



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

- ☐ New Course
☐ Addition of Existing District Course
☐ Course Change
☒ Outline Update, Academic Year: 2005-2006

Section I: BASIC COURSE INFORMATION

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME: Art
3. COURSE NUMBER: 104
4. COURSE TITLE: Art Appreciation II
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course is a basic course in art appreciation in which the student will experience visual art through the study of selected artists and artwork. Exercises in visual perception are stressed; individual research on the art of selected cultures is conducted. (Renaissance through the 21st Century)

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

This course is a basic course in art appreciation in which the student will experience visual art through the study of selected artists and artwork. (Renaissance through the 21st Century)

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

- 9. UPDATES (check all applicable boxes):

- ☒ Content Previous Update: Fall 2001
☒ Objectives Previous Update:
☒ 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:**

	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	3	54	3

**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: (English 28)**

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

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

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

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

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

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

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
English	28	Intermediate Reading and Composition	3	September 20, 2005 (new)

**12. REPETITIONS** -- Number of times course may be repeated for credit (three maximum): 0 **0 None** (see: Section V, #9)

**13. OTHER LIMITATIONS ON ENROLLMENT** (see Title 5, Section 58106 and Board Rule 6803 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 – <b>Lecture:</b> If <u>applicable</u> , 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> ( <i>If applicable</i> ): Upon successful completion of this course, the student will be able to... ( <i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i> )
1. <i>Values and Beauty - <u>Beauty</u></i> : The esthetic reaction vs. practical and analytical; Values both absolute and relative; esthetics, culture, and values. <u>Value Changes</u> : Conditioning, habituation, continuums, short-term and long-term value changes, attentive fatigue, sensory fatigue, design, and value changes. <u>Value and Changes and Art in Context</u> : Elimination of “blind spots” which hinder perception. <u>Value Judgments</u> : Physical works of art and esthetic works of art, what is relevant to the perception of beauty in art.	6	<ol style="list-style-type: none"> <li>1. Define the basic vocabulary of visual art.</li> <li>2. State how values are acquired and analyze how they affect perception.</li> <li>3. Describe how artists stimulate the esthetic response.</li> <li>4. Critically analyze a work of art.</li> <li>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.</li> <li>6. List the major periods in the history of art (Renaissance through 21<sup>st</sup> Century) and describe the most important media.</li> <li>7. Compare and contrast informed critical judgments on selected works of art. Do so through quizzes, essays, and collaborative projects including use of overlays and diagrams.</li> </ol> <p style="text-align: center;"><b><u>STUDENT LEARNING OUTCOMES:</u></b></p> <p>As a result of this learning experience, a student can:</p> <ol style="list-style-type: none"> <li>1. Using terminology appropriate to Art Appreciation, analyze works of art to explain how visual works of art communicate within a cultural context.</li> <li>2. Analyze the composition, design, media and iconography of art works.</li> <li>3. Explain what constitutes significant or major innovations by studying the evolution of style.</li> </ol>
2. <i>The Perceptual Context</i> – 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.	6	
3. <i>The Media Context</i> - Technique and skill; survey of media including painting, drawing, printmaking, and sculpture.	3	
4. <i>Emotion, Mood, And Tragedy</i> – Emotional stimulation in art, control of mood in art; tragedy and relief, psychic distance, catharsis. <i>Closure and Criticism</i> – Pleasure in recognition; simple geometric forms preferred, completion as pleasure; style, symbol, historical references, technique recognition. Criticism: What is a masterpiece?	3	
5. <i>The Early Renaissance</i> – Transitional period; the spiritual and the secular; Renaissance Humanism. Works of art viewed, compared, and contrasted; Masaccio, Piero della Francesca, Paolo Uccello, Sandro Boticelli, Andrea Del Verrochio, Andrea Mantegna, Jan Van Eyck,	9	

<p>Rogier Van Der Weyden.  <i>The High Renaissance</i> – Extraction of practical knowledge; influence of the Church weakened; the fusion of the secular and religious; individualism and free will. Works of art viewed, compared, and contrasted: Hieronymus Bosch, Leonardo da Vinci, Albrecht Durer, Raphael, Michelangelo, Buonarroti, Titian, Tintoretto, Veronese, Giorgione, Matthias Grunewald, Hans Holbein, Pieter Brueghel, and El Greco.</p>		
<p>6. <i>The Baroque</i> – Declining focus on religion; increased scientific focus on microcosm and macrocosm. Baroque virtuosity; Absolutism; Deism; Optimism. Works of art viewed, compared, and contrasted: Caravaggio, Lorenzo Bernini, Diego Velasquez, Rembrandt, Jan Vermeer, Watteau, and Chardin.</p>	3	
<p>7. <i>Neoclassicism and Romanticism</i> - Revivalism, Greco-Roman style; Reverence for the noble; late Eighteenth and Nineteenth Centuries. Works of art viewed, compared, and contrasted: Jacques-Louis David, Francisco Goya, John Constable, Turner, Thomas Cole, and Eugene Delacroix.</p>	3	
<p>8. <i>Realism</i> – Social, reverence for daily life; rural and rustic. Works of art viewed, compared and contrasted: Gustav Courbet, Thomas Eakins, Henry Tanner; The Beginning of the Modern Age: Edouard Manet; The Impressionists: Claude Monet, Renoir.</p>	3	
<p>9. <i>Late Nineteenth Century</i> – Impressionism, Post-Impressionism. Works of art viewed, compared and contrasted: Edgar Degas, Georges Seurat, Paul Cezanne, Vincent van Gogh, Paul Gauguin, Toulouse-Lautrec, Edvard Munch, and Henri Rousseau.</p>	3	
<p>10. <i>Early Twentieth Century</i> – Meta-art (art about art, styles in relative time); Cubism, Surrealism, Futurism, Dada, Expressionism, Symbolism, Abstract Expressionism. Works of art viewed, compared, and contrasted: Brancusi, Henri Matisse, Andre Derain, Georges Rouault, Ludwig Kirchner, Wassily Kandinsky, Pablo Picasso, Georges Braque, Alfred Stieglitz, Frank Lloyd Wright, Leger, Boccioni, Marcel Duchamp, Malevich, Pierre Bonnard, Moholy-Nagy, Mondrian, Le Corbusier, Ludwig Mies van der Rohe, Paul Klee, Marc Chagall, Giorgio de Chirico, Joan Miro, Rene Magritte, Salvador Dali, Diego Rivera, Georgia O'Keefe, Edward Hopper, and Jacob Lawrence.</p>	9	

<p>11. <i>Late-Twentieth Century</i> – Pop Art, Minimalism, Earth and Process Art, Neo-Expressionism, Post Modernism (architecture, applied arts, and design) and Pluralism. Works of art viewed, compared, and contrasted: Hans Hoffmann, Jackson Pollock, Franz Kline, Willem de Koonig, Richard Diebenkorn, David Smith, Mark Rothko, Helen Frankenthaler, Stuart Davis, Robert Rauchenburg, Jasper Johns, Andy Warhol, Roy Lichtenstein, Frank Stella, Donald Judd, Ed Kienholz, Robert Smithson, Walter De Maria James Turrell, George Seal, Allan Kaprow, Lucien Freud, Richard Estes, Richard Serra, Romare Bearden, Masami Teraoka, Anselm Kiefer, Frank Gehry, Bruce Nauman, and David Hockney.</p> <p>Significant works of architecture, painting, and sculpture from world cultures will be explored as examples of how they have influences and continue to contribute alternative solutions to esthetic concerns in our “Information Age.” Artwork from Africa, Latin America , Oceania, Southeast Asia, China, and India will be included.</p>	6	
<b>Total Lecture hours*</b>	54	

<p><b>COURSE CONTENT AND SCOPE -- Laboratory:</b> If applicable, outline the topics included in the laboratory portion of the course (<i>outline reflects course description, all topics covered in class</i>).</p>	Hours per Topic	<p><b>COURSE OBJECTIVES - Laboratory (If applicable):</b> Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)<sup>2</sup></p>
<b>Total Lab hours*</b>		

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

### Bloom's Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
recall	recognize	demonstrate	calculate	formulate	compare
name	explain	dramatize	experiment	arrange	value
relate	express	practice	test	assemble	revise
				collect	score

<sup>2</sup> In general “activity” courses or portions of courses are classified “laboratory.”

underline	identify locate report review tell	illustrate operate schedule shop sketch	compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	construct create set up organize prepare	select choose assess estimate measure
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**2. REQUIRED TEXTS:**

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

Preble, Duane and Sarah, Artforms, 6<sup>th</sup> Edition, New York, Harper Collins, 2005..

**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, i.e., Leonardo and his pupil Giorgione. 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:

Short papers of 8 to 12 paragraphs will be assigned in which a visit to a local museum is required in order to analyze a work of art first hand. The analysis will include a description of the stylistic characteristics and the cultural values they represent.  
There will be 12 quizzes, seven collaborative projects, a midterm (essay) and a final exam (essay). All writing is expected to be at college level and above. Students will be asked to analyze a work of art in order to demonstrate how values affect perception. A typical question might be: “Using concrete observation from the slide shown on the screen, explain the purpose of the 17<sup>th</sup> Century artists’ tendency to create the illusion of visual textures in painting.”

**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 on line, 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 students 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 (**S**ecretary's **C**ommission on **N**ecessary **S**kills) 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\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

Empty rectangular box for explanation.

- a. 2<sup>nd</sup> 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\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

Empty rectangular box for explanation.

### 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: 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: 12/1992
- c. CSU **approval** date: Fall 1993

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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- a. 2<sup>nd</sup> Area requested: **None**
- b. Date requested:
- c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2<sup>nd</sup> Area requested: **None**
- b. Date requested:
- c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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

YES

List college/university and the majors:

College/University	Major(s)
various	Art, Art History

**CAN NUMBER:**            **CAN SEQUENCE NUMBER:**  
 CAN Approval -- Date requested:            Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** The Arts
2. **DEPARTMENT/DIVISION 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 courses 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 55502(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 55002(b)." **No** If Yes, course must be non-degree applicable.
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](http://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. <input type="checkbox"/> New Course                           | . | Board Approval Date:   | . | Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . | College Approval Date: | . | Effective Semester: |
| c. <input type="checkbox"/> Course Change*                       | . | College Approval Date: | . | Effective Semester: |
| d. <input checked="" type="checkbox"/> 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: **104**                      Course Title: **Art Appreciation II**

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.

<u>CRITERIA AND STANDARDS</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
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.	<b>X</b>	
Is taught by a credentialed instructor in the discipline.	<b>X</b>	
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.	<b>X</b>	
Is taught in accordance with a set of instructional objectives common to all students.	<b>X</b>	
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.	<b>X</b>	
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.	<b>X</b>	
Treats subject matter with a scope and intensity which requires students to study independently outside of class time.	<b>X</b>	
Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled	<b>X</b>	
Requires the ability to think critically and to understand and apply concepts in order to participate in the course.	<b>X</b>	
Requires learning skills and a vocabulary appropriate for a college course.	<b>X</b>	
Requires the use of college level educational materials.	<b>X</b>	

## CONTENT REVIEW FOR PREREQUISITE VALIDATION

### Target Course & Number, Title: **ART 104, ART APPRECIATION II**

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

Prerequisite:

Corequisite:

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

A. **Target Course Entry Skills: Art 104, Art Appreciation II**

(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 8-12 paragraphs and essays demonstrating mastery of English Fundamentals

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**  
**English 28, Intermediate Reading and Composition**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. **Demonstrate strategies for extracting meaning from expository writing and fiction, i.e., finding the thesis and major and minor support in expository writing and finding the theme and how it is given in fiction.**
2. **Write a combination of 8-12 paragraphs and essays demonstrating mastery of English fundamentals.**
3. **Practice writing in various contexts, i.e., in the classroom and as homework.**
4. **Demonstrate writing skills drawn from personal experience to writing about ideas.**

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

**COURSE & NUMBER, Title: ART 104, Art Appreciation II  
Entering Skills of Target Course**

**ENGLISH 28  
Intermediate Reading and Composition  
Exit Skills of Prerequisite Course**

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

**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:**

Robert C. Vance 10/05/05  
Initiator Date

Patricia Ann Lewis 10/07/05  
Department Chairperson Date

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

### 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**

Originator

**10/05/05**

Date

**Patricia Ann Lewis**

Department/Cluster Chairperson

**10/07/05**

Date

**Linda Larson Singer**

Articulation Officer

**10/10/05**

Date

**Shelley Werts**

Librarian

**10/11/05**

Date

**Earnestine Thomas-Robertson**

Dean (if applicable)

**10/19/05**

Date

**Linda Larson-Singer**

Curriculum Committee Chairperson

**10/10/05**

Date

**Reggie Morris**

Academic Senate President

**10/18/05**

Date

**Leige Henderson**

Vice President, Academic Affairs

**10/20/05**

Date

**Audre Levy**

College President

**11/05/05**

Date