



COURSE OUTLINE

Outline Status: Outline Update (ECD 9621); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: ANATOMY**
3. **COURSE NUMBER: 001**
4. **COURSE TITLE: INTRODUCTION TO HUMAN ANATOMY**
5. **UNITS: 4**
6. **CATALOG COURSE DESCRIPTION:**

Upon completion of this course, the student will be able to identify and describe the major structural characteristics of the cells, tissues, and organs comprising the following systems of the human body: Integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and endocrine systems. Using anatomical terminology, the student will also be able to describe the major locations of the major tissues and organs of these systems.

Note: This course, when taken with Physiology 1, is equivalent to Biology 20.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

Upon completion of this course, the student will be able to identify and describe the major structural characteristics of cells, tissues, and organs systems of the human body.

8. **INITIAL COLLEGE APPROVAL DATE: 1995**

9. **LAST UPDATE DATE: 12/15/09**

10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	3	54	1
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 3	Lab: 54	Lab: 1
	Total: 6	Total: 108	Total: 4
<i>Totals In Protocol:</i>	Lecture: 3	Lecture: 54	
	Lab: 3	Lab: 54	
	Total: 6	Total: 108	Total: 4

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

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: 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: 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.')
Course Introduction: Syllabus review, introduction to scientific literature research Anatomical Terminology, Directional Terms A. Structural Organization B. Body Planes and Sections C. Directional and Regional Terms D. Body Cavities and Membranes	3	1. Name and identify on models, drawings, or from descriptions, the major structures associated with the eleven organ systems of the human body. 2. Describe the structural characteristics of cells, tissues, organs and organ systems composing the human body and their interrelationships. 3. Compare the structural, functional and positional characteristics of human anatomy and the three dimensional relationships of the organs of the human body. 4. Analyze, prepare, and illustrate a specific topic in anatomy through a written assignment. 5. Apply and interpret the terminology of anatomy in written and oral expression. 6. Assess the predictability, complexity, and variation in the functional relationships of the human organism.
Cell Structure and Mitosis A. The Cytoplasm and Cell Organelles B. The Cell Life Cycle C. Mitosis and Cytokinesis	3	
Histology A. Primary Tissue Types B. Examples of tissues, their structural characteristics, and location in the body	3	
The Integumentary System and its Derivatives A. The Skin and Hypodermis B. Derivatives of the Skin: Hair and Nails C. Skin Glands	3	
The Skeletal System A. Bone Classification and Structure B. Osteological Terms & Surface Markings C. Axial and Appendicular Skeleton	6	
Articulations A. Structural Classification of Joints B. Functional Classification of Joints C. Selected Synovial Joints	3	
Muscular System A. Structure of Muscle B. Skeletal, Cardiac, and Smooth Muscle C. Identification of Major Human Skeletal Muscles D. Origins, Insertions, Actions, and Innervation of Skeletal Muscles E. Leverage and Muscle Contraction	6	
Nervous System A. Organization and Histology B. Brain and Cranial Nerves C. Spinal Cord and Spinal Nerves D. Ganglia, Tracts, and Meninges E. The Autonomic Nervous System F. Sensory and Motor Pathways G. General and Special Senses	6	
The Cardiovascular System: Blood A. Characteristics, functions, and components	3	

(plasma and cell types) of blood B. ABO Blood Types The Cardiovascular System: The Heart A. Location and Heart Anatomy B. Comparison of Fetal vs. Adult Heart C. Conduction System and the ECG D. Cardiac Cycle	
The Cardiovascular System: Blood Vessels A. Arteries, Arterioles, Capillaries, Venules, and Veins, and path of blood through heart B. Circulatory Routes and Major Blood Vessels C. Special Circulation (Fetal, Portal, Pulmonary, Cerebral)	3
The Lymphatic System A. Lymphatic Capillaries, Vessels, Lymph Nodes, and Lymphatic Tissue/Organs B. Lymph Circulation	2
The Respiratory System A. Respiratory Structures from Nasal Cavity to the Alveoli B. Pleural Cavity and Pleurae	2
The Digestive System A. Digestive Structures from Oral Cavity to the Anus B. Accessory Digestive Organs C. Histology of Alimentary Canal	3
The Urinary System A. Renal Anatomy and Nephron Structure B. Ureters, Urinary Bladder, and Urethra	2
The Reproductive System A. Anatomy of Male and Female Reproductive Organs B. Production of Sex Hormones C. Production of Sex Cells and Meiosis	3
The Endocrine System A. Major Endocrine Organs B. Hormones and their Actions and Controls	2
Final Exam	1
Total:	54
Total Hrs In Protocol:	54

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: 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 - Lab: 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>)
Microscopy, Cell Structure and Mitosis A. Operating the Microscope B. Examining a Human Cheek Cell C. Cell Structures under the Microscope D. Stages of Mitosis E. Anatomical Terminology	3	1. Locate on a dissected cat, structures comparable to those of the human body. 2. Identify tissue types from prepared slides under the microscope. 3. Assess the predictability, complexity, and variation in the functional relationships of the human organism.
Histology: Tissues A. Epithelial Tissue	3	4. Identify and classify major organs and associated

B. Connective Tissue C. Muscular Tissue D. Nervous Tissue		structures on human models, preserved specimens, and diagrams. 5. Examine bone specimens, name them, and distinguish their bony markings.
Skeletal System A. Microscopic and Macroscopic Structure of Bone B. Axial Skeleton: 1. Bones of the Skull, Infant Skull, Sutures 2. Vertebrae, Sternum, Ribs C. Appendicular Skeleton: 1. Bones of the Extremities 2. Bones of the Girdles	9	6. Diagram the pathway of blood through the heart, urine through the kidneys, food through the digestive system, egg and sperm through the reproductive systems to fertilization.
Muscular System A. Muscle Tissue and Cells B. Cat Muscle Dissections C. Human Muscles on Models and Mannequins	9	
Nervous System and Special Senses A. Nervous Tissue and Cells B. Dissect a Sheep Brain C. Spinal Cord D. Nerves E. Dissection of a Sheep or Cow Eye F. Anatomy of the Human Ear: Model	6	
Cardiovascular System A. Human Heart Structure and Blood Pathway B. Dissect a Sheep Heart C. Conduction System of the Heart D. Major Blood Vessels: Arteries and Veins in the Cat E. Comparable Blood Vessels in Humans F. Systemic and Pulmonary Circulations	6	
Lymphatic System A. Lymphatic Vessels B. Lymph Nodes C. Lymph Trunks and Ducts D. Lymphoid Organs	3	
Respiratory System A. Organs of the Cat Respiratory System B. Human Respiratory System 1. Lungs 2. Trachea 3. Bronchial Tree C. Gas Exchange in Lungs	3	
Digestive System A. The Digestive System of the Cat B. The Human Digestive System C. The Accessory Organs of the Digestive System	3	
Urinary System A. Structures of the Kidney and Nephron A. Dissection of the Cat Urinary System B. The Human Urinary System	3	
Reproductive System A. The Reproductive Systems of the Male and Female Cat B. The Reproductive Systems of the Human Male and Female	3	

Final Lab Practicum	3
Total:	54
Total Hrs In Protocol:	54

1. (cont'd) SLO:

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)
LAB SLO's: 1) Given a set of disarticulated human bones, at least 70% of the students should be able to identify specific bones and their bony markings on a practicum (at least 70% proficiency).	Five questions on bones and bony markings will be embedded in the final exam. The bones and their markings are correctly identified.		Results from all Anatomy 1 sections will be tabulated and percentages of correct answers will be calculated. (Spring 2009, Fall 2009)	
2) Given a model, picture, dissected cat, or human subject, identify specific muscles, joints, and their origins/insertions on a practicum (70% of students with at least 70% proficiency).	Five questions on muscles, their origins and insertions, and joints will be embedded in the final exam. The muscles, their origins and insertions are correctly identified.		Results from all Anatomy 1 sections will be tabulated and percentages of correct answers will be calculated. (Spring 2010)	
3) Given a photograph or microscope slide, 70% of students will identify major tissue types and recall their location in the body with 70% proficiency or	Five questions on tissues and their location in the body will be embedded in the final exam. The tissues and their locations in the body are correctly identified.		Results from all Anatomy 1 sections will be tabulated and percentages of correct answers will be calculated. (Fall 2010)	

<p>better.</p> <p>LECTURE SLO'S:</p> <p>1) The student will be able to differentiate and use the appropriate anatomical directional terms to describe parts of the human anatomy. (70% of students with at least 70% proficiency).</p> <p>2) Apply the standards of the scientific method to analyze and interpret published findings about current human anatomy topics. (70% of students with at least 70% proficiency).</p> <p>SLO Review: 12/04/2009 GY</p>	<p>Five questions on directional terminology, body planes, and areas will be embedded in the final exam. The directions and terms are correctly identified.</p> <p>The student will select a published article and write an article report in which the student will describe the four steps in the scientific method used in the article:</p> <p>1) Statement of the problem. 2) The formulation of the hypothesis. 3) The testing of the hypothesis. 4) The conclusions drawn.</p>	<p>A scoring rubric will be used.</p>	<p>Results from all Anatomy 1 sections will be tabulated and percentages of correct answers will be calculated. (Spring 2011)</p> <p>Results will be compiled at the end of Spring 2010.</p>	
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2. REQUIRED TEXTS:

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

Lab Manual for Human Anatomy with Cat Dissections, Donnelly, P, 1993; Human Anatomy. Marieb, E.N. 2008

3. READING ASSIGNMENTS:

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

Anatomy Coloring Book, Gray's Anatomy, The Atlas of Human Anatomy (These texts supplement class instruction and better prepare students for tests and practicums.)

4. WRITING ASSIGNMENTS:

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

Students are required to write a short paper reviewing and analyzing an article from a recent scientific journal or a video which describes a system of the body. Another example is the submission of written Lab Logs in which the

students document and describe their lab activities. Lab Logs

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

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

The college learning center has study aids which include a compact disc of photographs, scripts, and quizzes for each system. The basic science center has practice sets of computer assisted instruction materials for each system. Students are encouraged to spend at least one hour a week in the review of these materials.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

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

An example of a critical writing assignment: A writing assignment will require the students to evaluate and analyze a published scientific research article dealing with human anatomy. An alternate assignment will require the students to visit the Page Museum to compare the skeletal remains to those of humans, and write a paper comparing and evaluating the diversity and similarity among animals.

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):

Lecture exams Research article review paper / Page Museum report Final exam Final practicum Lab quizzes and/or essay questions Dissection evaluation Lab logs, study questions, homework laboratory participation, subjective evaluation

8. METHODS OF INSTRUCTION:

Please Check All That Apply

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

Students learn to work in a typical laboratory environment, perform laboratory dissections, develop attitudes of respect for research animals, and to develop skills in visualizing the three dimensional relationships of the organs of the human body.

9. SUPPLIES:

List the supplies the student must provide.

Dissecting kit, latex gloves, lab coat or apron, eye goggles

10. COMPUTER COMPETENCY:

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

Students are encouraged to utilize computers in the Learning Center for computer assisted instruction and practice quizzes. An instructor-generated CD is provided in the Learning Center to review laboratory experiences. Students are given access to the textbook's website for access to PAL (Practice Anatomy Lab): an interactive tool. Students are given access to the instructor's web page for access to class lecture notes, discussions, and announcements.

11. INFORMATION COMPETENCY:

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

The article review report requires library research and technological literacy in evaluating and interpreting the scientific literature found in library hard copies or in electronic data bases and publisher websites.

12. DIVERSITY:

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

N/A

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 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 <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Liberal Arts: Natural Sciences AA - Program: 490104 State ID: 19064

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: A. Natural Science

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

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

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: Yes b. UC Approval Date:	c. Transferable to the California State University: Yes d. College Approval Date: 1977
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: 5B : Biological Science b. Date Requested: 12/1/90 c. IGETC Approval Date: 12/1/91</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><i>CSU Certification</i></p> <p>a. Area Requested: B2 : Biological Science b. Date Requested: c. CSU Approval Date:</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. 2nd Area Requested: b. Date Requested: c. IGETC Approval Date:</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. 2nd Area Requested: B3 : Laboratory Activity b. Date Requested: c. CSU Approval Date:</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?: Yes

List college/university and the majors:

CSUDH

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** Natural Sciences, Health and Physical Ed
2. **DEPT/DIVISION CODE:** 07
3. **SUBJECT CODE:** 054
4. **SUBJECT ABBREVIATION:** ANATOMY
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** INTRO TO HUMAN ANAT
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 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): **0410.00**

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"/> New Course	College:	Board: 10/20/95	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 12/15/09			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

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

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

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

1. **ORIGINATOR:** Elfarissi, Hassan

2. **DEPARTMENT:** 07

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

By additional funds. Describe:

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

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

FIRST YEAR: SECOND YEAR: THIRD YEAR:

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

4. **IMPACT**

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

5. **METHOD OF SUPPORT**

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

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

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

D. Supplies- List supplies and indicate dollar value:

E. 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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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.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

SLO Rubric	SLO Rubric	rubric.doc
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Name: _____

Teacher: _____

Article Title: _____

Date Submitted: _____

Criteria	Need to Improve (0)	Satisfactory (5)	Excellent (10)	TOTAL POINTS
1) <u>Statement of the problem.</u>	Problem is not identified.	Problem is partially described.	Problem is accurately and thoroughly described.	
2) The formulation of the hypothesis.	Hypothesis is not identified.	Hypothesis is partially described.	Hypothesis is accurately and thoroughly described.	
3) The testing of the hypothesis.	The testing of the hypothesis and methodology used is not described.	The testing of the hypothesis and methodology used is partially described.	The testing of the hypothesis and methodology used is accurately and thoroughly described.	
4) The conclusions drawn	The conclusions drawn are not described.	The conclusions drawn are partially described.	The conclusions drawn are accurately and thoroughly described.	

TOTAL: _____

Teachers Comments:
