

# ART V51A: BEGINNING CERAMICS I

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## History

1. Mar 15, 2021 by Maline Werness-Rude (mwernessrude)
2. Dec 14, 2021 by Jenchi Wu (jwu)

**Viewing: ART V51A : Beginning Ceramics I**

**Last approved: Tue, 14 Dec 2021 15:04:27 GMT**

**Last edit: Mon, 13 Dec 2021 23:37:41 GMT**

**Originator**

jwu

### College

Ventura College

### Discipline (CB01A)

ART - Art

### Course Number (CB01B)

V51A

### Course Title (CB02)

Beginning Ceramics I

### Banner/Short Title

Beginning Ceramics I

### Credit Type

Credit

### Start Term

Fall 2022

### Formerly

ART 51A

### Catalog Course Description

This foundation course explores techniques and processes in ceramics through personal exploration within the context of the awareness of historical and contemporary surveys across cultures. Evaluation and critique of historical examples of ceramics from various cultures, historical periods, and aesthetic sensibilities will be discussed during the lab and lecture hours. Students will be introduced to the fundamentals of making, decorating, and firing.

### Taxonomy of Programs (TOP) Code (CB03)

1002.30 - Ceramics

### Course Credit Status (CB04)

D (Credit - Degree Applicable)

### Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

### Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

### SAM Priority Code (CB09)

E - Non-Occupational

### Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

May visit galleries or studios.

**Grading method**

(L) Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

17.5

**Maximum Contact/In-Class Lecture Hours**

17.5

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

105.0

**Maximum Contact/In-Class Laboratory Hours**

105.0

**Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

122.5

**Total Maximum Contact/In-Class Hours**

122.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

35.0

**Maximum Outside-of-Class Hours**

35.0

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Analyze basic techniques in working with clay, ceramic process and correctly use vocabulary related to ceramics.         |
| 2 | Apply knowledge and experience in clay forming, clay construction methods, and a variety of glaze decoration techniques. |
| 3 | Apply knowledge of historic and/or contemporary ceramic art.   |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Employ ceramic studio safety procedures and discuss health and environmental issues involved with ceramics process.   |
| 2 | Explain the history of kiln firing from primitive techniques through contemporary methods.  |
| 3 | Apply construction requirements in clay forming, trimming, and decoration, taking into account the nature of clay and skills and information needed for successful results. |
| 4 | Apply knowledge and experience in using a variety of clay bodies.   |

- |   |  |
|---|--|
| 5 | Apply ceramics construction principles, including but not limited to pinch, coil, soft slab, hard slab, additive and subtractive techniques, and wheel work.   |
| 6 | Implement knowledge and experience of decorative techniques, including but not limited to engobes, stains, sgraffito, mishima, and glazing.  |
| 7 | Examine and discuss ceramics as a major medium of artistic expression, including the history of clay and its role in historical and contemporary cultures as both an artistic form and a functional craft. |
| 8 | Present results of research and the process they used to complete projects that incorporated the research, and critique the work of others.  |

## Course Content

### Lecture/Course Content

1. Clay and construction (Objs. 1, 3, 4, 5, 6, 8)
  - a. Technical skills, clay materials, and construction processes such as pinch, coil, and slab and extruder techniques
  - b. The nature of clay and the skills and information needed for successful results
  - c. Ceramics vocabulary
    - i. Clay and clay bodies
    - ii. Greenware phase
    - iii. Bisqueware phase
    - iv. Glazeware phase
    - v. Kilns and firing
    - vi. Firing processes
  - d. Clay bodies and glazing—lecture and demonstration
    - i. Definition
    - ii. Materials
    - iii. Physical properties
    - iv. Characteristics
    - v. Engobe techniques
    - vi. Glazing techniques
    - vii. Decorative techniques
  - e. Clay process techniques
    - i. Wet mix
    - ii. Dry mix
    - iii. Semi-dry mix
2. Surface development (Objs. 1, 2, 6, 7)
  - a. Decorating techniques including texture, slip, glaze, and firing
  - b. Historical and contemporary applications as they relate to surface decoration
  - c. Elements and organizing principles of ceramics that integrate diverse culture, historical and contemporary styles, including but not limited to sgraffito, mishima, and additive and subtractive techniques
3. Composition and discussion (Objs. 7, 8)
  - a. Fundamentals of composition and how they relate to form making and surface development
  - b. Preparation for a final critique of completed projects
4. Historical and contemporary ceramics works: Overview of ceramics as a major medium of artistic expression, including the history of clay and its role in historical and contemporary cultures as both an artistic form and a functional craft. (Objs. 2, 7)
  - a. Greek and Early ceramics
  - b. Middle Eastern ceramics
  - c. Pre-Colombian and Ancient Peruvian ceramics
  - d. Chinese ceramics
  - e. Japanese ceramics
  - f. Korean ceramics
  - g. African ceramics
  - h. Contemporary ceramics

5. Studio safety and operation (Objs. 1, 3, 4, 5, 6)
  - a. Introduction to the ceramic work space
    - i. Studio safety: a. Cleanup procedures b. Airborne hazards c. Hazards of touching materials d. kiln hazards
    - ii. Classroom organization
    - iii. Work stations appropriate for specific uses
  - b. Maintenance and operation of studio tools, equipment, and facilities
    - i. Kiln
    - ii. Potter's wheel
    - iii. Banding wheel
    - iv. Slab roller
    - v. Hand building tools

### Laboratory or Activity Content

Laboratory provides supervised practical experience allowing students to apply the information and/or techniques learned in the lecture portion of the course to achieve beginning I level proficiency in ceramics

1. Ceramic studio cleanup and safety procedures (Obj. 1)
  - a. Cleanup procedures
  - b. Airborne hazards
  - c. Hazards of touching materials
  - d. Kiln hazards
2. Class critiques of student work (Obj. 8)
3. Research and proposal for art work inspired by historical and contemporary ceramics works (Objs. 7, 8)
4. Decoration—can include all but not limited to: (Objs. 3, 6)
  - a. Carving
  - b. Engobe/Mishima
  - c. Stains
  - d. Glazing
5. Building functional and sculptural forms using multiple building methods; methods of building can include all but not limited to: (Objs. 3, 4, 5)
  - a. Pinch
  - b. Coil
  - c. Slab
  - d. Throwing on potter's wheel
  - e. Combining methods
  - f. Functional forms
6. Functional forms—can include all but not limited to: (Objs. 3, 4, 5)
  - a. Bowls
  - b. Mugs
  - c. Vases
  - d. Pitchers
  - e. Bottles
  - f. Plates

### Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression  
 Problem solving exercises  
 Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Individual projects  
 Journals  
 Laboratory activities  
 Objective exams  
 Oral analysis/critiques  
 Oral presentations

Portfolios  
Quizzes  
Research papers  
Skills demonstrations  
Skills tests or practical examinations  
Other (specify)

**Other**

One-on-one conferences

**Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Class activities  
Class discussions  
Computer-aided presentations  
Demonstrations  
Distance Education  
Field trips  
Group discussions  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Laboratory activities  
Lecture

**Describe specific examples of the methods the instructor will use:**

- Provide guidance to students to help them identify cultures or periods of personal interest as inspiration for their construction projects
- Exhibit PowerPoint presentations showing comparisons of historical and contemporary examples of functional and sculptural works
- Arrange accompanied or unaccompanied museum visits to introduce ceramic creations from various cultures and time periods
- Demonstrate ceramics construction method including but not limited to pinch, coil, soft slab, hard slab.
- Demonstrate surface decoration with color inlay, slip, sgraffito, mishima, additive and subtractive techniques
- Demonstrate on potter's wheel the making of a basic cylinder

**Representative Course Assignments**

**Writing Assignments**

1. Group and individual critiques
2. Written assignments, which may include
  - a. Quizzes/exams
  - b. Essays/reports (on ceramic work seen during museum visits, for example)
  - c. Notebook documenting results of research, in-class lecture information, and construction and glazing techniques used on projects

**Critical Thinking Assignments**

- Critical evaluation (practical, written, and/or oral) of ceramic works through references to historical and contemporary developments, trends, materials and approaches in ceramics
- Critical evaluation and selection of the best tools to apply and compositions to develop in creating ceramic objects

**Reading Assignments**

Reading assignments may include:

1. Textbook readings related to aspects of the subject matter identified in the course outline
2. Topics readings from Ceramics Monthly magazines
3. Library readings on the history of ceramics

**Skills Demonstrations**

Work on clay projects that use techniques such as:

- Pinch
- Coil
- Soft slab
- Hard slab

#### Problem-Solving and Other Assignments (if applicable)

1. Field trips may be required, in the form of:
  - a. Monthly visits to the campus gallery
  - b. Visits to area museums, studios, or galleries
2. Developing solutions to assigned problems involving, for example:
  - a. The use of glazes
  - b. The additive process
  - c. The subtractive process

### Outside Assignments

#### Representative Outside Assignments

1. Reading assignments may include:
  - a. Textbook readings related to aspects of the subject matter identified in the course outline
  - b. Topics readings from Ceramics Monthly magazines
  - c. Library research related to students' chosen projects
2. Field trips may be required, in the form of:
  - a. Monthly visits to the campus gallery
  - b. Visits to area museums, workshops, or galleries

### Articulation

#### C-ID Descriptor Number

ARTS 230

#### Status

Submitted to C-ID

#### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CPP	ART 130A	Foundations of Ceramics	3
CPP SLO	ART 245	Ceramics I	4
CSUB	ART 216	Introduction to Clay and Ceramics	5
CSUCI	ART 207	Ceramics	3
CSUC	ARTS 260	Introduction to Ceramics	3
CSUDH	ART 1112	Ceramics I	4
CSUF	ART 106A	Beginning Ceramics	3
CSULB	ART 251A	Introduction to Ceramics:Handbuilding	3
CSULA	ART 1520	Survey and Studio:Introduction to Ceramics	3
CSUN	ART 267	Introduction to Ceramics	3
CSUS	ART 50	BEGINNING CERAMICS	3
CSUSB	ART 254	Beginning Ceramics	3
SDSU	ART 226	Introduction to Ceramics	3
Humboldt State	ART 290	Ceramics I	3
SFSU	ART 245	Ceramics 1	3
SJSU	ART 46	Introduction to Ceramics	3
SSU	ARTS 229	Beginning Ceramics	2-4
UCI	ART 51	Basic Ceramic Sculpture	4

**Comparable Courses within the VCCCD**

ART M70 - Beginning Ceramics I

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**C1. Fine/Performing Arts**

Approved

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

C1 Arts: Arts, Cinema, Dance, Music, Theater

Denied

Date Proposed:

F1995

Date Denied:

F2020

Expiration term:

Fall 2020

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**UC TCA**

UC TCA

Approved

**IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 3A: Arts**

Denied

**Date Proposed:**

F2020

**Date Denied:**

F2020

**Expiration term:**

Fall 2020

**Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Cobb, Sunshine. *Mastering Hand Building: Techniques, Tips, and Tricks for Slabs, Coils, and More*. Voyageur Press, 2018.**Resource Type**

Textbook

**Description**Carter, Ben. *Mastering The Potter's Wheel: Techniques, Tips And Tricks For Potters*. Voyager Press, 2016.**Resource Type**

Textbook

**Description**Peterson, Jan, and Susan Peterson. *The Craft and Art of Clay: A Complete Potter's Handbook* (5th edition). Laurence King Publishers, 2012.**Resource Type**

Textbook

**Description**Woody, Elsbeth. *Handbuilding Ceramic Forms* (1st edition). Allworth Press, 2008.**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Watson, Oliver. *Ceramics of Iran: Islamic Pottery from the Sarikhani Collection*. Sarikhani Collection, 2020.

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Gerritsen, Anne. *The City of Blue and White: Chinese Porcelain and the Early Modern World*. Cambridge University Press, 2020.

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Sorkin, Jenni. *Live Form: Women, Ceramics, and Community*. University of Chicago Press, 2016.

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**Library Resources**

**Sufficient Library Resources exist**

Yes

**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

- Hybrid (1%–50% online)
- Hybrid (51%–99% online)
- 100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> <li>o Recorded Lectures, Narrated Slides, Screencasts</li> <li>o Instructor created content</li> <li>o VC Online Library Resources</li> <li>o Canvas Peer Review Tool</li> <li>o Canvas Student Groups (Assignments, Discussions)</li> <li>o 3rd Party (Publisher) Tools (MyOpenMath)</li> <li>o Websites and Blogs</li> <li>o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</li> </ul>
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
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**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

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## Examinations

### Hybrid (1%–50% online) Modality

On campus  
Online

### Hybrid (51%–99% online) Modality

On campus  
Online

## Primary Minimum Qualification

ART

## Review and Approval Dates

### Department Chair

MM/DD/YYYY

### Dean

MM/DD/YYYY

### Technical Review

MM/DD/YYYY

### Curriculum Committee

12/07/2021

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

12/07/2021

### Board

MM/DD/YYYY

**CCCCO**

12/13/2021

**Control Number**

CCC000597918

**DOE/accreditation approval date**

MM/DD/YYYY

**Reviewer Comments**

**Michael Callahan (mcallahan) (Mon, 16 Aug 2021 22:51:14 GMT):** Rollback: Please see my email of 08-16-21, Subject: ART V51A - Edits and SLOs.

**Michael Callahan (mcallahan) (Wed, 01 Sep 2021 20:21:18 GMT):** Rollback: Please see my email of 09-01-21, Subject: ART V51A - New CSLO needs to be Submitted.

**Bob Moskowitz (bmoskowitz) (Mon, 22 Nov 2021 16:30:45 GMT):** Department Approval

Key: 636