



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, Degree Applicable, 2008-2009

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1: Geography
3. COURSE NUMBER: GEOG 1
4. COURSE TITLE: Physical Geography
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course explores the physical elements of geography. Topics include the basic characteristics of the physical environment, utilization of maps, elements of weather and climate, the interrelationship of climate, vegetation, and soils, the spatial distribution of landforms of the surface of the earth, plate tectonics, weathering, karst topography, mass wasting, and the impact of streams, wind, glaciers, and ocean processes on earth materials.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This course explores the physical elements of geography. Topics include the basic characteristics of the physical environment, utilization of maps, elements of weather and climate, the interrelationship of climate, vegetation, and soils, the spatial distribution of landforms of the surface of the earth, plate tectonics, weathering, karst topography, mass wasting, and the impact of streams, wind, glaciers, and ocean processes on earth materials.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: 1974
OUTLINE APPROVAL DATE: 1/13/09

- 9. UPDATES, IF EXISTING COURSE: (check all applicable boxes):

- Content Last Update: 1/13/09
Objectives Last Update: 1/13/09
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update: 1/13/09

Change in Course Description

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:

	"Standard Hours" per Week (based on 18 weeks)	Total Hours 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
Total:	3	54	3

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

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: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Corequisite: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Advisories: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

12. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0 (see: Section V, #9) **None**

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

This course explores the physical elements of geography. Topics include the basic characteristics of the physical environment --1, utilization of maps --2, elements of weather and climate --3, the interrelationship of climate, vegetation, and soils --4, the spatial distribution of landforms of the surface of the earth --5, plate tectonics --6, weathering --7, karst topography --8, mass wasting --9, and the impact of streams, wind, glaciers, and ocean processes on earth materials --10.

COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).	Hours per topic	COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)
<p>1. Introduction to Earth</p> <ul style="list-style-type: none"> a. History and Scope of Geography b. Earth and its Planetary Setting c. Seasonal Changes 	2	<p>1. Articulate the scope of geography and explain the universal setting of planet earth.</p>
<p>2. Portraying Earth</p> <ul style="list-style-type: none"> a. The Nature of Maps b. Essential Map Information c. Global Positioning Systems and Remote Sensing 	3	<p>2. Interpret maps and understand the significance of basic map information.</p>
<p>3. Introduction to the Atmosphere</p> <ul style="list-style-type: none"> a. Composition and Structure of the Atmosphere b. Atmospheric Changes over Time c. Principles of Weather and Climate 	3	<p>3. Describe the structure of earth’s atmosphere and discuss the principles of weather and climate.</p>
<p>4. Insolation and Temperature</p> <ul style="list-style-type: none"> a. Energy and Heat Transfer b. The Electromagnetic Spectrum c. World Temperature Controls 	3	<p>4. Assess the factors that control world temperature.</p>
<p>5. Atmospheric Pressure and Wind</p> <ul style="list-style-type: none"> a. The Nature of Atmospheric Pressure and Wind b. Circulation in Earth’s Atmosphere c. Global Affects of El Nino 	3	<p>5. Discuss the concept of atmospheric pressure and explain the nature of wind.</p>
<p>6. Atmospheric Moisture</p> <ul style="list-style-type: none"> a. Properties of Water b. Phase Changes of Water c. Atmospheric Lifting 	3	<p>6. Distinguish the phases of water, the special properties of water as a universal solvent, and the principles of atmospheric lifting.</p>
<p>7. Transient Atmospheric Flows and Disturbances</p> <ul style="list-style-type: none"> a. Characteristics of Air Masses b. Types of Fronts c. Storm Systems 	3	<p>7. Examine frontal systems and differentiate the earth’s major types of storms.</p>

<p>8. Climatic Zones and Types a. Climate Classification b. World Climate Patterns c. Global Climate Change</p>	3	<p>8. Compare climate classification systems and discuss factors that can affect global climate change.</p>
<p>9. The Hydrosphere a. The Hydrologic Cycle b. Surface Water c. Underground Water</p>	3	<p>9. Diagram the hydrologic cycle and contrast the water use patterns on the east coast compared to the west coast of the United States.</p>
<p>10. Cycles and Patterns in the Biosphere a. The Food Web b. Natural Selection c. Factors Affecting Biogeographical Diversity</p>	3	<p>10. Discuss the food web and comment on the factors affecting biogeographical diversity.</p>
<p>11. Terrestrial Floral and Fauna a. World Distribution of Ecosystems b. Interrelationship of Climate and Vegetation c. Modification of Plant and Animal Distribution</p>	1	<p>11. Map plant and animal distributions and recognize the interrelationship of climate and vegetation.</p>
<p>12. Soils a. Factors Affecting Soil Formation b. Soil Characteristics, Chemistry, and Profiles c. World Soil Patterns</p>	3	<p>12. Examine the factors affecting soil formation, discuss soil characteristics and chemistry, sketch soil profiles, and map world soil patterns.</p>
<p>13. Introduction to Landforms a. Structure Earth's Interior b. Minerals and Rock Types c. The Rock Cycle</p>	3	<p>13. Differentiate between the layers of the earth's interior; examine minerals, igneous, sedimentary, and metamorphic rocks, and illustrate the components of the rock cycle.</p>
<p>14. The Internal Processes a. Continental Drift, Sea Floor Spreading, and Plate Tectonics b. Volcanic Processes c. Folding, Faulting, and Earthquakes</p>	3	<p>14. Distinguish the difference between the terms continental drift, sea floor spreading, and plate tectonics, and understand the factors affecting the distribution of volcanoes and the occurrence of earthquakes.</p>
<p>15. Preliminaries to Erosion: Weathering and Mass Wasting a. Mechanical Weathering b. Chemical Weathering c. Mass Wasting</p>	3	<p>15. Provide examples of mechanical weathering, chemical weathering, and mass wasting as well as elaborate on the factors affecting weathering and influencing mass wasting.</p>
<p>16. The Fluvial Process a. The Impact of Fluvial Process on the Landscape b. Factors Affecting Stream Transport c. Stream Drainage Patterns</p>	3	<p>16. Discuss the dynamics of stream flow and the structural patterns which can affect the surficial drainage pattern.</p>

<p>17. Solution Processes and Karst Topography</p> <ul style="list-style-type: none"> a. Distribution of Karst Topography b. Development of Cave Systems c. Caves as a Record of Paleoclimates <p>18. The Topography of Arid Lands</p> <ul style="list-style-type: none"> a. Wind Transport b. Development of the Desert Landscape c. Desert Pavement and Desert Varnish <p>19. Glacial Modification of Terrain</p> <ul style="list-style-type: none"> a. Glacial Formation b. Modification of topography by glacial processes c. Glaciers as a Record of Paleoclimate <p>20. Coastal Processes and Terrain</p> <ul style="list-style-type: none"> a. Coastal Processes and Landforms b. Global Sea Level Changes c. Sources of Marine Pollution 	<p>3</p> <p>3</p> <p>2</p> <p>1</p>	<p>17. Recognize areas of karst topography, illustrate how a cave can develop, and interpret how cave formations can relate to area climate patterns.</p> <p>18. Comment on the influence of wind and the development of the desert landscape and the significance of desert pavement and desert varnish.</p> <p>19. Describe how glaciers form and interpret how glacial processes can modify the landscape.</p> <p>20. Describe ocean processes and describe sources of marine pollution.</p> <p>SLOs: As a result of this learning experience, the student can: 1. Students can recognize and articulate how physical geography affects their lives.</p>
Total Lecture hours*	54	

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, 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 - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>) ²
N/A		
Total Lab hours*	0	

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

² In general “activity” courses or portions of courses are classified “laboratory.”

Bloom's Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
recall	recognize	demonstrate	calculate	formulate	compare
name	explain	dramatize	experiment	arrange	value
relate	express	practice	test	assemble	revise
underline	identify	illustrate	compare	collect	score
	locate	operate	contrast	construct	select
	report	schedule	criticize	create	choose
	review	shop	diagram	set up	assess
	tell	sketch	inspect	organize	estimate
			debate	prepare	measure
			inventory		
			question		
			relate		
			solve		
			examine		
			categorize		

Course
 Program
 Institutional
 (check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: Geography 1, Physical Geography
 Faculty/Staff Participants: Lynn Fielding, Instructor and Glenn Yoshida, Chair

SLO Review, 1.7.09

The student will... (outcome)	As measured by the following method.... (assessment strategy)	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. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)									
1. Students can recognize and articulate how physical geography affects their lives.	<p>Rubric:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Appropriate Choice of Topic</th> <th style="width: 25%;">Quality of the Response: Completeness, Knowledge, and Accuracy</th> <th style="width: 25%;">Recognition of Relationship between the Student and Geography</th> </tr> </thead> <tbody> <tr> <td>Students select appropriate topics for their examples.</td> <td>The students completely discuss the topics and provide accurate information.</td> <td>Students demonstrates how geography relates to their life.</td> </tr> <tr> <td>The students chose appropriate topics but one or more examples substantially repeats information or mixes multiple appropriate topics together in one or more examples.</td> <td>Students include some minor errors but show a substantial understanding of the topics.</td> <td>The students discusses how geography relates to their lives but omits important implications or makes a fundamental error in the relationship.</td> </tr> </tbody> </table>	Appropriate Choice of Topic	Quality of the Response: Completeness, Knowledge, and Accuracy	Recognition of Relationship between the Student and Geography	Students select appropriate topics for their examples.	The students completely discuss the topics and provide accurate information.	Students demonstrates how geography relates to their life.	The students chose appropriate topics but one or more examples substantially repeats information or mixes multiple appropriate topics together in one or more examples.	Students include some minor errors but show a substantial understanding of the topics.	The students discusses how geography relates to their lives but omits important implications or makes a fundamental error in the relationship.	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</div>	Spring 2009 Assessment to be conducted by Lynn Fielding.	Recommendations to be determined after assessment.
Appropriate Choice of Topic	Quality of the Response: Completeness, Knowledge, and Accuracy	Recognition of Relationship between the Student and Geography											
Students select appropriate topics for their examples.	The students completely discuss the topics and provide accurate information.	Students demonstrates how geography relates to their life.											
The students chose appropriate topics but one or more examples substantially repeats information or mixes multiple appropriate topics together in one or more examples.	Students include some minor errors but show a substantial understanding of the topics.	The students discusses how geography relates to their lives but omits important implications or makes a fundamental error in the relationship.											

<p>Students select an inappropriate topic or focused on a very minor connection between geography and their lives</p>	<p>One example shows little or no understanding of the topics or there is a major error or multiple minor errors in the examples.</p>	<p>The student shows how their discussion of geography relates to their life. However, the student fails to discuss the relationship between geography and their life in an example or they miss two or more important implications or make fundamental errors.</p>		<p>2</p>			
<p>Students chose two or more inappropriate topics and focused on very minor connections between geography and their lives.</p>	<p>Examples display little or no understanding of two or more topics and there is a major error or multiple minor errors in the examples.</p>	<p>In two or more examples, students do not attempt to show how their discussion of geography relates to their life or dwells on inconsequential implications or links between geography and their lives.</p>		<p>1</p>			

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

2. REQUIRED TEXTS:

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

McKnight, Tom L. and Darrel Hess. *Physical Geography: A Landscape Appreciation*. 9th Edition. Upper Saddle River, NJ: Pearson Prentice Hall, 2008.

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Internet research of current topics in geography.
 Additional sources for reading to supplement text:
 Scott, Ralph C. *Introduction to Physical Geography*. St. Paul, MN: West Publishing, 1996.
 Strahler, Alan and Arthur Strahler. *Introducing Physical Geography*. 4th Edition. Hoboken, N. J. John Wiley Publishing, 2006.
 Christopherson, Robert W. *Geosystems: An Introduction to Physical Geography*. 7th Edition. Upper Saddle River, NJ: Pearson Prentice Hall, 2009.

4. WRITING ASSIGNMENTS:

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.” Writing assignments in this course may include, but are not limited to the following:

Example of a writing assignment: Define geography and describe the two branches of the discipline. How have maps affected the study of geography?

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

What are common weather instruments used to monitor weather conditions for an area? Consult a recent weather map and describe the weather patterns shown for selected area.

Choose a region and discuss the soil and vegetation found in that area. Include a map of the region's vegetative patterns.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Select a recent natural disaster (in the last six months), an earthquake, volcanic activity, or a landslide for example, and discuss the impact on the environment. Use a map to describe where the disaster took place.

Find a recent article (within the last year) detailing some aspect of pollution and summarize it. This assignment may include air, water, soil, groundwater, or marine pollution. Discuss whether or not human activity created or worsened this problem.

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):

Evaluation of student proficiency is based upon essay exams, written assignments, and a group presentation.

8. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

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

Research assignments and a group presentation are used to aid student learning.

9. SUPPLIES:

List the supplies the student must provide.

Students must purchase the course textbook and bring a notebook with them to class.

10. COMPUTER COMPETENCY:

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

Students will need to utilize computer skills to prepare homework assignments and research various geographic topics on the Internet or at local library resources.

11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

Critical thinking skills and library or Internet research are needed to complete the written assignments and the group presentation.

12. DIVERSITY:

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

Students of all cultures and backgrounds are encouraged to enroll. Physical geography is concerned with spatial distribution of earth's features and the factors affecting biogeographical diversity.

13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) 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:** **Yes**

- a. If yes, the course will be a **program requirement** 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 <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>)

Required course for AA in Geography (Program ID 08452)

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor's Office *Inventory of Approved Programs*.

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

- a. Area requested: **a. Natural Science** **Approval** date: before 1980

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

- a. 2nd Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *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

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

- a. Transferable to the University of California: **Yes** c. Transferable to the California State University: **Yes**
 b. UC **approval** date: before 1990 d. College **approval** date: 1974

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

- a. Area requested: **5-A: Physical Sciences**
 b. Date requested: 12/90
 c. IGETC **approval** date: Fall 1991

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

- a. Area requested: **B-1: Physical Science**
 b. Date requested: 12/99
 c. CSU **approval** date: Fall 2000

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

--	--

- a. 2nd Area requested: **None**
 b. Date requested:
 c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2nd Area requested: **None**
 b. Date requested:
 c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

--	--

3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? NO

List college/university and the majors:

College/University	Major(s)

CAN NUMBER: **CAN SEQUENCE NUMBER:**
 CAN Approval -- Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Natural Sciences, Health and PE
2. **DEPARTMENT/DIVISION CODE:** 7
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **456** (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **GEOG**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **PHYSICAL ELEMENTS**
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 :
This courses is **Degree Applicable**
8. **CREDIT/NO CREDIT GRADING:** **No**
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

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 55502(d) 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** If Yes, course must be non-degree applicable.
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 WITH 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 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) 2206.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): **E – Non-Occupational**

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" – Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | | | |
|--|---|--------------------------------|---|---------------------|
| a. <input type="checkbox"/> New Course | . | Board Approval Date: | . | Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . | College Approval Date: | . | Effective Semester: |
| c. <input type="checkbox"/> Course Change* | . | College Approval Date: | . | Effective Semester: |
| d. <input checked="" type="checkbox"/> Outline Update | . | College Approval Date: 1/13/09 | . | |

* 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)

N/A – Existing Course

1. ORIGINATOR:

2. DEPARTMENT:

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 courses. 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 -- 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:

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

Supplies- List supplies and indicate dollar value:

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:

LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSE STANDARDS AND CRITERIA

Subject: **Geography** Number: **1** Course Title: **Physical Geography**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>STANDARDS FOR APPROVAL</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
<u>Grading Policy:</u> The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is 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.	X	
<u>Units:</u> The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.	X	
<u>Intensity:</u> The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.	X	
<u>Prerequisites and Corequisites:</u> When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.	X	
<u>Basic Skills Requirements:</u> If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.	X	
<u>Difficulty:</u> The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.	X	
<u>Level:</u> The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.	X	
<u>Course Outline of Record:</u> The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.	X	
<u>Conduct of Course:</u> Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.	X	
<u>Repetition:</u> Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.	X	

Title5Assurances, DegreeApplicable, 1007

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts 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.

<hr/> Glenn Yoshida Originator	<hr/> 01/12/2009 Date
<hr/> Glenn Yoshida Department/Cluster Chairperson	<hr/> 01/12/2009 Date
<hr/> Linda Larson Singer Articulation Officer	<hr/> 01/13/2009 Date
<hr/> Gabrielle Arvig for Shelley Werts Librarian	<hr/> 01/12/2009 Date
<hr/> Earnestine Thomas-Robertson Dean (if applicable)	<hr/> 02/09/2009 Date
<hr/> Linda Larson-Singer Curriculum Committee Chairperson	<hr/> 01/13/2009 Date
<hr/> Alfred Reed Jr. Academic Senate President	<hr/> 01/14/2009 Date
<hr/> Leige Doffoney Vice President, Academic Affairs	<hr/> 02/09/2009 Date
<hr/> Jack E. Daniels College President	<hr/> 02/09/2009 Date