



## COURSE OUTLINE

Outline Status: **NEW Course (Existing in District) (ECD 9952); 2009-2010**

### Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: ENVIRONMENTAL STUDIES**
3. **COURSE NUMBER: 101**
4. **COURSE TITLE: INTRODUCTION TO ENVIRONMENTAL STUDIES**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This course provides an introduction to the principles of sustainability. It provides an interdisciplinary overview of the local and global impacts of humans on the natural environment. Topics include the growth and geographic expansion of human population, the transformation of earth's ecosystems by humans, exploitation of natural resources, and sustainable practices and policies. The course focuses on the critical analysis of current environmental problems and the evaluation of alternatives and solutions that contribute to a sustainable world.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

An interdisciplinary survey of human and environmental interaction and sustainability. The course explores the role of humans in the transformation of the natural world. Topics include an overview of Earth systems and resources, human systems and environmental impacts, sustainability, and the cultural, economic and political choices needed to achieve a sustainable world.

8. **INITIAL COLLEGE CURRICULUM COMMITTEE APPROVAL DATE: 11/17/09**

9. **ACADEMIC SENATE APPROVAL DATE: 12/8/09**

10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
<i>Totals In Protocol:</i>	Lecture: 3	Lecture: 54	
	Lab: 0	Lab: 0	
	Total: 3	Total: 54	Total: 3

**11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:**

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

**PREREQUISITES: No**

	Subject	Number	Course Title	Units	Validation Approval Date

**COREQUISITES: No**

	Subject	Number	Course Title	Units	Validation Approval Date

**ADVISORIES: No**

	Subject	Number	Course Title	Units	Validation Approval Date

**12. OTHER LIMITATIONS ON ENROLLMENT:** (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None
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## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - <b>Lecture:</b> Outline the topics included in the lecture portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	Hours per topic	COURSE OBJECTIVES - <b>Lecture:</b> Upon successful completion of this course, the student will be able to.. ( <i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i> )
1. Introduction to Sustainability and the Environment a. basic definitions, concepts b. theories of nature and the role of humans	6.0	1. Discuss the historical transformation of Earth's environment as a product of human interaction and active modification.
2. The Natural World b. global systems and cycles a. human systems from markets to nation-states	3.0	
3. Climate, Soils, Macro/micro-flora and Fauna a. distribution and limitations imposed by geography	3.0	
4. Humans from Hunter-Gatherers to Domesticators of Plants and Animals a. rise of settlements and sedentary agriculture b. impact on soils, species, and habitats	4.0	
5. Civilizations and Collapse a. what can go wrong? b. historical look at failed civilizations	5.0	
6. Dispersion, Diffusion and Conquest a. spread of trade and the rise of empires b. ecological imperialism	3.0	2. Evaluate the role of diffusion, trade and conquest in transforming the environment using a specific example (plant, animal, disease, etc.).
7. Human Transformation of Environment a. landforms, waters and ecosystems b. unintended consequences;	3.0	
8. Conquest of the New World a. Columbian exchange and cultural change b. Disease and decline of indigenous populations and species	3.0	3. Debate the conflicting goals of preservation and exploitation in the context of population growth and expansion, sustainability, and human consumption/needs.
9. Colonialism and Imperialism a. introduction of commodity agriculture b. the plantation system	3.0	
10. Global trade and Production a. markets and the environment b. costs/benefits of sustainability	3.0	
11. Local and World Wars a. impacts and costs of conflicts b. environmental justice c. cultural differences in stewardship, resource use	3.0	
12. Poverty and Wealth in the Modern World a. role of consumption in environmental degradation b. the WTO, multinationals and NGOs	3.0	4. After evaluating current environmental problems, construct a plan or model of a sustainable world environment in global context, including optimal resource use, energy and population policies.

13. Global Impacts of Humans a. urbanization, climate change, global warming, ozone layer destruction, extinctions, desertification, energy use, waste	3.0	5. Critically examine your personal impact on the environment and assess what steps you could take to mitigate that impact.  6. Prepare a report on an environmental challenge that includes its historical and geographic context, as well as reasoned approaches to its solution, mitigation and/or sustainability.  7. Working in a group setting, come to consensus and formulate policies to address a current sustainability or environmental issue.
14. Sustainability: Is it possible? a. what needs to change and how fast? b. what is your personal impact?	3.0	
15. The Future: Beyond Sustainability a. alternatives and choices for food, fuel and fiber	6.0	
Total:	54	
Total Hrs In Protocol:	54	

**1. (cont'd) LAB:**

COURSE CONTENT AND SCOPE - <b>Lab:</b> Outline the topics included in the laboratory portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	Hours per topic	COURSE OBJECTIVES - <b>Lab:</b> Upon successful completion of this course, the student will be able to.. ( <i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i> )
Total:	0	
Total Hrs In Protocol:	0	

**1. (cont'd) SLO:**

The student will.. <b>(outcome)</b>	As measured by the following method.. <b>(assessment strategy)</b>	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
1. Critically examine their personal impact on the environment and assess what steps they could take to mitigate that impact.  SLO REVIEW, 11/10/09, GY	Written paper due at the end of the semester.  Rubric:  <b>Acceptable</b> Sustainability concepts are valid and steps taken to mitigate them are also valid <b>Not Acceptable</b> Some sustainability concepts are flawed or invalid; steps taken are also flawed or invalid.  Baseline: 70% Acceptable		Spring 2010	

**2. REQUIRED TEXTS:**

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Markets and the Environment, Keohane, Olmstead, 2007  
Miller Jr., G Tyler and Spoolman, Scott, Living in the Environment, 2009

**3. READING ASSIGNMENTS:**

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Reading from the text, additional readings could include a course reader, current periodical and journal articles, websites. Other supplemental texts include: Collapse, Diamond, 2005; An Environmental History of the World, Hughes, 2002; The Human Impact on the Natural Environment, Goudie, 2006; Dire Predictions, Mann, Kump, 2009

**4. WRITING ASSIGNMENTS:**

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Essays on current topics and critical analysis of problems associated with or created by human tenure on the earth; in-class writing assignments as part of group or individual self-reflective activities

## 5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Research on class topics, preparation for debate and discussions; studying; preparing presentations using Powerpoint, video or website; Field trips to the Owens Valley, LA River, LACCD BrownBag Luncheons or local museums and field reports based on experience and tied to classroom objectives; Written reports on lectures, current films or videos related to sustainability or environmental change;

## 6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Examine a cultural group or civilization in light of its impacts on the natural environment; analyze and evaluate the environmental consequences of its unique cultural, social and economic choices as they relate to sustainability. Or, synthesize a summary of the impacts of globalization on a local or regional environment, using a single product or commodity as the basis for analysis; Or, choose one example that illustrates how the geographic connections between regions has transformed the natural environment, including the unintended consequences of such interaction; Or, evaluate your personal impact on the environment and provide an assessment of the steps you could take to mitigate that impact.

## 7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Essays and research papers, directed research questions and data evaluation/analysis, poster presentations and oral reports, classroom discussion, debates (role-playing) and group work; video and photographic essays and documentaries, examinations (objective and short-essay)

## 8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (Please Explain)

Debates, role-playing, and/or student film and video presentations.

**9. SUPPLIES:**

List the supplies the student must provide.

None

**10. COMPUTER COMPETENCY:**

If applicable, explain how computer competency is included in the course.

Computer competency is necessary for research and accessing the Internet, online databases, journals and periodicals; some standard use of word-processing and database (EXCEL) for data manipulation; Powerpoint and video for presentations; use of a Geographic Information System for production of tables, maps and analytical reports (if desired).

**11. INFORMATION COMPETENCY:**

If applicable, explain how information competency is included in the course.

Students will research topics and access Internet sites and online databases for data. Students will evaluate the data and determine its reliability and integrity before presenting the information to the class or for evaluation in a project or paper.

**12. DIVERSITY:**

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Diversity is included in lecture and discussion relating to divergent approaches to the environment and the differing impacts of human cultures, as well as the economic disparities between rich and poor.

**13. SCANS COMPETENCIES:**

(required for all courses with vocational TOP Codes; recommended for all courses)

**SCANS** (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

*RESOURCES*

**Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.

**Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

**Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

## *INTERPERSONAL*

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

## *INFORMATION*

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

## *SYSTEMS*

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

## *TECHNOLOGY*

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
  
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
  
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

### **Section III: RELATIONSHIP TO COLLEGE PROGRAMS**

**1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: No**

a. If yes, the course will be a portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

**2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

**a. Area Requested: B(2). Social Science**

**Approval Date: 11/17/09**

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. [http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

The course combines natural sciences and social /behavioral sciences in considering human tenure of the earth and the analysis of human impacts and social policies on the environment; scientific method and critical thinking are presented as modes of decision-making; also considered are approaches by social , political and economic groups to the environment and its resources, as well as sustainable practices.

**b. Area Requested: None**

**Approval Date:**

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. [http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

## Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

### 1. TRANSFER STATUS:

a. <b>Transferable to the University of California: Request</b>  b. <b>UC Approval Date:</b>	c. <b>Transferable to the California State University: No Request (Propose to LACCD, course change)</b>  d. <b>College Approval Date:</b>
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### 2. GENERAL EDUCATION FOR TRANSFER:

<p><b><i>IGETC Certification</i></b></p> <p>a. <b>Area Requested: 4: Social Behavioral Sciences</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                     This course provides geographical, historical and cultural perspectives on human civilization and its impacts on the natural world. It serves as an introduction to sustainability and theories of socio-political and economic organization and responses of human society to challenges imposed by environment.                 </div>	<p><b><i>CSU Certification</i></b></p> <p>a. <b>Area Requested: B1: Physical Science</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; margin-top: 10px;"></div>
<p>a. <b>2nd Area Requested: 5A: Physical Science</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; margin-top: 10px;"></div>	<p>a. <b>2nd Area Requested: B1: Physical Science</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; margin-top: 10px;"></div>

### 3. MAJOR REQUIREMENT FOR TRANSFER: N/A

**Will this course be articulated to meet lower division major requirements?:**

**List college/university and the majors:**

**CAN NUMBER:**                      **CAN SEQUENCE #: N/A**

CAN Approval -

Date requested:

Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** Natural Sciences, Health and Physical Ed

2. **DEPT/DIVISION CODE:** 07

3. **SUBJECT CODE:** 409

4. **SUBJECT ABBREVIATION:** ENVSTDS

5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**

6. **ABBREVIATION FOR TRANSCRIPTS:** INTRO TO ENV STUDIES

7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE

9. **REPETITIONS:** # of times repeated for credit: 0

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)'.: **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

**14. COOPERATIVE EDUCATION STATUS:**

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

**15. COURSE CLASSIFICATION: Liberal Arts and Sciences**

Note: A course's Classification, TOP Code and SAM code must be aligned: e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

**16. TOP CODE - (6 digits XXXX.XX): **0302.00****

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

**17. SAM CODE (Student Accountability Model): **E****

**18. FUNDING AGENCY CODE:**

**19. STATE COURSE ID:**

## Section VI: APPROVAL STATUS

### 1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:
b.	<input checked="" type="checkbox"/> <b>Addition of Existing District Course</b>	<b>College: 12/8/09</b>	Board:	Effective Semester: Winter 2010	Effective Semester:
c.	<input type="checkbox"/> <b>Course Change*</b>	<b>College:</b>		Effective Semester:	Effective Semester:
d.	<input type="checkbox"/> <b>Outline Update</b>	<b>College:</b>			Effective Semester:
e.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:

\* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

## Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR: Callender, Alistaire**

2. **DEPARTMENT: 07**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR:    SECOND YEAR:    THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

**IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No** (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- **Indicate how the college plans to support the proposed course:**

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Classroom/lecture

Equipment -- List new equipment needed and indicate funding source for any new equipment:

None

Supplies- List supplies and indicate dollar value:

Miscellaneous DVDs/visual materials - total less than \$500.

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

'Markets and the Environment' Keohane & Olmstead, 2007 'An Environmental History of the World' Hughes, 2002  
'The Human Impact on the Natural Environment' Goudie, 2006 'Changes in the Land' Cronon, 2003. 'Civilizations'  
Fernandez-Armesto, 2001. 'Bound Together' Chanda, 2007

**CERTIFICATION AND RECOMMENDATION**

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

**We certify that the information and answers above properly represent this course.**

Alistaire Callender	11/17/2009
Originator	Date
Glenn Yoshida	11/17/2009
Department/Cluster Chairperson	Date
Linda Larson-Singer	11/17/2009
Articulation Officer	Date
Ramon Miramontes	11/17/2009
Librarian	Date
Ramon Miramontes	11/17/2009
Dean (if applicable)	Date
Linda Larson-Singer	11/17/2009
Curriculum Committee Chairperson	Date
Allison Moore	12/02/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date
Jack Daniels	12/10/2009
College President	Date