

Mt. San Jacinto Community College District Secondary and Community College Course Articulation Agreement

Statement of Intent

This agreement enables students to receive college credit and/or a waiver of a prerequisite for coursework at the secondary level comparable to courses offered by Mt. San Jacinto Community College District. The granting of college "credit-by-examination" is based upon achievement of competencies through a course, or courses, as defined in Attachment B, which specifies the conditions of the articulation agreement.

Terms of Agreement

This agreement between Mt. San Jacinto Community College District and high schools or R.O.P shall remain in force for an indefinite period of time but shall be reviewed for consideration of continuation every three years. This review will include an examination of up-to-date course outlines and a discussion of current teaching methodologies and stated competencies. Either party to the agreement may terminate this agreement at the close of any school year by proper written notice delivered to the Superintendent/President of Mt. San Jacinto College or to the Superintendent of the secondary or R.O.P. educational institution.

MUL 110 Intro to Multimedia I

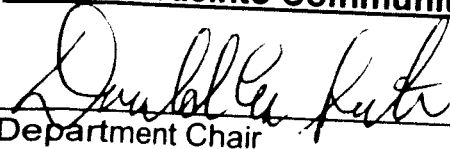
Murrieta Valley High School
Graphic Design II

Name and Number of Course/MSJCCD

Name & Number of Course/High School/ROP

Mt. San Jacinto Community College District

Secondary/ROP Educational Institution

 9/15/09


Department Chair Date

 12/3/09

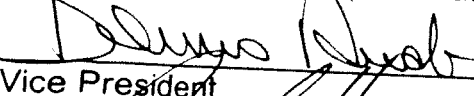
Principal/Program Administrator Date

 9-15-09

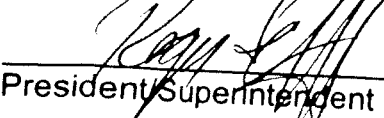
Dean, Instruction Date

 11/12/09


Curriculum Committee (Information item) Date

 11/12/09

Vice President Date

 11/18/09

President/Superintendent Date

 12/7/09

Superintendent Date

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MUL 110 Intro to Multimedia I

Murrieta Valley High School
Graphic Design II

Name and Number of Course/MSJCCD

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Mt. San Jacinto Community College District

Secondary/ROP Educational Institution

Donald C. ... 9/15/09

Department Chair Date

John ... 9.15.09

Dean, Instruction Date

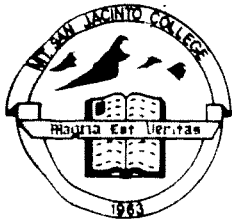
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MUL 110- Intro to Multimedia

Murrieta Valley High School
Graphic Design II

(Name and Number of course/MSJCCD)

(Name and Number of Course/High School/R.O.P.)

Mt. San Jacinto Community College District

Secondary/R.O.P. Educational Institution

Donald E. Fante 8/31/06
(Department Chair) (Date)

[Signature] 8/31/06
(Dean, Instruction) (Date)

[Signature] 9/11/06
(Curriculum Committee-Information item) (Date)

[Signature] 9/11/06
(Vice President) (Date)

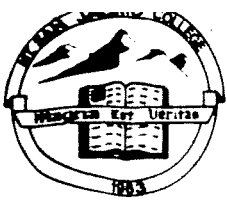
[Signature] 10/18/2006
(President/Superintendent) (Date)

(Principal/Program Administrator) (Date)

(Superintendent) (Date)

BOARD APPROVED: _____

BOARD APPROVED: _____



Mt. San Jacinto Community College District Secondary and Community College Articulated Course Standards and Criteria

Date 7/17/2006

MUL 110 Intro to Multimedia

(Name and Number of Course/MSJCCD)

Murrieta Valley High School
Graphic Design II

(Name and Number of Course/High School or R.O.P.)

Description of Articulated High School or ROP Course Standards
(Please attach the course outline)

Content or Theory Summary:

Course Description:

The student will develop perceptual and analyzing skills as they examine student and professional works of art using the elements of art, principles of design and graphics vocabulary through written and oral presentations. Analyze and discuss their artwork as to their personal direction and style. Compare and contrast artworks created in different periods and media and discuss how the elements of art and principles of design effect visual communication. Analyze the choice of art media and how it affects the artist's style in their own artwork as well as professional art. Maximize the use of professional computer graphics software to create works of art that demonstrate increased complexity in design and skill which reflect their meaning and intent. Design school programs, displays, posters and other school related projects as needed. Prepare a print and digital portfolio of artwork that reflects refined craftsmanship, technical skill and personal style. Identify artists and their styles and discuss the diverse social, economic and political development reflected in the works of art examined. Identify and describe the influence of historical and cultural contributions on graphic design and examine how new technology has affected contemporary works of art. Practice critical thinking skills and make aesthetic judgments when creating and critiquing artwork. Explore and research careers in the graphic arts and other art related fields. Participate in class discussion, demonstrations and presentations of professional and student work and discuss the many different factors that contributed in the creation and outcome of artworks examined.

Note: May Attach Articulation Crosswalk



Mt. San Jacinto Community College District Secondary and Community College Articulated Course Standards and Criteria (continued)

Competencies:

Semester I

Introduction

- Course Overview: Course Expectations, requirements, classroom procedures
- Care and Safe Use of Equipment: Computer hardware and software
- Development of art portfolio and personal notebook
- Grading Criteria and Project Rubrics
- State Frameworks: Visual Art Standards
- Philosophy of art: Aesthetics, self motivation, creativity (left and right brain activity) and cross-curricular benefits
- Life applications of course: personal and professional
- Overview of Computer Lab: Desktop and equipment

Graphic Design Review

Software: Adobe Photoshop tools, key shortcuts and function

- Adobe Illustrator tools, key shortcuts and function
- Internet downloading images

Computer Related Terminology

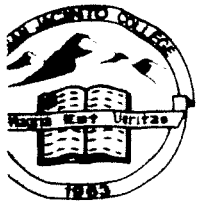
- File Formats: jpeg, eps, gif, tiff, bmp
- Digital and Print Color: Rgb, cmyk, pms, grayscale
- File Sizes and Resolution: Kilobyte, megabyte, gigabyte, dpi, ppi, lpi
- Vector & Pixel Images

Formal Critique Methodology

- Four-Step Strategy: Describe, Analyze, Interpret and Judge
- Observation and oral discussion of artwork from various chronological and cultural venues
- Written work to aid comprehension of the process
- Research papers on artists, art styles, movements and art techniques

The History of Printing

- Evolution: Pictographs, ideographs, hieroglyphics, movable type, printing press
- Type beginnings: Roman, Gothic, italic display
- Early printing: England, America
- Influential Men: Franklin, Thomas, Guttenberg
- Typesetting Methods: Cast metal, hot type composition, typewriter, strike-on composition, photographic, digital
- Printing press: hand press, iron press, cylinder, rotary, power
- Printing papers: Paper making, Ancient to present, rags to wood pulp, hand operated to paper mill
- Printing Process: Letterpress, thermography, offset lithography, screen printing, electronic jet, reprographics, digital



Mt. San Jacinto Community College District Secondary and Community College Articulated Course Standards and Criteria (continued)

Technological Advances

- Paste up
- Graphics arts photography
- Evolution of Computers
- Digital Imagery: Computer, video, still
- Advancement of Software

Art Movements and Era's

- 1880's-1890's: Arts and Crafts Movement.
- 1900's-1910's: Art Nouveau, Jugendstil, Plakentstil, Cubism, Futurism, DaDa.
- 1920's-1930's: Constructivism, De Stijl, Bauhaus, New Typography, Social Realism.
- 1940's: Art Deco, Surrealism, Neo-Romanticism
- 1950's: Abstract Expressionism, International Typographic Style
- 1960's-1970's: Pop Art, Op Art, Counterculture, Psychedelia, Minimalism, Conceptual
- 1980's-1990's: Punk, Post-Modernism, Multiculturalism, Graffiti Art, Body Art, Neo-Expressionism, Political Art.
- 2000's: Digital Revolution, Computer Art, Holographic Art, Video, Multi-media

Elements of Art and Principles of Design

(Application of the elements and principles in observation and creation of artwork)

Elements

- Line: Types – (horizontal, vertical, diagonal, curved, jagged)
- Quality – (weight, organic, geometric)
- Shape: Organic and geometric
- Value: Graduation – (gradients)
- Techniques – (hatching, cross-hatching, blending, stippling)
- Form: 3-dimensional illusion
- Texture: Tactile and visual
- Space: Overlapping, linear perspective and aerial perspective, positive and negative
- Color: hue, intensity and value, theory, schemes

Principles

- Balance: Symmetrical, asymmetrical, radial
- Contrast/Variety: Differences in shape, line, size and color
- Emphasis/Dominance: Focal point created through size, shape and color
- Movement: Visual direction of the eye
- Repetition/Pattern: regular, irregular
- Rhythm: Alternation, repetition, progression
- Unity: Harmony, interaction of elements in a composition



Mt. San Jacinto Community College District Secondary and Community College Articulated Course Standards and Criteria (continued)

Exploration and Development of Design

Design Process

- Brainstorm, Research and Concept Development
- Thumbnail sketches and Roughs
- Mockups and Comprehensives
- Production
- Proofreading/spell check
- Project Completion

Composition and Layout

- Basic Rules and Compositional Guidelines
- Page Layout and Organization
- Graphic Design Elements
- Elements and Principles of Art
- Emphasis and Hierarchy
- Proximity and Spacing
- Color Association
- Image Association

Typography

- Typographers: Past and Present
- Typestyle Categories: Serif, san serif, script, decorative
- Text Alignment and Spacing: Align right, align left, centered, justified
- Text Wrapping
- Type Manipulation Techniques: Perspective outline, shadow, distort, warp
- Emphasis and Hierarchy
- Proximity
- Spacing: Leading, tracking, kerning

Enhance Quality and Clarity

- Text Legibility and Readability
- Digital Imagery: resolution and scaling
- Spatial Relationship

History and Aesthetics of Illustration

- Children's Books
- Film and Event Posters
- Editorial

Note: May Attach Articulation Crosswalk



**Mt. San Jacinto Community College District
Secondary and Community College
Articulated Course Standards and Criteria (continued)**

- Fashion
- Commercial
- Decorative
- Cover Illustration
- Cartoon, Comic, Caricature

**Development of Drawing
Skills**

- Pen Tool
- Mesh Tool
- Blend Tool

Techniques

- Lights and Darks
- Value and Form
- Gradients

Semester II

**History of Media and Communication
Getting the Message Across**

- From gestures to speech
- Signals
- Newspaper and Publishing
- Photography
- Cinema
- Sound
- Television
- Postal
- Telephone
- Cable and Satellite
- Computers
- Smart Technology

Designing Multi-media

- Brainstorming
- Storyboarding
- Flowchart and Paper Design
- Prototype and User Testing
- Media Production
- Programming and Debugging



Mt. San Jacinto Community College District Secondary and Community College Articulated Course Standards and Criteria (continued)

Exploring Multi-media and Animation

- Tools and Key Shortcuts
- Early Animation Devices: thaumatrope, phenakistoscope, zoetrope, flip book
- Animation: traditional and computer
- Frames, Key Frames and Slides
- Timing
- Motion Tweens, Fades and Morphing
- Canned Sounds
- Audio Editing and Sound Clips
- Multi-media software

Critical Thinking and Creative Problem Solving Skills

- Social Issues for Public Awareness
- Historical and Cultural Context
- Art and Graphics Related Contests
- Critiques and Analysis

Internet

- Research various job opportunities in the visual and graphic arts field
- Research colleges offering fine arts and graphic art courses and programs
- Research influential artists, their styles and contributions
- Explore historical and cultural context, their attributes and influences
- Compare and contrast computer generated illustrations with those done using traditional materials
- Explore the evolution of computer technology
- Explore Animated GIF's on various websites
- Gather information for projects and download images

Portfolio Development

- Resume
- Reflective Sketchbook and Notebook
- Self Promotional Piece
- Print and Multi-media, Color and Design
- Refined Craftsmanship and Technical Skill
- Artwork Selection
- Digital and Print Portfolio
- Presentation Skills



Attachment

**Mt. San Jacinto Community College District
Secondary and Community College
Articulated Course Standards and Criteria (continued)**

Measurement Methods:

Key Assignments

Print Collateral-Semester I

Button Design

Standard 1.0 – Artistic Perception:

Analyze the works of their buttons and discuss how the elements of art and principles of design support their design.

Standard 2.0 – Creative Expression: Assemble and display buttons for public viewing

Standard 3.0 – Historical and Cultural Context: Identify contemporary styles and discuss the diverse social, economic and political developments reflected in works of art in political and commercial campaigns

Standard 4.0 – Aesthetic Valuing: Describe the relationship between artist's intended meaning and the viewer's interpretation of the buttons

Standard 5.0 – Connections, Relations, Applications: Compare and contrast various buttons created for political and promotional campaigns

Public Service Announcement: United Way Poster

Standard 1.0 – Artistic Perception: Analyze and discuss how distortion, color, scale and content can affect the meaning in a work of art

Standard 2.0 – Creative Expression: Create a public service announcement that demonstrates the elements for art and principles of design intended for public display

Standard 3.0 – Historical and Cultural Context: Examine posters and advertisements reflecting issues from diverse cultures

Standard 4.0 – Aesthetic Valuing: Analyze and articulate how society influences the interpretation and message of a work of art, specifically in advertising

Standard 5.0 – Connections, Relations and Applications: Compare and contrast the meaning of symbolic imagery in photography, hand drawn or painted images

DVD Cover

Standard 1.0 – Artistic Perception: Analyze movie posters and DVD covers and discuss the art technique or media selected and the effect of that selection on the artist's style

Standard 2.0 – Creative Expression: Create a DVD cover that incorporates visual metaphors representative of the movie type

Standard 3.0 – Historical and Cultural Context: Identify DVD covers which have achieved recognition and discuss ways in which their work has influenced the graphic designs of present day.

Standard 4.0 – Aesthetic Valuing: Analyze and articulate how society influences the interpretation and message of a work of art

Standard 5.0 – Connections, Relations, Applications: Compare and contrast movie posters and DVD covers and discuss how the use of symbols and images probe the psychological content.

Note: May Attach Articulation Crosswalk



Attachment

**Mt. San Jacinto Community College District
Secondary and Community College
Articulated Course Standards and Criteria (continued)**

Travel Campaign: Advertisement, Billboard and Brochure

Standard 1.0 – Artistic Perception: Describe and discuss the ideas of their travel campaign using appropriate vocabulary of art

Standard 2.0 Create a travel campaign for a vacation destination that reflects the use of complex ideas such as relative color, scale, design continuity and mood

Standard 3.0 Historical and Cultural Context: Examine different vacation destinations and establish the time, place, context, value and culture of a given location to produce their travel campaign

Standard 4.0 Aesthetic Valuing: Construct a classroom critique and apply art-related perspective to their own works and the works of others.

Standard 5.0 Connections, Relations, Applications: Compare and contrast various ads, brochures and billboards of resort destinations and discuss how certain images and symbols help the viewers desire the location

Menu Design Standard

Standard 1.0 Artistic Perception: Analyze and discuss how design, color, scale, text alignment and layout can affect the function of a menu

Standard 2.0 – Creative Expression: Create a menu design that reflects critical thinking skills in design and layout by having an effective use of elements of art and principles of design

Standard 3.0- Historical and cultural Context: Examine various cultures and determine the place, context, food and culture of a given area to establish the items, color, symbols and design of their menu

Standard 4.0 – Aesthetic Valuing: Construct a classroom critique and discuss how the function and design of the menu affects its purpose

Standard 5.0 – Connections, Relations, Applications: Apply critical thinking skills in creating a menu design through research, reading and writing, time management, communication and design development

Postage Stamp

Standard 1.0 – Artistic Perception: Analyze the works of different postage stamps and discuss how the choice of media affects the artist's style and their intended meaning

Standard 2.0 – Creative Expression: Create a postage stamp that demonstrates a personal style and a advanced proficiency in communicating an idea, theme or emotion

Standard 3.0 – Historical and Cultural Context: Compare and contrast postage stamps throughout the world and discuss ways in which they may have influenced the designs of postage stamps today

Standard 4.0 – Aesthetic Valuing: Evaluate each other's postage stamps and explore the meaning of their intention.

Standard 5.0 Connections, Relations, Applications: Compare and contrast postage stamps using various media and identify psychological content found in the symbols and images

Caricature/ Editorial Illustration

Standard 1.0 – Artistic Perception: Analyze the works of different caricatures and editorial illustrations and discuss how the choice of media affects the artist's personal style

Standard 2.0 – Creative Expression: Create a caricature or editorial illustration that reflects the use of complex ideas such as distortion, color, scale and expressive content

Standard 3.0 – Historical and Cultural Content: Examine editorial design revolution and discuss the diverse social, economical and political developments reflected in the works of art examined

Note: May Attach Articulation Crosswalk



Mt. San Jacinto Community College District

Secondary and Community College

Articulated Course Standards and Criteria (continued)

Standard 4.0 Aesthetic Valuing: Describe the relationship between the student's artwork, their process of creating it, and finished artwork and how the viewer interprets the work

Standard 5.0 Connections, Relations, Applications: Compare and contrast editorial illustrations using traditional methods of drawing and painting to those that were computer generated

Print Portfolio

Standard 1.0 Artistic Perception: Analyze their own works of art as to personal direction and style

Standard 2.0 Creative Expression: Create a print portfolio with works of art that incorporates complex ideas and advanced skill in a variety of media that reflect their feelings and point of view

Standard 3.0 Historical and Cultural Context: Examine their own personal works of art and discuss ways in which their work reflects historical or cultural context or may have been influenced by an artist

Standard 4.0 - Aesthetic Valuing: Self-evaluate their portfolio based on content, craftsmanship, and creativity and provide a written critique of one of their works that represents significant achievements

Standard 5.0 - Connections, Relations, Applications: Prepare a print portfolio of their original works of art for a variety of purposes (e.g. personal collection, exhibition and college or job application).

Multi-Media - Semester II

Animated GIF

Standard 1.0 - Artistic Perception: Research two types of animation (traditional and computer) and discuss their similarities and differences, using the language of the visual arts

Standard 2.0 - Creative Expression: Create an Animated GIF that demonstrates the knowledge of technology skills and computer software

Standards 3.0 - Historical and Cultural Context: Examine an educational video that demonstrates the history of animation and the finished artwork and how the viewer perceives the animated GIF

Standard 4.0 - Aesthetic Valuing: Describe the relationship involving the students idea, their process of creating it, the finished artwork and how the viewer perceives the animated GIF

Standard 5.0 - Connections, Relations Applications: Compare and contrast clips of various animated movies and discuss how technology has changed the mood, definition and function of animation

Self-Promotional Piece

Standard 1.0 Artistic Perception: Analyze their work of art as to personal direction and style

Standard 2.0 - Creative Expression: Create a self-promotional piece that reflects a personal style and which communicates an idea, theme or emotion about themselves

Standard 3.0 - Historical and Cultural Context: Research and investigate their own life on time, place, context, value and culture and discuss ways in which their findings will influence the production of their self-promotional piece.

Standard 4.0 - Aesthetic Valuing: Construct a classroom critique viewing each others self-promotional piece; analyze and derive meaning and compare it with the artists intended meaning

Standard 5.0 Connections, Relations, Applications: Compare and contrast the purpose and function of self-promotional pieces that are done in print and those that are created using the multi-media software

Note: May Attach Articulation Crosswalk



Mt. San Jacinto Community College District
Secondary and Community College
Articulated Course Standards and Criteria (continued)

Digital Portfolio

Standard 1.0 Artistic Perception: Analyze their own works of art as to personal direction and style

Standard 2.0 Creative Expression: Create a digital portfolio with works of art that incorporates complex ideas and advanced skill in a variety of media that reflect their feelings and points of view

Standard 3.0 Historical and Cultural Context: Examine their own personal works of art and discuss ways in which their work reflects historical or cultural context or may have been influenced by an artist

Standard 4.0 Aesthetic Valuing: Compare and contrast their print portfolio to their digital portfolio and discuss how the two forms (traditional and electronic) change the function and definition of the visual arts

Standard 5.0 Connections, Relations, Applications: Prepare a digital portfolio of their original works of art for a variety of purposes (e.g., personal collection, exhibition and college or job application)

Music Video

Standard 1.0 Artistic Perception: Research music videos from time periods and discuss their similarities and differences, using the language of the visual arts

Standard 2.0 Creative Expression: Create a music video in multi-media form that demonstrates the knowledge of technology skills and computer software

Standard 3.0 Historical and Cultural Context: Examine several music videos and discuss the diverse social, economic, and political developments reflected in the works of art examined

Standard 4.0 Aesthetic Valuing: Analyze and articulate how society influences the interpretation and message of music videos

Standard 5.0 Connections, Relations, Applications: Compare and contrast music videos of past and present and report on how modern and emerging technologies have affected the music video industry

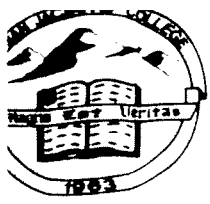
Other

- School related Projects and Print Collateral
- Community Projects
- Art and Graphics Related Contests
- Resume
- Research Papers and Presentations
- Discussions, Demonstrations and Presentations

Assessment Methods

- Reflective Sketchbooks and Notebook
- Oral and Written Critiques (reflective, analytical and critical)
- Teacher Evaluation of Projects: Establish Rubric: Teacher Evaluation of Projects: Establish Rubric: (Content, Craftsmanship and Creativity)
- Self Evaluation of Projects
- Peer Assessments of Projects
- Technical Exercises
- Written Quizzes and Tests
- Report and/or research project

Note: May Attach Articulation Crosswalk



**Mt. San Jacinto Community College District
Secondary and Community College
Articulated Course Standards and Criteria (continued)**

- Internet Search Assignments
- Homework
- Direct observational of participation, work habits and problem-solving methods
- Public Display of artwork

Instructional Materials and Methodologies

Required Text

None

Supplementary Materials

- Various Graphic Arts Books
- Library Resources
- Graphics Magazines and Publications
- Computer Software Books
- Internet

Instructional Methodologies

- Instructional Video's Transparencies and Slides
- Demonstrations with computer
- Visual Arts Prints and Printed Collateral Examples
- Student Generated Examples
- Class Discussions and Cooperative Learning
- Critiques
- Internet
- Guest Speakers

Application of Lab:

Hands on using software PhotoShop CS, Illustrate CS, Rhino 2.0, DreamWeaver MX, Flash

Hours of Instruction:

180 hours per year

Textbook or Other Support Materials (Including Software):

- 1-textbook Adobe PS classroom in a book
- 2-textbook Graphic Design Articles and Publications
- 3-textbook Supplemental materials

Note: May Attach Articulation Crosswalk



**Mt. San Jacinto Community College District
Secondary and Community College
Articulated Course Standards and Criteria (continued)**

Special Equipment:

Students work on high end Dell computers Pentium 4, 1 68 RAM, 128 MB video card, fully networked with Altiris management console. LCD overhead and PA system for in class instruction.

Other:

Use of Altiris Network Software to provide individual help via remote access.

Note: May Attach Articulation Crosswalk

**Mt. San Jacinto Community College District
Secondary and Community College
Course Articulation Agreement
“Credit-By-Examination Criteria”**

Course Name: MUL 110: Introduction to Multimedia

Please describe the “credit-by-examination” method (exam, project, portfolio, etc...) required for student to receive college credit. Attach a sample if possible.

Magazine Web Page Project portion to be judged on a 50-Point Scale:

Grading Criteria:

There are 5 elements. Give each a grade of 1 to 10 points.

2= Poor 4= Fair 6= Average 8= Good 10= Excellent

Create a web page for the **IT** (Imaging Tips Magazine). HTML must be hand written – no code authoring of any kind. Strict compliance with XHTML coding principles must be observed, but inline formatting is permitted.

Page should be interesting and lively adhering to the multimedia design principles of:

- Simplicity
- Consistency
- Clarity
- Balance
- Harmony and Unity

Required Elements:

1. Create a simple **animated banner** in Photoshop to place across the top of webpage. Under it, create a large ‘magazine cover style’ **collage image** stretching 2/3rds across and, beside it, a 1/3 **column with three articles**, each with a small image, the first few lines of the article, and a text link to go to the two paragraph article.

2. The **collage image** and **banner image** should show evidence of the use of Photoshop selection tools and editing techniques, such as cloning, curves and levels. Render all images as .jpg or .gif for display and include .psd in an images folder.

3. The three articles should be in your own words.

Article 1-

Describe the market and career opportunities for multimedia specialists.

Article 2-

Describe what multimedia is today and imaginatively speculate on the future of Multimedia.

Article 3-

Explain copyright, what it is and how it works. Describe creative commons and list several royalty free websites.

4. Quality

- Images should be consistent with the overall style and look of the page.
- Article Writing should be imaginative and support the Magazine topic.

5. Structure

- Web Page should be arranged logically and effectively in a way that is easy to understand and consistent to use. Consider using color to help organize.

Written portion to be judged on a 50-Point Scale:

Grading Criteria:

There are 5 elements. Give each a grade of 1 to 10 points.

2= Poor 4= Fair 6= Average 8= Good 10= Excellent

- 1) Define the purpose of each of the three stages of the Production Process. Also give examples of activities you would find in each stage.
 - i. Pre-Production phase
 - ii. Production phase
 - iii. Post-Production phase
- 2) Describe the difference between a 'raster' image and a 'vector' object. Explain the differences in how they are edited, their storage size and their appearance. Which one is not dependent on "resolution"?
- 3) If you had to make a poster with only Photoshop, how would it be different in content and style from a poster you made with only Illustrator?
- 4) Describe why elements of a digital video project should be stored in one, consistent, location when working on a project.
- 5) You are creating a website that provides medical information to senior citizens. What are some of the web design considerations you must address for this population?

Additional Notes

Please describe the necessary procedure for the test to be administered (who will administer the test, where will it be taken, how will it be scored, etc...)

Credit by Examination shall be administered by the **high school instructor** teaching the course in an appropriate location **at the high school**. **80 points** or higher is considered passing.

The Examination is **not to be included** as one of the course assignments. It is to be a true assessment of knowledge, performed **after the normal course work is completed**.