



*Los Angeles Community College District*

## **COURSE OUTLINE**

### **Section I: BASIC COURSE INFORMATION**

**Outline Status: Outline Update, 2009-2010**

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: SOCIOLOGY**
3. **COURSE NUMBER: 012**
4. **COURSE TITLE: MARRIAGE AND FAMILY LIFE**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

**This course makes a sociological analysis of the family which contributes to understanding its origin, structure and functions. It aids the student in selecting from available data those factors which are likely to give some practical help to those seeking guidance in the choice of a marriage partner and in the necessary adjustments of marriage and family life. The factors include studies of sex (gender) roles, legal controls, religious attitudes, mixed marriages, financial and family planning and a review of community resources for family counseling and the role of legislation.**

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

**The course examines interdisciplinary perspectives but primarily the study of the family as a social institution across the lifespan. The course will introduce students to basic sociological research as a tool to (1) understand marriage and the family and (2) understand social change.**

8. **INITIAL COLLEGE APPROVAL DATE: before 1990**
9. **OUTLINE UPDATE APPROVAL DATE: 11/17/09**

**Slight change in course description**

**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: 0	Total: 0	Total: 3
Totals In Protocol:	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

**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

**COREQUISITES: No**

Subject	Number	Course Title	Units	Validation Approval Date

**ADVISORIES: Yes**

	Subject	Number	Course Title	Units	Validation Approval Date
ADD	Subject ENGLISH	Number 28	Course Title: Intermediate Reading and Composition	Units: 3	11/17/09
END*	ENGLISH	101	Course Title: College Reading and Composition I	Units: 3	11/17/09

\*Rationale: Skill sets required for entry and success in SOCIOLOGY 7 are fulfilled by English 28.

## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

<b>COURSE CONTENT AND SCOPE - 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	<b>COURSE OBJECTIVES - Lecture:</b> Upon successful completion of this course, the student will be able to..(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')
1. Introduction/overview a. Sociological theories of marriage and family b. Trends in family research	3	1. Identify sociological theories and concepts that have defined the study of marriage, family and intimate relationships over time.
2. Gender as conceptual background a. Single/dual parent households b. Childbearing and gender of children	3	
3. Relationships and their meaning a. Marital roles	3	2. Recognize the implications of demographic change and diversity factors in family and intimate contexts.
4. Lifestyles a. Myths of extended families b. Myths of nuclear families	2	
5. Marriage a. As a social institution b. Changing definitions	3	3. Appreciate similarities and differences and link these into an interdisciplinary understanding of current and future contexts.
6. Families and children a. Diversity factors b. Family size	3	
7. Traditional families a. Urban b. Rural	2	4. Identify forms of myths regarding extended and nuclear families.
8. Social change a. Demographic change	3	
9. Economic considerations a. Dual earners b. Poverty	3	5. Describe marriage and divorce rates in the American context and personal implications in marriage and family counseling.
10. Contemporary Trends in America a. Future of American families b. Similarities and differences	3	6. Explain the intersection of gender, class and change.

11. Contemporary Trends in global Context a. Future of American families b. Similarities and differences	3	
12. Marital Transitions a. Lifestyle changes	3	
13. Intimate Relationships a. Intersection of gender, class, and change	3	
14. Research in intimacy/family a. Research methods b. Databases	3	
15. Changes in family structure and size a. Birth rates b. Marriage and divorce rates	3	
16. Roles and role relationships a. Parent/Child b. Spousal	3	
17. Single parent families a. Diversity considerations	3	
18. Family and culture a. Socialization b. Culture of poverty	3	
Final Exam	3	
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..(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

**Course**  
 **Program**  
 **Institutional**  
 (check one box above)

**LASC STUDENT LEARNING OUTCOMES MATRIX**

Course/Program/Institutional Title: SOCIOLOGY 12

Faculty/Staff Participants: Pam Cooper-Porter, Instructor; Dr. Sandra Lee, Chair

SLO Review, 10/17/09

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>
<p>1. Identify sociological theories and concepts that have defined the study of marriage, family and intimate relationship</p> <p>SLO REVIEW, 10/17/09 GY</p> <p>2. Recognize the implications of demographic change and diversity in family and intimate contexts</p>	<p>1. Embedded assessment in midterm and final</p> <p>2. Students will complete a group research project using various databases and primary data collection.</p>	<p>1. N/A</p> <p>2. Rubric is attached.</p>	<p>Assessment will take place when course is offered. (Fall 2010)</p> <p>2. Assessment will be done in the semester subsequent to SLO 1. (Spring 2011)</p>	

## EXPERT GROUP PRESENTATION RATING SHEET, SLO 2

Category	Unsatisfactory 1	Below Average 2	Average 3	Above Average 4	Exceptional 5
Content					
Grasp of Subject Matter					
Innovativeness					
Timeliness					
Organization					
Data and Methodology					
Audience Sensitivity/Persuasiveness					
Body Language/Eye Contact/Speech Patterns					

Unsatisfactory, 0-8; Below Average, 9-16; Average, 17-24; Above Average, 25-32; Exceptional, 33-40

### Essential Academic Skills: Reading and Communication

#### 2. REQUIRED TEXTS:

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

Schwartz and Scott. Marriages and Families: Diversity and Change. 2010

#### 3. READING ASSIGNMENTS:

If applicable, reading assignments in this course may include but are not limited to the following:

Textbook and journal articles using journal databases (minimum 3 full text, peer reviewed, scholarly articles) e.g., Journal of Marriage and Family  
Summarize readings in writing assignments

#### 4. WRITING ASSIGNMENTS:

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

--An example is a summary review of journal articles: full reference of reading using APA/ASA format, purpose or objective of the reading, key issues and concepts covered, approach and/or research design, discussion of article findings, significance of reading to student term paper project.  
--Two short term papers (3 to 4 pages each) using APA/ASA style.

## Essential Academic Skills: Critical Thinking and Other Course Components

### 5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

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

Students will work in teams to present a group research project that is empirical and presented in power point format, applying excel spreadsheet analysis of primary source data

Using simple descriptive statistics, pie charts and bar graphs.

### 6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

Group research self-participation survey.

### 7. COMPUTER COMPETENCY:

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

Work must be completed on word processor

### 8. INFORMATION COMPETENCY:

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

Students' ability to search databases, e.g., census.gov. data for California and local communities.

## Evaluation and Instruction

### 9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (Homework):

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

Reading summaries of journal articles, group research projects, term papers.

**10. 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):

Course grade will be determined by: reading summaries (2); midterm examination; group presentation; short term papers; final examination.

**11. METHODS OF INSTRUCTION:**

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

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

**12. SUPPLIES:**

**N/A**

List the supplies the student must provide.

None

**13. DIVERSITY:**

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

**This course emphasizes cultural diversity and understanding/appreciation of the American and global contexts.**

### 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:**

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>)

Required for AA, Sociology (Program ID 02888)

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

**a. Area Requested: Area B, Other Social Sciences**

**Approval Date: before 1990**

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: before 1990</b>
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### 2. GENERAL EDUCATION FOR TRANSFER:

<p><b><i>IGETC Certification</i></b></p> <p>a. <b>Area Requested: None</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: Area E, Lifelong Learning and Self-Development</b>                  b. <b>Date Requested: before 1990</b>                  c. <b>CSU Approval Date: before 1990</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:

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

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

**CAN NUMBER:**                      **CAN SEQUENCE #:**

CAN Approval -

Date requested:                      Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** Behavioral And Social Sciences
2. **DEPT/DIVISION CODE:** 02
3. **SUBJECT CODE:** 893
4. **SUBJECT ABBREVIATION:** SOC
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** MARRIAGE FAM LIFE
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): 2208.00**

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: <b>6/24/77</b>	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 type="checkbox"/> <b>Course Change*</b>	<b>College:</b>		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> <b>Outline Update</b>	<b>College: 11/17/09</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)

### 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 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?** (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:

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## CONTENT REVIEW FOR PREREQUISITE VALIDATION

### Target Course & Number, Title: **SOC 12, Marriage and Family Life**

(Course to which pre/corequisite/advisory applies)

Check Applicable Box
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Prerequisite:

Corequisite:

Advisory: **Course & Number, Title: ENGLISH 28, Intermediate Reading and Composition**

- A. **Target Course Entry Skills: Course & Number, Title: SOC 12, Marriage and Family Life**  
(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)
1. Write assignments and reports using standard English grammar fundamentals.
  2. In written assignments, substantiate a thesis statement.
- B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: ENGLISH 28, Intermediate Reading and Composition**  
(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)
1. Demonstrate strategies for extracting meaning from expository writing and fiction, i.e., finding the thesis and major and minor support in expository writing and finding the theme and how it is given in fiction.
  2. Write a combination of 8-12 paragraphs and essays demonstrating mastery of English fundamentals.
  3. Practice writing in various contexts, i.e., in the classroom and as homework.
  4. Demonstrate writing skills drawn from personal experience to writing about ideas.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION\***

**\*Validation requires at least one match of each entry skill with any exit skill(s).**

**COURSE & NUMBER: SOC 12**  
**Course Title: Marriage and Family Life**

**Entering Skills of Target Course**

**COURSE & NUMBER: ENGLISH 28**  
**Course Title: Intermediate Reading and Composition**  
**Exit Skills of Prerequisite Course**

	1	2	3	4	5	6	7	8	9
1	X	X							
2	X								
3	X								
4	X								
5									
6									
7									
8									

Was validation achieved?  YES or  NO

**Comments:**

(Include justification for assessments, health and safety, or non-course prerequisites)

**PARTICIPANTS IN CONTENT REVIEW:**

(Signatories should include instructors for both exit and entering skills courses.)

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

**CERTIFIED BY:**

Initiator	Date
Sandra Lee	10/17/2009
Department Chairperson	Date
Linda Larson-Singer	11/17/2009
Curriculum Chairperson	Date

## 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.**

Pamela Cooper-Porter	10/17/2009
Originator	Date
Sandra Lee	11/17/2009
Department/Cluster Chairperson	Date
Linda Larson-Singer	11/17/2009
Articulation Officer	Date
Ramon Miramontes	11/23/2009
Librarian	Date
Phyllis Norwood	12/02/2009
Dean (if applicable)	Date
Linda Larson-Singer	11/17/2009
Curriculum Committee Chairperson	Date
Allison Moore	11/30/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date
Mary Callahan for Jack Daniels	12/08/2009
College President	Date