



## COURSE OUTLINE

Outline Status: Outline Update (ECD 11766); 2009-2010

### Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: PSYCHOLOGY**
3. **COURSE NUMBER: 063**
4. **COURSE TITLE: ALCOHOL/DRUG STUDIES: PREVENTION AND EDUCATION**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This course deals with strategies used to prevent alcohol and drug problems in different settings including: industry, school, family, and community and rehabilitation centers.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course deals with strategies used to prevent alcohol and drug problems in different settings.

8. **INITIAL COLLEGE APPROVAL DATE: Before 2000**

9. **LAST UPDATE DATE: 3/16/10**

10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	<b>3</b>	<b>54</b>	<b>3</b>
Lab/Activity (w / homework):	<b>0</b>	<b>0</b>	<b>0</b>
Lab/Activity (w /o homework):	<b>0</b>	<b>0</b>	<b>0</b>
<b>Totals:</b>	Lecture: <b>3</b>	Lecture: <b>54</b>	Lecture: <b>3</b>
	Lab: <b>0</b>	Lab: <b>0</b>	Lab: <b>0</b>
	Total: <b>3</b>	Total: <b>54</b>	Total: <b>3</b>
<i>Totals In Protocol:</i>	Lecture: <b>3</b>	Lecture: <b>54</b>	
	Lab: <b>0</b>	Lab: <b>0</b>	
	Total: <b>3</b>	Total: <b>54</b>	Total: <b>3</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
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**COREQUISITES: No**

	Subject	Number	Course Title	Units	Validation Approval Date
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**ADVISORIES: No**

	Subject	Number	Course Title	Units	Validation Approval Date
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**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..(Use action verbs - see <u>Bloom's Taxonomy</u> for 'action verbs requiring cognitive outcomes.')
<b>Introduction and primary prevention.</b> Prevention principles. Viewpoints on prevention Two perspectives on prevention: Education vs. environment.	6	1. List major prevention strategies.
<b>CSAP's prevention strategies</b> Prevention efforts in the family Prevention efforts in the school Prevention efforts in the community.	6	2. Describe challenges encountered in implementing different prevention strategies.
<b>Secondary prevention.</b> Prevention in the family. Prevention in the workplace and / industry. Prevention in the community. Prevention in rehabilitation centers.	6	3. Describe appropriate prevention programs and activities for specific settings including the community, the family, the school, and the workplace.
<b>Tertiary prevention</b> Harm reduction Relapse prevention	6	4. Evaluate the appropriateness of each prevention strategy on different population groups.
<b>Community prevention partnerships and collaboration.</b> Community-based prevention. Assessing community readiness Community partnerships	6	5. Describe and discuss steps that may be taking in developing community-based prevention programs.
<b>Drug prevention education programs.</b> Prevention education models. Safe and drug free programs. Parents and family strategies. Demand reduction	6	6. Discuss and explain the importance of cultural competence in implementing community-based prevention programs.
Identifying the target audience The communication process: Reaching Hispanic/Latino audiences. Media channels for reaching Hispanic/Latino audiences Gaining access to the media. Culturally competent programs	6	7. Evaluate and discuss the appropriateness of prevention materials to the audience of interest.
<b>Prevention strategies for different population groups.</b> Prevention for African-Americans. Prevention for Hispanic/Latino Communicating appropriately with Asian Pacific Islander audiences Substance abuse as a disability Vocational rehabilitation and substance abuse . Benefits of rehabilitation. Rehabilitation centers. Prison alternative. Prison-based treatment programs	6	8. Discuss and evaluate laws and policies intended to strengthen prevention efforts.
<b>Public policy and prevention</b> Prevention in industry and the workplace Community involvement in prevention efforts	6	As a result of this learning experience, students can (a) describe and explain various strategies of prevention; (b) list appropriate prevention strategies for specific settings; (c) list appropriate prevention strategies for specific population groups.

Laws and policies Drunken-driving laws Treatment not prison. Workplace and/or industry substance abuse . Drug testing. Alcohol and drug prevention services. Community plan of action. Agency role. .		
	Total:54	
	Total Hrs In Protocol:54	

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

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

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

The student will.. <b>(outcome)</b>	As measured by the following method.. <b>(assessment strategy)</b>	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
As a result of this learning experience, students can (1) describe and explain various strategies of prevention; (2) list appropriate prevention strategies for specific settings; (3) list appropriate prevention strategies for specific population groups.	1-3) Embedded assessment on final exams  It is expected that students who complete the course will respond correctly to 70% of the embedded SLO questions.  SLO REVIEW, 4/18/10, GY	See rubric	1-3) Spring 2010	

## 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:

Runaway train: Alcohol and drug prevention. Blanton, C., Phelps, L., & Hughes, L., 2008

### 3. READING ASSIGNMENTS:

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

Students may be asked to read articles on substance abuse prevention and education websites including: (a) [www.samhsa.gov](http://www.samhsa.gov) (b) [www.nida.nih.gov](http://www.nida.nih.gov) (c) [www.ndpl.org](http://www.ndpl.org). Students may also be asked to read chapters from the books listed below: 1. Miller, W. R., & Carroll, K. M. (2010). Rethinking substance abuse: What the science shows, and what we should do about it. NY: Guilford Press. 2. Marlatt, G. A., Donovan, D. M. (Eds). (2008). Relapse prevention: Maintenance strategies in the treatment of addictive behaviors. New York: Guilford Press. 3. Burrow-Sanchez, J/ J. & Hawkins, L. S. (2007). Helping students overcome substance abuse: Effective practices for prevention and intervention. NY: Guilford Press. In some cases, students may be asked to respond in writing. See a sample in writing assignment below.

### 4. WRITING ASSIGNMENTS:

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

Student writing assignments include, but are not limited to a series of, three to five page papers dealing with drug prevention issues. An example of a writing assignment is: Write a three to five page paper describing strategies of prevention: include challenges that may be encountered.

## 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.

Examples of assignments that demonstrate critical thinking include, but are not limited to the following: (a) evaluate the appropriateness of each prevention strategy on different population groups; (b) evaluate the appropriateness of prevention programs and activities for specific settings.

### 6. SELF-REFLECTIVE LEARNING:

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

**7. COMPUTER COMPETENCY:**

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

Students are required to use a word processing software to type their out-of-class assignments.

**8. INFORMATION COMPETENCY:**

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

Students are required to use a word processing software to type their out-of-class assignments. Additionally, students are expected to use the internet as a resource to complete their assignments. The publisher of the textbook that is used has a resource website for students; assignments may require students' use of the textbook website as well as other websites.

## Evaluation and Instruction

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

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

Out of class assignments may include, but are not limited to, the following: reading a published article in a paper or journal, summarizing the article, and providing an opinion or personal response to the article. An example of an assignment is: read the primary prevention article on CSAT's website, summarize it and provide a rationale for your response to the article.

**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):

Methods of evaluation include the following: (a) in-class writing assignments. (b) out-of-class writing assignments. (c) class presentations (d) essay examinations

**11. METHODS OF INSTRUCTION:**

Please Check All That Apply

- Discussion
- Activity

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

Students may be grouped into 'buddy groups'. The purpose is for students to learn from and exchange and evaluate information with their peers as they complete in-class and out-of-class assignments.

## 12. SUPPLIES:

List the supplies the student must provide.

Pen, pencil, and paper.

## 13. DIVERSITY:

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

Students are required to use the textbook website as a resource as well as locate appropriate library resources on the internet.

## 14. 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>)

Chemical Dependency Counselor Program Certificate - Program: 210440 State ID: 11795

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

**a. 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)

**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: Before 2000</b>	c. <b>Transferable to the California State University: Yes</b>  d. <b>College Approval Date: Before 2000</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:**

**Will this course be articulated to meet lower division major requirements?: No**

**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: 825**
4. **SUBJECT ABBREVIATION: PSYCH**
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS: ALCOHOL/DRUG STUDIES**
7. **DEGREE CREDIT:**

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

8. **GRADING METHOD: LETTER GRADE**
9. **REPETITIONS: # of times repeated for credit: 0**

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

10. **PRIOR TO TRANSFERABLE LEVEL:**

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

11. **CREDIT BASIC SKILLS:**

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

12. **CROSS REFERENCE:**

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

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

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

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

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

**14. COOPERATIVE EDUCATION STATUS:**

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

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

Note: A course 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): **2001.00****

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: 2/13/89	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: 3/16/10</b>			Effective Semester:
e.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:

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

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

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

1. **ORIGINATOR: Apenahier, Leonard E.**

2. **DEPARTMENT: 02**

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	<a href="#"><u>PSY6356339_435_Scoring_Rubricspsy63sloc2009.doc</u></a>
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**SCORING RUBICS FOR STUDENT LEARNING OUTCOMES  
FOR PSYCHOLOGY 63**

**I. SUPERIOR (90%-100%)**

The response demonstrates thorough grasp of the relevant concepts and how they are interrelated with other relevant concepts.

The response is generally free from errors in grammar and mechanics.

**II. GOOD (80%-89%)**

The response demonstrates a sound grasp of the relevant concepts and how they are interrelated with other relevant concepts.

The response may have few errors in grammar and mechanics.

**III. AVERAGE (70%-79%)**

The response demonstrates some grasp of the relevant concepts and how they are interrelated with other relevant concepts.

The response has an accumulation of errors in grammar and mechanics.

**IV. POOR (60%-69%)**

The response demonstrates very poor grasp of the relevant concepts and how they are interrelated with other relevant concepts

The response is marred by numerous errors of grammar and mechanics.

**V. UNACCEPTABLE (50% and Below)**

The response demonstrates little or no grasp of the relevant concepts and how they are interrelated with other relevant concepts.

The response has serious and persistent errors in grammar and mechanics.