Los Angeles Community College District
COURSE OUTLINE

SECTION I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2005-2006

1. COLLEGE: Southwest

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

3. COURSE NUMBER: Spanish 1

4. COURSE TITLE: Elementary Spanish I

5. UNITS: 5

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

   This course stresses the mastery of fundamentals of pronunciation and structure. Emphasis is placed upon developing the student's ability to understand, to speak, to read, and to write simple Spanish, using basic vocabulary and stressing idiomatic expressions. The student is introduced to Hispanic culture through simple readings and visual aids.

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

8. This is a beginning Spanish class that emphasizes pronunciation, structure and Hispanic culture.

9. COLLEGE COURSE APPROVAL DATE: before 1990
   COLLEGE OUTLINE APPROVAL DATE: 12/20/05

10. UPDATES FOR EXISTING COURSES ONLY (check all applicable boxes):

   - Content Last Update: 2002
   - Objectives Last Update: 1998
   - College Specific Course Attributes/Data Elements Last Update: None
   - Districtwide Course Attributes/Data Elements Last Update: None
   - Other (describe) Last Update: None

10. CLASS HOURS:

<table>
<thead>
<tr>
<th></th>
<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</td>
<td>5</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>Lab/activity (w/ homework):</td>
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</tr>
<tr>
<td>Lab/activity (w/o homework):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>90</td>
<td>5</td>
</tr>
</tbody>
</table>

\(^1\) Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.
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 (Add a list of entry skills for this course if it has a prerequisite, corequisite or advisory.)

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>
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</tbody>
</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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</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

### COURSE CONTENT AND OBJECTIVES:

#### COURSE CONTENT AND SCOPE – Lecture:
If applicable, outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class).

<table>
<thead>
<tr>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Lecture (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.”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The Alphabet</td>
<td></td>
</tr>
<tr>
<td>1.2 Cardinal Numbers 0–30</td>
<td>2. Read short selections in Spanish and answer oral and written questions on the passages read.</td>
</tr>
<tr>
<td>1.3 Colors</td>
<td>3. Converse in Spanish using the present tense, the preterite tense, and the periphrastic future.</td>
</tr>
<tr>
<td>2. Grammar &amp; Communication II</td>
<td>4. Employ as closely as possible the pronunciation of a native speaker.</td>
</tr>
<tr>
<td>2.1 Days of the Week</td>
<td>5. Recount some major aspects of Hispanic history and daily life.</td>
</tr>
<tr>
<td>2.2 Months and Seasons</td>
<td>6. Identify some differences between their own culture and that of Hispanic culture.</td>
</tr>
<tr>
<td>2.3 Dates</td>
<td></td>
</tr>
<tr>
<td>CULTURE: Names and Nicknames in the Hispanic World; Body Language when greeting people in Spanish-speaking societies</td>
<td></td>
</tr>
<tr>
<td>3. Grammar &amp; Communication III</td>
<td></td>
</tr>
<tr>
<td>3.1 Subject Pronouns</td>
<td></td>
</tr>
<tr>
<td>3.2 Present Indicative of Ser</td>
<td></td>
</tr>
<tr>
<td>3.3 Gender and Number</td>
<td></td>
</tr>
<tr>
<td>3.4 Definite and Indefinite Articles</td>
<td></td>
</tr>
</tbody>
</table>
| 4. Grammar & Communication IV | 5 Hrs
4.1 Numbers 31 – 100 |
4.2 Telling Time |
4.3 Present Tense of Regular -AR Verbs |
| CULTURE: The 24 hour time system; Educational systems contrasted; Conventions in writing addresses | |
| 5. Grammar & Communication V | |
| 5.1 Negative & Interrogative Sentences | 5 Hrs
5.2 Possession with de |
5.3 Possessive Adjectives | |
| 6. Grammar & Communication VI | |
| 6.1 Cardinal Numbers above 100 | 5 Hrs
6.2 Descriptive Adjectives |
6.3 –ER and –IR Verbs |
| CULTURE: Answering the phone in different Spanish-speaking countries; Spanish language in the | |
| 1. Ask and answer questions in Spanish using the present and preterite tense of regular, stem-changing, and some irregular verbs. | |
| 2. Read short selections in Spanish and answer oral and written questions on the passages read. | |
| 3. Converse in Spanish using the present tense, the preterite tense, and the periphrastic future. | |
| 4. Employ as closely as possible the pronunciation of a native speaker. | |
| 5. Recount some major aspects of Hispanic history and daily life. | |
| 6. Identify some differences between their own culture and that of Hispanic culture. | |

### STUDENT LEARNING OUTCOMES

At the end of this course, students can:

1. Introduce themselves in Spanish, say where they are from and give their phone numbers.
2. Make and receive phone calls in Spanish (in class role playing).
3. Plan weekend activities, tell their needs and preferences, and talk about their state of mind (dialog/conversation with peers in front of class).
4. Order meals in a Spanish-speaking restaurant (role play presentation in class based on model).
| U.S. | | 5. Compose short essays to describe people and things and talk about the weather. |
| 7.1 Tener and Venir | | 7. Check in at a Spanish-speaking hotel and ask about accommodations and tourist activities (role playing, orally with peer; ask and answer spontaneously; compose original dialogs based on models). |
| 7.2 The Personal A | | 8. Compare and contrast some aspects of Hispanic culture with their own; (compose responses based on readings; orally compare and contrast aspects, engaging in conversation with peers). |
| 7.3 Pronouns as Objects of Prepositions | |  |
**CULTURE:** Travel and currency; Types of Accomodations; Customs related to travel

15. Grammar & Communication XV
   15.1 Constructions with Gustar
   15.2 Time Expressions with Hacer

16. Grammar & Communication XVI
   16.1 Ordinal Numbers
   16.2 Direct and Indirect Object pronouns Used Together

**CULTURE:** Banks and Banking; Bad-luck day

17. Grammar & Communication XVII
   17.1 Preterite of Ser, Ir, Dar
   17.2 Preterite of E : I and O : U Stem-Changing Verbs

17.3

18. Grammar & Communication XVIII
   18.1 Uses of Por and Para
   18.2 Formation of Adverbs

**CULTURE:** Living with parents until marriage

5 Hrs

**Total lecture hours** 90

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).

Hours per topic

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.”)

**Total lab hours**

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

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**Bloom's Taxonomy**

2 In general “activity” courses or portions of courses are classified a “laboratory.”
<table>
<thead>
<tr>
<th>SIMPLE SKILLS</th>
<th>Complex Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td><strong>Comprehension</strong></td>
</tr>
<tr>
<td>define</td>
<td>translate</td>
</tr>
<tr>
<td>repeat</td>
<td>restate</td>
</tr>
<tr>
<td>record</td>
<td>discuss</td>
</tr>
<tr>
<td>list</td>
<td>describe</td>
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<tr>
<td>recall</td>
<td>recognize</td>
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<tr>
<td>name</td>
<td>explain</td>
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<td>relate</td>
<td>express</td>
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<tr>
<td>underline</td>
<td>identify</td>
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<tr>
<td>locate</td>
<td>report</td>
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<tr>
<td>report</td>
<td>review</td>
</tr>
<tr>
<td>tell</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking**

- define
- repeat
- record
- list
- recall
- name
- relate
- underline

- translate
- restate
- discuss
- describe
- recognize
- explain
- express
- identify
- locate
- report
- review
- tell

- interpret
- apply
- employ
- use
- demonstrate
- dramatize
- practice
- illustrate
- operate
- schedule
- shop
- sketch

- distinguish
- analyze
- differentiate
- appraise
- calculate
- experiment
- test
- compare
- contrast
- criticize
- diagram
- inspect
- debate
- inventory
- question
- relate
- solve
- examine
- categorize

- compose
- plan
- propose
- design
- formulate
- arrange
- assemble
- collect
- construct
- create
- set up
- organize
- prepare

- judge
- appraise
- evaluate
- rate
- compare
- value
- revise
- score
- select
- choose
- assess
- estimate
- measure
2. REQUIRED TEXTS:

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

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>PUBLISHER</th>
<th>EDITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jarvis, Lebreido, Mena-Ayllon</td>
<td>Como se dice…?</td>
<td>Houghton/Mifflin</td>
<td>8th (2005)</td>
</tr>
<tr>
<td>Jarvis, Lebreido, Mena-Ayllon</td>
<td>WKBK/LAB MANUAL</td>
<td>Houghton/Mifflin</td>
<td>8th (2005)</td>
</tr>
</tbody>
</table>

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Appropriate readings are in the Spanish I textbook. Typical readings at the beginning of the semester are dialogues and short paragraphs of 50 - 60 words which exercise pronunciation and develop reading comprehension. These readings graduate in length and difficulty so that by the end of the semester students are reading more complicated dialogues and paragraphs of 150 – 300 words.

The readings teach about Hispanic Cultures, both in Spanish-speaking countries and in the United States. Some readings in the text are: En la universidad, Por telefono, Costumbres y tradiciones, Las comidas, and En un hotel.

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:

Students perform a variety of writing assignments and oral tasks. They write or produce orally fill-in-the blank exercises, answers to questions, missing lines in a dialogue, or missing sentences in a paragraph. They write short paragraphs from the workbook or as instructor’s assignments, based on the vocabulary and structures of the text lesson. Typical writing assignments are: Descripcion de un amigo; Un dia tipico de su vida; Mis planes para las vacaciones.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Students study the textbook, prepare grammar exercises, write guided compositions, and prepare oral presentations to give in class. They do readings from the textbook and work on the written assignments from the workbook.

Students attend the language laboratory and independently do work assigned by the instructor from the Laboratory Manual.

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.

A typical assignment could consist of the following:
Students write a composition on their vacation plans. They describe the place where they will go, the persons with whom they will go, and what they will do there. In writing this composition they will use the periphrastic future and newly acquired vocabulary which is appropriate for the subject. After completing this assignment, they will discuss it in class and attempt to derive rules of form and usage of the periphrastic future.

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):

- Exams and quizzes
- Essay assignments
- Class presentation of oral dialogues
- Participation in class activities

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)

Additional materials taken from Spanish language publications.

9. SUPPLIES:
List of supplies the student must provide.

Notebooks, Paper, Pens. Pencils and textbooks

10. COMPUTER COMPETENCY:
If applicable, explain how computer competency is included in the course.

A set of CDs accompanies the textbook. There are also CDs in the language laboratory. Students use these CDs to supplement the work done in class. Additionally, students may be encouraged to correspond by e-mail with a person from a Hispanic country. Students are required to write compositions using computer word processing software.

11. INFORMATION COMPETENCY:
If applicable, explain how information competency is included in the course.
Students are sometimes required to research information about a Hispanic country and present the information to the class.

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

Diversity is an integral part of this course. Students are studying a new language and a new culture. They are learning about a culture that is completely different from their own.

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, 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 \(\text{http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm}\)).

Program Requirement for AA, Spanish (Program ID # 02876)

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: 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 \(\text{http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm}\)

In this class, students study a new language and a new culture

\(^{2nd}\) 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 \(\text{http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm}\)
### Section IV: Articulation Information

**1. Transfer Status:**

- **University of California:** YES
  - College approval date: before 1990
- **California State University:** YES
  - College approval date: before 1990

**2. General Education for Transfer:**

**IGETC Certification: YES**

<table>
<thead>
<tr>
<th>Area Requested</th>
<th>Date Requested</th>
<th>IGETC Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>6: Language Other than English</td>
<td>12/90</td>
<td>Fall 1991</td>
</tr>
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</table>

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

**CSU Certification: YES**

<table>
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<tr>
<th>Area Requested</th>
<th>Date Requested</th>
<th>CSU Approval Date</th>
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</thead>
<tbody>
<tr>
<td>C-2: Other Humanities</td>
<td>before 1990</td>
<td>before 1990</td>
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If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

<table>
<thead>
<tr>
<th>2nd Area Requested</th>
<th>Date Requested</th>
<th>IGETC Approval Date</th>
<th>2nd Area Requested</th>
<th>Date Requested</th>
<th>CSU Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
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<td>none</td>
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</table>

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

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:**

<table>
<thead>
<tr>
<th>CAN Approval -- Date Requested</th>
<th>Date Approved</th>
</tr>
</thead>
</table>

Approved 12/13/02
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: English and Foreign Languages

2. DEPARTMENT/DIVISION CODE: 04

3. SUBJECT CODE -- 3 characters, assigned by District Office: 897

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

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

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

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) 1105.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/edes/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
☐ Addition of Existing District Course
☐ Course Change*
☒ Outline Update

<table>
<thead>
<tr>
<th>Approval Type</th>
<th>Board Approval Date</th>
<th>Effective Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition of Existing District Course</td>
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<td></td>
</tr>
<tr>
<td>Course Change*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline Update</td>
<td>College Approval Date: 12/20/05</td>
<td></td>
</tr>
</tbody>
</table>

* 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.
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><strong>Section 55002</strong></td>
<td>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>X</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>
<td>X</td>
</tr>
<tr>
<td>Treats subject matter with a scope and intensity which requires students to study independently outside of class time.</td>
<td>X</td>
</tr>
<tr>
<td>Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled</td>
<td>X</td>
</tr>
<tr>
<td>Requires the ability to think critically and to understand and apply concepts in order to participate in the course.</td>
<td>X</td>
</tr>
<tr>
<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
<td>X</td>
</tr>
<tr>
<td>Requires the use of college level educational materials.</td>
<td>X</td>
</tr>
</tbody>
</table>
CERTIFICATION AND RECOMMENDATION

☒ This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts or Science 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 properly represent this course and that the design of the course is not in conflict with any law.

Arabella Persaud 12/20/05
Originator

Sharon Maselli 12/20/05
Department/Cluster Chairperson

Linda Larson Singer 12/20/05
Articulation Officer

Shelley Werts 12/21/05
Librarian

Earnestine Thomas-Robertson 12/20/05
Dean (if applicable)

Linda Larson-Singer 12/20/05
Curriculum Committee Chairperson

Reggie Morris 12/21/05
Academic Senate President

Earnestine Thomas-Robertson for Leige Henderson 12/22/05
Vice President, Academic Affairs

Audre Levy 12/20/05
College President