



## COURSE OUTLINE

Outline Status: Outline Update (Reinstate) (ECD 9639); 2009-2010

### Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE

2. **SUBJECT:** MUSIC

3. **COURSE NUMBER:** 650

4. **COURSE TITLE:** BEGINNING GUITAR

5. **UNITS:** 2

6. **CATALOG COURSE DESCRIPTION:**

This course focuses on basic fundamentals which prepare the student for most styles of guitar playing. Emphasis on chordal accompaniment, right-hand techniques, melodic playing, and basic music reading. Student must provide own guitar for use in class.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course focuses on basic fundamentals which prepare the student for most styles of guitar playing. Emphasis on chordal accompaniment, right-hand techniques, melodic playing, and basic music reading. Student must provide own guitar for use in class.

8. **INITIAL COLLEGE APPROVAL DATE:** 1982

9. **COURSE OUTLINE UPDATE APPROVAL DATE:** 12/8/09

Course Description; No prerequisite; Course change (1repetition)

10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	<b>1</b>	<b>18</b>	<b>1</b>
Lab/Activity (w / homework):	<b>2</b>	<b>36</b>	<b>1</b>
Lab/Activity (w /o homework):	<b>0</b>	<b>0</b>	<b>0</b>
Totals:	Lecture: <b>1</b>	Lecture: <b>18</b>	Lecture: <b>1</b>
	Lab: <b>2</b>	Lab: <b>36</b>	Lab: <b>1</b>
	Total: <b>3</b>	Total: <b>54</b>	Total: <b>2</b>
<i>Totals In Protocol:</i>	Lecture: <b>1</b>	Lecture: <b>18</b>	
	Lab: <b>2</b>	Lab: <b>36</b>	
	Total: <b>3</b>	Total: <b>54</b>	Total: <b>2</b>

**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. Tablature and Riff explanation	2	1. Analyze performances from video selections and report.  2. Evaluate posture and technique and report.  3. Identify melodic and accompaniment devices and report.  4. Voice personal impressions, critique, and report
2.1 Slash notation explanation	3	
2.2 Accompaniment explanation		
2.3 Aural recognition of accompaniment techniques		
2.4 Common chords		
2.5 Songs		
3. Arpeggio explanation	2	
3.1 Arpeggio Patterns		
4.1 Strumming Explanation	4	
4.2 Strum Patterns		
5.1 Holding the guitar	7	
5.2 Tuning the Guitar		
5.3 Principles of left and right-hand technique		
5.4 Analysis of performances from video selections:		
5.4.1 Evaluation of posture and technique		
5.4.2 Identification of melodic and accompaniment devices		
5.4.3 Personal impressions and critiques		
5.4.4 The concert report		
5.5 Explanation of musical notation		
5.6 Reading in first position (i.e., identifying notes on the guitar)		
Total:	18	
Total Hrs In Protocol:	18	

### 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> )
1.1 Reading Tablature	1	1. Execute simple riffs and licks selected from the popular lexicon. (Melodic playing)  2. Accompany a melody instrument on simple songs, using up to 16 chords.  3. Execute several right-hand arpeggio patterns with both fingers and plectrum.
1.2 Left hand exercises	1	
1.3 Riff #1	1	
1.4 Riff #2	1	
1.5 Riff #3	1	
1.6 Riff #4	1	
1.7 Riff #5	1	
1.8 Riff #6	1	

2.1 Common Chords	3	4. Perform several right-hand strum patterns with plectrum.
2.2 Song #1	1	
2.3 Song #2	1	5. Read and play simple melodies on the guitar in first position.
2.4 Song #3	1	
2.5 Song #4	1	
2.6 Song #5	1	
3.1 Arpeggio Pattern #1	1	
3.2 Arpeggio Pattern #2	1	
3.3 Arpeggio Pattern #3	1	
4.1 Strum Pattern #1	1	
4.2 Strum Pattern #2	1	
4.3 Strum Pattern #3	1	
4.4 Strum Pattern #4	1	
4.5 Strum Pattern #5	1	
4.6 Strum Pattern #6	1	
4.7 Strum Pattern #7	1	
5.1 Tuning the guitar	1	
5.2 Left and right hand technique	1	
5.3 Practice evaluating the posture and technique of other guitarists from video selections	1	
5.4 Note reading practice	1	
5.5 Reading on the E string	1	
5.6 Reading on the B string	1	
5.7 Reading on the G String	1	
5.8 Reading on the D String	1	
5.9 Reading on the A String	1	
5.10 Reading on the low E String	1	
<b>Total:</b>	<b>36</b>	
<b>Total Hrs In Protocol:</b>	<b>36</b>	

**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. Perform an appropriate accompaniment for a popular song.  2. Perform from sight a simple melody in the first position.	1. Individual appointment with instructor.  2. Individual appointment with instructor.	1 and 2, Rubric attached  16 points possible (4 categories worth 4 point each)	1. Fall 2010  2. Spring 2011	
SLO REVIEW,				

10/17/09				
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**2. REQUIRED TEXTS:**

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

Beginning Guitar Course Packet, Jon Bremen, 2008; Hal Leonard Guitar Method Book 1, Will Schmid, Greg Koch, 1995

**3. READING ASSIGNMENTS:**

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

Reading assignments may be chosen from trade articles, web documents, guitar method books and other relevant sources. Sample Reading Assignment: After reading the chapter on tuning methods answer the following questions. 1) Which methods of tuning are not recommended by the author? 2) What are the pros and cons of each of the recommended methods? 3) Which tuning method will you use? Why? 4) According to the author, what are some general rules you should always follow regardless of the chosen tuning method?

**4. WRITING ASSIGNMENTS:**

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

Concert Reflection Essay: Students are required to attend one live concert during the semester and write a one-page essay of their observations. The concert may be any style of music as long as a guitarist is part of the performance. This includes solo guitar recitals, rock concerts, jazz concerts or a singer songwriter at a coffee house. The essay should include observations on the type of guitar played (electric/acoustic/ classical), the style of music, the chords you recognized, any techniques the guitarist used (i.e. strumming patterns, finger picking, solos, playing with a capo, etc.) and your impression of the concert (likes/dislikes). The paper should be approximately 500 words, one page.

**5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):**

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

Online assignments (games, puzzles, exercises), worksheets, application of concepts and techniques introduced in class, notebook or journal, interactive computer exercises, field trips, analysis, problem sets. Example: Note Identification Practice 'Note Trainer' exercise at [www.musictheory.net](http://www.musictheory.net) Students must complete 80 attempts, print the page and hand it in.

**6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:**

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

Analyze videos of guitarists; identify and evaluate technical aspects of the performances.

**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):

A. Essay exams; B. Objective exams and quizzes - multiple choice, fill in the blank, musical symbols, notation, guitar parts, etc.; C. Classroom performances: performance of left hand chords, performance of right-hand techniques; chord-frame diagram quiz; skills demonstration; performance of assigned melodies, sight-reading.

### 8. METHODS OF INSTRUCTION:

Please Check All That Apply

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

Performance; instructor demonstration; video performances; application of material during in class performance; song assignments; musical exercises; duets exercises.

### 9. SUPPLIES:

List the supplies the student must provide.

Guitar (electric or acoustic), electronic tuner, guitar strap, flat picks

### 10. COMPUTER COMPETENCY:

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

Student performance will be enhanced if they are able to execute on-line assignments. Access is available in the LASC Library & LRC.

### 11. INFORMATION COMPETENCY:

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

### 12. DIVERSITY:

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

The musical examples and video performances used in class represent a broad range of groups including women, African-Americans, Latinos, and Asians. The examples used in class also encompass a broad range of cultural traditions manifested in genres such as blues, gospel, American-folk, Western classical, rock, soul, Flamenco, etc.

### 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: Yes**

a. If yes, the course will be a restricted elective 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>)

Music AA - Program: 100400 State ID: 02874

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

**a. Area Requested: C. Humanities**

**Approval Date: 10/20/09**

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)

**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: No</b>  b. <b>UC Approval Date:</b>	c. <b>Transferable to the California State University: Yes</b>  d. <b>College Approval Date: 10/20/09</b>
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**2. GENERAL EDUCATION FOR TRANSFER:**

<p><b><i>IGETC Certification</i></b></p> <p>a. <b>Area Requested:</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; width: 100%; margin-top: 10px;"></div>	<p><b><i>CSU Certification</i></b></p> <p>a. <b>Area Requested:</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; width: 100%; margin-top: 10px;"></div>
<p>a. <b>2nd Area Requested:</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; width: 100%; margin-top: 10px;"></div>	<p>a. <b>2nd Area Requested:</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; width: 100%; 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:** Arts and Humanities
2. **DEPT/DIVISION CODE:** 01
3. **SUBJECT CODE:** 646
4. **SUBJECT ABBREVIATION:** MUSIC
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** BEGINNING GUITAR
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:** STUDENT CHOICE
9. **REPETITIONS:** # of times repeated for credit: 1

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): **1004.00****

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 type="checkbox"/> <b>Addition of Existing District Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:
c.	<input checked="" type="checkbox"/> <b>Course Change*</b>	<b>College:</b>		Effective Semester: Spring 2010	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 checked="" type="checkbox"/> <b>New Course</b>	<b>College: 12/8/09 (Acad. Senate)</b>	Board:	Effective Semester: Spring 2010	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)

### Addition of Reinstated Course

1. **ORIGINATOR:** Bremen, Jonathan

2. **DEPARTMENT:** 01, Arts and Humanities

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:

MUSIC 650, Beginning Guitar, will be rotated with MUSIC 411, 412, 413 & 414, Voice I, II, III, & IV

4. **IMPACT**

**IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?** (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:

Existing staff

Classroom -- List classroom type needed:

Existing classrooms

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

Equipment supplied by student

Supplies- List supplies and indicate dollar value:

None

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:

None

**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.**

Patricia Ann Lewis for Jonathan Bremen	11/20/2009
Originator	Date
Patricia Ann Lewis	11/20/2009
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	12/08/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date
Jack Daniels	12/10/2009
College President	Date

## **Section VIII: ADDENDA**

(Uploaded Documents)

<b>SLO Rubric</b>	<b>Guitar SLO Rubric</b>	<b><u>LASC Guitar Rubric.pdf</u></b>
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