Modesto Junior College

Course Outline of Record Report

11/04/2020

ART162 : History of Renaissance Art

General Information

Faculty Author:	- Import, Data
Attachments:	CCCCO Approval Letter.pdf CAS UC CSU ART 162.pdf ART-162_SU15 COR.pdf ART_162_CAR.pdf Download
Course Code (CB01) :	ART162
Course Title (CB02) :	History of Renaissance Art
Department:	Art
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1001.00) Fine Arts, General
CIP Code:	(50.0101) Visual and Performing Arts, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000300669
Curriculum Committee Approval Date:	10/07/2014
Board of Trustees Approval Date:	11/12/2014
External Review Approval Date:	05/03/2019
Course Description:	Analysis of the European 14th-16th century drawing, painting, sculpture, and architecture, with an emphasis on the Italian High Renaissance masters.
Proposal Type:	This course is being updated for periodic review, and textbook update. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	- Art History
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Repeatability

0

Type of Repeat

No value

Grading

- A-F or P/NP

Course Prior to College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Art	A.A. Degree	MJC Spring 2021
Art History for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021
CSU General Education Pattern	Certificate of Achievement	MJC Spring 2021
General Studies: Humanities	A.A. Degree	MJC Spring 2021
Humanities	A.A. Degree	MJC Spring 2021
IGETC Pattern	Certificate of Achievement	MJC Spring 2021
MJC-GE Pattern	MJC-GE Pattern	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C: Humanities	(MJC-GE:C)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C1: Arts	(CSU-GE:C1)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Intersegmental General Education Transfer Curriculum (IGETC) (for CSU and UC)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area 3A: Arts	(IGETC: 3A)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.

○ Yes
○ No
● Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.

- CSU, Sacramento

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)

ART 106

Provide the title of the comparable CSU course.

Renaissance Art

Does course-to-course articulation with this course exist for this academic year?

No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- UC Berkeley

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)

HISTART 62

Provide the title of the comparable CSU or UC course.

Introduction to Italian Renaissance Art History Of Art.

Does course-to-course articulation with this course exist for this academic year?

No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

No Value

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)

No Value

Provide the title of the comparable CSU or UC course.

No Value

Does course-to-course articulation with this course exist for this academic year?

No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108
Total Student Learning Hours	162	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Lab Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	54
Lab	-
Activity	-
Total	54
Course Out-Of-Class Hours	
Lecture	108
Lab	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
No value	No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Slide lectures presenting the major works of art, and elaboration on their basic qualities 2. Assigned chapter readings in text and reference materials as related to presented materials 3. In-class discussions of the works of art and their relation to the overall chronological development 4. In-class discussions evaluating selected works of art, and applying appropriate concepts and terminology 5. Review of major art works, concepts, and vocabulary

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Read the chapters in the textbook: 12 chapters for the 15 week semester. Students also will read at least three chapters selected from other published studies on the subject by the professor.
2. Study and memorize selected data on about 40 major works of art from each of the 5 section periods under discussion to know the period, culture, artist, title, approximate date, medium, stylistic characteristics and techniques.
3. There are ten multiple choice homework assignments of 50 questions each with 5 options per question
4. Each student will write five 250 word discussions selected from 5 groups of 8 to 16 questions; one every 3 weeks. These are shared with all students, who comment on them.
5. Term papers or Power-Point presentations on specified artists, movements, periods or themes.

Evidence of Critical Thinking (Quality)

1. Students must write at least one 1500 word essay on a Museum Field Study or two 1500 word summaries selected by the professor from published materials suitable to the subject. In the first case students will select a group of 3 or 4 works of art, describe first, then submit them to a compare and contrast evaluation to demonstrate an understanding of the stylistic characteristics of the various periods and personal styles of individual artists. These papers are designed to challenge the student in assessing, interpreting, criticizing and evaluating works of art and writings on the subject.
2. Student will be assigned short writing assignments, which might also be used it inform class discussions. These short essays are designed to help students make connections between, artists, styles, and elements of historical context. Examples of Discussion Questions:
    1. Discuss Leonardo's Last Supper, c. 1495-98. Who commissioned the work, and what problems did Leonardo face in its execution? Discuss the work as composition, technique and meaning. What is the function of the painting?
    2. Using Michelangelo's David, c. 1501-05, as a point of departure, discuss the technique of marble carving. What are the various elements of the technique, and how does it work. Compare this work to Donatello's David.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Homework assignments include the answering of question sets designed to engage the students with the data explored in class to deepen their abilities to memorize, describe, interpret and distinguish the artworks of the various periods and cultures. 2. Short summary report on specific published topics relevant to the subject in which students evaluate, consider and reorganize the material before presenting a final criticism of it.
SUMMATIVE EVALUATION	1. Quizzes and tests on the material presented. Examinations will include slide identification (i.e. Title, artist, culture, period, date, medium, style), definition of vocabulary terms, evaluation of multiple-choice and true or false statements, and essays of comparative and descriptive nature. 2. Written report on a museum field study(alternative research assignment) in which students evaluate selected works of art using the formal methods and data explored in classes, text, study guides etc.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Frederick Hartt & David G. Wilkins	History of Italian Renaissance Art (7th Ed.)	Pearson-Prentice Hall	2010	0205705812
James Snyder	The Northern Renaissance (2nd Ed.)	Pearson, Prentice Hall	2005	0-13-18956
Vasari, G.	Lives of the Artists	-	1568	

Other Instructional Materials

No Value

Materials Fee

Is there a materials fee for this course?

○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?

○ Yes
○ No

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

☑ Yes
☐ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

The Northern Renaissance 2005 - This is the latest edition.
Lives of the Artists 1568 - Reprinted by Oxford World Classics as recently as 2008.

Learning Outcomes and Objectives

Course Objectives

Define the major monuments and movements of the period, and evaluate how the artists and patrons expressed themselves through the works.

Designate the chronology of art developments, and define the terms employed in the discussion of these developments.

Identify, describe, and distinguish between the styles of the individual artists and the regions they represent.

Analyze the basic qualities of an artwork, i.e., style, composition, color, technique, and medium.

Write clearly and concisely about works of art and the artists and cultures that made them.

Identify selected works of art in art museums and apply them to the chronology of artistic development.

Assess the basic literature on the various countries and sub-periods of the Renaissance.

Compare original works of art in art museums and contrast them to determine their aesthetic value.

CSLOs

Demonstrate comprehension of the general style, composition, color harmonies, techniques, and medium qualities of a work of art.

Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
Art ART HISTORY, AA-T	Demonstrate preparedness to successfully continue studies in Art History or a related subject at an upper-division level.
	Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.
	Demonstrate and understanding of the chronology of art developments and the vocabulary terms employed in the discussion of these developments.
Art ART, AA	Make informed assessments of quality and effectiveness in works of art, including their own.
	Identify and distinguish various historical periods of art.
ISLOs GELO	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

Recognize the major monuments of the great art periods of the Renaissance era from c. 1300 to 1600 in the Western Tradition.

Expected SLO Performance: 0.0

Art ART HISTORY, AA-T	Demonstrate preparedness to successfully continue studies in Art History or a related subject at an upper-division level.
	Learn the major monuments and masterpieces of the great art periods from the prehistoric to the Modern era discern how man expresses himself through these works.
	Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.
	Demonstrate and understanding of the chronology of art developments and the vocabulary terms employed in the discussion of these developments.
ISLOs Core ISLOs	Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.
Art ART, AA	Make informed assessments of quality and effectiveness in works of art, including their own.
	Identify and distinguish various historical periods of art.
ISLOs GELO	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

Evaluate original works of art.

Expected SLO Performance: 0.0

Art ART HISTORY, AA-T	Evaluate original works of art by visiting significant art museums in the San Francisco Bay Area or elsewhere.
	Learn the major monuments and masterpieces of the great art periods from the prehistoric to the Modern era discern how man expresses himself through these works.
	Demonstrate preparedness to successfully continue studies in Art History or a related subject at an upper-division level.
	Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.
	Demonstrate and understanding of the chronology of art developments and the vocabulary terms employed in the discussion of these developments.
ISLOs Core ISLOs	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.
	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
Art ART, AA	Identify and distinguish various historical periods of art.
	Demonstrate preparedness to successfully continue studies in art at an upper division level.
	Make informed assessments of quality and effectiveness in works of art, including their own.
ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.

Expected SLO Performance: 0.0

Art ART HISTORY, AA-T	Demonstrate preparedness to successfully continue studies in Art History or a related subject at an upper-division level.
	Demonstrate and understanding of the chronology of art developments and the vocabulary terms employed in the discussion of these developments.
	Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.
Art ART, AA	Demonstrate preparedness to successfully continue studies in art at an upper division level.
	Identify and distinguish various historical periods of art.
	Make informed assessments of quality and effectiveness in works of art, including their own.
ISLOs Core ISLOs	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.
ISLOs GELO	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

Content

Course Content

This course will cover the development of visual expression in Renaissance art from its earliest forms (c. 1300) to the advent of the Baroque period (c. 1600). This survey will be divided into sections on:

1. Proto-Renaissance in Italy (c. 1300-1400)
2. The Early Renaissance in Northern Europe I (c. 1400-1450)
3. The Early Renaissance in Italy I (c. 1400-1450)
4. The Early Renaissance in Italy II (c. 1450-1490)
5. The High Renaissance in Italy (c. 1480-1525)
    1. Leonardo
    2. Michelangelo
    3. Raphael
    4. Georgione and Titian
6. Aspects of Mannerism
7. The Early Renaissance in Northern Europe II (c. 1450-1500)
8. The High Renaissance in Northern Europe (c. 1500-40)

Recommended Course Content

Recommended Course Content

No Value

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Distance Education Addendum

No Value

Modality Type:

No Value

Methods of Instruction:

No Value

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)

No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.

No Value

Announcements:

No Value

Discussion Boards:

No Value

Q & A Discussion Boards:

No Value

Assignment Feedback:

No Value

Office Hours and Conferences:

No Value

Third-Party Tools:

No Value

Online Course Syllabus:

No Value

E-mail:

No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

No Value

Are library resources needed for this course?

No Value

Do you have any special concerns/needs or comments? If yes, describe.

No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

No Value

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

No Value

If you are requesting Distance Education, did you complete the DE addendum tab?

No Value

If requesting transferability, have you completed the comparable courses field?

No Value

Add any additional comments you want reviewers to read.

No Value

Modesto Junior College

Course Outline of Record Report

11/04/2020

ART163 : History of Modern Art

General Information

Faculty Author:	• Import, Data
Attachments:	CCCCO Approval Letter.pdf CAS UC CSU ART 163.pdf ART-163_SU15 COR.pdf ART_163_CAR.pdf Download
Course Code (CB01) :	ART163
Course Title (CB02) :	History of Modern Art
Department:	Art
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1001.00) Fine Arts, General
CIP Code:	(50.0101) Visual and Performing Arts, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000195091
Curriculum Committee Approval Date:	10/07/2014
Board of Trustees Approval Date:	11/12/2014
External Review Approval Date:	05/03/2019
Course Description:	Analysis of the arts through the study of painting, sculpture, architecture, and the history of Europe and the Americas from c. 1800 to the present. (C-ID: ARTH 150)
	No value
Proposal Type:	This course is being updated for periodic review, textbook update. ART 163 is currently approved for C-ID ARTH 150.
	No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	• Art History
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grading

• A-F or P/NP

Course Prior to College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

☐ Allow Students to Gain Credit by Exam/Challenge

Repeatability

0

Rationale For Credit By Exam/Challenge

No value

Type of Repeat

No value

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Art	A.A. Degree	MJC Spring 2021
Art History for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021
CSU General Education Pattern	Certificate of Achievement	MJC Spring 2021
General Studies: Humanities	A.A. Degree	MJC Spring 2021
IGETC Pattern	Certificate of Achievement	MJC Spring 2021
MJC-GE Pattern	MJC-GE Pattern	MJC Spring 2021
Photography	A.A. Degree	MJC Spring 2021
Studio Arts for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability	Transferability Status
Transferable to both UC and CSU	Pending

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C: Humanities	(MJC-GE:C)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C1: Arts	(CSU-GE:C1)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Intersegmental General Education Transfer Curriculum (IGETC) (for CSU and UC)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area 3A: Arts	(IGETC: 3A)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.

○ Yes

○ No

● Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.

- CSU, Stanislaus

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)

ART 2520

Provide the title of the comparable CSU course.

Art History Survey—Modern

Does course-to-course articulation with this course exist for this academic year?

No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- UC Los Angeles

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)

(prefix unclear) 54

Provide the title of the comparable CSU or UC course.

Modern Art Art History

Does course-to-course articulation with this course exist for this academic year?

No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

No Value

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)

No Value

Provide the title of the comparable CSU or UC course.

No Value

Does course-to-course articulation with this course exist for this academic year?

No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Lab Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	54
Lab	-
Activity	-
Total	54
Course Out-Of-Class Hours	
Lecture	108
Lab	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
No value	No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Slide lectures presenting the major works of art and elaboration on their basic qualities 2. Assigned chapter readings in text and reference materials as related to presented materials 3. In-class discussion of the works of art, their relationship to the overall chronological development, and proper terminology and vocabulary concerning various art styles and techniques 4. Review of major art works, concepts, and vocabulary

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Read the chapters in the textbook: 12 chapters for the 15 week semester. Students also will read at least three chapters selected from other published studies on the subject by the professor.
2. Study and memorize selected data on about 40 major works of art from each of the 5 section periods under discussion to know the period, culture, artist, title, approximate date, medium, stylistic characteristics and techniques.
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4. Each student will write five 250 word discussions selected from 5 groups of 8 to 16 questions; one every 3 weeks. These are shared with all students, who comment on them.
5. Term papers or Power-Point presentations on specified artists, movements, periods or themes.

Evidence of Critical Thinking (Quality)

1. Students must write at least one 1500-word essay on a Museum Field Study or two 1500-word summaries selected by the professor from published materials suitable to the subject. In the first case students will select a group of 3 or 4 works of art viewed directly at a museum, describe them first, then submit them to a compare and contrast evaluation to demonstrate an understanding of the stylistic characteristics of the various periods and personal styles of individual artists. In the second case students will be assessing, interpreting, criticizing and evaluating writings on the subject to attain a deeper critical base for evaluating works of art.
2. Student will be assigned short writing assignments, which might also be used it inform class discussions. These short essays are designed to help students make connections between, artists, styles, and elements of historical context. Example of Discussion Questions:
    1. Discuss Cubism. What was Picasso up to and why did he want to paint in such a seemingly chaotic fashion? Discuss the various phases of Cubism and note the stylistic changes. Who did Picasso work with in developing Analytical Cubism?
    2. Discuss Surrealism. Who were the leaders of this group? What is the connection to psychology, the sub-conscious and dreams? What techniques did they use in developing their works?

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Homework assignments include the answering of question sets designed to engage the students with the data explored in class to deepen their abilities to memorize, describe, interpret and distinguish the artworks of the various periods and cultures. 2. Short summary report on specific published topics relevant to the subject in which students evaluate, consider and reorganize the material before presenting a final criticism of it.
SUMMATIVE EVALUATION	1. Quizzes and tests on the material presented. Examinations will include slide identification (i.e. Title, artist, culture, period, date, medium, style), definition of vocabulary terms, evaluation of multiple-choice and true or false statements, and essays of comparative and descriptive nature. 2. Written report on a museum field study(alternative research assignment) in which students evaluate selected works of art using the formal methods and data explored in classes, text, study guides etc.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
H.H. Arnason	History of Modern Art (7th Ed.)	Abrams-Prentice Hall Publishers	2012	0205259472
Robert Rosemblum & H. W. Janson	19th Century Art (Painting and Sculpture) (Rev. Ed.)	Pearson, Prentice Hall	2005	0131896148
S. Hunter & J. Jacobus	Modern Art: Painting, Sculpture, Architecture (3rd Ed.)	Pearson, Prentice Hall	2000	0810943832

Other Instructional Materials

No Value

Materials Fee

Is there a materials fee for this course?

○ Yes

● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?

○ Yes

○ No

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

☑ Yes

☐ No

☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

19th Century Art (Painting and Sculpture) 2005 - This is the latest edition.
Modern Art: Painting, Sculpture, Architecture 2000 - This is the latest edition.

Learning Outcomes and Objectives

Course Objectives

Define the major monuments of the period, and distinguish how the artist and patrons expressed themselves through the works.

Designate the chronology of art developments, and utilize the terms employed in the discussions of these developments.

Identify, describe, and distinguish between the styles of the individual artist and the styles they represent.

Analyze the basic qualities of an artwork, i.e., style, composition color technique, and medium.

Write clearly and concisely about works of art and the artists and cultures that made them.*

Identify selected works of art in public galleries and museums and apply them to the chronology of artistic development.

Assess the basic literature on the various periods and styles of the period.

Compare original works of art in public galleries and museums and contrast them to determine their aesthetic value.

CSLOs

Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.

Expected SLO Performance: 0.0

Art ART, AA	Demonstrate preparedness to successfully continue studies in art at an upper division level.
	Identify and distinguish various historical periods of art.
	Make informed assessments of quality and effectiveness in works of art, including their own.
Art STUDIO ARTS, AA-T	Demonstrate preparedness to successfully continue studies in Studio Art at an upper division level.
	Identify and distinguish various historical periods of art and trends of contemporary practice.
	Make informed assessments of quality and effectiveness in works of art, including their own.
ISLOs Core ISLOs	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
Art ART HISTORY, AA-T	Demonstrate preparedness to successfully continue studies in Art History or a related subject at an upper-division level.
	Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.
	Demonstrate and understanding of the chronology of art developments and the vocabulary terms employed in the discussion of these developments.
Art PHOTOGRAPHY, AA	Make informed assessments of quality and effectiveness in works of art, including their own.
	Demonstrate preparedness to successfully continue studies in art at an upper division level.
ISLOs GELO	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

Demonstrate comprehension of the general style, composition, color harmonies, techniques, and medium qualities of a work of art.

Expected SLO Performance: 0.0

Art ART HISTORY, AA-T	Demonstrate preparedness to successfully continue studies in Art History or a related subject at an upper-division level.
	Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.
	Demonstrate and understanding of the chronology of art developments and the vocabulary terms employed in the discussion of these developments.
Art ART, AA	Make informed assessments of quality and effectiveness in works of art, including their own.
	Identify and distinguish various historical periods of art.
Art STUDIO ARTS, AA-T	Identify and distinguish various historical periods of art and trends of contemporary practice.
	Make informed assessments of quality and effectiveness in works of art, including their own.
Art PHOTOGRAPHY, AA	Make informed assessments of quality and effectiveness in works of art, including their own.
ISLOs GELO	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments
ISLOs Core ISLOs	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.

Evaluate original works of art.

Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.
	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
Art ART HISTORY, AA-T	Learn the major monuments and masterpieces of the great art periods from the prehistoric to the Modern era discern how man expresses himself through these works.
	Evaluate original works of art by visiting significant art museums in the San Francisco Bay Area or elsewhere.
	Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.
	Demonstrate preparedness to successfully continue studies in Art History or a related subject at an upper-division level.
	Demonstrate and understanding of the chronology of art developments and the vocabulary terms employed in the discussion of these developments.
Art PHOTOGRAPHY, AA	Demonstrate preparedness to successfully continue studies in art at an upper division level.
	Make informed assessments of quality and effectiveness in works of art, including their own.
Art ART, AA	Identify and distinguish various historical periods of art.
	Make informed assessments of quality and effectiveness in works of art, including their own.
	Demonstrate preparedness to successfully continue studies in art at an upper division level.
Art STUDIO ARTS, AA-T	Demonstrate preparedness to successfully continue studies in Studio Art at an upper division level.
	Identify and distinguish various historical periods of art and trends of contemporary practice.
	Make informed assessments of quality and effectiveness in works of art, including their own.
ISLOs GELO	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments
	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.

Recognize the major monuments of the great art periods of the Modern era in the Western Tradition from c. 1776 to the present.

Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.
Art ART, AA	Make informed assessments of quality and effectiveness in works of art, including their own.
	Identify and distinguish various historical periods of art.
Art ART HISTORY, AA-T	Evaluate the basic qualities of an artwork, i.e. style, composition, color, technique, and medium.
	Learn the major monuments and masterpieces of the great art periods from the prehistoric to the Modern era discern how man expresses himself through these works.
	Demonstrate preparedness to successfully continue studies in Art History or a related subject at an upper-division level.
	Demonstrate and understanding of the chronology of art developments and the vocabulary terms employed in the discussion of these developments.
Art PHOTOGRAPHY, AA	Make informed assessments of quality and effectiveness in works of art, including their own.
Art STUDIO ARTS, AA-T	Identify and distinguish various historical periods of art and trends of contemporary practice.
	Make informed assessments of quality and effectiveness in works of art, including their own.
ISLOs GELO	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

Content

Course Content

This course will cover the development of the visual arts from c. 1800 to the present as they are related to the problems of abstract thinking developed in Europe and the Americas in the late 19th century. This survey will be divided into sections on:

1. Classicism and Romanticism
2. Realism and the Pre-Raphaelites
3. The Impressionists and Post-Impressionists
    1. The influence of Japanese art on Europe
4. Expressionism and the Art Nouveau
5. Picasso and the Cubist Revolution
    1. The influence of African art on Europe
6. Abstraction: Futurism, Suprematism, De Stijl
7. Dada and Fantastic Art and Surrealism
8. The Armory Show and American Art
9. The School of Paris between the Wars
10. The New York School: Abstract Expressionism
11. Pop, Op and Minimalism, Photo Realism and the New Realism
12. Post-Modernism: From Conceptual Art to the New Image

Recommended Course Content

Recommended Course Content

No Value

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:

No Value

Methods of Instruction:

No Value

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)

No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.

No Value

Announcements:

No Value

Discussion Boards:

No Value

Q & A Discussion Boards:

No Value

Assignment Feedback:

No Value

Office Hours and Conferences:

No Value

Third-Party Tools:

No Value

Online Course Syllabus:

No Value

E-mail:

No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College

Course Outline of Record Report

11/04/2020

BIO116 : Biology: A Human Perspective

General Information

Faculty Author:	- Import, Data
Attachments:	ASSIST CAS BIO 116.pdf BIO-116_SU16.pdf BIO 116 Requisite Fix.pdf BIO 116 DE Addendum EFF 05.02.16.pdf Download
Course Code (CB01) :	BIO116
Course Title (CB02) :	Biology: A Human Perspective
Department:	Biology
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(0401.00) Biology, General
CIP Code:	(26.0101) Biology/Biological Sciences, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000523851
Curriculum Committee Approval Date:	10/13/2015
Board of Trustees Approval Date:	11/12/2015
External Review Approval Date:	05/06/2019
Course Description:	An introduction to the principles of biology with an emphasis on humans. Topics covered include scientific method, cell structure and function, biochemistry, metabolism, heredity, biotechnology, evolution, anatomy and physiology of the human body, development of aging, disease, and ecology. BIO 116 is recommended for allied health students.
Proposal Type:	Course was updated for periodic review. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	- Biological Sciences
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Repeatability

0

Type of Repeat

No value

Grading

- A-F or P/NP

Course Prior to College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CSU General Education Pattern	Certificate of Achievement	MJC Spring 2021
General Studies, Emphasis in Natural Sciences	A.A. Degree	MJC Spring 2021
IGETC Pattern	Certificate of Achievement	MJC Spring 2021
MJC-GE Pattern	MJC-GE Pattern	MJC Spring 2021
Psychology for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021
Public Health Science for Transfer Degree	AS-T Associate of Science for Transfer	MJC Spring 2021
Kinesiology for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area A: Natural Sciences	(MJC-GE:A)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area B2: Biological Sciences	(CSU-GE:B2)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.
Area B3: Laboratory Activity	(CSU-GE:B3)	Pending	No value	

Intersegmental General Education Transfer Curriculum (IGETC) (for CSU and UC)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area 5B: Biological Sciences	(IGETC: 5B)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.
Area 5C: Laboratory Activity	(IGETC: 5C)	Approved	No value	

Field Trips

Field trips are required.

○ Yes

○ No

● Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.

- CSU, Sacramento

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)

Biology Bio 20

Provide the title of the comparable CSU course.

No Value

Does course-to-course articulation with this course exist for this academic year?

No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- CSU, Fresno

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)

Biology Bio 20

Provide the title of the comparable CSU or UC course.

No Value

Does course-to-course articulation with this course exist for this academic year?

No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- UC Davis

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)

BIS 10

Provide the title of the comparable CSU or UC course.

General Biology; Emphasis in human biology

Does course-to-course articulation with this course exist for this academic year?

No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	108	**Total Student Learning Hours**	216
Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	108	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non-Credit Category (CB22)**	**Non-Credit Characteristics**
Credit - Degree Applicable	Credit Course.	No value

Course Classification Code (CB11)	**Funding Agency Category (CB23)**	☐ Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	

☐ Variable Credit Course

Weekly Student Hours

	In Class	**Out of Class**
Lecture Hours	3	6
Lab Hours	3	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	54
Lab	54
Activity	-
Total	108
Course Out-Of-Class Hours	
Lecture	108
Lab	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

Advisory

Before enrolling in this course, students are strongly advised to satisfactorily complete an MJC English composition course or the equivalent, or to exhibit proficiency in college-level essay writing skills.

AND

Advisory

MATH30 - Elementary Algebra for Stem Majors

Or qualification by the MJC placement process.

Requisite Skills

Requisite Skills	Content Review
Effectively read and learn from academic texts.	No Value
Write effectively at the college level for lab write-ups examinations and research assignments.	No Value
Perform algebraic and arithmetic operations involved in biological concepts and explorations.	• MATH 30 - Simplify arithmetic expressions using the correct order of operations. • MATH 30 - Simplify algebraic expressions by combining like terms. • MATH 30 - Solve linear equations in one variable. • MATH 30 - Solve and graph linear inequalities in one variable. • MATH 30 - Graph linear equations and inequalities in two variables. • MATH 30 - Write the equation of a line describing the relationship between two variables. • MATH 30 - Solve systems of linear equations in two variables by the graphing method the substitution method or the elimination-by-addition method. • MATH 30 - Create mathematical models of applications described in words including those involving linear quadratic rational and radical expressions. • MATH 30 - Convert numbers to and from scientific notation and apply rules of exponents to these numbers.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Lecture and discussion with power point/overheads 2. Microscope use: hands on laboratory activities 3. Instructor led dissection of tissues 4. Instructor led demonstration of anatomical features on models 5. Possible field trips

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Preparation for weekly quizzes covering lecture and lab content
2. Preparation for one exam every 3 weeks for a total of 5 exams covering lecture and lab content; lab practica included in the 5 exams
3. Preparation for Final Comprehensive Exam

Evidence of Critical Thinking (Quality)

1. Students will be able to distinguish, interpret, and name bones and muscles of the human body. One example question would be to have students assemble the information about glycolysis and compose a sequence of events in this reaction.
2. Students will be able to inspect and diagram the sliding filament model of muscle contraction.
3. Students will be able to categorize and assess various tissue types under the microscope.
4. Students will be able to inspect (through microscopy) and interpret the cell cycle.
5. Students will be able to assemble, formulate, and assess the processes of DNA replication, transcription and translation.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Homework assignments 2. Quizzes 3. Lab Assignments and Lab write-ups 4. Exams 5. Lab Practica
SUMMATIVE EVALUATION	1. Final Exam

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Mader, Sylvia	Human Biology (13th Ed.)	McGraw Hill Higher Education	2013	0073525480

Other Instructional Materials

Description	Laboratory manual for human biology
Author	MJC Biology staff
Citation	N/A (MJC duplicating) - 2009

Materials Fee

Is there a materials fee for this course?

○ Yes

● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?

○ Yes

○ No

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

☐ Yes

☑ No

☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

No Value

Learning Outcomes and Objectives

Course Objectives

Explain how the scientific method works and its importance in biology.

Explain why cells exhibit both diversity and unity in organisms.

Explain enzyme activity in terms of normal cell activity.

Demonstrate and apply commonly used terms in life science.

Identify the main organ systems and parts.

Compare and contrast the structural and functional characteristics of carbohydrates, lipid, proteins, and nucleic acids.

Compare and contrast the structure and function of cells and organelles.

Compare and contrast the processes of mitosis and meiosis.

Describe the structure and function of DNA.

Explain the theory of evolution and analyze its application to the diversity of life.

Appraise the observations and ideas that led to the development of the theory of evolution.

Explain the position of ecology within the framework of the science of biology.

Utilize the premises of ecology as well as the total of all concepts studied throughout the course to understand population ecology and in particular human population ecology and our relationship with the environment.

Lab Objectives

Identify muscles and bones of the human body.

Identify tissue samples from under the microscope.

Analyze data resulting from laboratory experiments; identify items such as body parts, and cell and tissue sections;identify structure and function at the cellular, tissue, and gross anatomical level.

Use a light microscope with high proficiency, resolve basic problems with operating a light microscope, and produce accurate laboratory reports from this work.

CSLOs

Student will be able to understand basic structure and function of humans and living organisms. — Expected SLO Performance: 0.0

Psychology PSYCHOLOGY, AA-T	Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Student will understand genetic, molecular, biochemical, and evolutionary aspects of human biology. — Expected SLO Performance: 0.0

Psychology PSYCHOLOGY, AA-T	Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Student will understand the scientific method, physiology, and environment aspects of human biology. — Expected SLO Performance: 0.0

Psychology PSYCHOLOGY, AA-T	Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Content

Course Content

1. Exploring life and science
    1. organization and classification
    2. scientific method
2. Chemistry of life
    1. organization of atoms
    2. radioactive isotopes
    3. ionic and covalent bonding
    4. properties of water
    5. acids and bases
    6. four classes of organic molecules and their subunits
        1. carbohydrates
        2. lipids
        3. proteins
        4. nucleic acids
3. Cell structure and function
    1. cell theory
    2. three types of microscopes
    3. celllular organization
    4. organelles
    5. plasma membrane
    6. nucleus
    7. cilia and flagella
    8. cellular metabolism/respiration
4. Organization of body systems
    1. four types of tissue
    2. integumentary system
    3. organs systems
        1. body cavities
        2. four types of membranes
5. Cardiovascular system
    1. parts and functions
    2. lymphatic system
    3. blood vessels
    4. heart
        1. double pump
        2. regulation of heartbeat
        3. ECG
    5. cardiovascular pathways
    6. cardiovascular disorders
6. Blood
    1. functions and parts
    2. composition
    3. clotting
    4. blood typing
    5. capillary exchange
7. Digestive system
    1. general structure and function
    2. path of food/waste
    3. absorption and secretion
    4. accessory organs
    5. digestive enzymes
    6. nutrition
    7. eating disorders
8. Respiratory system
    1. pathway of air
    2. mechanism of breathing
    3. gas exchange
    4. respiration and health
9. Urinary system
    1. kidney structure
    2. urine formation
    3. regulatory functions of the kidney
    4. problems with kidney function
10. Skeletal system
    1. tissues of skeletal system
    2. bone growth and remodeling
    3. bones of the skeleton
    4. articulations
11. Muscular system
    1. types and functions of muscles
    2. mechanism of skeletal muscle contraction
    3. whole muscle contraction
    4. energy for muscle contraction
    5. muscular disorders
12. Nervous system
    1. nervous tissue
    2. central nervous system
    3. limbic system and higher mental functions
    4. peripheral nervous system
    5. drug abuse
13. Sensory system
    1. sensory receptors and sensations
    2. proprioceptors and cutaneous receptors
    3. senses of taste and smell
    4. sense of vision
    5. sense of hearing
    6. sense of equilibrium
14. Endocrine system
    1. endocrine glands
    2. hypothalamus and pituitary gland
    3. thyroid and parathyroid gland
    4. adrenal glands
    5. pancreas
    6. other endocrine glands
15. Reproductive system
    1. male reproductive system
    2. female reproductive system
    3. female hormone levels
    4. control of reproduction
16. Development and aging
    1. fertilization
    2. development before birth
    3. pregnancy and birth
    4. development after birth
17. Cell division
    1. cell increase and decrease
    2. mitosis
    3. meiosis
    4. human life cycle
18. Inheritance
    1. genotype and phenotype
    2. one and two trait inheritance
    3. beyone simple inheritance patterns
    4. sex-linked inheritance
19. Biotechnology and the human genome
    1. DNA, RNA; structure and function
    2. gene expression
    3. genomics
    4. DNA technology
20. Immune system and disease
    1. organs, tissues and cells of immune system
    2. nonspecific and specific defense
    3. acquired immunity
21. Parasites and pathogens
    1. virulent and beneficial microbes
    2. viral infections
    3. bacterial infections
    4. other infectious agents
22. STDs
    1. viral and bacterial STDs
    2. other infections
    3. AIDS
23. Cancer
    1. causes
    2. treatment
24. Human evolution
25. Ecology
    1. Human impact on the environment
    2. energy flow
    3. biogeochemical cycles
    4. global ecosystems
26. Human population, planetary resources and conservation

Lab Content

1. Scientific Method
2. Microscope
3. Anatomy and diversity of cells
4. Tissues
5. Skeletal system
6. Muscular system
7. Nervous system I; organization, neurons, nervous tissues and spinal reflexes
8. Nervous system II; spinal cord, brain and autonomic nervous system
9. Senses
10. Cardiovascular system I; blood
11. Cardiovascular system II; heart and blood vessels
12. Respiratory system
13. Digestive system
14. Urinary system
15. Reproductive system
16. Genetics
17. Biotechnology
18. Evolution
19. Ecology

Recommended Course Content

Recommended Course Content

No Value

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Distance Education Addendum

No Value

Modality Type:

No Value

Methods of Instruction:

No Value

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)

No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.

No Value

Announcements:

No Value

Discussion Boards:

No Value

Q & A Discussion Boards:

No Value

Assignment Feedback:

No Value

Office Hours and Conferences:

No Value

Third-Party Tools:

No Value

Online Course Syllabus:

No Value

E-mail:

No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

No Value

Are library resources needed for this course?

No Value

Do you have any special concerns/needs or comments? If yes, describe.

No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

No Value

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

No Value

If you are requesting Distance Education, did you complete the DE addendum tab?

No Value

If requesting transferability, have you completed the comparable courses field?

No Value

Add any additional comments you want reviewers to read.

No Value

Modesto Junior College

Course Outline of Record Report

11/17/2020

COLSK100 : Foundation for First Year College Success

General Information

Faculty Author:	• Import, Data
Attachments:	COLSK-100_SU16.pdf COLSK-100_CCC000525512.pdf COLSK 100.pdf COLSK 100 DE Addendum EFF 5.4.20.pdf ASSIST CAS COLSK 100.pdf Download
Course Code (CB01) :	COLSK100
Course Title (CB02) :	Foundation for First Year College Success
Department:	Guidance
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(4930.13) Academic Guidance
CIP Code:	(32.0105) Job-Seeking/Changing Skills
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000525512
Curriculum Committee Approval Date:	10/27/2015
Board of Trustees Approval Date:	11/12/2015
External Review Approval Date:	05/08/2019
Course Description:	This multidisciplinary course provides first time in college students with an introduction to the purpose of higher education, acclimation process, and outcomes of higher education through the exploration of student development and personal growth principles and application. The course will focus on navigating the college environment, stages of development, life management skills, strategies for college success, health and wellness management, as well as techniques for maximizing abilities as lifelong learners. Students will examine the relationship between growth principles and the intellectual, social, physiological, and psychological aspects of student and personal development and well-being.
Proposal Type:	Course is being proposed to increase the reach of COLSK 100 ten to twenty-fold in terms of number of students served. It will accomplish this by expanding the number of faculty that can potentially teach this course to include faculty in any academic discipline in which a masters degree is required. Currently, only counseling faculty can teach this course and enrollment has averaged around 110 students per semester over the past four years). The interdisciplinary model will support our access, equity and basic skills institutional efforts. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:

- Accounting
- Agriculture
- Anthropology
- Art
- Biological Sciences
- Business
- Chemistry
- Child Development/Early Childhood Education
- Communication Studies (Speech Communication)
- Computer Science
- Counseling
- Dance
- Drama/Theater Arts
- Earth Science
- Economics
- Engineering
- English
- ESL
- Geography
- Health
- History
- Humanities
- Kinesiology
- Library Science
- Mathematics
- Music
- Nursing
- Philosophy
- Photography
- Physical Education
- Physics/Astronomy
- Political Science
- Psychology
- Reading
- Religious Studies
- Social Science
- Sociology

Bachelors or Associates Discipline Preferred: No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

Course Special Class Status (CB13)
Course is not a special class.

Grading
• A-F or P/NP

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

☐ Allow Students to Gain Credit by Exam/Challenge

Repeatability
0

Rationale For Credit By Exam/Challenge
No value

Type of Repeat
No value

Course Support Course Status (CB26)
Course is not a support course.

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
CSU General Education Pattern	Certificate of Achievement	MJC Spring 2021
MJC-GE Pattern	MJC-GE Pattern	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability
Transferable to both UC and CSU

Transferability Status
Approved

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area E: Health Education	(MJC-GEE)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area E: Lifelong Understanding and Self Development	(CSU-GEE)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.

- San José State University

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)

EDCO 004

Provide the title of the comparable CSU course.

Personal, Academic and Career Exploration

Does course-to-course articulation with this course exist for this academic year?

No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- CSU, Stanislaus

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)

PSYCH 2030

Provide the title of the comparable CSU or UC course.

Psychology of Adjustment

Does course-to-course articulation with this course exist for this academic year?

No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- San Jose State University

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)

HS 1000

Provide the title of the comparable CSU or UC course.

Understanding Your Health

Does course-to-course articulation with this course exist for this academic year?

No Value

Field Trips

Field trips are required.

○ Yes
○ No
● Maybe

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non-Credit Category (CB22)
Credit Course.

Non-Credit Characteristics
No Value

Course Classification Code (CB11)
Credit Course.

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	-
Activity	-
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, and Advisories

Advisory

Before enrolling in this course, students are strongly advised to satisfactorily complete an MJC English composition course or the equivalent, or to exhibit proficiency in college-level essay writing skills.

AND

Advisory

READ82 - College Reading - Comprehension

Requisite Skills

Requisite Skills	Content Review
Demonstrate basic writing skills.	No Value
Demonstrate basic reading skills.	• READ 82 - Transfer appropriately efficient reading techniques such as pre-reading and questioning to a wide variety of reading materials. • READ 82 - Infer unstated main ideas of both paragraphs and longer selections. • READ 82 - Translate the author's main idea into student's own words. • READ 82 - Make inferences based upon reading. • READ 82 - Infer the author's purpose by considering style and intended audience. * • READ 82 - Evaluate reading material and formulate valid conclusions.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	Lecture
MOI	1. Lecture/discussion 2. Instructor-facilitated large and small group discussion 3. Structured individual or group exercises 4. Guest speakers 5. Use of videos/multimedia 6. Lead problem-solving exercises 7. Demonstrate computer and/or web based activities 8. Lead reflective writing activities 9. Lead reading discussions 10. Community-based service-learning

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Weekly reading
2. Daily journal entries
3. Reflection papers twice a semester
4. Research project utilizing information technology and research strategies, once in the semester.
5. Research paper on health or student development topics, once in the semester.
6. Prepare for weekly group discussions on topics related to reading assignments, values, college success, or college transition.
7. Prepare an individual or group presentation on health topics as it relates to the psychological, social, cultural or physiological well-being, once in the semester.

Evidence of Critical Thinking (Quality)

1. Students will examine the decision making process as it relates to real life situations.
2. Weekly book discussions will require students to critically reflect on topics related to values, nature vs nurture, family and environmental influences), and student development.
3. Students will assess and measure progress or achievement towards goals.
4. Students will analyze and interpret peer reviewed articles related to their selected research paper topic.
5. Students will apply critical reflection and problem solving skills in various settings, including, but not limited to financial literacy.
6. Students will apply appropriate communication techniques for social development and conflict resolution.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Journal/reflective writing assignments 2. Written assignments 3. Goal planning assignments 4. Quizzes/exams 5. Self-assessment
SUMMATIVE EVALUATION	1. Score earned on final exam 2. Oral presentation 3. Research project 4. Post course self-assessment 5. Portfolio project

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Amy Baldwin	The Community College Experience (3rd Ed)	Prentice Hall	2013	0132819872
John N. Gardner, and Betsy O. Barefoot	Your College Experience: Strategies for Success (11th Ed.)	Bedford/St. Martin's	2014	0132819872
Office of Instruction	Modesto Junior College Catalog	Office of Instruction	2015	
Wes Moore	The Other Wes Moore, One Name Two Fates	Spiegel and Grau	2011	

Other Instructional Materials

No Value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

○ Yes
○ No
○ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

Should use the most recent edition of the catalog.

Materials Fee

Is there a materials fee for this course?

○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?

○ Yes
○ No

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Learning Outcomes and Objectives

Course Objectives

Demonstrate knowledge of academic expectations.

Identify personal beliefs, choices, and behaviors that are barriers and conducive to personal and academic success.

Identify campus resources and services that support academic success and personal development.

Identify and prioritize personal, academic, and professional commitments.

Identify social, psychological and physiological factors that contribute to the well-being and healthy attitude.

Develop awareness of social and cultural diversity.

Utilize information literacy and research strategies.

Develop the ability to establish attainable life goals.

CSLOs

Demonstrate knowledge of and engagement with campus and community resources and tools that will contribute to the success of students.

Expected SLO Performance: 0.0

ISLOs
Core
ISLOs

Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.

Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

Identify stress management strategies that promote lifelong health and wellness.

Expected SLO Performance: 0.0

ISLOs
Core
ISLOs

Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

Identify the physiological, psychological & social influences on student development and well-being.

Expected SLO Performance: 0.0

ISLOs
Core
ISLOs

Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.

Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.

Content

Course Content

1. Personal Growth/Lifelong Learning
    1. Financial literacy
    2. Growth Mindset - attitudes and behavioral modification
    3. Decision making strategies
    4. Interpersonal relationship development
    5. Motivation & success strategies
    6. Effective communication & etiquette
    7. Conflict resolution
    8. Critical and creative thinking
    9. Cultural diversity & competency
    10. Time management
2. Health and Wellness
    1. Personal and health assessment
    2. Developing self-esteem/self-image
    3. Development of the psychological, physiological and social well-being
    4. Stress management and coping skills
    5. Nutrition for optimum health
    6. Mental health issues
    7. Emotions
    8. Depression/suicide
    9. Communicable diseases
    10. Addiction and drug abuse awareness
    11. Eating disorders
3. Higher Education Success Strategies
    1. College transition, expectations, and terminology
    2. Student develpment strategies
    3. Information competence and literacy
    4. Learning theories and strategies
    5. Life managment
    6. Goal planning

Recommended Course Content

Recommended Course Content
No Value

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum
No Value

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?
No Value

Are library resources needed for this course?
No Value

Do you have any special concerns/needs or comments? If yes, describe.
No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)
No Value

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?
No Value

If you are requesting Distance Education, did you complete the DE addendum tab?
No Value

If requesting transferability, have you completed the comparable courses field?
No Value

Add any additional comments you want reviewers to read.
No Value

Modesto Junior College

Course Outline of Record Report

11/06/2020

HE101 : Emergency Medical Response; CPR PRO/Healthcare Provider

General Information

Faculty Author:	• Import, Data
Attachments:	HE-101_FA19.pdf ASSIST CAS HE 101.pdf First Aid and CPR C-ID Descriptor.pdf Download
Course Code (CB01) :	HE101
Course Title (CB02) :	Emergency Medical Response; CPR PRO/Healthcare Provider
Department:	Health Education
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(0837.00) Health Education
CIP Code:	(31.0501) Health and Physical Education/Fitness, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000157420
Curriculum Committee Approval Date:	04/30/2019
Board of Trustees Approval Date:	06/12/2019
External Review Approval Date:	04/30/2019
Course Description:	Course designed to provide first responder capabilities necessary in an emergency to help sustain life, reduce pain, minimize the consequences of injury or sudden illness, and to provide emergency care of the sick and injured. CPR for the Professional/ Health Care Provider, Automated External Defibrillator, and Emergency Medical Response certificates issued upon satisfactory completion. (CC HHP 62) (C-ID: KIN 101)
Proposal Type:	Course update is being done at this time to adjust the materials fee only. The complete course update will be done during the regular curriculum cycle. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	• Health
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Repeatability

0

Type of Repeat

No value

Grading

• A-F or P/NP

Course Prior to College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Athletic Training /Sports Medicine	A.S. Degree	MJC Spring 2021
Physical Education	A.A. Degree	MJC Spring 2021
Kinesiology for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Field Trips

Field trips are required.

○ Yes

● No

○ Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.

- CSU, Bakersfield

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)

placeholder

Provide the title of the comparable CSU course.

No Value

Does course-to-course articulation with this course exist for this academic year?

No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- CSU, Bakersfield

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)

placeholder

Provide the title of the comparable CSU or UC course.

No Value

Does course-to-course articulation with this course exist for this academic year?

No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

No Value

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)

No Value

Provide the title of the comparable CSU or UC course.

No Value

Does course-to-course articulation with this course exist for this academic year?

No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Lab Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	54
Lab	-
Activity	-
Total	54
Course Out-Of-Class Hours	
Lecture	108
Lab	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
No value	No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Lecture and group discussion 2. Instructor-led scenarios for skills rehearsal and demonstration 3. Instructor-led small group work 4. Use of DVDs to demonstrate skills 5. Demonstration/description of skills

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Weekly readings
2. Daily skills practice and prepared demonstrations
3. Weekly homework assignments

Evidence of Critical Thinking (Quality)

1. Assess an unconscious victim and provide the appropriate care, based on your findings.
2. Identify scene safety issues and quickly develop a plan to secure the scene in order to provide care.
3. Perform an initial assessment on a conscious victim and, based on your findings, provide the appropriate care.
4. List the signs and symptoms of shock.
5. You arrive on the scene of a car accident. The victim is unconscious, bleeding from large lacerations on his head, and does not appear to be breathing. You have determined that the scene is safe. List, in order, the steps that you would take to provide care.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Chapter quizzes and tests 2. Prepared demonstration of skills (practical)
SUMMATIVE EVALUATION	1. Comprehensive scenario-based final exam 2. Instructor assessment of skill competency

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
American Red Cross	Emergency Medical Response	Staywell	2010	

Other Instructional Materials

Description	BLS for the Healthcare Provider Student Manual
Author	American Heart Association
Citation	AHA - 2011

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

☐ Yes

☑ No

☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

No Value

Materials Fee

Is there a materials fee for this course?

● Yes

○ No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.

#	Item	Qty	Price	Subtotal
1	CPR/First Aid Certificates	1	$19.00	$19.00
	Total			$19.00

Explain how these materials are related to the Student Learning Objectives for the course.

The certificates are awarded as a direct result of successfully completing the student learning goals for this course.

Explain how the materials have continuing value outside the classroom.

The certificates are required for many courses, programs, or by employers for various jobs.

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?

● Yes

○ No

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

The students save a significant amount of money by completing the course and receiving certification through MJC rather than outside agencies.

Learning Outcomes and Objectives

Course Objectives

Examine legal and ethical rights and responsibilities associated with providing emergency medical care.

Identify and evaluate signs and symptoms of injuries and illnesses.

Determine and apply skills necessary to sustain life, minimize consequences of injury or sudden illness, and reduce pain.

Evaluate the scene and identify safety hazards.

Identify and practice methods to prevent disease transmission.

Demonstrate Cardiopulmonary Resuscitation and the proper use of an Automated External Defibrillator.

Evaluate his/her lifestyle for health and safety concerns and set personal goals for achieving a safe and healthy lifestyle.

Demonstrate emergency rescue moves.

CSLOs

Evaluate emergency situations and select and provide the appropriate care to sustain life or minimize the consequences of the situation.

Expected SLO Performance: 0.0

Physical Education ATHLETIC TRAINING / SPORTS MEDICINE, AS	Comply with degree related institutional GELO's. Successfully perform NATA competencies, and be well versed in NATA perspectives, current research, and procedures. Apply critical thinking to design and monitor preventive and rehabilitative plans, as well as provide emergency care.
ISLOs Core ISLOs	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings. Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world. Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
Physical Education KINESIOLOGY, AA-T	Consider how the body systems and structures work together to allow movement to occur. Assess measurements and types of movement to evaluate individual performance.

Analyze the various aspects of a scene to determine scene safety issues and ensure the safety of yourself and bystanders.

Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments. Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world. Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.
Physical Education ATHLETIC TRAINING / SPORTS MEDICINE, AS	Comply with degree related institutional GELO's. Successfully perform NATA competencies, and be well versed in NATA perspectives, current research, and procedures. Apply critical thinking to design and monitor preventive and rehabilitative plans, as well as provide emergency care.
Physical Education KINESIOLOGY, AA-T	Assess measurements and types of movement to evaluate individual performance.

Analyze the information attained during the initial assessment and develop an emergency action plan.

Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts. Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments. Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement. Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings. Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.
Physical Education ATHLETIC TRAINING / SPORTS MEDICINE, AS	Successfully perform NATA competencies, and be well versed in NATA perspectives, current research, and procedures. Comply with degree related institutional GELO's. Successfully transfer to a four (4) year degree program. Apply critical thinking to design and monitor preventive and rehabilitative plans, as well as provide emergency care.
Physical Education KINESIOLOGY, AA-T	Assess measurements and types of movement to evaluate individual performance.

Content

Course Content

1. Introduction to First Aid/EMS
2. Legal and Ethical Issues
3. Preventing Disease Transmission
4. Body Systems
5. Lifting and Moving Victims
    1. Drags
    2. Carries
    3. Assists
6. Assessment
    1. Conscious
    2. Unconscious
7. Breathing Emergencies
    1. Obstructed Airway
        1. Conscious
        2. Unconscious
    2. Rescue Breathing
        1. Adult
        2. Child
        3. Infant
        4. Mouth to Nose
        5. Mouth to Stoma
    3. Airways
    4. Oxygen Use
8. Breathing Devices
    1. Resuscitation Masks
    2. Bag Valve Masks
9. Cardiac Emergencies
    1. Heart Attack
    2. Angina
    3. Adult CPR
    4. Child CPR
    5. Infant CPR
    6. 2 - person CPR
    7. Use of an Automated External Defibrillator (AED)
10. Bleeding and Shock
11. Soft Tissue Injuries
    1. Open Wounds
    2. Burns
12. Injuries to the Head, Neck, and Spine
13. Injuries to Muscles and Bones
    1. Sprains
    2. Strains
    3. Fractures
    4. Dislocations
14. Medical Emergencies
    1. Poisoning
    2. Bites/Stings
    3. Heat and Cold Emergencies
    4. Sudden Illness
    5. Anaphylaxis
15. Special Situations
16. Bandaging
17. Splinting
18. Spinal Immobilization
19. Scenarios
20. Healthy Lifestyle and Safety Measures

Recommended Course Content

Recommended Course Content

1. Emergency Childbirth

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:

No Value

Methods of Instruction:

No Value

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)

No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.

No Value

Announcements:

No Value

Discussion Boards:

No Value

Q & A Discussion Boards:

No Value

Assignment Feedback:

No Value

Office Hours and Conferences:

No Value

Third-Party Tools:

No Value

Online Course Syllabus:

No Value

E-mail:

No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College
Course Outline of Record Report
11/04/2020

MUSA141 : Guitar 1

General Information

Faculty Author:	• Import, Data
Attachments:	MUSA-141_SU18.pdf MUSA 141.pdf CRSE ART SMRY_MUSA-141_UCCSU.pdf ASSIST CAS MUSA 141.pdf Download
Course Code (CB01) :	MUSA141
Course Title (CB02) :	Guitar 1
Department:	Music
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1004.00) Music
CIP Code:	(50.0901) Music, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000508637
Curriculum Committee Approval Date:	10/10/2017
Board of Trustees Approval Date:	11/08/2017
External Review Approval Date:	05/16/2019
Course Description:	Introduction to the fundamentals of left and right-hand guitar technique for non-majors and beginners. Class instruction in proper posture, basics of tablature, and notation-reading (first position), elements of classical, folk and flamenco guitar as well as following a popular song chart. Optional stage performance. Students must have access to a guitar. Nylon strings are preferred but not required. (CC: MUSIC 49)
Proposal Type:	Course is being revised to show clear scaffolding as a sequence. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	• Music
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge
No value

Course Support Course Status (CB26)
Course is not a support course

Course Special Class Status (CB13)
Course is not a special class.

Repeatability
0

Type of Repeat
No value

Grading
- A-F or P/NP

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Local Requirements: Guidance and Activities	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Activities Requirement	(MJC Activities)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.
○ Yes
● No
○ Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.
- CSU, Dominguez Hills

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
MUS 122

Provide the title of the comparable CSU course.
Beginning Guitar Class

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- CSU, Northridge

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
MUS 133A

Provide the title of the comparable CSU or UC course.
Beginning Guitar

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
No Value

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
No Value

Provide the title of the comparable CSU or UC course.
No Value

Does course-to-course articulation with this course exist for this academic year?
No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	1	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	54
Maximum Credit Units (CB06)	1	**Total Course Out-of-Class Hours**	-	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non-Credit Category (CB22)
Credit Course.

Non-Credit Characteristics
No value

Course Classification Code (CB11)
Credit Course.

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Lab Hours	3	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	-
Lab	54
Activity	-
Total	54
Course Out-Of-Class Hours	
Lecture	-
Lab	-
Activity	-
Total	-

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
No value	No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Small and large group coaching 2. Demonstration of closed, open and barred chords 3. Lecture on practice habits and techniques to make best use of time 4. Lecture/demonstration on triadic principles of chart reading 5. Instructor-supervised group sight-reading exercises 6. Instructor-led critical analysis of fellow classmates' performances

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)
1. The assignments stem out of the method for the class. The fundamental focus of the assignments in the course surrounds the establishment of a solid daily practice routine.
2. Exercises in practice on the instrument and workbook development of homework will covered but is not limited to the following parameters:
    1. Daily Technical Practice
    2. Scale Practice
    3. Sight-Reading Practice
    4. Study for Pop Note-recognition quizzes
3. Some specific assignments will illustrate the prior mentioned topics:
    1. Assignments requiring analysis of songs to determine proper performance goals
    2. Assignments requiring independent practice of analyzed scores to achieve performance goals
4. Prepare for final exam

Evidence of Critical Thinking (Quality)
1. Find the first three notes on the 6th string of the guitar.
2. Develop practice habits that enhance chordal work performances.
    1. Further understanding between closed and open chord formation
3. Apply proper fingering for different chords as they appear on a score.
4. Designate adequate individual fingers for solo classical repertoire.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Assessment of musical skills based on daily performance 2. Performance in small ensemble quizzes 3. Mid-Term Examination 1. Melodic sight reading 2. Chord chart sight-reading 3. Prepared piece
SUMMATIVE EVALUATION	1. Final 1. Melodic sight reading 2. Chord chart sight-reading 3. Prepared piece

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Dr. David D. Chapman	Xitarra Sapientia	CreateSpace Independent Publishing Platform,	2016	152330460X

Other Instructional Materials
No Value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?
☐ Yes
☑ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
No Value

Materials Fee

Is there a materials fee for this course?
○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?
○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Learning Outcomes and Objectives

Course Objectives

Laboratory Objectives

Perform four in-class basic solos.

In-class performance of two small basic chamber works.

Perform simple triads.

Read a popular song chart.

Read music notation covering the first position.

Apply appropriate finger patterns to a given piece of basic literature.

Demonstrate improvisation skills over a popular song chart.

Demonstrate an understanding of the simplified version of movable pentatonic scales.

Execute accompaniment patterns for several basic rhythms.

Play elementary technical finger fitness exercises.

CSLOs

Apply the proper Left Hand fingering to classical guitar and/or flamenco basic works.	Expected SLO Performance: 0.0
Execute adequate Right hand techniques to classical and/or flamenco basic works.	Expected SLO Performance: 0.0
Perform proper left-hand chord formations in a while following a popular song chart.	Expected SLO Performance: 0.0
Execute a proper right-hand accompaniment pattern while following a popular song chart.	Expected SLO Performance: 0.0
Be able to read music notation on the first position.	Expected SLO Performance: 0.0

Content

Course Content
No value

Lab Content
1. Basic music notation and expression tools
    1. Dynamics
    2. Key signatures
    3. Tempo
    4. Note values
        1. Pitch recognition
        2. Timing
2. Pentatonic movable scales
    1. Free Stroke
    2. Rest Stoke
3. Fretboard positions
    1. First
4. Basic rhythm Flamenco and/or jazz accompaniment patterns and articulation
    1. Strumming patterns
        1. Eighth-note application
        2. Triplet application
5. Accompaniment finger-style patterns
    1. Basic arpeggios
6. Basic literature
    1. Renaissance
    2. Baroque
    3. Classical
    4. Romantic
    5. Post-Romantic
    6. Modern
7. Basic repertoire
    1. Technical (skill mastery)
        1. Classical
            1. Milan
            2. Brower
            3. Calatayud
            4. Chapman
        2. Pop
            1. Rolling Stones
            2. Kansas
            3. Beatles
            4. Eagles
            5. Clapton
            6. Berry
    2. Performance
        1. Classical
            1. Milan
            2. Brower
            3. Calatayud
            4. Chapman
        2. Pop
            1. Rolling Stones
            2. Kansas
            3. Beatles
            4. Eagles
            5. Clapton
            6. Berry
8. Basic chamber performance skills
    1. Lead
    2. Follow
9. Basic solo performance skills
    1. Stage presence
    2. Posture
    3. Performance anxiety
        1. Coping mechanisms
        2. Group performances

Recommended Course Content

Recommended Course Content
No Value

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College
Course Outline of Record Report
11/04/2020

MUSA142 : Guitar 2

General Information

Faculty Author:	• Import, Data
Attachments:	MUSA-142_SU18.pdf MUSA 142.pdf Guitarperfomance.pdf GUITAR FAMILY ARTIC ASSIST Binder.pdf CRSE ART SMRY_MUSA-142_UCCSU.pdf Copy of XLS Guitar Family Artic Audit.xlsx CCC SRCH TITLE CNTNS GUITAR.pdf CCC SRCH TITLE CNTNS GUITAR.html ASSIST CAS MUSA 142.pdf Download
Course Code (CB01) :	MUSA142
Course Title (CB02) :	Guitar 2
Department:	Music
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1004.00) Music
CIP Code:	(50.0901) Music, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000217848
Curriculum Committee Approval Date:	10/10/2017
Board of Trustees Approval Date:	11/08/2017
External Review Approval Date:	05/16/2019
Course Description:	Continuation of MUSA 141. Continued development of left and right-hand guitar technique for non-majors with an emphasis on notation-reading on first through third positions. Class instruction in following a blues chart as well as basic-to-intermediate classical, and flamenco literature. Solo in-class performance is required. Students must have access to a guitar. Nylon strings are preferred.
Proposal Type:	Periodic review and revision for compliance and currency. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	• Music
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge
No value

Course Support Course Status (CB26)
Course is not a support course

Course Special Class Status (CB13)
Course is not a special class.

Repeatability
0

Type of Repeat
No value

Grading
- A-F or P/NP

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Local Requirements: Guidance and Activities	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Activities Requirement	(MJC Activities)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.
○ Yes
○ No
● Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.
- CSU, Sacramento

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
MUSC 74A

Provide the title of the comparable CSU course.
Guitar Intermediate

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- CSU, Fullerton

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
MUS 185 B

Provide the title of the comparable CSU or UC course.
Guitar For Non-Music Majors

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- CSU, Stanislaus

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
MUS 2650

Provide the title of the comparable CSU or UC course.
Intermediate Class Guitar

Does course-to-course articulation with this course exist for this academic year?
No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	1	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	54
Maximum Credit Units (CB06)	1	**Total Course Out-of-Class Hours**	-	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non-Credit Category (CB22)
Credit Course.

Non-Credit Characteristics
No value

Course Classification Code (CB11)
Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Lab Hours	3	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	-
Lab	54
Activity	-
Total	54
Course Out-Of-Class Hours	
Lecture	-
Lab	-
Activity	-
Total	-

Time Commitment Notes for Students
No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

Advisory
MUSA141 - Guitar 1

Requisite Skills

Requisite Skills	Content Review
Identify the basic elements of time signature and meter. LAB	• MUSA 141 - Identify the basic elements of time signature and meter.
Demonstrate familiarity with music notation as well as dynamic markings. LAB	• MUSA 141 - Demonstrate familiarity with music notation as well as dynamic markings.
Illustrate ability to sight-read simple melodies in the first position. LAB	• MUSA 141 - Illustrate ability to sight-read simple melodies in the first position.
Identify right-hand plucking techniques. LAB	• MUSA 141 - Identify right-hand plucking techniques.
Distinguish basic strumming patterns.* LAB	• MUSA 141 - Distinguish basic strumming patterns.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Demonstration 2. In-class coaching with guided peer observation 3. Instructor-guided self critical analysis of student's performances 4. Lecture 5. Performance analysis of audio/video material 6. Possible field trips

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)
1. Two weekly simple exercises
2. Four solo works per semester (3 weeks per work)
3. Two to three diatonic scales per week
4. Two Peer-critiqued works per semester
    1. Open to receive peer critique
    2. Provide critique to peers

Evidence of Critical Thinking (Quality)
1. Interpretation assignments given the performance practices of the Middle-Ages, Renaissance, Baroque, Classic, Romantic and Modern periods.
2. Application of Agogic and Dynamic markings on the score as an assignment to better execute works given their particular style.
3. Discern the appropriate tone color that best fits works given their cultural and historical soundscapes.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Classroom participation and effort 2. Performance quizzes 3. Mid-term examination 4. Mid-term performance
SUMMATIVE EVALUATION	1. Individual performance final 2. Performance tests on guitar skills

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Duncan, C.	Guitar at Sight	Guitar Solo Publications	1997	0962783269
Ferrara, L.	The Student Repertoire Series: Volume I	Guitar Solo Publications	1995	0962783250
The Royal Conservatory Publications	Bridges Preparatory Guitar Repertoire and Etudes	The Frederick Harris Music Company	2011	1554403073

Other Instructional Materials

Description	Kitharologus
Author	Ricardo Iznaola
Citation	Mel Bay - 1997

Description	Additional work to enhance quality of skills.
Author	No value
Citation	No value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?
☑ Yes
☐ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
Guitar at Sight 1997 - Most current edition as of 04/05/17 (LSM)

The Student Repertoire Series: Volume I 1995 - Most current edition as of 04/05/17. (LSM)

Bridges Preparatory Guitar Repertoire and Etudes 2011 - Most current edition as of 04/05/17 (LSM)

Kitharologus 1997 - This edition is still in publication and serves as a trouble-shoot guide to solve technical problems on the guitar.
The most current edition in print or the best in its field
ISBN: 0786617748

Materials Fee

Is there a materials fee for this course?
○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?
○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Learning Outcomes and Objectives

Course Objectives

Laboratory Objectives

Perform four in-class basic-to-intermediate solos.

In-class performance of two small basic-to-intermediate chamber works.

Perform and functionally harmonize simple triads.

Read a blues chart.

Read music notation covering the first through third positions.

Apply appropriate finger patterns to a given piece of basic-to-intermediate literature.

Demonstrate improvisation skills over a blues chart.

Demonstrate an understanding of the simplified version of all diatonic major and minor scales.

Execute accompaniment patterns for several basic-to-intermediate rhythms.

Play basic-to-intermediate technical finger fitness exercises.

CSLOs

Apply the proper basic-to-intermediate Left Hand fingering to classical guitar and/or flamenco basic-to-intermediate works.	Expected SLO Performance: 0.0
Execute adequate Right hand techniques to classical and/or flamenco basic-to-intermediate works.	Expected SLO Performance: 0.0
Perform proper left-hand chord formations in a while following a blues chart.	Expected SLO Performance: 0.0
Execute a proper right-hand accompaniment pattern while following a blues chart.	Expected SLO Performance: 0.0
Be able to read music notation on the first through third positions.	Expected SLO Performance: 0.0

Content

Course Content
No Value

Lab Content
1. Basic-to-intermediate music notation and expression tools
    1. Dynamics
    2. Key signatures
    3. Tempo
    4. Note values
        1. Pitch recognition
        2. Timing
2. Simplified major and minor diatonic scales
    1. Free Stroke
    2. Rest Stroke
    3. Plant Mute
3. Fretboard positions
    1. First
    2. Second
    3. Third
4. Basic-to-intermediate rhythm Flamenco and/or jazz accompaniment patterns and articulation
    1. Strumming patterns
        1. Eighth-note application
        2. Triplet application
    2. Accompaniment finger-style patterns
5. Basic-to-intermediate literature
    1. Renaissance
    2. Baroque
    3. Classical
    4. Romantic
    5. Post-Romantic
    6. Modern
6. Basic-to-intermediate repertoire
    1. Technical (skill mastery)
        1. Classical
            1. Milan
            2. Brower
            3. Calatayud
            4. Carcassi
            5. Giuliani
        2. Jazz
            1. Davis
            2. Dorham
            3. Jackson
            4. Harris
            5. Rollins
    2. Performance
        1. Classical
            1. Milan
            2. Brower
            3. Calatayud
            4. Carcassi
            5. Giuliani
        2. Jazz
            1. Davis
            2. Dorham
            3. Jackson
            4. Harris
            5. Rollins
7. Basic-to-intermediate chamber performance skills
    1. Lead
    2. Follow
8. Basic-to-intermediate solo performance skills
    1. Stage presence
    2. Posture
    3. Performance anxiety
        1. Coping mechanisms
        2. Mock performances

Recommended Course Content

Recommended Course Content
No Value

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum
No Value

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?
No Value

Are library resources needed for this course?
No Value

Do you have any special concerns/needs or comments? If yes, describe.
No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)
No Value

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?
No Value

If you are requesting Distance Education, did you complete the DE addendum tab?
No Value

If requesting transferability, have you completed the comparable courses field?
No Value

Add any additional comments you want reviewers to read.
No Value

Modesto Junior College

Course Outline of Record Report

11/04/2020

MUSA143 : Guitar 3

General Information

Faculty Author:	• Import, Data
Attachments:	CCC SRCH TITLE CNTNS GUITAR.pdf MUSA-143_SU18.pdf MUSA 143.pdf GUITAR FAMILY ARTIC ASSIST Binder-1.pdf CRSE ART SMRY_MUSA-143_UCCSU.pdf Copy of XLS Guitar Family Artic Audit-1.xlsx CCC SRCH TITLE CNTNS GUITAR.html ASSIST CAS MUSA 143.pdf Download
Course Code (CB01) :	MUSA143
Course Title (CB02) :	Guitar 3
Department:	Music
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1004.00) Music
CIP Code:	(50.0901) Music, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000169913
Curriculum Committee Approval Date:	10/10/2017
Board of Trustees Approval Date:	11/08/2017
External Review Approval Date:	05/16/2019
Course Description:	Continuation of MUSA 142. Intermediate application of left and right-hand guitar technique for non-majors with an emphasis on notation-reading from first through seventh positions. Class instruction in following a basic jazz chart as well as intermediate work on classical and flamenco technique and repertoire. Solo in-class performance is required. Students must have access to a guitar. Nylon strings are required.
Proposal Type:	Course catalog description modification, currency and departmental conformity in forms. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	• Music
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge
No value

Course Support Course Status (CB26)
Course is not a support course

Course Special Class Status (CB13)
Course is not a special class.

Repeatability
0

Type of Repeat
No value

Grading
• A-F or P/NP

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Local Requirements: Guidance and Activities	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Activities Requirement	(MJC Activities)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.
No Value

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
No Value

Provide the title of the comparable CSU course.
No Value

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- CSU, Fresno

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
MUSIC 11

Provide the title of the comparable CSU or UC course.
Intermediate Guitar Technique

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- UC Los Angeles

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
60FS (no prefix supplied)

Provide the title of the comparable CSU or UC course.
Undergraduate Instruction in Performance: Classical Guitar

Does course-to-course articulation with this course exist for this academic year?
No Value

Field Trips

Field trips are required.
○ Yes
○ No
● Maybe

Units and Hours

Summary

Minimum Credit Units (CB07)	1	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	54
Maximum Credit Units (CB06)	1	**Total Course Out-of-Class Hours**	-	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non-Credit Category (CB22)
Credit Course.

Non-Credit Characteristics
No value

Course Classification Code (CB11)
Credit Course.

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Lab Hours	3	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	-
Lab	54
Activity	-
Total	54
Course Out-Of-Class Hours	
Lecture	-
Lab	-
Activity	-
Total	-

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

Advisory
MUSA142 - Guitar 2

Requisite Skills

Requisite Skills	Content Review
Perform in ensemble in semi-formal recitals. LAB	• MUSA 142 - In-class performance of two small basic-to-intermediate chamber works.
Identify triads and harmonization. LAB	• MUSA 142 - Perform and functionally harmonize simple triads.
Perform in solo settings. LAB M	• MUSA 142 - Perform four in-class basic-to-intermediate solos.
Illustrate conducting and following within a smaller ensemble. LAB	• MUSA 142 - In-class performance of two small basic-to-intermediate chamber works.
Demonstrate sight-reading ability up to the 5th position. LAB	• MUSA 142 - Read a blues chart.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Demonstration of performance practices 2. Lecture 3. Critical analysis of audio/visual material 4. Guided self-performance critique 5. In-class coaching with peer observations 6. Possible field trips

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Four works for solo performance:
    1. The first two need to be performed at the mid-term.
        1. Weekly solo in-class performance
        2. Weekly self-evaluation
        3. Weekly peer evaluation
    2. The latter two (more difficult) will be performed at the final.
        1. Weekly solo in-class performance
        2. Weekly self-evaluation
        3. Weekly peer evaluation
2. Eight out of twelve permutated Segovia/Brouwer Scales.
    1. First four Scales prepared for the mid-term exam
        1. Weekly solo in-class performance
        2. Weekly class performance
    2. Second group of four scales for the Final exam
        1. Weekly solo in-class performance
        2. Weekly class performance
3. Ten technical Exercises out of the Kitharologus and Pumping Nylon Books.
    1. Exercises one through five (selection varies according to the student's proficiency level).
        1. Weekly solo in-class performance
        2. Weekly class performance
    2. Exercises six through ten (selection varies according to the student's proficiency level).
        1. Weekly solo in-class performance
        2. Weekly class performance

Evidence of Critical Thinking (Quality)

1. Given the nature of stage and in-class performance, every note performed by our students should be considered as a result of a very complicated critical thinking process:
    1. Dynamics are the amplitude or volume that students must enact when performing solo and chamber works. Indeed, the performing student is coached to voice (assign levels of amplitude) a work of music throughout the semester. If one is to assume that a sketch of a painting is the sheet music, the analogy of voicing a piece for performance purposes should be analogous to the thousands of colors that should be employed in order to transform the sketch into a full-blown color painting.
    2. Students must also consider the aspects of articulation, voice separation, phrasing, agogics, and tempo amongst other parameters that make describing music in words a very unique challenge.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Assessment of musical skills based on daily performance 2. Performance in peer and faculty evaluated quizzes 3. Mid-Term Examination 1. Melodic sight reading 2. Chord chart sight-reading 3. Prepared piece
SUMMATIVE EVALUATION	1. Final 1. Melodic sight reading 2. Chord chart sight-reading 3. Prepared piece

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Duncan, C.	Guitar at Sight	Guitar Solo Publications	1997	0962783269
Ferrara, L.	Student Repertoire Series II	Guitar Solo Publications	1997	0962783277

Other Instructional Materials

Description	Sight Reading for the Classical Guitar
Author	Robert Benedict
Citation	Alfred Publishing - 1985

Materials Fee

Is there a materials fee for this course?
○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?
○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?
☑ Yes
☐ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
Guitar at Sight 1997 - The latest is the most current version available.

Student Repertoire Series 1997 - This version is the most current edition.
Sight Reading for the Classical Guitar 1985 - There is no better sequence published for continued improvement on sight-reading skills on the guitar. Exercises are short, concise and written with the focus of reading improvement.

Learning Outcomes and Objectives

Course Objectives

Laboratory Objectives

Perform four in-class intermediate solos.

Perform two small intermediate chamber works.

Perform and functionally harmonize triads with added dissonances.

Read a basic jazz chart.

Read music notation covering the first through seventh positions.

Apply appropriate finger patterns to a given piece of intermediate literature.

Demonstrate improvisation skills over a basic jazz chart.

Demonstrate an understanding of the standard version of all diatonic major and minor scales.

Execute accompaniment patterns for several intermediate rhythms.

Play intermediate technical finger fitness exercises.

CSLOs

Apply the proper intermediate Left Hand fingering to classical guitar and/or flamenco intermediate works.	Expected SLO Performance: 0.0
Execute adequate Right hand techniques to classical and/or flamenco intermediate works.	Expected SLO Performance: 0.0
Perform proper left-hand chord formations in a while following a basic jazz chart.	Expected SLO Performance: 0.0
Execute a proper right-hand accompaniment pattern while following a basic jazz chart.	Expected SLO Performance: 0.0
Be able to read music notation on the first through seventh positions.	Expected SLO Performance: 0.0

Content

Course Content
No value

Lab Content

1. Intermediate music notation and expression tools
    1. Dynamics
    2. Key signatures
    3. Tempo
    4. Note values
        1. Pitch recognition
        2. Timing
2. Standard major and minor diatonic scales
    1. Free Stroke
    2. Rest Stroke
    3. Plant Mute
    4. Repeated-note Drills
3. Fretboard positions
    1. First
    2. Second
    3. Third
    4. Fourth
    5. Fifth
    6. Sixth
    7. Seventh
4. Intermediate rhythm Flamenco and/or jazz accompaniment patterns and articulation
    1. Strumming patterns
        1. Eighth-note application
        2. Triplet application
        3. Sixteenth-note application
    2. Accompaniment finger-style patterns
        1. Positive string-crossing
        2. Negative string-crossing
    3. Intermediate literature
        1. Renaissance
        2. Baroque
        3. Classical
        4. Romantic
        5. Post-Romantic
        6. Modern
    4. Intermediate repertoire
        1. Technical (skill mastery)
            1. Classical
                1. Villa Lobos
                2. Brower
                3. Sor
                4. Aguado
                5. Giuliani
            2. Jazz
                1. Monk
                2. Reinhardt
                3. Mancini
                4. York
                5. Kraft
        2. Performance
            1. Classical
                1. Villa Lobos
                2. Brower
                3. Sor
                4. Aguado
                5. Giuliani
            2. Jazz
                1. Monk
                2. Reinhardt
                3. Mancini
                4. York
                5. Kraft
5. Intermediate chamber performance skills
    1. Lead
    2. Follow
6. Intermediate solo performance skills
    1. Stage presence
    2. Posture
    3. Performance anxiety
        1. Coping mechanisms
        2. Mock performances

Recommended Course Content

Recommended Course Content
No Value

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum
No Value

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?
No Value

Are library resources needed for this course?
No Value

Do you have any special concerns/needs or comments? If yes, describe.
No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)
No Value

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?
No Value

If you are requesting Distance Education, did you complete the DE addendum tab?
No Value

If requesting transferability, have you completed the comparable courses field?
No Value

Add any additional comments you want reviewers to read.
No Value

Modesto Junior College

Course Outline of Record Report

11/04/2020

MUSA144 : Guitar 4

General Information

Faculty Author:	- Import, Data
Attachments:	CCC SRCH TITLE CNTNS GUITAR.pdf UC Sta Barbara Rep. Class.png MUSA-144_SU18.pdf MUSA 144_COR before Edits made.pdf MUSA 144.pdf GUITAR FAMILY ARTIC ASSIST Binder-2.pdf Copy of XLS Guitar Family Artic Audit-2.xlsx CCC SRCH TITLE CNTNS GUITAR.html ASSIST CAS MUSA 144.pdf Download
Course Code (CB01) :	MUSA144
Course Title (CB02) :	Guitar 4
Department:	Music
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1004.00) Music
CIP Code:	(50.0901) Music, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000323774
Curriculum Committee Approval Date:	10/10/2017
Board of Trustees Approval Date:	11/08/2017
External Review Approval Date:	05/16/2019
Course Description:	Continuation of MUSA 143. Advanced application of left and right-hand guitar technique for non-majors with an emphasis on notation-reading on all positions. Completion can indicate readiness for applied instruction for majors (MUSA 145). Class instruction in following a jazz chart as well as intermediate-to-advanced work on classical and flamenco technique and repertoire. Solo in-class performances are required. Students must have access to a guitar. Nylon strings are required.
Proposal Type:	Catalog description update, currency and course name change. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	- Music
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Repeatability

0

Type of Repeat

No value

Grading

- A-F or P/NP

Course Prior to College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Local Requirements: Guidance and Activities	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Activities Requirement	(MJC Activities)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.

○ Yes

○ No

● Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.

- CSU, Sacramento

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)

MUSC 144G

Provide the title of the comparable CSU course.

Chamber Music -- Guitar

Does course-to-course articulation with this course exist for this academic year?

No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- UC Los Angeles

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)

MUSC 60FW

Provide the title of the comparable CSU or UC course.

Undergraduate Instruction in Performance: Classical Guitar

Does course-to-course articulation with this course exist for this academic year?

No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- UC Santa Barbara

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)

MUS 155

Provide the title of the comparable CSU or UC course.

Guitar Repertoire

Does course-to-course articulation with this course exist for this academic year?

No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	1	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	54
Maximum Credit Units (CB06)	1	**Total Course Out-of-Class Hours**	-	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Lab Hours	3	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	-
Lab	54
Activity	-
Total	54
Course Out-Of-Class Hours	
Lecture	-
Lab	-
Activity	-
Total	-

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

Advisory

MUSA143 - Guitar 3

Requisite Skills

Requisite Skills	Content Review
Sight read on bass and treble clefs. LAB	- MUSA 143 - Perform four in-class intermediate solos
Execute any of the first 12 Segovia/Brouwer Scales LAB	- MUSA 143 - Apply appropriate finger patterns to a given piece of intermediate literature.
Execute any of the 120 Right Hand Giuliani exercises LAB	- MUSA 143 - Demonstrate improvisation skills over a basic jazz chart.
Demonstrate knowledge in performance of early and modern guitar repertoire LAB	- MUSA 143 - Read a basic jazz chart.
Identify elements in guitar pedagogy LAB	- MUSA 143 - Perform and functionally harmonize triads with added dissonances.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Demonstration 2. Lecture 3. Use and analysis of audio/visual materials 4. Conduct guided discussions on peer performances 5. Possible field trips

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Four works for solo performance:
   1. The first two need to be performed at the mid-term.
      1. Weekly solo in-class performance
      2. Weekly peer review (evaluating peers)
      3. Weekly peer evaluation (be evaluated by peers)
   2. The latter two (more difficult) will be performed at the final.
      1. Weekly solo in-class performance
      2. Weekly peer review
      3. Weekly peer evaluation
2. Thirteen out of twenty-six permutated Segovia/Brouwer Scales.
   1. First Seven Scales prepared for the mid-term exam
      1. Weekly solo performance (before the class)
      2. Weekly class performance (alongside the class)
   2. Second group of six scales for the Final exam
      1. Weekly solo performance
      2. Weekly class performance
3. Twenty technical Exercises out of the Kitharologus and Pumping Nylon Books.
   1. Exercises one through ten (selection varies according to the student's proficiency level).
      1. Weekly solo in-class performance
      2. Weekly group in-class performance
   2. Exercises eleven through twenty (selection varies according to the student's proficiency level).
      1. Weekly solo performance
      2. Weekly class performance

Evidence of Critical Thinking (Quality)

1. Assignments will be set at the beginning of the Semester. Solo performance requirements present on-the-spot critical thinking considerations as students perform works before other instrumentalists. The myriad possible interpretative agogic combinations place an enormous amount of pressure that instrumentalists must now consider while performing.
2. Given the stylistic conventions of the seven established time periods (Medieval, Renaissance, Baroque, Classical, Romantic, Post-Romantic and Modern), compositions require students to enact the appropriate interpretation of each passage within the work at hand. Therefore, it is imperative that students be able to implement in practice the theory behind ornamentation, harmonic structure and melodic treatment as applied across the aforementioned styles.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Assessment of musical skills based on performance 2. Grade of day-to-day classroom participation and effort 3. Performance Quizzes 4. Mid-term examination 5. Mid-term performance
SUMMATIVE EVALUATION	1. Assignments and tests designed to reveal degree of mastery of musical terminology and notation 2. Sight-reading Test 3. Prepared solo Works Performance Final Assessment 4. Final Examination

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Duncan, C.	Guitar at Sight	Guitar Solo Publications	1997	0962783269
Ricardo Iznaola	Kitharologus (1st Ed.)	Mel Bay Publications, Inc.	1997	0786617748
Robert Benedict	Sight Reading for the Classical Guitar Level IV-V (1st Ed.)	Alfred Publishing,	1985	0769212859
Scott Tennant	Pumping Nylon (1st Ed.)	Alfred Publishing,	2016	1470631385

Other Instructional Materials

Description	Additional work to enhance quality of skills.
Author	No value
Citation	No value

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

☑ Yes

☐ No

☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

Guitar at Sight 1997 - This is the most current edition in print or the best in its field.

Kitharologus 1997 - The path to virtuosity is and has been a series of dedicated technical etudes focused on different aspects of the approach to the guitar. There have been no updates since 97 of this wonderful Manual/book.

Sight Reading for the Classical Guitar Level IV-V 1985 - There is no other series available for sight-reading on the classical guitar with this format available. The exercises are short and to the point with focus on different aspects of the learning in Sight Reading.

Pumping Nylon 2016 - This is the most current edition.

Materials Fee

Is there a materials fee for this course?

○ Yes

● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?

○ Yes

○ No

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Learning Outcomes and Objectives

Course Objectives

Laboratory Objectives

Perform four in-class intermediate-to-advanced solos.

In-class performance of two small intermediate-to-advanced chamber works.

Perform and functionally harmonize triads with added dissonances and inversions.

Read a jazz chart.

Read music notation covering any position.

Apply appropriate finger patterns to a given piece of intermediate-to-advanced literature.

Demonstrate improvisation skills over a jazz chart.

Demonstrate an understanding of the advanced permutation version of all diatonic major and minor scales (free stroke, rest stroke, Plant mute and repeated-note drills).

Execute accompaniment patterns for several intermediate-to-advanced rhythms.

Play intermediate-to-advanced technical finger fitness exercises.

CSLOs

Apply the proper intermediate-to-advanced Left Hand fingering to classical guitar and/or flamenco intermediate-to-advanced works.	Expected SLO Performance: 0.0
Execute adequate Right hand techniques to classical and/or flamenco intermediate-to-advanced works.	Expected SLO Performance: 0.0
Perform proper left-hand chord formations in a while following a jazz chart.	Expected SLO Performance: 0.0
Execute a proper right-hand accompaniment pattern while following a jazz chart.	Expected SLO Performance: 0.0
Be able to read music notation on any position.	Expected SLO Performance: 0.0

Content

Course Content

No value

Lab Content

1. Intermediate-to-advanced music notation and expression tools
   1. Dynamics
   2. Key signatures
   3. Tempo
   4. Note values
      1. Pitch recognition
      2. Timing
2. Permutated major and minor diatonic scales
   1. Free Stroke
   2. Rest Stroke
   3. Plant Mute
   4. Repeated-note Drills
   5. Triplet Permutations
   6. Sixteenth-note Permutations
3. Fretboard positions
   1. All positions
4. Intermediate-to-advanced rhythm Flamenco and/or jazz accompaniment patters and articulation
   1. Strumming patterns
      1. Eighth-note application
      2. Triplet application
      3. Sixteenth-note application
      4. Alzapua
   2. Accompaniment finger-style patterns
      1. Positive string-crossing
      2. Negative string-crossing
      3. Thumb dampening
5. Intermediate-to-advanced literature
   1. Renaissance
   2. Baroque
   3. Classical
   4. Romantic
   5. Post-Romantic
   6. Modern
6. Intermediate-to-advanced repertoire
   1. Technical
      1. Classical
         1. Villa Lobos
         2. Tedesco
         3. Tárrega
         4. Aguado
         5. Giuliani
      2. Jazz
         1. Parker
         2. River
         3. Gillespie
         4. Jobim
         5. Henderson
   2. Performance
      1. Classical
         1. Villa Lobos
         2. Tedesco
         3. Tárrega
         4. Aguado
         5. Giuliani
      2. Jazz
         1. Parker
         2. River
         3. Gillespie
         4. Jobim
         5. Henderson
7. Intermediate-to-advanced chamber performance skills
   1. Lead
   2. Follow
8. Intermediate-to-advanced solo performance skills
   1. Stage presence
   2. Posture
   3. Performance anxiety
      1. Coping mechanisms
      2. Mock performances

Recommended Course Content

Recommended Course Content

No Value

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Distance Education Addendum

No Value

Modality Type:

No Value

Methods of Instruction:

No Value

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)

No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.

No Value

Announcements:

No Value

Discussion Boards:

No Value

Q & A Discussion Boards:

No Value

Assignment Feedback:

No Value

Office Hours and Conferences:

No Value

Third-Party Tools:

No Value

Online Course Syllabus:

No Value

E-mail:

No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

No Value

Are library resources needed for this course?

No Value

Do you have any special concerns/needs or comments? If yes, describe.

No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

No Value

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

No Value

If you are requesting Distance Education, did you complete the DE addendum tab?

No Value

If requesting transferability, have you completed the comparable courses field?

No Value

Add any additional comments you want reviewers to read.

No Value

Modesto Junior College
Course Outline of Record Report
11/04/2020

MUSA145 : Applied Classical Guitar

General Information

Faculty Author:	- Import, Data
Attachments:	MUSA-145_SU17.pdf MUSA 145.pdf C-ID MUS 160.doc ASSIST CAS MUSA 145.pdf Download
Course Code (CB01) :	MUSA145
Course Title (CB02) :	Applied Classical Guitar
Department:	Music
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1004.00) Music
CIP Code:	(50.0901) Music, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000217445
Curriculum Committee Approval Date:	10/25/2016
Board of Trustees Approval Date:	12/14/2016
External Review Approval Date:	05/16/2019
Course Description:	Study and performance of guitar solo literature, etudes, scales and technical exercises. Designed for performance music majors intending to transfer to four-year institutions or advanced players. Recital and public participation required. Student must own or have access to an instrument appropriate to this course. (CC: MUSIC 50) (C-ID MUS 160)
Proposal Type:	Modifying limitation on enrollment to "entry by audition" to align with C-ID descriptor and removing co-requisites. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	- Music
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

Course Special Class Status (CB13)
Course is not a special class.

Grading
- A-F or P/NP

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students to Gain Credit by Exam/Challenge

Repeatability
3

☐ Allow Students To Audit Course

Rationale For Credit By Exam/Challenge
No value

Type of Repeat
To fulfill UC/CSU requirements for bachelor's degree (55041(a)1)

Course Support Course Status (CB26)
Course is not a support course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
Music for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021
Music	A.A. Degree	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Local Requirements: Guidance and Activities	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Activities Requirement	(MJC Activities)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.
● Yes
○ No
○ Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.
- CSU, Sacramento

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
MUSC 74A.

Provide the title of the comparable CSU course.
Guitar: Intermediate. Individual instruction.

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- CSU, Fresno

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
MUSIC 33

Provide the title of the comparable CSU or UC course.
Instrumental Lessons

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- UC Davis

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
Music 131R

Provide the title of the comparable CSU or UC course.
Applied Study of Music: Advanced (Individual) ; Classical Guitar

Does course-to-course articulation with this course exist for this academic year?
No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	1	**Total Course In-Class (Contact) Hours**	18	**Total Student Learning Hours**	54
Maximum Credit Units (CB06)	1	**Total Course Out-of-Class Hours**	36	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non-Credit Category (CB22)
Credit Course.

Non-Credit Characteristics
No value

Course Classification Code (CB11)
Credit Course.

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Lab Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	18
Lab	-
Activity	-
Total	18
Course Out-Of-Class Hours	
Lecture	36
Lab	-
Activity	-
Total	36

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
No value	No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Drill on-stage presence and performance 2. Master-class situation and forum discussion with peers 3. One-on-one lessons 4. Lectures and demonstration in performance practice 5. Oral performance critiques 6. Discovery through experimentation

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)
1. The assignments are given out in a weekly basis during a solo lesson. To properly satisfy the rigor of the assignments, it is recommended that students devote at least three daily hours of practice.
2. Technically there are three aspects of the assignment: Exercises, Scales and Etudes. There are 24 set scales with different finger permutations. The average time it takes a student to play through scales is 45 minutes.
3. There are two textbooks that feature a myriad of technical exercises that help keep the hands fit to execute the difficult materials demanded of the course. Exercises are assigned according to the technical needs of the individual student: Pumping Nylon and Kitharologos.
4. Four Villa-Lobos Etudes (1,2,3 and 7) are required to satisfy most entrance examinations to schools of music throughout the country, Europe and Latin America. Preparing one of these pieces takes an approximate of 500 hours of practice (4-5 months). It is expected that students enroll in the course four times to be able to satisfy this universal requirement.
5. The solo repertoire assigned to students varies according to their own choice (as approved by the instructor). The set requirement is that they include a Bach Suite (a collection of dances from the Baroque era). Learning a Cello suite can take an approximate 1000 hours of practice. The remainder of the 45 minutes of solo and chamber music repertoire is a free choice for the student as long as it holds the level of advanced (equivalent book 8 of the Royal Conservatory Series).
6. Group sessions will prepare our students to become future teachers. They are each assigned a student from the beginning classes and asked to teach a lesson in a controlled environment.

Evidence of Critical Thinking (Quality)
1. Hold regular practice hours. Remember to stylistically interpret harmony and tempi according to style appropriate parameters. Devote 20 minute to each focus practice session and an hour to stamina practice on a daily basis.
2. There are several learning styles. Given what you have studied in the semester, assess yours and create a work routine outlining the work you should do in order to overcome any technical deficiencies.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Periodic critiques by instructor
SUMMATIVE EVALUATION	1. Assessment of musical skills based on performance 2. Jury of instrumental Music Department faculty members

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Anthony Glise	Classical Guitar Pedagogy (1st Ed.)	Mel Bay Publications, Inc.	1997	0786613807
Duncan, C.	Guitar at Sight	Guitar Solo Publications	1996	
Ricardo Iznaola	Kitharologus (1st Ed.)	Mel Bay Publications, Inc.	1997	0786617748
Robert Benedict	Sight Reading for the Classical Guitar Level IV-V	Alfred Publishing,	1985	0769212859
Scott Tennant	Pumping Nylon (2nd Ed.)	Alfred Publishing,	2006	088284721X

Other Instructional Materials

Description	Additional work to enhance quality of skills.
Author	No value
Citation	No value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?
☐ Yes
☐ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
No Value

Materials Fee

Is there a materials fee for this course?
○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?
○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Learning Outcomes and Objectives

Course Objectives

Perform a thirty-minute (ensemble works allowed) recital or a fifteen-minute jury.

Demonstrate practical knowledge or repertoire required for entrance examinations at universities and conservatories.

Identify early music notation for lute and guitar.

Identify advanced strum and right hand techniques from the Classical, Jazz and Flamenco schools.

Demonstrate sight-reading ability at the sophomore conservatory level.

Compare and contrast literature from both a technical and historical basis.

Perform selected advanced exercises from required texts.

Evaluate peer performances.

CSLOs

Describe and distinguish in an articulate manner between elements advanced classical guitar interpretation and technique.
Expected SLO Performance: 0.0

ISLOs Core ISLOs

Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.

Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.

ISLOs GELO

Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.

Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

Describe and distinguish between the prevailing styles of composition of the Medieval, Renaissance, Baroque, Romantic, Post-Romantic, Impressionistic and Contemporary for the instrument at the advanced level.
Expected SLO Performance: 0.0

ISLOs Core ISLOs

Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

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ISLOs GELO

Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.

Utilize appropriate performance practices of the above-listed styles on stage during solo performances at the advanced level.
Expected SLO Performance: 0.0

ISLOs Core ISLOs

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ISLOs GELO

Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

Utilize the same performance practices and techniques during ensemble performances at the advanced level.
Expected SLO Performance: 0.0

ISLOs Core ISLOs

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ISLOs GELO

Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

Effectively sight-read a composition at the intermediate level.
Expected SLO Performance: 0.0

ISLOs GELO

Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

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Successfully perform the first twelve scales with their appropriate right and left hand patterns.
Expected SLO Performance: 0.0

ISLOs GELO

Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments

ISLOs Core ISLOs

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Content

Course Content

1. Intermediate/advanced Repertoire
2. Technical Development Etudes
    1. Major and minor scales
    2. Position shift and phrasing etudes
    3. 120 Right Hand Exercises
    4. Sor Etudes
    5. Carcassi Etudes
    6. Brouwer Etudes
3. Elements in Guitar Pedagogy
4. Reading Skills
    1. Sight reading in al positions
    2. Continuo
    3. Bass Cleff
    4. Fretboard Harmony
    5. Chart-reading
5. Early and Contemporary Performance Practices
6. Second Repeat
    1. First 24 diatonic scales performance
    2. Major chamber work performance
    3. Two major solo Renaissance works performance
7. Third Repeat
    1. Technical dexterity left and right hand independence studies
    2. Etude and agogit interpretation of learned works
    3. Two major solo Baroque Works performance
8. Fourth Repeat
    1. Five Villa-Lobos Etude performance
    2. Memorized performance of prior works
    3. A major Sonata from the Classical Period
    4. A solo 20th or 21st Century composition memorized work

Recommended Course Content

Recommended Course Content
1. Solo performance of arrangements of the Violin or Lute Suites by JS Bach (at least one).
2. Any large solo work from Giuliani, Tedesco, Ponce or Rodrigo.
3. Audition preparation

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College
Course Outline of Record Report
11/04/2020

PHYSO101 : Introductory Human Physiology

General Information

Faculty Author:	- Import, Data
Attachments:	PHYSO-101_SU16-version approved by CC prior to C-ID-required changes.pdf PHYSO-101_SU16.pdf PHYSO 101.pdf PHYSO 101 INTRODUCTORY HUMAN PHYSIOLOGY for C-ID BIOL 120B Conditionally Approved.pdf PHYSO 101 INTRODUCTORY HUMAN PHYSIOLOGY for C-ID BIOL 120B Conditionally Approved.pdf DE Addendum.pdf ASSIST CAS PHYSO 101.pdf Download
Course Code (CB01) :	PHYSO101
Course Title (CB02) :	Introductory Human Physiology
Department:	Biology
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(0410.00) Anatomy and Physiology
CIP Code:	(26.0901) Physiology, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000568354
Curriculum Committee Approval Date:	09/08/2015
Board of Trustees Approval Date:	10/14/2015
External Review Approval Date:	11/20/2019
Course Description:	Study of physiological principles, function, and homeostasis of the human body in health and disease; at the biochemical, cellular, tissue, organ, and system levels: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, urinary, digestive, and reproductive. Includes cellular communication, sensory reception, and neural and hormonal control: body movement, oxygen and nutrient delivery, immunity, fluid and electrolyte balance, metabolism and reproductive function. Intended primarily for Nursing, Allied Health, Kinesiology, and other health related majors. (CC: BIOL 60; BIOL 60 + BIOL 10 = PHYSO 101 + ANAT 125) (C-ID: BIOL 120B)
Proposal Type:	We are adjusting the units, content, and other details to reflect C-ID expectations and ensure the MJC Nursing Program is fully viable. Requesting C-ID BIOL 120B. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	- Biological Sciences
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge
No value

Course Support Course Status (CB26)
Course is not a support course

Course Special Class Status (CB13)
Course is not a special class.

Repeatability
0

Type of Repeat
No value

Grading
- A-F or P/NP

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Athletic Training /Sports Medicine	A.S. Degree	MJC Spring 2021
CSU General Education Pattern	Certificate of Achievement	MJC Spring 2021
General Studies, Emphasis in Natural Sciences	A.A. Degree	MJC Spring 2021
IGETC Pattern	Certificate of Achievement	MJC Spring 2021
MJC-GE Pattern	MJC-GE Pattern	MJC Spring 2021
Nursing: ADN Program (RN)	A.S. Degree	MJC Spring 2021
Public Health Science for Transfer Degree	AS-T Associate of Science for Transfer	MJC Spring 2021
Respiratory Care	A.S. Degree	MJC Spring 2021
Kinesiology for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area A: Natural Sciences	(MJC-GE:A)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area B2: Biological Sciences	(CSU-GE:B2)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.
Area B3: Laboratory Activity	(CSU-GE:B3)	Approved	No value	

Intersegmental General Education Transfer Curriculum (IGETC) (for CSU and UC)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area 5B: Biological Sciences	(IGETC: 5B)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.
Area 5C: Laboratory Activity	(IGETC: 5C)	Approved	No value	

Field Trips

Field trips are required.
○ Yes
● No
○ Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.
- CSU, Stanislaus

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
Zoo 4280

Provide the title of the comparable CSU course.
Human Physiology

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- UC Merced

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
Bio 161

Provide the title of the comparable CSU or UC course.
Human Physiology

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
No Value

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
No Value

Provide the title of the comparable CSU or UC course.
No Value

Does course-to-course articulation with this course exist for this academic year?
No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	108	**Total Student Learning Hours**	216
Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	108	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Classification Code (CB11)
Credit Course.

☐ Variable Credit Course

Course Non-Credit Category (CB22)
Credit Course.

Funding Agency Category (CB23)
Not Applicable.

Non-Credit Characteristics
No value

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Lab Hours	3	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	54
Lab	54
Activity	-
Total	108
Course Out-Of-Class Hours	
Lecture	108
Lab	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

Prerequisite
ANAT125 - Human Anatomy

AND

Prerequisite
CHEM143 - Introductory College Chemistry

Requisite Skills

Requisite Skills	Content Review
Apply the principles of dimensional analysis to unit conversions.	- CHEM 143 - Apply the principles of dimensional analysis to unit conversions.
Define subatomic particles cations anions and isotopes.	- CHEM 143 - Define subatomic particles cations anions and isotopes.
Identify atomic number and mass of an element on the periodic table.	- CHEM 143 - Identify atomic number and mass of an element on the periodic table. Remove
Calculate molar mass	- CHEM 143 - Calculate molar mass.
Write balanced chemical equations and identify types of equations.	- CHEM 143 - Write balance chemical equation and identify type of equation.
Write balanced chemical equations and identify types of equations. LAB	- CHEM 143 - Write balanced equations for, observe, and classify various types of reactions including single replacement, double replacement, combination, decomposition, and combustion reactions.
Differentiate between ionic, covalent and polar covalent bonds	- CHEM 143 - Differentiate between ionic, covalent and polar convalent bonds.
Describe and identify intermolecular bonding.	- CHEM 143 - Describe and identify intermolecular bonding.
Predict the effect of changing pressure, volume, temperature or number of moles on a gaseous system holding one or more of these variables constant.	- CHEM 143 - Predict the effect of changing pressure, volume, temperature or number of moles on a gaseous system holdling one or more of these variables constant.
Define vapor pressure, surface tension and boiling point of substances	- CHEM 143 - Define vapor pressure, surface tension and boiling point of substances.
Calculate mass percent, mass/volume percent and volume percent of a solution.	- CHEM 143 - Calculate mass percent, mass/volume percent and volume percent of a solution.
Calculate molarity, molality and osmotic pressure and osmolarity of a solution	- CHEM 143 - Apply Avogadro's number to mole and mass measurements. - CHEM 143 - Calculate molar mass. - CHEM 143 - Calculate molarity, molality and osmotic pressure and osmolarity of a solution.
Differentiate between strong and weak acids; strong and weak bases.	- CHEM 143 - Differentiate between strong and weak acids; strong and weak bases.
Calculate pH and hydrogen ion (H+) concentration.	- CHEM 143 - Calculate pH and [H+].
Calculate pH and hydrogen ion (H+) concentration. LAB	- CHEM 143 - Investigate the chemical principles of pH and acid-base reactions.
Identify oxidized and reduced elements in a single replacement reaction.	- CHEM 143 - Identify oxidized and reduced elements in a single replacement reaction.
Identify families of organic compounds.	- CHEM 143 - Identify families of organic compounds
Describe the structure of cells and tissues.	- ANAT 125 - Explain the structure and functions of the plasma membrane. - ANAT 125 - Describe the structure and functions of the cellular organelles. - ANAT 125 - Identify the distinguishing characteristics of the different types of tissue.
Compare and contrast the histology and function of the muscle tissues.	- ANAT 125 - Compare and contrast the histology and function of the three types of muscle tissue.
Identify the external and internal anatomy of the heart.	- ANAT 125 - Identify the external and internal anatomy of the heart.
Describe the flow of blood through systemic and pulmonary circulations.	- ANAT 125 - Describe the flow of blood through systemic and pulmonary circulations.
Compare and contrast arteries, arterioles, capillaries, venules and veins.	- ANAT 125 - Compare and contrast arteries, arterioles, capillaries, venules and veins.
Compare and contrast arteries, arterioles, capillaries, venules and veins. LAB	- ANAT 125 - Locate and name major arteries and veins and their histological parts.
Describe the components of the lymphatic system and list their functions.	- ANAT 125 - Describe the components of the lymphatic system and list their functions.
Describe the components of the lymphatic system and list their functions. LAB	- ANAT 125 - Identify lymphatic system organs and structures.
Identify the principal parts of the spinal cord and brain.	- ANAT 125 - Identify the principal parts of the spinal cord and brain.
Identify the principal parts of the spinal cord and brain. LAB	- ANAT 125 - Name parts of the spinal cord, spinal nerves, brain, and cranial nerves on models and specimens.
Locate and describe the receptors and structures associated with special senses.	- ANAT 125 - Locate and describe the receptors and structures associated with special senses.
Compare and contrast the sympathetic and parasympathetic divisions of the autonomic nervous system.	- ANAT 125 - Compare and contrast the sympathetic and parasympathetic divisions of the autonomic nervous system.
Describe the location, histology, blood and nerve supplies of endocrine glands.	- ANAT 125 - Describe the location, histology, and blood and nerve supplies of endocrine glands.
Identify the organs of the respiratory system.	- ANAT 125 - Identify the organs of the respiratory system.
Identify the organs of the respiratory system. LAB	- ANAT 125 - Identify respiratory histology and major organs on models and the cadaver.
Compare and contrast the functional histology of different regions of respiratory system.	- ANAT 125 - Compare and contrast the functional histology of different regions of respiratory system.
Describe the histological structure of the gastrointestinal tract.	- ANAT 125 - Describe the histological structure of the gastrointestinal tract.
Describe the histological structure of the gastrointestinal tract. LAB	- ANAT 125 - Illustrate the histological structures of the digestive system using microscope and models.
Identify the organs of the gastrointestinal tract and explain their functions.	- ANAT 125 - Identify the organs of the gastrointestinal tract and explain their functions.
Identify the organs of the gastrointestinal tract and explain their functions. LAB	- ANAT 125 - Describe the major structures of the digestive system on models and the cadaver.
Describe the external and internal gross and microanatomy of the kidney.	- ANAT 125 - Identify the organs of the urinary system.
Describe the location, structure, histology and function of the sexual organs.	- ANAT 125 - Describe the location, structure, histology and function of the sexual organs.
Describe the location, structure, histology and function of the sexual organs. LAB	- ANAT 125 - Assess the differences in the structures of the male and female reproductive systems using models and cadavers
Describe the structure and functions of the plasma membrane.	- ANAT 125 - Explain the structure and functions of the plasma membrane.
Describe the structure and functions of the membranous and non-membranous cellular organelles.	- ANAT 125 - Describe the structure and functions of the cellular organelles.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Lecture 2. Laboratory exercises 3. Demonstrations 4. Instructor led discussions

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)
1. Write weekly laboratory reports.
2. Write two or three reviews of contemporary research in physiology per term.
3. Study for exams weekly.
4. Read assigned chapters weekly.

Evidence of Critical Thinking (Quality)
1. Evaluate mechanisms which account for physiological observations. For example: Compare and contrast the role of calcium in the control of cardiac vs. smooth muscle contraction.
2. Apply principles learned in class to hypothetical situations. For example: Explain how the body compensates for the loss of blood volume.
3. Provide a written assessment of completed lab work and explain the results obtained.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Quizzes 2. Midterms 3. Laboratory Reports 4. Summaries of Biomedical Literature
SUMMATIVE EVALUATION	1. Comprehensive Final Exam

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Cindy L. Stanfield	Human Physiology (5th Ed.)	Benjamin Cummings	2013	
David G. Ward	Synopsis of Physiology for Allied Health	dgward.com	2015	

Other Instructional Materials

Description	Laboratory Exercises for Human Physiology
Author	David G. Ward
Citation	dgward.com - 2015

Materials Fee

Is there a materials fee for this course?
○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?
○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?
☐ Yes
☑ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
No Value

Learning Outcomes and Objectives

Course Objectives

Apply the concept of homeostasis to physiological processes such as thermoregulation.

Explain the importance of biomolecules, water and electrolytes.

Explain membrane structure and relate it to membrane dynamics.

Relate glycolysis, Krebs cycle and oxidative phosphorylation to energy metabolism.

Explain the movement of chemicals across the cell membrane and epithelia, including skin.

Compare and contrast different types of receptors and signal transduction mechanisms.

Explain the molecular basis for membrane potential, action potential and synaptic transmission.

Describe and explain the components of the central nervous system.

Discuss higher brain functions including memory, learning and motivation.

Diagram sensory pathways associated with somatic and cutaneous sensation, olfaction, vision, hearing and equilibrium.

Compare and contrast the major divisions of the autonomic nervous system.

Describe the sliding filament theory and the events that occur during excitation-contraction coupling.

Compare and contrast the physiology of smooth muscle and skeletal muscle.

Describe the conduction system of the heart and phases of the cardiac cycle.

Classify the constituents of blood and describe the characteristics of each.

Contrast and compare the intrinsic and extrinsic pathways for blood clotting.

Relate hydrodynamics to blood circulation and the exchange of material between capillaries and tissues.

Describe the mechanics of breathing and the transport of gases in the blood.

Relate the anatomy of the renal tubule to the key renal functions of filtration, absorption and secretion.

Describe the hormonal and neural control of fluid and electrolyte balance, including calcium and phosphate, and micturition.

Describe the absorption of nutrient molecules and patterns of gastric motility.

Explain the hormonal and neural regulation of energy balance in the absorptive and post-absorptive states.

Describe hormonal control of energy metabolism, growth of bone and other tissues,and hormone secretion.

Discuss the neural and hormonal control of male and female sexual cycles.

Compare and contrast normal versus abnormal physiological processes.

Identify and describe metabolic and physiological disorders of major organ systems.

Apply physiological concepts to a clinical setting or perspective.

Lab Objectives

Operate data-acquisition software to obtain physiological information on the functioning of the heart, muscles, lungs and other body systems.

Use wet labs to obtain data pH, blood types, enzyme reactions and other physiological variables.

Learn hands-on techniques that cover concepts learned in lecture such as renal function, neural function, endocrine function, and other physiological functions.

Interpret data obtained in an experiment to help answer questions in physiology and medicine.

Identify normal versus abnormal physiological or metabolic data.

Describe the relationship between abnormal metabolic or physiological data and underlying disorders of major organ systems.

Apply physiological concepts to a clinical setting or perspective.

Recommended Objectives

Explain the role of muscle stretch reflexes in the control of movement.

Explain the role of the cerebral cortex and basal nuclei in the control of movement.

Explain the role of cells and tissues in specific and non-specific immunity.

CSLOs

Explain how cells communicate with and control each other, using neural, hormonal, and immunological signaling.	Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Describe key functions of the major organ systems, and explain how they are integrated and regulated.	Expected SLO Performance: 0.0
Define homeostasis, and explain how homeostasis is maintained in cells, in organs, and in the body.	Expected SLO Performance: 0.0
Explain how disease states critically involve abnormal cellular communication, homeostatic control, and metabolism in organ systems.	Expected SLO Performance: 0.0
Apply the scientific method, analyze experimental data, and interpret biomedical literature, to solve problems in physiology and medicine.	Expected SLO Performance: 0.0

Content

Course Content

This course focuses on function and homeostasis of the human body in health and disease, at the biochemical, cellular, tissue, organ, and system level. All topics are presented from a clinical perspective and incorporate discussions of normal and abnormal functioning. An emphasis is placed on showing how malfunctions in a physiological, metabolic, or biochemical process cause certain diseases.

1. Introduction
    1. Homeostasis
    2. Feedback systems
    3. Thermoregulation
    4. Calcium and phosphate regulation
    5. Glucose regulation
2. Chemistry
    1. Water and solutions
    2. Biomolecules
    3. Chemical reaction
    4. Gene expression and protein synthesis
3. Integumentary and cellular physiology
    1. Function of cutaneous and cellular membranes
    2. Protection
    3. Transport
    4. Metabolism
4. Cellular Communication
    1. Chemical messengers
    2. Receptors
    3. Signal transduction
5. Nervous
    1. Membrane potentials
    2. Communication
6. Sensation
    1. Sensory neurons
    2. General senses
        1. Cutaneous and visceral receptors
    3. Special senses
7. Bone and muscle
    1. Bone growth and remodeling
    2. Bone metabolism
    3. Contraction of muscle
    4. Somatic motor neurons
    5. Reflexes and movement
    6. Autonomic motor neurons
    7. Visceral organs
8. Endocrine
    1. Glands and hormones
    2. Hormonal communication and homeostasis
    3. Responses to stress
    4. Calcium and phosphate regulation
    5. Glucose regulation
9. Cardiovascular
    1. Cardiac pumping
    2. Cardiac output
    3. Blood vessels and blood flow
    4. Micro-circulation
10. Blood and Lymphatic Fluid
    1. Composition and functions
    2. Immunity
11. Respiratory
    1. Mechanics
    2. Gas exchange
    3. Gas transport and acid base balance
12. Urinary
    1. Filtration
    2. Reabsorption
    3. Fluid and electrolyte balance
13. Gastrointestinal
    1. Motility
    2. Digestive processes
    3. Nutrient absorption
14. Metabolism
    1. Absorptive
    2. Post-absorptive
15. Reproductive
    1. Sperm and ova
    2. Testes and ovaries
    3. Menstrual cycle
16. Diseases
    1. Errors of homeostasis cause disease
    2. Errors of metabolism cause disease
    3. Errors of chemical communication cause disease

Lab Content

The laboratories parallel the content listed above and focus on function and homeostasis of the human body in health and disease, at the biochemical, cellular, tissue, organ, and system level. All laboratory topics are presented from a clinical perspective and incorporate discussions of normal and abnormal functioning. An emphasis is placed on showing how malfunctions in a physiological, metabolic, or biochemical process cause certain diseases.

1. Metric System
    1. Units
    2. Conversions
2. Homeostasis
    1. Regulatory systems
    2. Feedback
    3. Thermoregulation
3. Chemistry
    1. Biomolecules
    2. 3D computerized modeling
    3. pH and Buffers
4. Cellular
    1. DNA and RNA
    2. Human genome data
    3. Gene expression
    4. Protein synthesis
5. Membrane Transport
    1. Diffusion
    2. Osmosis
6. Neurophysiology
    1. Membrane potentials
    2. Synaptic communication
    3. Computerized simulation
7. General Senses
    1. Psychophysics of cutaneous receptors
8. Special Senses
    1. Vision and Optics
    2. Hearing
    3. Equilibrium
9. Muscular
    1. Electromyogram
    2. Computerized data collection
    3. Reflexes
10. Autonomic motor pathways
11. Endocrine
    1. Hypothalamus-pituitary-adrenocortical
    2. Computer simulations
12. Cardiovascular
    1. Electrocardiograms
    2. Computerized data collection
    3. Arterial and venous blood pressures
    4. Reflexes
13. Blood
    1. Blood analysis
    2. Hemostasis
14. Respiratory
    1. Spirometry
    2. Reflexes
15. Urinary
    1. Urinanalysis
    2. Fluid and electrolyte balance
16. Digestive
    1. Enzyme activity
17. Metabolism
    1. Glucose monitoring
    2. Glucose homeostasis
    3. Metabolic rate
    4. Computer simulations

Recommended Course Content

Recommended Course Content
No Value

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-

Modesto Junior College
Course Outline of Record Report
11/09/2020

THETR133 : Rehearsal and Performance 1

General Information

Faculty Author:	• Import, Data
Attachments:	THETR-133_SU18.pdf THETR 133.pdf Rehearsal and Performance C-ID.doc ASSIST CAS THETR 133.pdf Download
Course Code (CB01) :	THETR133
Course Title (CB02) :	Rehearsal and Performance 1
Department:	Theatre
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1007.00) Dramatic Arts
CIP Code:	(50.0501) Drama and Dramatics/Theatre Arts, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000536507
Curriculum Committee Approval Date:	10/24/2017
Board of Trustees Approval Date:	12/13/2017
External Review Approval Date:	05/28/2019
Course Description:	Participation as actors in a fully supported theatre production. This introductory course focuses on ensemble performance techniques that are essential for a play production. Participation in rehearsals and public performances is required. (C-ID: THTR 191)
	No value
Proposal Type:	Course update for periodic review.
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	• Drama/Theater Arts
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge
No value

Course Support Course Status (CB26)
No value

Course Special Class Status (CB13)
Course is not a special class.

Repeatability
0

Type of Repeat
No value

Grading
• A-F Only

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Theatre	A.A. Degree	MJC Spring 2021
Theatre Arts for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021
Theatre Performance	Skills Recognition Award	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability
Transferable to both UC and CSU

Transferability Status
Approved

Local Requirements: Guidance and Activities	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Activities Requirement	(MJC Activities)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.
○ Yes
● No
○ Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.
- San Francisco State University

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
TH A 335

Provide the title of the comparable CSU course.
Rehearsal and Performance Technique

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- UC San Diego

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
TDGR 210A

Provide the title of the comparable CSU or UC course.
Process 1 (Drama)

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
No Value

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
No Value

Provide the title of the comparable CSU or UC course.
No Value

Does course-to-course articulation with this course exist for this academic year?
No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	2	**Total Course In-Class (Contact) Hours**	108	**Total Student Learning Hours**	108
Maximum Credit Units (CB06)	2	**Total Course Out-of-Class Hours**	-	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non-Credit Category (CB22)
Credit Course.

Non-Credit Characteristics
No value

Course Classification Code (CB11)
Credit Course.

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Lab Hours	6	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	-
Lab	108
Activity	-
Total	108
Course Out-Of-Class Hours	
Lecture	-
Lab	-
Activity	-
Total	-

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
No value	No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Discussions of acting technique and character development 2. Lectures on the basics of acting method 3. Discussion on writing an actor's journal, character analysis, role discovery 4. Performance exercises: role playing, pantomime, improvisation, etc. 5. One-on-one coaching/directing of character, movement and motivation 6. Use of photographic slides, videos, films, handouts to supplement lecture, discussion and reading 7. Guest presentations by technical staff: technical director and costume director, etc.

Assignments (Typical)

Evidence of Appropriate Workload for Course Units (Quantity)
1. Rehearsal preparation
2. Creation of in-depth dramatic character biography, per term
3. Read script and production background material, per term
4. Memorize character lines as assigned from text, daily.
5. Rehearsal and performance (lab) of playscript for upcoming production for (12) hours per week (8 weeks).

Evidence of Critical Thinking (Quality)
1. Write four character traits of character development to include physical, motivational, psychological, and biographical.
2. Present an oral report on theme, subtext, plot, historical and social influences.
3. Keep a written daily actor's journal to include notes given by director, inspirational ideas, peer comments and suggestions.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Written and oral critiques of student's written and performance assignments 2. Peer evaluation
SUMMATIVE EVALUATION	1. Final project consisting of at least six individually critiqued performances for a live audience 2. Peer evaluations of final project 3. Production written journal

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials

Description	The course will require a written script given to each actor. Sometimes these scripts are originally written in manuscript form. Other times they are plays in published format.
Author	No value
Citation	No value

Materials Fee

Is there a materials fee for this course?
○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?
○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?
☐ Yes
☑ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
No Value

Learning Outcomes and Objectives

Course Objectives

Laboratory Objectives

Identify and demonstrate the basic responsibilities of a performer in the rehearsal and performance for a theatrical production including punctuality, working etiquette, ensemble protocol, memorization of text material, and a positive working attitude.

Perform an assigned role as an actor in front of a live audience in at least six performances.

Evaluate individual warm up exercises and techniques and perform the ones that are appropriate for the character assigned.

Demonstrate an understanding of basic theatrical staging terminology during the rehearsal and performance process.

CSLOs

Recognize and follow basic stage directions.

Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
Theatre THEATRE ARTS, AA-T	Demonstrate time management, commitment, follow-through, and responsibility as each attribute is applied to achieving a common group goal.
ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Demonstrate the ability to improve a performance after receiving a critique from a director.

Participate in vocal and physical warm-up activities for both rehearsal and performance activities.

Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.
Theatre THEATRE ARTS, AA-T	Demonstrate time management, commitment, follow-through, and responsibility as each attribute is applied to achieving a common group goal.
ISLOs GELO	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Employ advanced acting techniques for character development, physical and vocal warm ups and performance preparation.

Demonstrate introductory acting performance skills on stage before a live audience.

Expected SLO Performance: 0.0

ISLOs GELO	Demonstrate proficiency in HEALTH EDUCATION by doing the following: Describing the integration of the physiological and psychological human being, analyzing the development of self and making plans for lifelong learning, and evaluating the impact of daily decisions on life and health.
	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Demonstrate the ability to improve a performance after receiving a critique from a director.
	Solve memorization and other problems of scene preparation.
	Employ advanced acting techniques for character development, physical and vocal warm ups and performance preparation.
Theatre THEATRE ARTS, AA-T	Demonstrate time management, commitment, follow-through, and responsibility as each attribute is applied to achieving a common group goal.

Content

Course Content
No value

Lab Content

1. Rehearsal and performance protocol and procedures
    1. The actor's responsibilities as a performer
    2. Understanding and following the director's and production staff responsibilities
2. Evaluation of the historical and thematic elements of the play
    1. Origins of the theatre performance
    2. Defining the specific genre of the play
    3. Determining the author's theme, intentions
    4. The political, social, philosophical and moral agenda of the play
    5. Interpretation and evaluation of the historical circumstances of the play
3. Actor's script evaluation
    1. Creation of the time and place obligations for the script
    2. Identification and evaluation of character obligation
4. Acting skill approaches (four character traits)
    1. Relationship work with the other actors (esprit de corps)
    2. Preparations for investing in the emotional life of the role
    3. Outlining the motivation and needs of the character
    4. Creation of the behavioral life of the character
5. Staging
    1. Working with the director
    2. Justifying physical action
    3. Use of props, costumes and scenery elements
6. Rehearsal
    1. Safe rehearsal and performance practices for the physical theatre
    2. Use of given circumstances to justify dialog
    3. Use of voice with projection and clarity of speech
    4. Creative collaboration with the other actors
7. Performance
    1. Justification
    2. Vocal performance
    3. Warm-ups and preparations
    4. Responding to criticism

Recommended Course Content

Recommended Course Content
No Value

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College

Course Outline of Record Report

11/09/2020

THETR134 : Rehearsal and Performance 2

General Information

Faculty Author:	- Import, Data
Attachments:	THETR-134_SU18.pdf THETR 134.pdf ASSIST CAS THETR 134.pdf Download
Course Code (CB01) :	THETR134
Course Title (CB02) :	Rehearsal and Performance 2
Department:	Theatre
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1007.00) Dramatic Arts
CIP Code:	(50.0501) Drama and Dramatics/Theatre Arts, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000536508
Curriculum Committee Approval Date:	10/24/2017
Board of Trustees Approval Date:	12/13/2017
External Review Approval Date:	05/28/2019
Course Description:	Participation as an actor cast in a fully supported theatre production. This course focuses on techniques essential for a play production. Participation in rehearsals and public performances is required. (C-ID: THTR 191)
Proposal Type:	Course update for periodic review. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	- Drama/Theater Arts
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge
No value

Course Support Course Status (CB26)
Course is not a support course

Course Special Class Status (CB13)
Course is not a special class.

Repeatability
0

Type of Repeat
No value

Grading
- A-F Only

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Theatre	A.A. Degree	MJC Spring 2021
Theatre Arts for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021
Theatre Performance	Skills Recognition Award	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Local Requirements: Guidance and Activities	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Activities Requirement	(MJC Activities)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.
○ Yes
● No
○ Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.
- San Francisco State University

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
TH A 335

Provide the title of the comparable CSU course.
Rehearsal and Performance Technique

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- CSU, Fresno

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
Drama 15

Provide the title of the comparable CSU or UC course.
Dramatic Arts Lab

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
No Value

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
No Value

Provide the title of the comparable CSU or UC course.
No Value

Does course-to-course articulation with this course exist for this academic year?
No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	2	**Total Course In-Class (Contact) Hours**	108	**Total Student Learning Hours**	108
Maximum Credit Units (CB06)	2	**Total Course Out-of-Class Hours**	-	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non-Credit Category (CB22)
Credit Course.

Non-Credit Characteristics
No value

Course Classification Code (CB11)
Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Lab Hours	6	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	-
Lab	108
Activity	-
Total	108
Course Out-Of-Class Hours	
Lecture	-
Lab	-
Activity	-
Total	-

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
No value	No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Lectures on performance method 2. Discussions of acting technique and character development 3. Discussion on writing an actor's journal, character analysis, role discovery 4. Performance exercises: role playing, pantomime, improvisation, etc. One-on-one coaching/directing of character, movement and motivation 5. Use of photographic slides, videos, films, handouts to supplement lecture, discussion and reading 6. Guest presentations by technical staff: technical director and costume director, etc.

Assignments (Typical)

Evidence of Appropriate Workload for Course Units (Quantity)
1. Rehearsal preparation
2. Creation of in-depth dramatic character biography, per term
3. Read script and production background material, per term
4. Memorize character lines as assigned from text, daily.
5. Rehearsal and performance (lab)
6. Rehearsal schedule of playscript for upcoming production for (12) hours per week (8 weeks)

Evidence of Critical Thinking (Quality)
1. Describe the physical movements of your character.
2. Present an in-depth oral report on theme, subject, plot and social influences.
3. Keep a written daily actor's journal to include notes given by director, inspirational ideas, peer comments and suggestions.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Written and oral critiques of student's written and performance assignments 2. Peer evaluation
SUMMATIVE EVALUATION	1. Final project consisting of at least six individually critiqued performances for a live audience 2. Peer evaluations of final project 3. Production written journal

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials

Description	The course will require a written script given to each actor. Sometimes these scripts are originally written in manuscript form. Other times they are plays in published format.
Author	No value
Citation	No value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?
☐ Yes
☐ No
☑ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
No Value

Materials Fee

Is there a materials fee for this course?
○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?
○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Learning Outcomes and Objectives

Course Objectives

Laboratory Objectives

Critique performance work both orally and in writing.

Identify the responsibilities in rehearsal and performance of a play.

Demonstrate intermediate acting performance skills on stage before a live audience.

Apply traditional theatrical terminology and protocol in the context of a theatrical production.

Integrate acting techniques with intermediate performance proficiency as a performer in a theatrical production.

CSLOs

Apply intermediate skills and methods to performing a role on stage.

Expected SLO Performance: 0.0

Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Solve memorization and other problems of scene preparation.
	Demonstrate the ability to improve a performance after receiving a critique from a director.
	Employ advanced acting techniques for character development, physical and vocal warm ups and performance preparation.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
ISLOs GELO	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments
Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.

Create and dramatize the behavioral life of a character in rehearsal and performance.

Expected SLO Performance: 0.0

Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.
ISLOs GELO	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments
	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Analyze a script verbally and/or in writing in terms of theme, character and motivational units.
	Demonstrate the ability to improve a performance after receiving a critique from a director.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

Evaluate and analyze a script for rehearsal and performance.

Expected SLO Performance: 0.0

Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Analyze a script verbally and/or in writing in terms of theme, character and motivational units.
	Properly cut and edit performance material from larger works.
Theatre THEATRE ARTS, AA-T	Creatively analyze, critique, and interpret works of theatrical art.
ISLOs Core ISLOs	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.
ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.

Recognize and demonstrate the collaborative responsibilities with the director and designers in rehearsal and in performance.

Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.
Theatre THEATRE ARTS, AA-T	Demonstrate time management, commitment, follow-through, and responsibility as each attribute is applied to achieving a common group goal.
ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Demonstrate the ability to improve a performance after receiving a critique from a director.

Content

Course Content
No value

Lab Content

1. Rehearsal and performance protocol and procedures
    1. Intermediate level of understanding of the actor's responsibilities in a dramatic work
    2. Developing an understanding of the director and production staff responsibilities in collaboration with the actor
2. Evaluation of the historical and thematic elements of the play
    1. Analysis of the play's structure
    2. Identifying the play's subject, theme and intent
    3. Interpretation and evaluation of the historical circumstances of the play
3. Actor's script evaluation
    1. Scoring the role
    2. Intermediate level of exploration of exposition, portent, dramatic irony in the script
    3. Creation of the time and place obligations for the script
4. Acting skills approaches
    1. Second level preparations for investing in the emotional life of the role
    2. Intermediate level of exploring the physical traits of character
    3. Outline the motivational and needs of the character
5. Staging
    1. Working with the director
    2. Justifying physical action
    3. Creation of character behavior
    4. Use of props, costumes and scenery elements
6. Rehearsal
    1. Use of given circumstances to justify dialog
    2. Ensemble trust building
    3. Identifying the other characters
    4. Second level development of voice and articulation
    5. Line memorization techniques
    6. Improvisational techniques
7. Integration of production elements
    1. Props
    2. Scenery
    3. Makeup
    4. Costumes
8. Performance
    1. Coping with performance anxiety
    2. Vocal and physical warm-ups
    3. Responsible collaboration and performance stands
    4. Intermediate level performance

Recommended Course Content

Recommended Course Content
No Value

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College

Course Outline of Record Report

11/09/2020

THETR135 : Rehearsal and Performance 3

General Information

Faculty Author:	- Import, Data
Attachments:	THETR-135_SU18.pdf THETR 135 Req Skills Removed at Tech Review Level.pdf THETR 135 assignments HTML.pdf THETR 135 assignments HTML.txt ASSIST CAS THETR 135-1.pdf ASSIST CAS THETR 135.pdf ApprovalLetter_THETR 135_CCC000551629.pdf Download
Course Code (CB01) :	THETR135
Course Title (CB02) :	Rehearsal and Performance 3
Department:	Theatre
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1007.00) Dramatic Arts
CIP Code:	(50.0501) Drama and Dramatics/Theatre Arts, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000551629
Curriculum Committee Approval Date:	10/24/2017
Board of Trustees Approval Date:	12/13/2017
External Review Approval Date:	05/28/2019
Course Description:	Participation as an actor with intermediate skill level in a fully supported theatre production. This course focuses on the intermediate techniques essential for a play production. Participation in rehearsals and public performances is required. (C-ID: THTR 191)
Proposal Type:	Course update for periodic review. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	- Drama/Theater Arts
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Repeatability

0

Type of Repeat

No value

Grading

- A-F Only

Course Prior to College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Theatre Arts for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Local Requirements: Guidance and Activities	**Categories**	**Status**	**Approval Date**	**Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.**
Activities Requirement	(MJC Activities)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.

- San Francisco State University

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)

Theatre A 335

Provide the title of the comparable CSU course.

Rehearsal and Performance Technique Training

Does course-to-course articulation with this course exist for this academic year?

No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- CSU, Fresno

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)

Drama 15

Provide the title of the comparable CSU or UC course.

Dramatic Arts Laboratory

Does course-to-course articulation with this course exist for this academic year?

No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- UC San Diego

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)

TDPR 6

Provide the title of the comparable CSU or UC course.

Theatre Practicum

Does course-to-course articulation with this course exist for this academic year?

No Value

Field Trips

Field trips are required.

○ Yes

○ No

● Maybe

Units and Hours

Summary

Minimum Credit Units (CB07)	2	**Total Course In-Class (Contact) Hours**	108	**Total Student Learning Hours**	108
Maximum Credit Units (CB06)	2	**Total Course Out-of-Class Hours**	-	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non-Credit Category (CB22)**	**Non-Credit Characteristics**
Credit - Degree Applicable	Credit Course.	No value

Course Classification Code (CB11)	**Funding Agency Category (CB23)**	
Credit Course.	Not Applicable.	☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Lab Hours	6	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	-
Lab	108
Activity	-
Total	108
Course Out-Of-Class Hours	
Lecture	-
Lab	-
Activity	-
Total	-

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
No value	No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Presentation for cast and crew on historical genre and theme 2. Discussion and demonstration of body and breathing techniques 3. Training in the Lugering Method, The Expressive Actor 4. Dialect coaching and critiquing character 5. Bringing in technical and design staff to further expound the components of the production 6. Possible field trips

Assignments (Typical)

Evidence of Appropriate Workload for Course Units (Quantity)

1. Daily character work including, objectives, point of reference, connection to self and others, internal conflict and external conflict.
2. Daily workshopping of performance through repetition, critiques, and stop and start coaching
3. Weekly assessment of actor growth and performance readiness

Evidence of Critical Thinking (Quality)

1. Using 30 character traits, in a journal, document the character development including physical, motivational, psychological, and biographical information.
2. Expand the journal work into a 5-page essay explaining in third person the character's journey, arc and place in the world of the story.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Verbal and immediate assessment, feedback and critiques
SUMMATIVE EVALUATION	1. Written character analysis and character journal

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials

Description	The script for the show will be given to actors from the director. The script will be the chosen text for the fully mounted production that culminates in public performances.
Author	No value
Citation	No value

Materials Fee

Is there a materials fee for this course?

○ Yes

● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?

○ Yes

○ No

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

☐ Yes

☐ No

☑ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

No Value

Learning Outcomes and Objectives

Course Objectives

Laboratory Objectives

Apply professional protocol and procedure as a Supporting Lead actor.

Evaluate historical, thematic and textual elements of the play and character.

Demonstrate successful staging, memorization and performance techniques as a Supporting Lead Role.

CSLOs

Perform intermediate techniques in acting.

Expected SLO Performance: 0.0

Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.
ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Employ advanced acting techniques for character development, physical and vocal warm ups and performance preparation.
	Solve memorization and other problems of scene preparation.
	Analyze a script verbally and/or in writing in terms of theme, character and motivational units.
	Demonstrate the ability to improve a performance after receiving a critique from a director.

Create a distinguishable character with intermediate level skills.

Expected SLO Performance: 0.0

Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.
ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
	Demonstrate proficiency in SOCIAL AND BEHAVIORAL SCIENCE by doing the following: Describing the method of inquiry used by the social and behavioral sciences, describing how societies and social subgroups have operated in various times and cultures, and analyzing the ways that individuals act and have acted in response to their societies.
	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Employ advanced acting techniques for character development, physical and vocal warm ups and performance preparation.

Apply physical and psychological realism to a character.

Expected SLO Performance: 0.0

ISLOs GELO	Demonstrate proficiency in SOCIAL AND BEHAVIORAL SCIENCE by doing the following: Describing the method of inquiry used by the social and behavioral sciences, describing how societies and social subgroups have operated in various times and cultures, and analyzing the ways that individuals act and have acted in response to their societies.
ISLOs Core ISLOs	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.
	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Employ advanced acting techniques for character development, physical and vocal warm ups and performance preparation.

Content

Course Content

No value

Lab Content

1. Rehearsal and performance protocol and procedures
    1. The actor's responsibilities
        1. The actor's world: imagination and action
    2. The director's responsibilities
        1. Collaboration of visions
    3. Production staff responsibilities
        1. Participation and purposeful performance; collaborative responsibilities
2. Evaluation of the historical and thematic elements of the play
    1. The author's intentions
        1. The preparation of intentional text and subtext
    2. The political, social, philosophical and moral agenda of the play
        1. The alignment of the message with the current time period
    3. Interpretation and evaluation of historical circumstances
        1. Historical through-line
3. Actor's script evaluation
    1. Scoring the script
        1. The art of breaking down beats, conflict and structure
    2. Exploration and creation of prior circumstances
        1. The moment before and the moment after
    3. Creation of time and place obligations for the script
        1. The through-line of action in the given time/place continuum
    4. Identification and evaluation of character obligation
        1. Exploring the Self
4. Acting skill approaches
    1. Relationship work with the other actors
        1. Commitment to the Other
    2. Creation of the behavioral life of the character
        1. The psychological and the physical senses
    3. Preparations for investing in the emotional life of the role
        1. The center and balance of the actor's life and imagination
    4. Outlining the needs and pursuits of the character
        1. The here and now
5. Staging
    1. Working with the director
        1. Teamwork, blocking, director and audience
    2. Justifying physical action
        1. Doing nothing: Suppression, doing everything: Explosion
    3. Creation of character behavior
        1. Choices, text, circumstance and character
    4. Use of props, costumes and scenery elements
        1. Use of props, costumes, scenic elements to support the world of the character
6. Rehearsal
    1. Use of given circumstances to justify dialogue
        1. Figurative language and sensory, nonverbal communication
    2. Use of voice with projection and clarity of speech
        1. The voice and organic function, articulation, tone and verbalization
    3. Creative collaboration with the other actors
        1. The genesis of an ensemble
    4. Integration of production elements with performance
        1. Props
        2. Costumes
7. Performance
    1. Justification of play's action and dialogue
        1. The given circumstances and the here and now in production
    2. Vocal performance
        1. The expressive actor at work
    3. Dynamics of dialogue and behavior
        1. Units of adaptation for a live performance
    4. Warm-ups and preparations
        1. The inner and outer creative state; alone and with the company
    5. Responsible collaboration and performance standards
        1. Ethical codes of conduct

Recommended Course Content

Recommended Course Content

No Value

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:

No Value

Methods of Instruction:

No Value

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)

No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.

No Value

Announcements:

No Value

Discussion Boards:

No Value

Q & A Discussion Boards:

No Value

Assignment Feedback:

No Value

Office Hours and Conferences:

No Value

Third-Party Tools:

No Value

Online Course Syllabus:

No Value

E-mail:

No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College
Course Outline of Record Report
11/09/2020

THETR136 : Rehearsal and Performance 4

General Information

Faculty Author:	- Import, Data
Attachments:	THETR-136_SU18.pdf ASSIST CAS THETR 136.pdf ApprovalLetter_THETR 136_CCC000551626.pdf Download
Course Code (CB01) :	THETR136
Course Title (CB02) :	Rehearsal and Performance 4
Department:	Theatre
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1007.00) Dramatic Arts
CIP Code:	(50.0501) Drama and Dramatics/Theatre Arts, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000551626
Curriculum Committee Approval Date:	10/24/2017
Board of Trustees Approval Date:	12/13/2017
External Review Approval Date:	05/28/2019
Course Description:	Participation as a lead actor with advanced level of skills in a fully supported theatre production. This course focuses on advanced techniques essential for a play production. Participation in rehearsals and public performances is required. (C-ID: THTR 191)
Proposal Type:	Course update for periodic review. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	- Drama/Theater Arts
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge
No value

Course Support Course Status (CB26)
Course is not a support course

Course Special Class Status (CB13)
Course is not a special class.

Repeatability
0

Type of Repeat
No value

Grading
- A-F Only

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Theatre Arts for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Local Requirements: Guidance and Activities	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Activities Requirement	(MJC Activities)	Pending	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.
○ Yes
○ No
● Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.
- San Francisco State University

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
Theatre A 335

Provide the title of the comparable CSU course.
Rehearsal and Performance Techniques

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- CSU, Fresno

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
Drama 15

Provide the title of the comparable CSU or UC course.
Dramatic Arts Laboratory

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC tranferability, the selection must be a UC campus.
- UC San Diego

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
TDPR 6

Provide the title of the comparable CSU or UC course.
Theatre Practicum

Does course-to-course articulation with this course exist for this academic year?
No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	2	**Total Course In-Class (Contact) Hours**	108	**Total Student Learning Hours**	108
Maximum Credit Units (CB06)	2	**Total Course Out-of-Class Hours**	-	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Classification Code (CB11)
Credit Course.

☐ Variable Credit Course

Course Non-Credit Category (CB22)
Credit Course.

Funding Agency Category (CB23)
Not Applicable.

Non-Credit Characteristics
No value

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	-	-
Lab Hours	6	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	-
Lab	108
Activity	-
Total	108
Course Out-Of-Class Hours	
Lecture	-
Lab	-
Activity	-
Total	-

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
No value	No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Instructor- supervised group character exercises 2. One on one character assessment and motivational coaching 3. Dialect and etiquette training 4. Feedback and moment to moment critiquing and coaching 5. Possible field trips

Assignments (Typical)

Evidence of Appropriate Workload for Course Units (Quantity)
1. Daily advanced character work including; objectives, internal and external conflict, relationship to other characters, self, text and ensemble
2. Daily running through the script, repetition of scene work, motivators and studying the protagonist's journey and arc
3. Weekly one on one coaching with director and dialect coach

Evidence of Critical Thinking (Quality)
1. 10 page character analysis paper to include; physical, psychological, motivational, biographical, geographical information as well as author's intent and social commentary
2. Present dramaturgical information orally regarding; character, genre, props, set, costume and social influences.
3. Journal work to be turned in to Director

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Verbal and immediate assessment, feedback and critiquing 2. Directing methods workshopped on Lead actor and measured through changing of levels, intensity and emotional context
SUMMATIVE EVALUATION	1. Written character analysis and character journal

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials

Description	The script or the new works will be given to the Lead actor upon the first casting.
Author	No value
Citation	No value

Materials Fee

Is there a materials fee for this course?
○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?
○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?
☐ Yes
☐ No
☑ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
No Value

Learning Outcomes and Objectives

Course Objectives

Laboratory Objectives

Understand performance protocol and procedure as a Lead actor in a fully mounted production.

Evaluate and breakdown a scene into motivational beats, subtext, content and rising and falling action.

Demonstrate Lead acting skills.

Successfully carry a production as the main protagonist.

CSLOs

Perform in a lead role for a fully mounted production. Expected SLO Performance: 0.0

Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts. Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

Create a distinguishable character with advanced skills level focusing on a developed physical and psychological life. Expected SLO Performance: 0.0

Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts. Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.

Solve memorization and characterization blocks. Expected SLO Performance: 0.0

Content

Course Content
No value

Lab Content

1. Rehearsal and performance protocol and procedures
    1. the actor's responsibilities
        1. Engaging the fourth wall through presentation
    2. The director's responsibilities
        1. Personalizing the super objective through the actor and director's action
    3. Production staff responsibilities
        1. Acting and performance as art
2. Evaluation of the historical and thematic elements of the play
    1. the author's intentions
        1. The cycle of the story; page to stage
    2. The political, philosophical and moral agenda of the play
        1. Breaking through boundaries through theme and performance
    3. Interpretation and evaluation
        1. Drama and conflict through historical circumstances
3. Actor's script evaluation
    1. Scoring the script
        1. Tempo, timing, pacing, chaos and quiet
    2. Exploration and creation of prior circumstances
        1. reality of character life outside the boundaries of the script
    3. Creation of time and place obligations for the script
        1. The presence of patterning and phrasing in performance
    4. Identification and evaluation of character obligation
        1. Inner and outer actions
4. Acting skill approaches
    1. Relationship work with the other actors
        1. Transference of the Self to the Other through Viewpoints
    2. Creation of the behavioral life of the character
        1. Cohabitation of the body and mind: stimulus, perception and attitude
    3. Preparations for investing in the emotional life of the role
        1. the cycle of emotion, truth and organic energy
    4. Outlining the needs and pursuits of the character
        1. Productive and playable objectives
5. Staging
    1. Working with the director
        1. One on one coaching, staging and justification
    2. Justifying physical action
        1. Automatic action and playing opposites
    3. Creation of character behavior
        1. The genesis of though, emotion, recall and substitution
    4. Use of props, costumes and scenery elements
        1. exploration of technical performance adjustments
6. Rehearsal
    1. Use of given circumstances to justify dialogue
        1. The blueprint of purpose, reactions and action
    2. Use of voice with projection and clarity of speech
        1. Advanced level articulation exercises
    3. Creative collaboration with the other actors
        1. Trust, communication and the organic life of the group
    4. Integration of production elements with the performance
        1. Lighting/sound
        2. Scenery
7. Performance
    1. Justification of play's action and dialogue
        1. Defining and personalizing the size and scale of textual and subtextual realities in performance
    2. Vocal performance
        1. Diction, pauses and intonations for audience understanding
    3. Dynamics of dialogue and behavior
        1. The unbroken line of reality
    4. Warm-ups and preparations
        1. focus, the cycle of energy and professionalism
    5. Responsible collaboration and performance standards
        1. Collaboration and community

Recommended Course Content

Recommended Course Content
No Value

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College

Course Outline of Record Report

11/09/2020

THETR160 : Fundamentals of Acting

General Information

Faculty Author:	• Import, Data
Attachments:	THETR-160_SU18.pdf THETR 160.pdf ASSIST CAS THETR 160.pdf Download
Course Code (CB01) :	THETR160
Course Title (CB02) :	Fundamentals of Acting
Department:	Theatre
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1007.00) Dramatic Arts
CIP Code:	(50.0501) Drama and Dramatics/Theatre Arts, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000325428
Curriculum Committee Approval Date:	11/07/2017
Board of Trustees Approval Date:	12/13/2017
External Review Approval Date:	05/28/2019
Course Description:	Prepares the student to apply basic acting theory to performance. Develops the skills of interpretation of drama through acting. Emphasis on skills for performance: memorization, stage movement, vocal production, and interpretation of text. (CC DRAMA 42) (C-ID: THTR 151)
Proposal Type:	Course update for periodic review. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	• Drama/Theater Arts
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

Course Special Class Status (CB13)
Course is not a special class.

Grading
• A-F or P/NP

☐ Allow Students to Gain Credit by Exam/Challenge

Repeatability
0

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

Rationale For Credit By Exam/Challenge
No value

Type of Repeat
No value

Course Support Course Status (CB26)
Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CSU General Education Pattern	Certificate of Achievement	MJC Spring 2021
General Studies: Humanities	A.A. Degree	MJC Spring 2021
MJC-GE Pattern	MJC-GE Pattern	MJC Spring 2021
Theatre	A.A. Degree	MJC Spring 2021
Theatre Arts for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021
Theatre Performance	Skills Recognition Award	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C: Humanities	(MJC-GE:C)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C1: Arts	(CSU-GE:C1)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.

○ Yes
○ No
● Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.

- San Francisco State University

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
THEA 130

Provide the title of the comparable CSU course.
Acting Workshop I

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- UC San Diego

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
TDAC 1

Provide the title of the comparable CSU or UC course.
Introduction to Acting

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
No Value

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
No Value

Provide the title of the comparable CSU or UC course.
No Value

Does course-to-course articulation with this course exist for this academic year?
No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	72	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	90	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non-Credit Category (CB22)
Credit Course.

Non-Credit Characteristics
No value

Course Classification Code (CB11)
Credit Course.

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2.5	5
Lab Hours	1.5	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	45
Lab	27
Activity	-
Total	72
Course Out-Of-Class Hours	
Lecture	90
Lab	-
Activity	-
Total	90

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
No value	No value

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Lecture, discussion, reading and written assignments 2. Instructor-facilitated classroom exercises, peer and performance critiques and group feedback 3. Possible field trips

Assignments (Typical)

Evidence of Appropriate Workload for Course Units (Quantity)

1. Character analysis, 2-3 per term
2. Daily rehearsal prep
3. Daily memorization of lines
4. One journal, per term.

Evidence of Critical Thinking (Quality)

1. Character analysis assignment: Define the four character traits in developing a character
   1. History
   2. Physicality
   3. Motivation
   4. Obstacles/Goals
2. Memorize the Shakespeare monologue provided to you. You will then perform it for the class.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Tests and quizzes 2. Student performances 3. Written exercises
SUMMATIVE EVALUATION	1. Journal 2. Play critiques 3. Monologues 4. Scene performances 5. Written exercises

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Cohen, R.	Acting One (5th Ed.)	McGraw Hill Publishers	2007	

Other Instructional Materials
No Value

Materials Fee

Is there a materials fee for this course?

○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?

○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

☑ Yes
☐ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
This text was one of the recommended text suggested by authors of the C-ID descriptor THETR 151. Most current edition as of 11/2017 (bm)

Learning Outcomes and Objectives

Course Objectives

Demonstrate basic skills of acting, including physical, vocal, imaginative, analytical, and emotional elements.

Compose a character analysis.

Analyze dramatic textual components as they pertain to performance.

Critique a scene from an observer's point of view, identifying the strengths and weaknesses of that preparation.

Utilize appropriate theatrical terminology and jargon.

Use and apply a basic craft of acting in performance.

Laboratory Objectives

Create a character.

Solve memorization and performance issues.

Work effectively with fellow actors in scene and ensemble work.

CSLOs

Express how to utilize the body and voice onstage in the context of presenting a character.

Expected SLO Performance: 0.0

ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
Theatre THEATRE, AA	Apply acting and technical skills to create a theatrical piece of art.
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Employ advanced acting techniques for character development, physical and vocal warm ups and performance preparation.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.

Solve memorization and other problems of scene preparation.

Expected SLO Performance: 0.0

Theatre THEATRE, AA	Apply acting and technical skills to create a theatrical piece of art.
Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.
	Demonstrate time management, commitment, follow-through, and responsibility as each attribute is applied to achieving a common group goal.
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Solve memorization and other problems of scene preparation.
	Analyze a script verbally and/or in writing in terms of theme, character and motivational units.
ISLOs GELO	Demonstrate proficiency in HEALTH EDUCATION by doing the following: Describing the integration of the physiological and psychological human being, analyzing the development of self and making plans for lifelong learning, and evaluating the impact of daily decisions on life and health.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

Evaluate methods of approaching characterization.

Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Solve memorization and other problems of scene preparation.
	Properly cut and edit performance material from larger works.
	Demonstrate the ability to improve a performance after receiving a critique from a director.
ISLOs GELO	Demonstrate proficiency in SOCIAL AND BEHAVIORAL SCIENCE by doing the following: Describing the method of inquiry used by the social and behavioral sciences, describing how societies and social subgroups have operated in various times and cultures, and analyzing the ways that individuals act and have acted in response to their societies.
Theatre THEATRE, AA	Apply acting and technical skills to create a theatrical piece of art.
Theatre THEATRE ARTS, AA-T	Creatively analyze, critique, and interpret works of theatrical art.

Content

Course Content

1. Application of acting methods; theoretical approaches to acting
2. Concentration and focus
3. Basic vocal and physical technique
4. Principles of stage movement and blocking
5. Opportunities to apply basic craft approaches for acting
6. Introduction to script analysis
7. Improvisation
8. Basic acting and theatre terminology and vocabulary
9. Performance, evaluation processes and technique

Lab Content

1. Group vocal and physical warm-up
2. Articulation exercises
3. Imagination exercises
4. Improvisational work
5. Run-through of scenes/monologues
6. Critiques of work-in-progress
7. Individual and group coaching
8. Attendance of live performances
9. Feedback

Recommended Course Content

Recommended Course Content
No Value

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College

Course Outline of Record Report

11/09/2020

THETR161 : Intermediate Acting

General Information

Faculty Author:	- Import, Data
Attachments:	THETR-161_SU18.pdf THETR 161.pdf ASSIST CAS THETR 161.pdf Download
Course Code (CB01) :	THETR161
Course Title (CB02) :	Intermediate Acting
Department:	Theatre
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1007.00) Dramatic Arts
CIP Code:	(50.0501) Drama and Dramatics/Theatre Arts, General
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000218646
Curriculum Committee Approval Date:	11/07/2017
Board of Trustees Approval Date:	12/13/2017
External Review Approval Date:	05/28/2019
Course Description:	This course follows Acting I(Fundamentals of Acting)and continues the exploration of theories and techniques used in preparation for the interpretation of drama through acting. The emphasis will be placed on deepening the understanding of the acting process through character analysis, monologues and scenes. The work in class will be presented at the end of the semester in a culminating final public performance. (C-ID: THTR 152)
Proposal Type:	Course update for periodic review. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	- Drama/Theater Arts
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge
No value

Course Support Course Status (CB26)
Course is not a support course

Course Special Class Status (CB13)
Course is not a special class.

Repeatability
0

Type of Repeat
No value

Grading
- A-F Only

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CSU General Education Pattern	Certificate of Achievement	MJC Spring 2021
General Studies: Humanities	A.A. Degree	MJC Spring 2021
MJC-GE Pattern	MJC-GE Pattern	MJC Spring 2021
Theatre	A.A. Degree	MJC Spring 2021
Theatre Arts for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021
Theatre Performance	Skills Recognition Award	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability
Transferable to both UC and CSU

Transferability Status
Approved

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C: Humanities	(MJC-GE:C)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C1: Arts	(CSU-GE:C1)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.
- San Diego State University

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
THEA 231

Provide the title of the comparable CSU course.
Acting II

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- UC Berkeley

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
THEA 11

Provide the title of the comparable CSU or UC course.
Scene Study and Characterization

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
No Value

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
No Value

Provide the title of the comparable CSU or UC course.
No Value

Does course-to-course articulation with this course exist for this academic year?
No Value

Field Trips

Field trips are required.
○ Yes
○ No
● Maybe

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	72	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	90	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non-Credit Category (CB22)
Credit Course.

Non-Credit Characteristics
No value

Course Classification Code (CB11)
Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2.5	5
Lab Hours	1.5	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	45
Lab	27
Activity	-
Total	72
Course Out-Of-Class Hours	
Lecture	90
Lab	-
Activity	-
Total	90

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

Prerequisite
THETR160 - Fundamentals of Acting

Requisite Skills

Requisite Skills	Content Review
Define the various elements of the actor's art.	- THETR 160 - Compose a character analysis. - THETR 160 - Analyze dramatic textual components as they pertain to performance. - THETR 160 - Use and apply a basic craft of acting in performance.
Employ basic principles of vocal and physical projection and communication.	- THETR 160 - Use and apply a basic craft of acting in performance.
Employ basic principles of vocal and physical projection and communication LAB	- THETR 160 - Work effectively with fellow actors in scene and ensemble work.
Interpret stage composition and blocking.	- THETR 160 - Use and apply a basic craft of acting in performance.
Analyze a script in text and performance.	- THETR 160 - Utilize appropriate theatrical terminology and jargon.
Analyze a script in text and performance. LAB	- THETR 160 - Work effectively with fellow actors in scene and ensemble work.
Apply strategies for creating a role.	- THETR 160 - Compose a character analysis.
Apply strategies for creating a role. LAB	- THETR 160 - Create a character.
Develop techniques for judging theatrical productions on the basis of acting, directing, design and script.	- THETR 160 - Demonstrate basic skills of acting, including physical, vocal, imaginative, analytical, and emotional elements.
Distinguish the phenomenon of collaborative creativity and responsibility.	- THETR 160 - Utilize appropriate theatrical terminology and jargon.
Recall lines. LAB	- THETR 160 - Work effectively with fellow actors in scene and ensemble work.
Perform a monologue.	- THETR 160 - Use and apply a basic craft of acting in performance.
Perform a monologue. LAB	- THETR 160 - Solve memorization and performance issues.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Lecture, discussion, readings and analysis of periodicals or text 2. Rehearsal with instructor and /or acting partner 3. Possible field trips 4. Coaching with instructor concerning skill level in acting

Assignments (Typical)

Evidence of Appropriate Workload for Course Units (Quantity)
1. Character analysis, 2-3 per term
2. Daily rehearsal
3. Daily show prep
4. Daily memorization of lines
5. One journal, per term

Evidence of Critical Thinking (Quality)
1. Typical assignment: Develop four traits in developing character psychology.
    1. History
    2. Motivation
    3. Obstacles
    4. Goals
2. Typical assignment: Distinguish four modes of assessment in developing character physically.
    1. Age
    2. Environmental circumstances
    3. Mental/Physical Health
    4. Height/Weight

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Tests and quizzes 2. Observation and critique of student performances and class exercises 3. Journal, written assignments and performance evaluations
SUMMATIVE EVALUATION	1. Character analysis 2. Journals on the Performance Process 3. Scene work 4. Performances 5. Improvisational exercises 6. Play analysis

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Lawrence Harbison	Best Contemporary Monologues for Men (1st Ed.)	Applause Theatre and Cinema Books	2014	978-1-4803

Other Instructional Materials

Description	Best Contemporary Monologues for Women
Author	Lawrence Harbison
Citation	Applause Theatre and Cinema Books - 2014

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?
☐ Yes
☑ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
No Value

Materials Fee

Is there a materials fee for this course?
○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?
○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Learning Outcomes and Objectives

Course Objectives

Demonstrate an understanding of the various techniques of acting and performance.

Develop an expanded range and flexibility as an actor.

Demonstrate the ability to create a character using textual analysis, historical properties and imagination.

Evaluate scene work developed from published plays.

Apply intermediate acting techniques in a live performance.

Laboratory Objectives

Employ basic theatre techniques including stage blocking, movement, vocabulary and role preparation.

Interpret two contrasting character monologues appropriate for professional auditions.

Practice sensory and emotional recall constructed for motivational character framework.

Develop intermediate acting skills for a public performance.

CSLOs

Demonstrate advanced acting techniques in character development, oral critiques and character methodology for rehearsal and performance.

Expected SLO Performance: 0.0

ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
	Demonstrate proficiency in SOCIAL AND BEHAVIORAL SCIENCE by doing the following: Describing the method of inquiry used by the social and behavioral sciences, describing how societies and social subgroups have operated in various times and cultures, and analyzing the ways that individuals act and have acted in response to their societies.
	Demonstrate proficiency in the HUMANITIES by doing the following: Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole, and demonstrating the ability to make well considered aesthetic judgments
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Employ advanced acting techniques for character development, physical and vocal warm ups and performance preparation.
	Demonstrate the ability to improve a performance after receiving a critique from a director.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.
	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.
Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.
	Demonstrate time management, commitment, follow-through, and responsibility as each attribute is applied to achieving a common group goal.

Analyze a script verbally and/or in writing in terms of theme, character and motivational units.

Expected SLO Performance: 0.0

Theatre THEATRE ARTS, AA-T	Creatively analyze, critique, and interpret works of theatrical art.
Theatre THEATRE PERFORMANCE, SKILLS RECOGNITION	Analyze a script verbally and/or in writing in terms of theme, character and motivational units.
ISLOs Core ISLOs	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.
ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.

Content

Course Content

1. Application of theories and methods of acting
2. Craft and methods for performance
3. Textual analysis for creating a role
4. Practical approaches to creating the physical life of a character
5. Advanced application of theatre terminology and techniques
6. Audition prep

Lab Content

1. Group vocal and physical warmup
2. Articulation exercises
3. Imagination/character exercises
4. Improvisational work
5. Ensemble work
6. Run-through of scenes/monologues
7. Critiques of work-in-progress
8. Individual and group coaching
9. Performances
10. Feedback

Recommended Course Content

Recommended Course Content
1. Attendance of a live performance at an on-campus and/or off-campus production for the purpose of evaluation

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College
Course Outline of Record Report
11/04/2020

THETR182 : Practical Stage Lighting

General Information

Faculty Author:	Import, Data
Attachments:	THETR-182_SU19.pdf THETR 182.pdf practicalstagelighting.pdf C-ID THTR 173.pdf ASSIST CAS THETR 182.pdf Download
Course Code (CB01) :	THETR182
Course Title (CB02) :	Practical Stage Lighting
Department:	Theatre
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1006.00) Technical Theater
CIP Code:	(50.0502) Technical Theatre/Theatre Design and Technology
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000598070
Curriculum Committee Approval Date:	04/10/2018
Board of Trustees Approval Date:	05/09/2018
External Review Approval Date:	05/28/2019
Course Description:	An introduction to the art and practice of lighting design for the stage. Lectures will include: the use and control of stage lighting instruments, choosing color, basic electricity, the physical and psychological properties of light as applied to a stage design. Practical application in lab work will include assisting in the lighting of a fully supported play, musical or dance production. (C-ID: THTR 173)
Proposal Type:	Course update for 5 year periodic review. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	Stagecraft

Course Coding

Course Basic Skill Status (CB08)
Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge
No value

Course Support Course Status (CB26)
Course is not a support course

Course Special Class Status (CB13)
Course is not a special class.

Repeatability
0

Type of Repeat
No value

Grading
- A-F or P/NP

Course Prior to College Level (CB21)
Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Design & Technical Theatre	Certificate of Achievement	MJC Spring 2021
Theatre	A.A. Degree	MJC Spring 2021
Theatre Arts for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Local Requirements: Guidance and Activities	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Activities Requirement	(MJC Activities)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Field Trips

Field trips are required.
○ Yes
○ No
● Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.
- CSU, Long Beach

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)
THEA 148

Provide the title of the comparable CSU course.
Stage Lighting

Does course-to-course articulation with this course exist for this academic year?
No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.
- UC Santa Cruz

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)
THEA 19

Provide the title of the comparable CSU or UC course.
Introduction to Lighting Design

Does course-to-course articulation with this course exist for this academic year?
No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC tranferability, the selection must be a UC campus.
- CSU, Sacramento

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)
THEA 20

Provide the title of the comparable CSU or UC course.
Lighting

Does course-to-course articulation with this course exist for this academic year?
No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	72	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	90	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non-Credit Category (CB22)
Credit Course.

Non-Credit Characteristics
No value

Course Classification Code (CB11)
Credit Course.

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2.5	5
Lab Hours	1.5	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	45
Lab	27
Activity	-
Total	72
Course Out-Of-Class Hours	
Lecture	90
Lab	-
Activity	-
Total	90

Time Commitment Notes for Students
No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

Advisory
THETR100 - Introduction to Theatre Arts

Requisite Skills

Requisite Skills	Content Review
Discuss the process used to create a theatrical production.	• THETR 100 - Describe the collaborative and interdisciplinary nature of theatre. • THETR 100 - Define and describe basic theatre terminology.
List the members of a theatrical production team and describe how they work together to create a new or revival production.	• THETR 100 - Identify the specific function of specific theatre practitioners: actor, director, playwright, producer and designers. • THETR 100 - Describe the collaborative and interdisciplinary nature of theatre.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Discussion 2. Lecture 3. Use of photographic slides, videotapes, films, and handouts to supplement lecture, discussion and reading 4. Visitations to theatres and libraries 5. Attendance at on and possibly off-campus productions

Assignments (Typical)

Evidence of Appropriate Workload for Course Units (Quantity)
1. Weekly textbook reading assignments
2. Analyze one script for final project
3. Write two critiques of live productions
4. Collaborate with peers on two lighting composition projects
5. Hang and focus two light plots for supported productions (lab)
6. Present oral evaluation of lab assignments

Evidence of Critical Thinking (Quality)
1. Read an assigned play script and identify the lighting requirements for a supported production. Discuss how you will select instruments and color to achieve your goals.
2. Choose two paintings or photographs. Use the lab lighting setup to recreate the lighting composition for each selection. Make critical choices of color, angle and intensity.
3. Describe the creative process involved in designing lighting for a stage production. Talk about two or three methods that may be used to create a solution to a design project.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Written critiques of the lighting for two (2) live productions 2. Objective exam (midterm) 3. Quizzes 4. In-class discussions
SUMMATIVE EVALUATION	1. Final exam in the form of a practical final project

Equipment
No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Gillette, J. Michael	Theatrical Design and Production (7th Ed.)	McGraw Hill	2012	0073382227

Other Instructional Materials
No Value

Materials Fee

Is there a materials fee for this course?
○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.
No Value

Explain how these materials are related to the Student Learning Objectives for the course.
No Value

Explain how the materials have continuing value outside the classroom.
No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?
○ Yes
○ No

If no is checked, explain why.
No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
No Value

Textbook Exceptions and Supplementals

Title of Other Material
No Value

Who prepared or published this supplemental material?
No Value

Publish date
No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?
☐ Yes
☑ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.
This is the most recent edition as of 3/29/18 lbs

Learning Outcomes and Objectives

Course Objectives

Define the elements of design.

Identify the four controllable properties of light related to lighting design for the theatre.

Define the functions of lighting design for the stage.

Identify color media materials including: glass, acetates, polyester and gelatine dichrolic.

List common conductors and insulators of electricity.

List sources of electromotive force used in theatre lighting design.

Define the four basic units of measurement used in electrical circuits.

Define direct and alternating current.

Distinguish the difference between series and parallel circuits.

Participate in the hanging, safety cabling, circuiting, focusing, and operation of theatrical lighting equipment.

Describe subtractive and additive color mixing.

Analyze scripts and determine practical lighting requirements for a variety of situations.

Compose a lighting concept for a given play.

Evaluate the work of other designers in written form.

Identify major developments in the history of lighting the stage.

Demonstrate the ability to read and understand light plots, section drawings and related paperwork necessary to realize a design.

Identify and demonstrate various stage lighting instruments and describe their function.

Laboratory Objectives

Identify modern stage lighting equipment including instrumentation, accessories, distribution and control devices and demonstrate how to use the equipment safely.

Demonstrate an understanding of the use of color on stage by selecting a palette for an assigned play scene.

Synthesize a lighting approach to a given project and execute the design in a laboratory setting.

Demonstrate the ability to read and understand a light plot drawing by assisting with the hang and focus of a fully supported play, musical or dance production.

CSLOs

Define the functions of stage lighting for the stage and discuss methods to achieve each within the context of an actual production. Expected SLO Performance: 0.0

Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.
Theatre DESIGN & TECHNICAL THEATRE, CERTIFICATE	Demonstrate knowledge of stage and shop safety rules and safe working practices in an applied situation.
	Demonstrate how to safely use common lighting instruments and accessories in the course of lighting a dance concert or play.
	Analyze a script in terms of themes, place, time period, style, plot, genre and mood as applied to scenery, costume and lighting planning and design.
ISLOs Core ISLOs	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.

Identify the four controllable properties of light and demonstrate effective use of each in order to solve the lighting requirements for a scene. Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.
Theatre THEATRE ARTS, AA-T	Demonstrate time management, commitment, follow-through, and responsibility as each attribute is applied to achieving a common group goal.
Theatre DESIGN & TECHNICAL THEATRE, CERTIFICATE	Demonstrate knowledge of stage and shop safety rules and safe working practices in an applied situation.
	Demonstrate how to safely use common lighting instruments and accessories in the course of lighting a dance concert or play.

Demonstrate effective use of subtractive and additive color mixing techniques when lighting a scene. Expected SLO Performance: 0.0

Theatre THEATRE ARTS, AA-T	Express creativity in the artistic process.
ISLOs Core ISLOs	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
Theatre DESIGN & TECHNICAL THEATRE, CERTIFICATE	Demonstrate how to safely use common lighting instruments and accessories in the course of lighting a dance concert or play.

Discuss how to safely use common lighting equipment and accessories in the course of lighting a dance concert or play. Expected SLO Performance: 0.0

Theatre THEATRE ARTS, AA-T	Demonstrate time management, commitment, follow-through, and responsibility as each attribute is applied to achieving a common group goal.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
Theatre DESIGN & TECHNICAL THEATRE, CERTIFICATE	Demonstrate how to safely use common lighting instruments and accessories in the course of lighting a dance concert or play.

Content

Course Content

1. Stage Lighting Equipment
    1. Conventional spotlights and LED fixtures
    2. Automated fixtures
    3. Followspots
    4. Distribution devices
        1. Electrical switch
        2. Ethernet switch
    5. Control devices
        1. DMX memory lighting control device
        2. Ethernet memory lighting control device
    6. Accessories
        1. Hardware
        2. Equipment
2. Safe Use of Electrical Devices
    1. AC and DC current
    2. Series and parallel circuits
    3. Fuses and circuit breakers
    4. Cables and connectors
3. Art and Practice of Lighting Design
    1. Script analysis
    2. Color theory and mixing
    3. Revelation of form with light
    4. Lighting paperwork necessary for rehearsal and performance
4. History of Lighting
    1. Candles, gas and electricity
    2. Methods of lighting the stage

Lab Content

1. Stage Lighting Equipment
    1. Conventional spotlights
    2. Automated fixtures
    3. Followspots
    4. Distribution devices
    5. Control devices
    6. Accessories
    7. Tools and diagnostic testing
2. Lighting Installations
    1. Hanging and focusing lighting instruments
    2. Setting cues
    3. Safe working practices on stage

Recommended Course Content

Recommended Course Content
No Value

Recommended Lab Content
No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:
No Value

Methods of Instruction:
No Value

If Other is selected for Methods of Instruction, please describe:
No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:
No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)
No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.
No Value

Announcements:
No Value

Discussion Boards:
No Value

Q & A Discussion Boards:
No Value

Assignment Feedback:
No Value

Office Hours and Conferences:
No Value

Third-Party Tools:
No Value

Online Course Syllabus:
No Value

E-mail:
No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).
No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.
No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.

Modesto Junior College

Course Outline of Record Report

11/06/2020

ZOOL101 : General Zoology

General Information

Faculty Author:	• Import, Data
Attachments:	ZOOL-101_SU17.pdf ZOOL 101_SCAS_2016_11.16.pdf ZOOL 101.pdf Copy of CID BIOL 150-MJC ZOOL 101__2016_11.09.xlsx C_ID template_14.pdf ASSIST CAS ZOOL 101.pdf Download
Course Code (CB01) :	ZOOL101
Course Title (CB02) :	General Zoology
Department:	Biology
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(0407.00) Zoology, General
CIP Code:	(26.0701) Zoology/Animal Biology
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000154006
Curriculum Committee Approval Date:	12/06/2016
Board of Trustees Approval Date:	01/11/2017
External Review Approval Date:	11/20/2019
Course Description:	Principles of animal life and classification. Survey of major animal and protozoan phyla with emphasis on evolutionary relationships, structural and physiological adaptations, and ecological importance. (CC BIOL 4) (MJC BIO 101+ BOT101+ZOOL101= CC BIOL 2+4+6) (C-ID: BIOL 150)
Proposal Type:	For periodic review of the outline and update of course texts. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	• Biological Sciences
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Course Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Repeatability

0

Type of Repeat

No value

Grading

- A-F or P/NP

Course Prior to College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Biological Sciences	A.S. Degree	MJC Spring 2021
CSU General Education Pattern	Certificate of Achievement	MJC Spring 2021
General Studies, Emphasis in Natural Sciences	A.A. Degree	MJC Spring 2021
IGETC Pattern	Certificate of Achievement	MJC Spring 2021
MJC-GE Pattern	MJC-GE Pattern	MJC Spring 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area A: Natural Sciences	(MJC-GE:A)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area B2: Biological Sciences	(CSU-GE:B2)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.
Area B3: Laboratory Activity	(CSU-GE:B3)	Approved	No value	

Intersegmental General Education Transfer Curriculum (IGETC) (for CSU and UC)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area 5B: Biological Sciences	(IGETC: 5B)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.
Area 5C: Laboratory Activity	(IGETC: 5C)	Approved	No value	

Field Trips

Field trips are required.

● Yes
○ No
○ Maybe

Comparable Lower-Division Courses at UC/CSU

Courses numbered 100-299 require two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU institution offering this course.

- CSU, Stanislaus

Using the current catalog (not schedule) for the CSU selected above, supply the comparable course prefix and number (e.g., ENGL 1A)

ZOOL 1050

Provide the title of the comparable CSU course.

Introduction to Zoology

Does course-to-course articulation with this course exist for this academic year?

No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, the selection must be a UC campus.

- UC Davis

Using the current catalog (not schedule) for the CSU or UC, supply the second comparable course prefix and number (e.g., ENGL 1A)

BIOLSCI 1B

Provide the title of the comparable CSU or UC course.

Intro Biology

Does course-to-course articulation with this course exist for this academic year?

No Value

(Not required, but helpful to student transfer) Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC tranferability, the selection must be a UC campus.

- CSU, East Bay

Using the current catalog (not schedule) for the CSU or UC, supply the third comparable course prefix and number (e.g., ENGL 1A)

BIOL 1403

Provide the title of the comparable CSU or UC course.

Animal Biology

Does course-to-course articulation with this course exist for this academic year?

No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	144	**Total Student Learning Hours**	216
Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	72	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Lab Hours	6	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	36
Lab	108
Activity	-
Total	144
Course Out-Of-Class Hours	
Lecture	72
Lab	-
Activity	-
Total	72

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Prerequisites, Corequisites, and Advisories

No Value

Requisite Skills

Requisite Skills	Content Review
Organize and interpret data from scientific experiments in biology and formulate conclusions.	• BIO 101 - Organize and interpret data from scientific experiments in biology and formulate conclusions.
Prepare formal laboratory reports generated from laboratory experiments. LAB	• BIO 101 - Prepare formal laboratory reports using data generated from laboratory experiments.
Prepare labeled laboratory drawings to scale. LAB	• BIO 101 - Prepare laboratory drawings to scale.
Demonstrate proficiency with laboratory equipment and procedures. LAB	• BIO 101 - Demonstrate proficiency with laboratory equipment, procedures, and dissections.
Apply the scientific methodology of investigation.	• BIO 101 - Apply the scientific methodology of investigation.
Describe the structure, function and relationships of DNA, RNA and proteins in living systems.	• BIO 101 - Describe the structure, function and relationships of DNA, RNA and proteins in living systems.
Describe the process of protein synthesis and its regulations as it occurs in eukaryotic and prokaryotic organisms.	• BIO 101 - Describe the process of protein synthesis and its regulations as it occurs in eukaryotic and prokaryotic organisms.
Explain the process of evolution in relation to the diversity of life.	• BIO 101 - Explain the process of evolution in relation to the diversity of life.
Analyze the interrelationship of the organism to the abiotic and biotic aspects of the environment.	• BIO 101 - Analyze the interrelationship of the organism to the abiotic and biotic aspects of the environment.
Describe hierarchical levels of organization ranging from atoms to the biosphere.	• BIO 101 - Describe hierarchical levels of organization ranging from atoms to the biosphere.
Summarize the principles of taxonomic classification and use a taxonomic key.	• BIO 101 - Summarize the historical basis for biological principles and relate current research to these principles. • BIO 101 - Describe hierarchical levels of organization ranging from atoms to the biosphere.
Correctly use the vocabulary of basic Mendelian genetics and apply principles of Mendelian genetics to hypothetical crosses involving single locus traits.	• BIO 101 - Explain the basic processes of genetic engineering and analyze the influence of biotechnology on society.
Demonstrate proficiency using the Hardy Weinburg equilibrium to evaluate the genetic structure of populations.	• BIO 101 - Explain the basic processes of genetic engineering and analyze the influence of biotechnology on society. • BIO 101 - Distinguish between transmission genetics and molecular genetics.
Explain the basic processes of genetic engineering and analyze the influence of biotechnology on society.	• BIO 101 - Explain the basic processes of genetic engineering and analyze the influence of biotechnology on society.
Interpret evidence regarding the origin of life.	• BIO 101 - Interpret evidence regarding the origin of life.
Analyze the importance of biological concepts to human society.	• BIO 101 - Analyze the role of biological science in society.
Distinguish scientific hypotheses, theories, and laws from pseudoscience.	• BIO 101 - Distinguish between generalizations and principles, theories and laws, science and pseudoscience.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Lectures 2. Demonstration of models and field equipment 3. Guided laboratory and field activities 4. Guided library research 5. Use of audio visual materials

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Reading - daily: from text and related journal articles
2. Homework - weekly
3. Laboratory reports - weekly
4. Field trips and reports - monthly
5. Attendance and summary of public science presentation - twice per semester
6. Library research project and presentation - one per semester
7. Field-based project - one per semester

Evidence of Critical Thinking (Quality)

1. Reading example: chapter sections from text and related journal articles.
2. Homework example: worksheet of problems requiring application of Hardy-Weinberg equation.
3. Laboratory report examples: 1) labeled sketches of slide specimens (completed during lab time), with notes added; 2) Drosophila.
4. Laboratory Report: includes data of flies gathered during lab time, and analysis completed outside of lab.
5. Field trip and report example: 1) field trip to freshwater ecosystem (8 to 10 hours) and two page typewritten report including: habitat description, observations, data collected, and analysis; 2) birdwatching field trip (6 hours) and required field notes, including; description of habitat, complete list of birds observed, detailed labeled sketches of several birds (using bird field guide as a reference).
6. Science seminar attendance and summary example: students may attend MJC Science Colloquium or Modesto Area Partners in Science presentation, and summarize the talk in a 350 word (approximate) typed essay.
7. Library research project and presentation example: students research a narrow topic (minimum of three references, one of which must be a primary source), provide a typed summary of their research and accompanying list of references, and present their research project as a Power Point to the class.
8. Field based project example: students present approximately 20 insects and other arthropods in a phylogenetically arranged and labeled collection, with an accompanying list of the specimens (includes identification to order and family level taxa) and pertinent field notes.

Methods of Evaluation (Typical)	Methods of Evaluation Rationale
FORMATIVE EVALUATION	1. Laboratory activities and reports 2. Field participation and field notes 3. Homework assignments 4. Class discussions and group work 5. Written exams and quizzes
SUMMATIVE EVALUATION	1. Research project 2. Laboratory and/or field based project 3. Comprehensive final exam 4. Laboratory practicals

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Hickman,et al.	Animal Diversity (7th Ed.)	McGraw-Hill	2014	ISBN-10: 0

Other Instructional Materials

Description	Laboratory studies in animal diversity
Author	Hickman, et al.
Citation	McGraw-Hill - 2008

Materials Fee

Is there a materials fee for this course?

○ Yes
● No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of the student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided at the district's actual cost?

○ Yes
○ No

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

☐ Yes
☑ No
☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

No Value

Learning Outcomes and Objectives

Course Objectives

Use zoological terminology for animal structures, functions, phylogenetic classification, and ecological relationships.

Explain fundamental physiological, reproductive and developmental processes common to animal taxa.

Compare and contrast the characters of organisms from different clades and evaluate their phylogenetic relationship to each other.

Compare and contrast physiology and life cycles of heterotrophic unicellular eukaryotes.

Explain the evolutionary processes of microevolution, speciation, and macroevolution.

Gather information from peer-reviewed and scholarly journals utilizing library resources, including databases.

Apply population, community, and ecosystem level ecological concepts to animal groups.

Analyze the importance of animal diversity to human society.

Lab Objectives

Use laboratory and field equipment.

Dissect specimens with neatness and precision.

Apply the scientific method in formulating and evaluating hypotheses.

Record objective qualitative observations, in addition to, precise and accurate quantitative data.

Evaluate experimental results in formulating conclusions.

Use dichotomous keys and field guides in identifying organisms to currently accepted taxa.

Infer ecological relationships of organisms based on direct observations recorded in the laboratory or in the field.

CSLOs

Describe animal structures and explain how they function. — Expected SLO Performance: 0.0

Biology UNIVERSITY PREPARATION, EMPHASIS IN BIOLOGICAL SCIENCES, AS	Proficiently use the scientific vocabulary, including the key terms and concepts in biology, chemistry, and mathematics.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts. Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.

Recognize diverse animal groups and compare their evolutionary relationships. — Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world. Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
Biology UNIVERSITY PREPARATION, EMPHASIS IN BIOLOGICAL SCIENCES, AS	Apply the scientific method of discovery to problem solving situations in biology, mathematics, and chemistry. Proficiently use the scientific vocabulary, including the key terms and concepts in biology, chemistry, and mathematics.

Examine how animals interact in their environment. — Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement. Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
Biology UNIVERSITY PREPARATION, EMPHASIS IN BIOLOGICAL SCIENCES, AS	Apply the scientific method of discovery to problem solving situations in biology, mathematics, and chemistry. Proficiently use the scientific vocabulary, including the key terms and concepts in biology, chemistry, and mathematics.

Content

Course Content

1. Introduction to zoology
    1. The scientific method
    2. Review of biological principles
    3. Prokaryotic vs. eukaryotic cells
2. Principles of evolution
    1. Darwinism
        1. Five theories
        2. Evidence
    2. Neo-Darwinism & Modern Synthesis
        1. Mechanisms of change
        2. Microevolution
        3. Speciation
        4. Extinction
        5. Macroevolution
3. Ecology
    1. Population ecology
        1. Niche concept
        2. Population dynamics
    2. Community ecology
        1. Interspecific interactions
    3. Ecosystems
        1. Trophic levels
        2. Energy flow
        3. Nutrient cycles
4. Animal architecture
    1. Levels of organization in animal complexity
    2. Animal body plans
        1. Symmetry
        2. Embryology
    3. Types of tissues
5. Systematics:
    1. Major divisions of life
    2. Taxonomy and phylogeny of animals
    3. Species concepts
6. Survey of heterotrophic unicellular eukaryotes, including morphology, physiology, and natural history for phyla:
    1. Euglenozoa
    2. Ciliophora
    3. Apicomplexa
    4. Amoebozoa
    5. Miscellaneous phyla
7. Survey of animal phyla, including morphology, physiology, reproduction, evolutionary trends, and ecological roles of each animal group:
    1. Porifera
    2. Radiate animals
    3. Protostomes
        1. Platyhelminthes
        2. Mollusca
        3. Annelida
        4. Nematoda
        5. Arthropoda
        6. Miscellaneous phyla
    4. Deuterostomes
        1. Echinodermata
        2. Chordata
        3. Miscellaneous phyla

Lab Content

1. Laboratory exercises will emphasize identification, anatomy, and behavior of unicellular eukaryotes and animal phyla:
    1. Unicellular Eukaryotes
    2. Porifera
    3. Radiate animals
    4. Platyhelminthes
    5. Mollusca
    6. Annelida
    7. Nematoda
    8. Arthropoda
    9. Echinoderms
    10. Chordates
    11. Miscellaneous phyla
2. Laboratory exercises will include:
    1. Invertebrate animal culture (eg. *Drosophila*)
    2. Application of the scientific method and experimental design
    3. Microscopic examination and observation of organisms representative of heterotrophic unicellular eukaryotes and animal taxa.
    4. Dissection of animal specimens from different taxonomic groups.
    5. Comparative study of morphology, physiology and behavior of representative organisms from major animal taxa.
    6. Application of molecular biology in analyzing animal phylogeny
    7. Use of dichotomous identification keys
3. Field work will include:
    1. Methods for collecting data on abiotic factors
    2. Methods for collecting and observing invertebrate animals
    3. Observation of vertebrates within their habitats
    4. Use of field guides and equipment

Recommended Course Content

Recommended Course Content

No Value

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Distance Education Addendum

Modality Type:

No Value

Methods of Instruction:

No Value

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)

No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.

No Value

Announcements:

No Value

Discussion Boards:

No Value

Q & A Discussion Boards:

No Value

Assignment Feedback:

No Value

Office Hours and Conferences:

No Value

Third-Party Tools:

No Value

Online Course Syllabus:

No Value

E-mail:

No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Are library resources needed for this course?

Do you have any special concerns/needs or comments? If yes, describe.

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

If you are requesting Distance Education, did you complete the DE addendum tab?

If requesting transferability, have you completed the comparable courses field?

Add any additional comments you want reviewers to read.