Los Angeles Community College District

COURSE OUTLINE
(Replaces PNCR and Course Outline)

SECTION I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2007-2008

1. COLLEGE: Los Angeles Southwest College

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

3. COURSE NUMBER: 101

4. COURSE TITLE: Fundamentals of Music

5. UNITS: 3

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

This course is offered for students who wish to study the basic rudiments of music: notation, rhythm, scales, keys and key signatures, intervals, sight-reading, ear-training and introduction to basic harmonization. Students will learn to apply the technical rudiments of music to assist in appreciation of the structure of some of the important musical creations of various styles.

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

The study of basic rudiments of music: notation, rhythm, scales, keys and key signatures, intervals, sight-reading, ear-training and introduction to basic harmonization.

8. COLLEGE COURSE APPROVAL DATE: 1979
   COLLEGE OUTLINE APPROVAL DATE: 10/16/07

9. UPDATES (check all applicable boxes):

   ☒ Content Previous Update: 2005-2006
   ☒ Objectives Previous Update: 2005-2006
   ☑ College Specific Course Attributes/Data Elements Previous Update:
   ☑ Districtwide Course Attributes/Data Elements Previous Update:
   ☑ Other (describe) Previous Update:

   Minor Change in Course Description

\(^1\) 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>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: 3</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>Lab/activity (w/ homework):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab/activity (w/o homework):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</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.

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 (for official use only)</th>
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</thead>
<tbody>
<tr>
<td></td>
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</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 (for official use only)</th>
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</table>

Advisories: 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 (for official use only)</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

12. 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 – Lecture: | Hours per topic | COURSE OBJECTIVES - Lecture (If applicable):
|-------------------------------------|-----------------|--------------------------------------------------------------
| **If applicable,** outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class). |  | As a result of completing this course, the student will:  
| Pitch (high and low of sound, recognition, writing/notation) | 3 | 1. Read musical notation in treble, bass, alto and tenor clefs. This will also include the ability to read and identify ledger lines.  
| The Keyboard (structure, location of notes) | 3 | 2. Perform non-complicated rhythms both simple and compound.  
| Rhythm (Note values: whole, half, quarter, eighth, sixteenth) | 3 | 3. Recognize by sound and sight major and minor scales including distinguishing among natural, harmonic and melodic minor; students will apply this knowledge to an evaluation and appreciation of how the scales are used by important creative artists to build major works of art.  
| Pitch continued (identification, relating to position on the keyboard) | 3 | 4. Identify, by sight, interval quality and quantity.  
| Major scales (construction, writing, and examining instances of scale use in the work of creative musical artists) | 9 | 5. Distinguish, by sight, the differences among major, minor, augmented and diminished triads.  
| Major key signatures (identification, writing) | 3 | 6. Identify major and minor keys from the given key signatures.  
| Minor scales (construction, writing) | 6 | 7. Analyze, using figured bass symbols, roots, qualities and inversions of triads.  
| Minor key signatures (identification, writing) | 3 | Student Learning Outcomes: As a result of this learning experience a student can  
| Rhythm continued (simple and compound meter, identification, clapping of patterns) | 3 | 1. Read and play a single line of music on the piano at an elementary level.  
| Major and minor key relationships (recognition from key signatures and understanding how creative artists use the differences between major and minor in order to encourage certain psychological and emotional reactions.) | 3 | 2. Compose a short original melody utilizing simple note and rhythmic values and the student's own creative imagination.  
| Intervals (major and perfect: recognition by sight and sound, writing) | 3 |  |
Intervals continued (augmented, minor and diminished: recognition by sight and sound, writing)  3

Chords (major triads: recognition, writing)  3

Chords (minor, diminished and augmented: recognition, writing)  3

Four part harmonic analysis (diatonic: recognition of chords in keys, Roman numeral analysis)  3

| 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.”)

| Hours per topic |  |

| Total lab hours* | 0 |

*Total lecture and laboratory hours (which includes 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>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>define</td>
<td>translate</td>
<td>interpret</td>
<td>distinguish</td>
<td>compose</td>
<td>judge</td>
</tr>
<tr>
<td>repeat</td>
<td>restate</td>
<td>apply</td>
<td>analyze</td>
<td>plan</td>
<td>appraise</td>
</tr>
<tr>
<td>record</td>
<td>discuss</td>
<td>use</td>
<td>differentiate</td>
<td>propose</td>
<td>evaluate</td>
</tr>
<tr>
<td>list</td>
<td>describe</td>
<td>demonstrate</td>
<td>calculate</td>
<td>design</td>
<td>rate</td>
</tr>
<tr>
<td>recall</td>
<td>recognize</td>
<td>practice</td>
<td>experiment</td>
<td>formulate</td>
<td>compare</td>
</tr>
<tr>
<td>name</td>
<td>explain</td>
<td>illustrate</td>
<td>test</td>
<td>arrange</td>
<td>value</td>
</tr>
<tr>
<td>relate</td>
<td>express</td>
<td>operate</td>
<td>compare</td>
<td>assemble</td>
<td>score</td>
</tr>
<tr>
<td>underline</td>
<td>identify</td>
<td>schedule</td>
<td>contrast</td>
<td>collect</td>
<td>select</td>
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<tr>
<td></td>
<td>locate</td>
<td>shop</td>
<td>criticize</td>
<td>construct</td>
<td>choose</td>
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<td></td>
<td>report</td>
<td>sketch</td>
<td>diagram</td>
<td>create</td>
<td>assess</td>
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<td></td>
<td>review</td>
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<td>inspect</td>
<td>set up</td>
<td>estimate</td>
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<tr>
<td></td>
<td>tell</td>
<td></td>
<td>debate</td>
<td>organize</td>
<td>measure</td>
</tr>
</tbody>
</table>

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

| Nelson/Christensen; Foundations of Music; 2005 |

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

| Music for Children by Catherine Plummers will be used to suggest appropriate music that can be used in teaching children the basics of music. |

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:

| The student will write a simple melody and harmonization utilizing the proper symbols. |
| The student will read and write major and minor scales. |

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

| Recognize and perform the meters and determine the major or minor modes of various musical compositions that the student might hear such as church hymns or music heard on radio or television. |

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.

| The student will select the notation of a musical passage that would be most likely to be sight read accurately by a performer. |

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):

| Problem solving exercises |
| Skills demonstrations |
| Tests and/or quizzes |
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 of supplies the student must provide.
   
   Manuscript paper

10. COMPUTER/INFORMATION COMPETENCY:
    If applicable, explain how computer/information competency is included in the course.
    
    The CDs that accompany the textbook contain exercises and drills that can be loaded onto the computer for practice.

11. DIVERSITY:
    If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.
    
    Examples of music from various cultures are used to demonstrate the elements of pitch and rhythm.

12. 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, ranks 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\(^3\) FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

If yes, the course will be a **program 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 [http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm](http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm)).

**Required course for AA in Music (Program ID # 02874)**

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 and 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 approval. See the Chancellor’s Office **Program and Course Approval Handbook** for details. LACCD Skills Certificates are **not** State approved programs listed on the Chancellor’s Office Inventory of Approved Programs.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

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)

2\(^{nd}\) 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_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:

University of California: Yes
California State University: Yes
College approval date: before 1990

UC approval date: before 1990

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:
Area requested: 3-A: Arts
Date requested: 12/07
IGETC approval date: pending

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

CSU Certification:
Area requested: C-1: Arts
Date requested: before 1990; and 12/07
CSU approval date: before 1990; pending

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: 1990

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

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: 646

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

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

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

7. DEGREE CREDIT: 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, according to?

No

15. COURSE CLASSIFICATION:

Liberal Arts and Sciences

Note: A course’s Classification, TOP Code and SAM code must be aligned – e.g., Courses with an “Occupational” Course Classification must have an “Occupational” TOP Code and a SAM Code of A, B, C, or D; courses that do not have an “Occupational” Course Classification cannot have an Occupational TOP Code and must have an “E” SAM Code.

16. TOP CODE – (6 digits XXXX.XX) 1004 . 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:

☐ New Course  Board Approval Date:  Effective Semester:
☐ Addition of Existing District Course  College Approval Date:  Effective Semester:
☐ Course Change*  College Approval Date:
☒ Outline Update  College Approval Date:  10/16/2007

* Changes to a course require the completion of a "Course Change Request" form and approval by the Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.
LOS ANGELES COMMUNITY COLLEGE DISTRICT
COURSE STANDARDS AND CRITERIA

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>STANDARDS FOR APPROVAL</th>
<th>RATING CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 55002</td>
<td>MET</td>
</tr>
<tr>
<td>Grading Policy: The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is 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.</td>
<td>X</td>
</tr>
<tr>
<td>Units: The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.</td>
<td>X</td>
</tr>
<tr>
<td>Intensity: The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.</td>
<td>X</td>
</tr>
<tr>
<td>Prerequisites and Corequisites: When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.</td>
<td>X</td>
</tr>
<tr>
<td>Basic Skills Requirements: If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty: The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.</td>
<td>X</td>
</tr>
<tr>
<td>Level: The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.</td>
<td>X</td>
</tr>
<tr>
<td>Course Outline of Record: The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other 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>Conduct of Course: Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.</td>
<td>X</td>
</tr>
<tr>
<td>Repetition: Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.</td>
<td>X</td>
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</tbody>
</table>
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.

Charles Ingram
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