Section I: BASIC COURSE INFORMATION

1. COLLEGE: Southwest

2. SUBJECT (DISCIPLINE) NAME\(^1\): Art
   (40 characters, no abbreviations)

3. COURSE NUMBER: 103

4. COURSE TITLE: Art Appreciation I

5. UNITS: 3

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

   This course is a broad introduction to the nature, vocabulary, media, and history of art for the general student. Emphasis is placed on understanding the creative process and developing a basis for critical judgment. (Pre-historic through Gothic periods)

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

   This course is a broad introduction to the nature, vocabulary, media, and history of art for the general student from the Pre-historic through the Gothic periods.

8. INITIAL COLLEGE COURSE APPROVAL DATE: Fall 1982
   COLLEGE OUTLINE APPROVAL DATE: September 20, 2005

9. UPDATES (check all applicable boxes):

   ☒ Content Previous Update: 10/25/96
   ☒ Objectives Previous Update: 10/15/96
   ☒ College Specific Course Attributes/Data Elements Previous Update:
   ☒ Districtwide Course Attributes/Data Elements Previous Update:
   ☒ Other (describe) Previous Update:

   Advisory validation

---
\(^1\) Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.
10. CLASS HOURS:

<table>
<thead>
<tr>
<th></th>
<th>“Standard Hours” per Week (based on 18 weeks)</th>
<th>Total Hours per Term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>Lab/activity (w/ homework)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab/activity (w/o homework)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>54</td>
<td>3</td>
</tr>
</tbody>
</table>

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

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD’s Policy on Prerequisites, Corequisites and Advisories requires that the curriculum committee take a separate action verifying that a course’s prerequisite, corequisite or advisory is an “appropriate and rational measure of a student’s readiness to enter the course or program” and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

ENTRY SKILLS FOR COURSES WITH PREREQUISITES: ADVISORIES (from English 28):

1. Write a combination of 8-12 paragraphs and essays demonstrating mastery of English fundamentals.

   . Prerequisites: None (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
</table>

   . Advisories: Yes (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>28</td>
<td>Intermediate Reading and Composition</td>
<td>3</td>
<td>September 20, 2005 (new)</td>
</tr>
</tbody>
</table>
Section II: Course Content and Objectives

1. COURSE CONTENT AND OBJECTIVES:

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE – Lecture:</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Lecture (If applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</td>
<td></td>
<td>Upon successful completion of this course, the student will be able to… (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</td>
</tr>
<tr>
<td>1. Values and Beauty - Beauty: The esthetic reaction vs. practical and analytical; Values both absolute and relative; esthetics, culture, and values. Value Changes: Conditioning, habituation, continuums, short-term and long-term value changes, attentive fatigue, sensory fatigue, design, and value changes. Value and Changes and Art in Context: Elimination of “blind spots” which hinder perception. Value Judgments: Physical works of art and esthetic works of art, what is relevant to the perception of beauty in art.</td>
<td>6</td>
<td>1. Define the basic vocabulary of visual art.</td>
</tr>
<tr>
<td>2. The Perceptual Context – Elements such as line, shape, value, texture, color, mass, space; design factors such as balance, repetition, and perception; the recognition of form and esthetic pleasure.</td>
<td>6</td>
<td>2. State how values are acquired and analyze how they affect perception.</td>
</tr>
<tr>
<td>3. The Media Context - Technique and skill; survey of media including painting, drawing, printmaking, and sculpture.</td>
<td>3</td>
<td>3. Describe how artists stimulate the esthetic response.</td>
</tr>
<tr>
<td>4. Human Context – Cultural conventions, artistic (pictorial) conventions; intended subject matter; researching and understanding the artist’s subject or message; universal themes (traits); traits and artistic conventions; traits and beauty. Traits, Social Conventions, and Artistic Conventions (organized by themes) – Pre-History, ancient cities, Greece, Rome, and Middle Ages.</td>
<td>18</td>
<td>4. Critically analyze a work of art.</td>
</tr>
<tr>
<td>5. The Historical Context – Theories of stylistic change, formal sequences, prime objects, replications; structural analysis in art criticism, recognition of innovation as pleasure.</td>
<td>9</td>
<td>5. List the major aspects of the creative process and offer examples of the application of creative thinking as a result of right brain activity.</td>
</tr>
<tr>
<td>6. Emotion, Mood and Tragedy - Emotional</td>
<td>12</td>
<td>6. List the major periods in the history of art (Pre-Historic through Gothic) and describe the most important media.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Compare and contrast informed critical judgments on selected works of art. Do so through quizzes, essays, and collaborative projects.</td>
</tr>
</tbody>
</table>

STUDENT LEARNING OUTCOMES:

As a result of this learning experience, a student can:

1. Using terminology appropriate to Art Appreciation, analyze works of art to explain how visual works of art communicate within a cultural context.
2. Analyze the composition, design, media and iconography of art works.
3. Explain what constitutes significant or major innovations by studying the evolution of style.
stimulation in art, control of mood in art; tragedy and relief, psychic distance, catharsis. 
Closure and Criticism – Pleasure in recognition; simple geometric forms preferred completion as pleasure, style, symbol, historical references, technique recognition. Criticism: What is a masterpiece?

Total Lecture hours* 54

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (outline reflects course description, all topics covered in class).

COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to… (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)²

Total Lab hours* 0

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

Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>SIMPLE SKILLS &lt;&lt;----------------------------------------&gt;&gt; COMPLEX SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>define</td>
</tr>
<tr>
<td>repeat</td>
</tr>
<tr>
<td>record</td>
</tr>
<tr>
<td>list</td>
</tr>
<tr>
<td>recall</td>
</tr>
<tr>
<td>name</td>
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<tr>
<td>relate</td>
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<td>underline</td>
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</tbody>
</table>

² In general “activity” courses or portions of courses are classified “laboratory.”
2. REQUIRED TEXTS:
Provide a representative list of textbooks and other required reading; include author, title and date of publication:


3. SUPPLEMENTARY READINGS:
Reading assignments may include, but are not limited to the following:

Selected articles from *Artforum, Art in America, Art News,* and *Arts Magazine.*
Selected material from the *McGraw-Hill Encyclopaedia of World Art.*

4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Writing assignments in this course may include, but are not limited to the following:

An objective of this course is that the student will be able to exercise informed critical judgment of previously unfamiliar works of art. A typical assignment in support of this objective would be one in which the student is shown two works from the same cultural period. One would be by an acknowledged master, the other by one of his followers. Based on criteria given in lecture, the student would be asked to choose the better work and clearly state the rationale.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:
Out of class assignments may include, but are not limited to the following:

Several short papers of 8 to 12 paragraphs will be assigned in which a visit to a local museum will be undertaken. Works of art on exhibition will be analyzed. This project will include a description of the stylistic characteristics and the cultural values they represent. The written work is expected to be at college level or higher.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

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

Students will identify the visual elements and analyze how artists organize them to present compositional and design solutions.

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):

Quizzes, short written papers and reports, midterm and final exam including slide identification.

8. METHODS OF INSTRUCTION:

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

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

9. SUPPLIES:

List the supplies the student must provide.

Notebook and writing instrument.

10. COMPUTER COMPETENCY:

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

Students will develop and use skills to conduct online research

11. INFORMATION COMPETENCY:

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

Students will conduct research in the library and online, requiring them to locate and evaluate appropriate information.

12. DIVERSITY:

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

This course is open to all students and introduces them to Western and non-Western cultures and the art produced by them.

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 http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm

   Recommended Elective in both Art (Program ID 02873) and Art History (Program ID 08446) AA degree programs

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

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

   a. Area requested: **c. Humanities** 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_Adm_regs/boardrules.htm

   a. 2\textsuperscript{nd} Area requested: **None** Approval date: 

   If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* – contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_Adm_regs/boardrules.htm
**Section IV: ARTICULATION INFORMATION**  
(Checkpoint in consultation with College Articulation Officer)

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

2. **GENERAL EDUCATION FOR TRANSFER:**
   **IGETC Certification:**
   - a. Area requested: **3-A: Arts**
   - b. Date requested: 12/2001
   - c. IGETC approval date: Fall 2002
   
   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

   **CSU Certification:**
   - a. Area requested: **C-1: Arts**
   - b. Date requested: before 1990
   - c. CSU approval date: before 1990
   
   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

   **2nd Area requested:**
   - None
   - Date requested:
   - IGETC approval date:
   
   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

   **2nd Area requested:**
   - None
   - Date requested:
   - CSU approval date:
   
   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

3. **MAJOR REQUIREMENT FOR TRANSFER** – Will this course be articulated to meet lower division major requirements? **YES**

   List college/university and the majors:

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>various</td>
<td>Art, Art History</td>
</tr>
</tbody>
</table>

   **CAN NUMBER:**
   CAN Approval -- Date requested:  
   Date approved:
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: The Arts

2. DEPARTMENT/DIVISON CODE: 01

3. SUBJECT CODE -- 3 characters, assigned by District Office: 080 (existing subject codes are available on the LACCD web site at http://www.laccd.edu/curriculum/directory-programs-courses/index.htm

4. SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: ART

5. SPC CODE -- 3 characters, assigned by District Office:

6. ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: ART

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

This course is Degree Applicable

8. CREDIT/NO CREDIT GRADING: No

9. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0

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

10. PRIOR TO TRANSFERABLE LEVEL – This course attribute applies to English, writing, ESL, reading and mathematics courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: Not applicable

11. CREDIT BASIC SKILLS -- Title 5, section 5502(d) defines basic skills as “courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 5502(b).” If Yes, course must be non-degree applicable.

   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 WITH DISABILITIES -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? No
If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

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

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

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code and a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code and must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

16. TOP CODE – (6 digits XXXX.XX)  **1002.00**

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

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

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

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

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

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

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

**Priority "E" – Non-occupational.**
SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

a. ☐ New Course . Board Approval Date: . Effective Semester:
b. ☐ Addition of Existing District Course . College Approval Date: . Effective Semester:
c. ☐ Course Change* . College Approval Date: . Effective Semester:
d. ☑ Outline Update . College Approval Date: September 20, 2005

*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© for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES
(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – Existing Course

1. ORIGINATOR:

2. DEPARTMENT:

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

☐ By additional funds. Describe:

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

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

First year: Second year: Third year:

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

4. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:
Classroom -- List classroom type needed:

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

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

6. APPROPRIATENESS TO MISSION—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district.

7. NEED—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.
## LOS ANGELES COMMUNITY COLLEGE DISTRICT
### COURSE STANDARDS AND CRITERIA

Subject: **ART**  
Number: **103**  
Course Title: **Art Appreciation I**

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

<table>
<thead>
<tr>
<th>CRITERIA AND STANDARDS</th>
<th>RATING CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 55002</td>
<td>MET NOT MET</td>
</tr>
<tr>
<td>Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.</td>
<td>X</td>
</tr>
<tr>
<td>Is taught by a credentialed instructor in the discipline.</td>
<td>X</td>
</tr>
<tr>
<td>Is offered as described in an outline in official college files. That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.</td>
<td>X</td>
</tr>
<tr>
<td>Is taught in accordance with a set of instructional objectives common to all students.</td>
<td></td>
</tr>
<tr>
<td>Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.</td>
<td>X</td>
</tr>
<tr>
<td>Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.</td>
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<td>Treats subject matter with a scope and intensity which requires students to study independently outside of class time.</td>
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<td>Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled</td>
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<td>Requires the ability to think critically and to understand and apply concepts in order to participate in the course.</td>
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<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
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<td>Requires the use of college level educational materials.</td>
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CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: **ART 103, ART APPRECIATION I**
(Course to which pre/corequisite/advisory applies)

Check Box

☐ Prerequisite:

☐ Corequisite:

☒ Advisory: **English 28, Intermediate Reading and Composition**

A. **Target Course Entry Skills: Art 103, Art Appreciation I**
(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 a combination of 8-12 paragraphs and essays demonstrating mastery of English fundamentals.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**
**Course & Number, Title:** **ENGLISH 28**
(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*

### COURSE & NUMBER, Title: ART 103, Art Appreciation I
### Entering Skills of Target Course

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

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

Was validation achieved? **YES**

### PARTICIPANTS IN CONTENT REVIEW:
(Signatories should include instructors for both exit and entering skills courses.)

Name: **Robert C. Vance**
Title: **Professor, Fine Arts**
Initial: **RCV**
Date: **10/05/05**

Name: __________________________
Title: ________________________
Initial: _______ Date: ______

Name: __________________________
Title: _________________________
Initial: _______ Date: ______

### CERTIFIED BY:

<table>
<thead>
<tr>
<th>Name</th>
<th>Initial</th>
<th>Date</th>
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<tbody>
<tr>
<td>Robert C. Vance</td>
<td>RCV</td>
<td>10/05/05</td>
</tr>
<tr>
<td>Patricia Ann Lewis</td>
<td></td>
<td>10/07/05</td>
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<tr>
<td>Department Chairperson</td>
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<td>Linda Larson-Singer</td>
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<td>10/10/05</td>
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<td>Curriculum Chairperson</td>
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Approved 12/13/02
Revised 5/28/2004
CERTIFICATION AND RECOMMENDATION

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

☐ This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Robert C. Vance 10/05/05
Originator

Patricia Ann Lewis 10/07/05
Department/Cluster Chairperson

Linda Larson Singer 10/10/05
Articulation Officer

Shelley Werts 10/11/05
Librarian

Earnestine Thomas-Robertson 10/19/05
Dean (if applicable)

Linda Larson-Singer 10/10/05
Curriculum Committee Chairperson

Reggie Morris 10/18/05
Academic Senate President

Leige Henderson 10/20/05
Vice President, Academic Affairs

Audre Levy 11/12/05
College President