Los Angeles Community College District

COURSE OUTLINE
(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2005-2006

*  
1. COLLEGE: LA SOUTHWEST

2. SUBJECT (DISCIPLINE) NAME: Theater
   (40 characters, no abbreviations)

3. COURSE NUMBER: 240

4. COURSE TITLE: Voice and Articulation for the Theater

5. UNITS: 3

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

This course is designed as an elementary voice class introducing the student to the mechanics of voice production and the various performance elements of theater and speech: monologues, speeches, the use of vocal quality, tempo and pitch. Through lecture and discussion of technique and of anatomy the course will cover vocal exercises, posture, physical and vocal warms that will aide the student with acquiring the basics of good voice, speech and articulation for the stage.

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

This course is designed with emphasis on speech practice and technique for the stage. Students are introduced to the fundamentals of good speech, breathing and posture. A study is made in the psychological and acoustical factors that determine vocal quality, force, rhythm and pitch.

8. INITIAL COLLEGE COURSE APPROVAL DATE: 1981
   COLLEGE OUTLINE APPROVAL DATE: 1/24/2006

9. UPDATES (check all applicable boxes):

   ✗ Content Previous Update: 1992
   ✗ Objectives Previous Update: 1992
   [ ] College Specific Course Attributes/Data Elements Previous Update:
   [ ] Districtwide Course Attributes/Data Elements Previous Update:
   ✗ Other (describe) Previous Update:

   Course Description

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

| Lecture: | 3 | | 54 | 3 |
| Lab/activity (w/ homework): | 3.00 | | 3.00 | 3.00 |
| Lab/activity (w/o homework): | 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:

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>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).</th>
<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>
</table>
| I. Breathing  
A. Locations  
B. Freeing & Relaxation  
C. Sensations  
II. Vocal warm up  
A. Body active centers  
B. Panting  
C. Rhythm & Tempo  
D. Pitch  
III. Physical warm up  
A. Stretching  
B. Movement  
C. Posture  
IV. Articulators/Anatomy  
A. Tongue  
B. Teeth  
C. Lips  
D. Diaphragm  
E. Soft palate  
F. Hard palate  
V. Journal/Self-evaluation  
A. Problems  
B. Attributes  
C. Improvements  
VI. Oral Presentations/Optimum Attributes for Each  
A. Famous speech  
B. Poetry  
C. Prose  
D. Monologue  
E. Public Service Announcement  
F. Extemporaneous speech  
VII. Phonetics  
A. Creating sounds  
B. Articulation  
C. IPA  
VIII. Critiques  
A. Peers  
B. Self  
C. Theatrical productions. | 6 6 6 15 9 | 1. Compose a study sheet that lists breathing techniques and how to utilize them.  
2. Demonstrate and utilize physical warm up drills that aids with establishing a pattern for physical relaxation the will enhance vocal quality.  
3. Demonstrate and utilize vocal warm up drills that aids with establishing a vocal range.  
4. Identify and list the basic group of articulators that aid with diction and vocal quality.  
5. Identify and correct diction problems in self and in peers while preparing for a presentation.  
6. Prepare and present speeches, poetry, prose, and monologues that dramatize pitch and rhythm. The student will also incorporate interpretation and character analysis as it relates to a theatrical presentation.  
7. Apply the fundamentals of phonetics as they relate to enhancing diction and enunciation.  
8. Prepare and analyze diction, pitch and rhythm of a theatrical production in a written constructive format.  

SLO’S: As a result of this learning experience, the student can:  
1. Select performance material that is suitable to vocal range and strength of interpretation.  
2. Compose a journal that tracks vocal growth throughout the course that assesses what the student feels are strong and weak qualities.  

| 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*).

<table>
<thead>
<tr>
<th>Hours per Topic</th>
</tr>
</thead>
</table>
| **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.”)*

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| Total Lab hours* | 0 |

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

**Bloom’s Taxonomy**

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

**2. REQUIRED TEXTS:**

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

**Going Public** by Virginia P. Richmond and Mark Hickson III, Allyn and Bacon, 2002

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2 In general “activity” courses or portions of courses are classified “laboratory.”
3. SUPPLEMENTARY READINGS:
Reading assignments may include, but are not limited to the following:

Various selections of poetry, famous speeches and monologues to later interpret orally.

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:

1. Students are assigned 6 assignments that are to be presented before the class during the semester. The focus will be directed to vocal quality, articulating skills and various vocal exercises performed to complete the assignment.
2. Journals will be turned in periodically detailing different experiences associated with the assignments rehearsed and performed in class. Instructor will address subject matter discussed in the journals that may include questions about, problems with, observations of and victories associated with the practice of good vocal development.
3. The written examination will include essay style questions requiring the student to recall, identify, explain, compare and contrast and/or solve an unfamiliar problem dealing with the voice, speech and/or articulation. Included in the exams will be material presented throughout the semester including the ability to recognize and compare and contrast the sounds and symbols of the IPA and their importance in the study of American Standard Pronunciation; the ability to analyze student’s own voice on the basis of tone, pitch, rhythm, rate and volume; and, the ability to identify and define the terminologies related to vocal productions that have been presented through lecture, text, discussion and demonstration.
4. Two written play critiques on a live production will be handed in detailing the quality of the performance, and the talent and creativity associated with the actor’s performance in the play.

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

Viewing public performances of plays for later critiques of voice quality and articulation.

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 work of the class requires that the student demonstrate his awareness and understanding of the concepts presented through lectures/demonstration and handout materials by completing assignments that will include vocal presentations of speeches, poetry, dramatic readings and extemporaneous topics based on current events. The student would be required to make these presentations utilizing rhythm, pitch, articulation and preparation skills taught in class. The student would also be required to respond with written criticism that aptly details the work of peers in classroom assignments and the work of related artists doing productions. Students will
take quizzes that will demonstrate their ability to comprehend materials that were handed out in class that identify body parts, and terms that relate to breath control, physical and vocal warm-ups, and theatrical presentation.

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):

Evaluation will be based on student's ability to demonstrate knowledge of the proper theatrical terminologies, how they present a poem or a dramatic reading and other related vocal assignments. Evaluation will also include how the student tracks their own vocal growth; the observations will be detailed in their journals.

The student's ability will be assessed through quizzes, written assignments, oral presentations and a written final.

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.

Poetry, speeches, newspapers or magazines for current events. A notebook for keeping a journal.

10. COMPUTER COMPETENCY:

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

Students may have to do on line research and present type written reports and speeches.

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 are responsible for locating and evaluating appropriate information for various written assignments.

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

This course is open to all students; theater is an art form recognized by all cultures.

13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (Secretary’s Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

☒ Managing Time: Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.

☐ Managing Money: Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

☒ Managing Material and Facility Resources: Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

☒ Participating as Member of a Team: Working cooperatively with others and contributing to group’s efforts with ideas, suggestions and effort.

☒ Teaching Others New Skills: Helping others learn needed knowledge and skills.

☒ Exercising Leadership: Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.

☐ Negotiating: Working toward agreement that may involve exchanging specific resources or resolving divergent interests.

☒ Working with Cultural Diversity: Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

☒ Acquiring and Evaluating Information: Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.

☒ Organizing and Maintaining Information: Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

☒ Interpreting and Communicating Information: Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

☒ Using Computers to Process Information: Employing computers to acquire, organize, analyze and communicate information.
SYSTEMS

☐ Understanding Systems: Knowing how social, organizational and technological systems work and operating effectively with them.

☒ Monitoring and Correcting Performance: Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

☐ Improving or Designs Systems: Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

☒ Selecting Technology: Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

☒ Applying Technology to Tasks: Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

☐ Maintaining and Troubleshooting Equipment: Preventing, identifying, or solving problems with equipment, including computers and other technologies.
Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes
   
a. If yes, the course will be a 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

<table>
<thead>
<tr>
<th>Program requirement for AA in Theater (Program ID # 02875)</th>
</tr>
</thead>
</table>

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

   This course meets an Humanities requirement for both the AA and AS degrees.

   a. 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.

   http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm
## 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: 1981

### 2. General Education for Transfer:

#### IGETC Certification:

- a. 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.

#### CSU Certification:

- a. 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.

#### 2nd Area requested:

- a. 2nd 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.

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?

- **NO**

List college/university and the majors:

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major(s)</th>
</tr>
</thead>
</table>

#### CAN Number:

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

1. DEPARTMENT/DIVISION NAME: The Arts

2. DEPARTMENT/DIVISON CODE: 01

3. SUBJECT CODE -- 3 characters, assigned by District Office: 935 (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: Theater

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

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

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 55002(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) **1006.00**

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): **D – Possibly Occupational**

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

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

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

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

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

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

1. APPROVAL STATUS:

a. ☐ New Course  .  Board Approval Date:  .  Effective Semester:

b. ☐ Addition of Existing District Course  .  College Approval Date:  .  Effective Semester:

c. ☐ Course Change*  .  College Approval Date:  .  Effective Semester:

d. ☒ Outline Update  .  College Approval Date: 1/24/2006

* Changes to a course require the completion of a “Course Change Request” form and approval by the college’s Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.
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><strong>MET</strong></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>✗</td>
</tr>
<tr>
<td>Is taught by a credentialed instructor in the discipline.</td>
<td>✗</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>✗</td>
</tr>
<tr>
<td>Is taught in accordance with a set of instructional objectives common to all students.</td>
<td>✗</td>
</tr>
<tr>
<td>Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.</td>
<td>✗</td>
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<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>✗</td>
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<tr>
<td>Treats subject matter with a scope and intensity which requires students to study independently outside of class time.</td>
<td>✗</td>
</tr>
<tr>
<td>Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled</td>
<td>✗</td>
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<tr>
<td>Requires the ability to think critically and to understand and apply concepts in order to participate in the course.</td>
<td>✗</td>
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<tr>
<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
<td>✗</td>
</tr>
<tr>
<td>Requires the use of college level educational materials.</td>
<td>✗</td>
</tr>
</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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al Cowart</td>
<td>01/26/06</td>
</tr>
<tr>
<td>Originator</td>
<td>Date</td>
</tr>
<tr>
<td>Patricia Ann Lewis</td>
<td>01/24/06</td>
</tr>
<tr>
<td>Department/Cluster Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td>Linda Larson Singer</td>
<td>01/24/06</td>
</tr>
<tr>
<td>Articulation Officer</td>
<td>Date</td>
</tr>
<tr>
<td>Shelley Werts</td>
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<td>Librarian</td>
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<td>Earnestine Thomas-Robertson</td>
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<tr>
<td>Linda Larson-Singer</td>
<td>01/24/06</td>
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<tr>
<td>Curriculum Committee Chairperson</td>
<td>Date</td>
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<tr>
<td>Reggie Morris</td>
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<tr>
<td>Academic Senate President</td>
<td>Date</td>
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<tr>
<td>Vincent Jackson for Leige Henderson</td>
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<tr>
<td>Vice President, Academic Affairs</td>
<td>Date</td>
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<tr>
<td>Audre Levy</td>
<td>02/03/06</td>
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