancy and crime
Deviancy and social control

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

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

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students.)*

Lecture
Discussion
Group Exercises
Audio-visual
Guest Speakers
Field Trips

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

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

Quizzes and examinations containing both objective and essay questions, will be used to evaluate recognition of terms and vocabulary as well as differentiation of sociological perspectives. (Objectives 1, 2, 3, 4)

Suggested Texts or other Instructional Materials *(include title, author, publisher, date, and edition):*

Henstin Essentials of Sociology

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

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

TYPICAL READING, WRITING, AND COMPUTATIONAL ASSIGNMENTS

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

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

Students will read 25 to 35 pages from the course textbook each week.

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

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

Students will complete at least four essay assignments (reaction papers, compare/contrast papers, etc.) as directed by the instructor, or write an investigative, research-based paper, seven to ten pages in length.

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

N/A

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

Through the process of reading, discussion, essays, focused research and classroom activities, students will analyze, compare and contrast major topics of sociological theories, culture, societies, stratification and institutions.

5. Describe other types of assignments that students may be asked to complete:

Students may be required to complete library tutorials, oral presentations, small group exercises and assignments or participate in field trips.

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

Reading: 2 to 3 hours weekly

Writing: 1 to 3 hours weekly

Computational: N/A

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



ANTELOPE VALLEY COLLEGE

RECEIVED
AUG 10 2009
BY: _____

DATE: July 23, 2009
TO: Maria Clinton, Co-chair, AP&P
Sharon Lowry, Co-chair, AP&P
FROM: Dr. Karen Cowell, Dean, Health Sciences *KC*
SUBJECT: Increase in Instructional Materials Fees

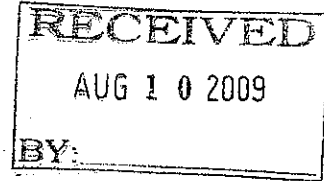
The instructional materials fee for the classes listed in this memo must be increased to cover the full cost of the achievement exams given in each class, including the increase in the state and local sales taxes. The materials fee meets the four criteria in the following manners:

- a. The achievement exams are owned by the student and controlled by the individual student.
- b. The achievement exams are measures of student success in the courses; therefore, they are required to achieve the objectives of the courses.
- c. The achievement exams are proprietary materials not available from the district.
- d. The achievement exams generate performance reports that supply students with valuable information about their strengths and weaknesses in achieving the objectives of the courses.

Classes affected by the increase in the sales tax are:

Course Number	Course Name	Old IMF	IMF as of 7/1/09
NS 111	Fundamentals of Nursing Science	\$22.75	\$23.04
NS 121	Obstetrical, Neonatal and Women's Health Nursing	\$22.75	\$23.04
NS 231	Pediatric/Community Health Nursing	\$22.75	\$23.04
NS 232	Psychiatric/Geriatric/Community Health Nursing	\$22.75	\$23.04
NS 241	Medical/Surgical Nursing II	\$40.00	\$40.61
RCP 204	Seminar and Practicum in Respiratory Care II	\$75.75	\$82.32
VN 101	Self-care: Fundamentals and Pharmacology	\$22.75	\$23.04
VN 102	Nursing to Promote Self-Care Agency in the Adult Patient and the Child-Bearing Family	\$22.75	\$23.04
VN 103	Nursing to Promote Self-Care Agency in the Adult, the Child and the Dependent-Care Agent (program achievement exam)	\$40.00	\$40.61

ANTELOPE VALLEY COLLEGE
Academic Affairs Office



MATERIALS FEE

As permitted in Title 5, S59400-59410 and EdCode S76365, the Antelope Valley Community College district has determined that it is appropriate to require students to provide certain instructional and other materials for credit or noncredit courses when such materials are of continuing value to the student outside of the classroom setting, including, but not limited to textbooks, tools, equipment, clothing and materials necessary for vocational training and employment.

Establishment of Materials Fee:

1. VARIOUS COURSES IN NS, RCP + VN
Course Number _____ Course Title (e.g., Drawing) _____ Units _____
(e.g., Art 3ABR2)

2. Description of materials for which this fee is being assessed:

Achievement exams - See attached memo

3. Materials Fee per student to be charged: \$ See attached memo

4. Please confirm that the proposed materials fee meets all criteria below by checking each box*:

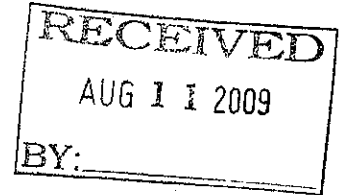
- a) materials will be tangible personal property owned or primarily controlled by the individual student,
- b) materials shall be procured or possessed as a condition of registration, enrollment or entry into a class and necessary to achieve the required objectives of a course,
- c) materials will not be solely or exclusively available from the district, and
- d) materials may be taken from the classroom setting and are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of the course.

Approval: Marianne Stewart Kaye W. Cowell 7/29/09
Faculty Dean Date AP&P Date

*Please attach a rationale for any of the four criteria above if there is any doubt as to whether that criterion is met. Refer to the AVC Material Fees Policy and Procedures and the Chancellor's Office guidelines on Instructional and Other Required Materials in the AP&P Resource Book for help in determining materials eligible for student reimbursement.



ANTELOPE VALLEY COLLEGE



Memorandum

Date: 8/3/09

To: Academic Policy and Procedures:

From: Jeff Stephens RRT, RN, MSN, C-FNP

Re: The attached material fee is reflective of the standardized test for the respiratory care students. The cost has been increased for testing as well as and increase in taxes. Therefore the materials fee that needs to be assessed is in the amount of \$137.19 per student during the spring semester 2010.

A handwritten signature in black ink, appearing to read "Jeff Stephens", written over a large, stylized flourish.

Jeff Stephens RRT, RN, MSN, C-FNP
Program Director Respiratory Care

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

RECEIVED
AUG 11 2009
BY:

MATERIALS FEE

As permitted in Title 5, S59400-59410 and EdCode S76365, the Antelope Valley Community College district has determined that it is appropriate to require students to provide certain instructional and other materials for credit or noncredit courses when such materials are of continuing value to the student outside of the classroom setting, including, but not limited to textbooks, tools, equipment, clothing and materials necessary for vocational training and employment.

Establishment of Materials Fee:

1. BCP 204 Seminar + Practicum in Resp Care II 9
Course Number Course Title (e.g., Drawing) Units
(e.g., Art 3ABR2)
2. Description of materials for which this fee is being assessed:
Achievement tests for respiratory care/therapy students.
3. Materials Fee per student to be charged: \$ 137.19
4. Please confirm that the proposed materials fee meets all criteria below by checking each box*:

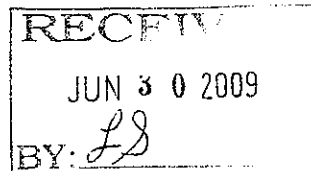
- a) materials will be tangible personal property owned or primarily controlled by the individual student,
- b) materials shall be procured or possessed as a condition of registration, enrollment or entry into a class and necessary to achieve the required objectives of a course,
- c) materials will not be solely or exclusively available from the district, and
- d) materials may be taken from the classroom setting and are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of the course.

Approval: [Signature] 8/3/09 Karen W. Cowell 8/6/09
Faculty Dean Date / AP&P Date

*Please attach a rationale for any of the four criterion above if there is any doubt as to whether that criterion is met. Refer to the AVC Material Fees Policy and Procedures and the Chancellor's Office guidelines on Instructional and Other Required Materials in the AP&P Resource Book for help in determining materials eligible for student reimbursement.



Antelope Valley College
*Business, Computer Studies, and
Economic Development Division*



MEMORANDUM

DATE: June 4, 2009
TO: AP&P Committee
FROM: Ann Steinberg, Interim Dean
Beverly Beyer, AP&P Rep.
SUBJECT: Obsolete Courses

We no longer teach the following courses in Business & Computer Studies, and request that they be listed as *obsolete*.

- CA 177 Microsoft Internet Info. Server
- BUS 113 Business Communications – Hybrid Distance Ed. Class *Only*
- WFDV Employability Learning Skills

If you have any questions, please contact me at your earliest convenience at Ext. 6370.

The current **Attendance Policy** reads:

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

This means the number of absences must be more than the number of hours the class meets before a student may be dropped.

For example, I taught a seven week course that met four hours per week. This meant that students could not be dropped until they missed five classes (20 hours of instruction). By the time I could drop someone, the class was over, rendering the attendance policy totally useless. If I could drop the student after exceeding the number of hours which the course met each week, I could have dropped them after the second absence.

Some faculty are counting absences, while I believe most are counting hours. To bring the actual attendance policy wording in line with what most faculty are doing, the statement should reflect that hours of class time missed (not absences) is the criteria for being dropped.

The most direct fix, staying closest to the current language, appropriate for short-term courses, and equally applicable regardless of how many days the course meets per week would be:

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

I also noted some of the catalogs explicitly state, **"It is always the student's responsibility to drop classes he/she is no longer attending. Do not presume your instructor has dropped you."**

I don't think we can emphasize this too much and students repeatedly tell counselors that they didn't know they needed to drop themselves from classes. Adding this sentence to the end of the attendance policy may help prevent students from receiving substandard grades. We softly state that non-attendance doesn't release the student from his/her responsibility to drop under "Dropping Classes" but we don't speak to it under the "Attendance Policy."