

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 131
3D Animation Modeling I

Name and Number of Course/MSJCCD

LEUSD- Elsinore High School

Animation Modeling

Name & Number of Course/High School/ROP

Mt. San Jacinto Community College District

Secondary/ROP Educational Institution

Donald Carhite 9/15/09
Department Chair Date

[Signature] 9-15-09
Dean, Instruction Date

[Signature] 11/12/09
Curriculum Committee (Information item) Date

[Signature] 11/13/09
Vice President Date

[Signature] 11/18/09
President/Superintendent Date

[Signature] 12/18/09
Principal/Program Administrator Date

[Signature] 12/18/09
Superintendent Date

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Department Chair Date

JMP 9.15.09
Dean, Instruction Date

Principal/Program Administrator Date

Curriculum Committee (Information item) Date

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Superintendent Date

President/Superintendent Date

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Mt. San Jacinto Community College District

Secondary/R.O.P. Educational Institution

Donald C. Kutz 5/14/07
(Department Chair) (Date)

Jim Kertz 12/18/09
(Principal/Program Administrator) (Date)

[Signature] 5/10/07
(Dean, Instruction) (Date)

Robert O. Brady 5/29/07
(Curriculum Committee-Information item) (Date)

[Signature] 7/11/07
(Vice President) (Date)

[Signature] 7/11/07
(President/Superintendent) (Date)

(Superintendent) (Date)



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

Date 10/24/06

MUL 131
3D Animation Modeling I

(Name and Number of Course/MSJCCD)

LEUSD – Elsinore High School
Animation Modeling

(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:

This course works as an intermediate level and is an extension of the basic modeling tools and techniques learned in Graphic Design I. The class is structured for students interested in three-dimensional graphics, movie/cartoon animators, architectural designers or industrial designers. Focus is on the modeling and rendering of complex solids using industry level software.

Competencies:

Students will:

1. Develop basic mastery of the Rhinoceros modeling program.
2. Build a portfolio of works that demonstrate skill and creative freedom in the modeling of 3D objects.
3. Discover and correct mistakes in their own models.
4. Demonstrate control over 3D space and Cartesian geometry.
5. Demonstrate effective control over the creation and application of surface textures and bump mapping.
6. Demonstrate control of pictorial space by controlling specific effects in the rendering of their work, camera, lighting and view.
7. Apply the commands used when drawing with N.U.R.B.S., non-uniform rational B-splines, to create works of their own design. The tools taught include: surfacing tools, Boolean editing, control-point editing, lofting, c-section profiling, draping, seaming complex surfaces, etc.

***Note: May Attach Articulation Crosswalk**



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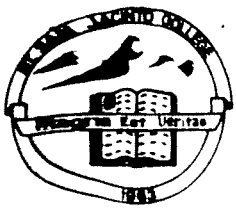
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Articulated Course Standards and Criteria (continued)

Measurement Methods:

Students are evaluated by project using a rubric. Open critiquing and final project, as shown below.

- #1 Robot – Review tool bars, viewports, tool pallets, GUI
- #2 Pumpkin – Circle, array, trim, c-sec and rails, axis of rotation, join, object properties, rail revolve, and more
- #3 Three Pumpkins – Repeat and practice
- #4 Jack-o-Lantern – Concepts of curves to solids and editing curves with curves and solids with solids
- #5 Three Jack-O-Lanterns – Repeat and practice, creating a scene and basic rendering and lighting review
- #6 Jack-o in a real photo – Rendering for a particular purpose, perspective slant – Photoshop
- #7 UFO – Repeat and practice with revolved curves and boolean tools for editing
- #8 Three UFOs – Repeat and practice (emphasize solid, surface and curve)
- #9 UFO War – Creating a model for a specific photo, reality vs. realism
- #10 Solid type – Creating 3d type from curves and with the type tools
- #11 N64 – 3d logo type designed for simple object rotation
- #12 3d letters – Repeat and practice
- #13 EHS Letters – Repeat and practice
- #14 N64 Animation – Frame animation and set up, FPS and division of rotation
- #15 EHS Animation – Repeat and practice
- #16 Pull Toy – Primitives, edit points, rotate, pipe, OBJECT ARRANGE
- #17 Special Pull toy – Repeat and practice
- #18 Connections/blends – Basic blends for use as primitive connection
- #19 Rolie Polie – Blends, drawing on surface, split, texture properties, array along curve
- #20 Rubber Duck – Primitives and control point modeling, blend control, cutting planes
- #21 Dragonfly – Background BUMP control placement, contour lines cross-section profiles lofting
- #22 Crab – Control point modeling combined with blends and primitives and lofting
- #23 Scorpion – Lofting and control points with blended connections
- #24 Lofted Creature – 100% lofting with control point editing
- #25 Arm – Lofting your arm from photos
- #26 Fingers – Lofting your own hand
- #27 Hand & Fingers – Lofting your own hand
- #28 Dino lesson – Lofting and combining lofts, editing lofts with lofts
- #29 Free Dino – Lofting a dinosaur from top front side view drawings
- #30 Skate Boarder - Reading and interpreting written commands w/instructions
- #31 Toaster – Geometric shapes and editing, fillet, rabbit, chamfer



Attachment D

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

- #32 Fantastic Toaster – Repeat and practice
- #33 Camera one – Dynamic edge control, edge editing, sweeping
- #34 Camera two – Edge point control, rebuilding & edges, breaking/ joining to control sweep
- #35 Remote one – Trimming surfaces and edges, bulge and symmetry issues
- #36 Remote two – Cut / trimmed surfaces and edge control for sweeping, bent surfaces and sweeping
- #37 Appliances & Furniture - Practice and review
- #38 Pipe Chair & Lounge – Setting up curves in 3d space to use for piped objectives, surfaces
- #39 Basic Automobiles – Basic lines to follow, sweeping of surfaces, trimming out the rest
- #40 New VW – Working from BUMP image, determining contour lines from multiple views
- #41 Sports Car – Practice and review
- #42 Tank – Advanced written lesson, interpretation of complex commands and technical writing
- #43 Advanced folder choice –All advanced lessons in written format plus camera animation

Final Project: Students are to choose a subject for modeling and write a justification essay as to why it is a good choice for them. They must explain what the subject is exactly. They must explain the techniques they will use and what the rendering scene, settings and textures will be. They then create their project in a period of 20 hours. Evaluation in open critique.

Hours of Instruction:

- 180-hour course

Textbook or Other Support Materials (Including Software):

Photo Shop, Rhinoceros, Sowe Maya 6

Special Equipment:

38 networked workstations, overhead LCD, Scanners, Digital Cameras

New
Don Smith - MSJC
Steve Verrell – Elsinore High School



Mt. San Jacinto Community College District

Articulation Crosswalk

High School/ROP: LEUSD – Elsinore High School

Course Number/Title H.S./ROP: Animation Modeling

Course Number/Title College: MJL 131 3D Animation I

H.S./ROP Exit Criteria	College Exit Criteria	Match
1. Students set up workspace – create model and scene and lighting		
2. Use perspective view to set up depth of perspective/setting, shadow, etc.		
3. Frame by frame animation using key frames / mainframe to create animation/rendering setup.		
4. Lighting types of scene, type choice for rendering effect		
5. Modeling with primitives to lofting to all NURBs surface tools.		
6. Application of all texture and object properties tools		
7. Surface extraction and creation of BMPS for specific surfaces		

Method of Evaluation: Formal open critique

PLEASE INITIAL: _____ Articulation Credit Recommended _____ Articulation Credit NOT Recommended At This Time

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

Course Name: MUL 131 3 D Animation 1

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

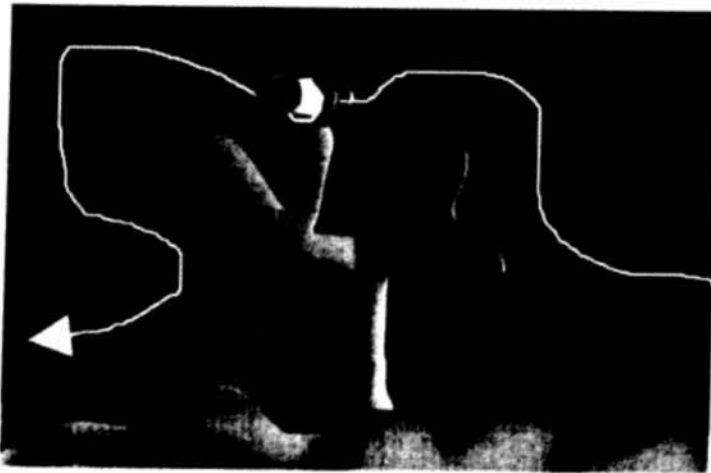
Path Animation Project portion to be judged on a 50-Point Scale:

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

CACTUS AND BEE

Create the models shown here.



1. Create the cactus as one piece, using a Sub-Division Sphere as the primitive to start with. Build the form with the Extrude Face from the Polygon mode.
2. Create the Bee using NURBS spheres.
3. Use a NURBS plane and the Soft-Modification Tool to create and bumpy ground the cactus. Color and light all the models.
4. Use a NURBS curve as a path and Path Animation to animate the Bee to fly in the scene; slow down and stop on the cactus; then fly off out of frame.
5. Make a movie of the animation.

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

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

1= Poor 2= Fair 3= Average 4= Good 5= Excellent

1. Name the three categories of animation:

_____, _____, _____

2. The definition of animation is-

3. An object rotates and scales from its _____ point.

4. In general, mechanical or architectural objects can be made easiest with the _____ modeling type.

5. The definition of a 'sequence' is-

6. A high angle shot of a character tends to make the character _____ powerful.

7. A Graph slope of 'Ease In' or acceleration tends toward _____.

8. The five Shot Sizes are:

_____, _____, _____, _____, _____.

9. The highlight of a hard, shiny pool ball is very _____, with _____ edges.

10. In Three Point lighting, the light that separates object from background is _____ light.

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**.