



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, Degree-Applicable, 2008-2009

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1: Political Science
3. COURSE NUMBER: 002
4. COURSE TITLE: Modern World Governments
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course offers a comparative study of Constitutional principles, governmental institutions, and socioeconomic and political dynamics of selected governments abroad.

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

A comparative study is made of the major governments of the developed world in terms of their institutions, ideologies, political habits and foreign policies. Emphasis is placed upon the European governments of Great Britain, France, Germany and Russia.

- 8. INITIAL COLLEGE APPROVAL DATE: 1974
COLLEGE OUTLINE APPROVAL DATE: 3/17/2009

- 9. UPDATES, IF PREVIOUSLY EXISTING: (check all applicable boxes):

Table with 2 columns: Update Category and Last Update. Includes rows for Content, Objectives, College Specific Course Attributes/Data Elements, Districtwide Course Attributes/Data Elements, and Other (describe).

Slight change in course description

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

**10. CLASS HOURS:**

	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	3.00	54.00	3.00
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
<b>Total:</b>	<b>3.00</b>	<b>54.00</b>	<b>3.00</b>

**Note:** The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

**11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT**

**Note:** The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

. Prerequisites: **Yes** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
Political Science	1	The Government of the United States	3.00	3/17/09 (previously 10/19/99)

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

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

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

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

**12. REPETITIONS** -- Number of times course may be repeated for credit (three maximum): (see: Section V, #9) **None**

**13. OTHER LIMITATIONS ON ENROLLMENT** (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – <b>Lecture:</b> <i>If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</i>	Hours per topic	COURSE OBJECTIVES - <b>Lecture</b> <i>(If applicable):</i> Upon successful completion of this course, the student will be able to... <i>(Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</i>
<ol style="list-style-type: none"> <li>1. Introduction to Comparative Politics                             <ol style="list-style-type: none"> <li>a. Frameworks</li> <li>b. Methodologies for comparing governmental institutions of United States, Britain, Japan, Russia, China, Mexico, India, Nigeria, Iran, Haiti</li> </ol> </li> <li>2. Fundamental Components of Constitutional Principles of Liberal Democracies, New Democracies and some Less Developed States                             <ol style="list-style-type: none"> <li>a. Lawmaking Institutions</li> <li>b. Executive Institutions and Political Leadership</li> <li>c. Judicial Institutions</li> </ol> </li> <li>3. Governmental institutions in Consolidated and Transitional Democracies                             <ol style="list-style-type: none"> <li>a. Dilemmas of Democracy</li> <li>b. Politics of developing nations</li> </ol> </li> <li>4. Socioeconomic Impact on Political Culture and Socialization                             <ol style="list-style-type: none"> <li>a. Political Culture</li> <li>b. Public Opinion</li> <li>c. Political Parties</li> <li>d. Interest Groups</li> </ol> </li> <li>5. Political Dynamics of Selected Governments in the Developing World                             <ol style="list-style-type: none"> <li>a. Meaning of Underdevelopment</li> <li>b. Sources of Political Conflict</li> <li>c. Problems of Political Participation</li> <li>d. Third World Political Institutions</li> </ol> </li> <li>6. The Changing World Order and the Fragility of Sovereignty and Human Freedom                             <ol style="list-style-type: none"> <li>a. Human Rights</li> <li>b. Women’s Rights</li> <li>c. Health Care and an Aging Population</li> <li>d. International Terrorism</li> </ol> </li> </ol>	<p>9</p> <p>9</p> <p>9</p> <p>9</p> <p>9</p> <p>9</p>	<ol style="list-style-type: none"> <li>1. Differentiate between prevailing frameworks and methodologies offered in the discipline of political science to compare countries overseas.</li> <li>2. Analyze the importance of historical, cultural, and economic events that have impacted various socioeconomic factors that have in turn influenced political culture.</li> <li>3. Evaluate the challenges developing countries face in maintaining popular sovereignty, human rights, and women’s rights in the face of increasing international terrorism.</li> <li>4. Analyze the values and weaknesses of differing constitutional principles of developed nations such as United States, Britain and France, as compared to, the constitutional principles of developing nations such as Nigeria and India.</li> <li>5. List the functions and responsibilities of varying levels of governmental institutions, and differentiate between transitional and consolidated democracies.</li> <li>6. Apply some of the techniques of comparative politics to the analysis of the challenges faced in developing nations such as political participation and political conflict.</li> </ol> <p><b>SLOs:</b> As a result of this learning experience, the student can:</p> <ol style="list-style-type: none"> <li>1. Prepare a research paper that analyzes the impact of important political events on the prevailing political culture of two counties.</li> </ol>
<b>Total Lecture hours*</b>	<b>54.00</b>	

<b>COURSE CONTENT AND SCOPE -- Laboratory:</b> If applicable, <b>outline</b> the topics included in the laboratory portion of the course ( <i>outline reflects course description, all topics covered in class</i> ).	Hours per Topic	<b>COURSE OBJECTIVES - Laboratory (If applicable):</b> Upon successful completion of this course, the student will be able to... ( <i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i> ) <sup>2</sup>
Total <b>Lab</b> hours*	0	

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

**Bloom’s Taxonomy**

SIMPLE SKILLS <-----> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
recall	recognize	demonstrate	calculate	formulate	compare
name	explain	dramatize	experiment	arrange	value
relate	express	practice	test	assemble	revise
underline	identify	illustrate	compare	collect	score
	locate	operate	contrast	construct	select
	report	schedule	criticize	create	choose
	review	shop	diagram	set up	assess
	tell	sketch	inspect	organize	estimate
			debate	prepare	measure
			inventory		
			question		
			relate		
			solve		
			examine		
			categorize		

<sup>2</sup> In general “activity” courses or portions of courses are classified “laboratory.”

- Course**  
 **Program**  
 **Institutional**

(check one box above)

## LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: POL SCI 2, Modern World Governments  
 Faculty/Staff Participants: Dr. Tamura Howard, Instructor; Dr. Sandra Lee, Chair

SLO Review, 3.11.09

The student will... <b>(outcome)</b>	As measured by the following method.... <b>(assessment strategy)</b>	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
Prepare a research paper that analyzes the impact of important political events on the prevailing political culture of two countries.	1. Final Research Paper	1. See rubric for research paper below	1. Spring 2010	

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

**Research Paper Rubric:**

Teacher Name: **Dr. Tamura Howard**

Student Name: \_\_\_\_\_

CATEGORY	5	4	3	2	1
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	No valid resources, missing resources or not enough resources.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	Clearly not proofread or major grammatical errors.
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	No paragraph or sentence structure or sentences not related.
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well constructed.	The information appears to be disorganized.	No organization.
<b>Quality of Information and use of relevant concept</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	Information has nothing to do with the main topic. Concepts missing from paper.

**Total Possible Point = 25pts.**

**2. REQUIRED TEXTS:**

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

Introduction to Comparative Politics 5th ed. Kessleman, Krieger et. al eds. Wadsworth 2010

**3. SUPPLEMENTARY READINGS:**

Reading assignments may include, but are not limited to the following:

Read National, Local and International Newspapers, magazines and internet resources; Time and Newsweek Magazines; Political Science Journal articles, relevant books

#### 4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Writing assignments in this course may include, but are not limited to the following:

Each student will choose a nation of interest and prepare a written research paper on the nation and its political history/evolution, current government.

#### 5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

Research and analyze current events relevant to a particular country. Review various media sources and websites to gather relevant research information to be presented in class.

#### 6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Students must evaluate information from the assigned readings and class discussions and analyze relevant information to answer in-class writing assignments and essay questions. For example, students will be asked to write about current, important political, economic or social events occurring in two countries studied in the course and explain what impacts the events have had on the political cultures and people’s political participation in each of the two countries.

#### 7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed “Course Objectives” at the beginning of Section II):

Essay exams, short answer essays, research paper

#### 8. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

## 9. SUPPLIES:

List the supplies the student must provide.

Textbook, writing supplies, paper, access to the internet, access to political science journals and books

## 10. COMPUTER COMPETENCY:

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

Students will be asked to research information using computer search engines, students must have the ability to access the internet, download information, and word processing skills

## 11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

The course emphasizes information competency by offering additional readings in the discipline and in related areas, a guide on Campus Library Services, and additional area educational resources at CSU and UC campuses

## 12. DIVERSITY:

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

The modern world governments course focuses on the study of various governments, institutions and peoples. Special attention is paid to political socialization, political ideologies, and political cultures of several different countries.

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

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

### RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

### INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.

- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

#### *INFORMATION*

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

#### *SYSTEMS*

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

#### *TECHNOLOGY*

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

### Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:** **Yes**

- a. If yes, the course will be a **program requirement** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://www.laccd.edu/curriculum/resources/proginv.htm>)

**Required Course for AA in Political Science (Program ID #08453)**

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor's Office *Inventory of Approved Programs*.

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

- a. Area requested: **b(2) Social Science** Approval date: before 1980

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements. [http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

- a. 2<sup>nd</sup> Area requested: **None** Approval date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 - General Education Requirements. [http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

## Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

### 1. TRANSFER STATUS:

- a. Transferable to the University of California: **Yes**      c. Transferable to the California State University: **Yes**  
 b. UC **approval** date: before 1980      d. College **approval** date: before 1980

### 2. GENERAL EDUCATION FOR TRANSFER:

#### IGETC Certification:

- a. Area requested: **4: Social Behavioral Sciences**  
 b. Date requested: 12/90  
 c. IGETC **approval** date: 1991

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

#### CSU Certification:

- a. Area requested:  
**D: Social, Political, Economic Institutions**  
 b. Date requested: before 1990  
 c. CSU **approval** date: before 1990

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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- a. 2<sup>nd</sup> Area requested: **None**  
 b. Date requested:  
 c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2<sup>nd</sup> Area requested: **None**  
 b. Date requested:  
 c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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### 3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements?

YES

List college/university and the majors:

College/University	Major(s)

#### CAN NUMBER: CAN SEQUENCE NUMBER:

CAN Approval -- Date requested:      Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** **Behavioral and Social Sciences**
2. **DEPARTMENT/DIVISON CODE:** **2**
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **776** (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **POL SCI**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **MODERN WORLD GOVTS**
7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :  
This courses is **Degree Applicable**
8. **CREDIT/NO CREDIT GRADING:** **No**
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

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10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to **English, writing, ESL, reading** and **mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**
  11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **No** If Yes, course must be non-degree applicable.
  12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline? **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatble when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

**14. COOPERATIVE EDUCATION STATUS** -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

**15. COURSE CLASSIFICATION:** **Liberal Arts Sciences**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

**16. TOP CODE – (6 digits XXXX.XX) 2207.00**

Course content should match discipline description in Taxonomy of Programs found at [www.cccco.edu/cccco/esed/curric/curriculum.htm](http://www.cccco.edu/cccco/esed/curric/curriculum.htm).

**17. SAM CODE (Student Accountability Model):** **E - Non-Occupational**

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

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

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

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

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

**Priority "E" – Non-occupational.**

## SECTION VI: APPROVAL STATUS

### 1. APPROVAL STATUS:

- |                                                                  |   |                                |   |                     |
|------------------------------------------------------------------|---|--------------------------------|---|---------------------|
| a. <input type="checkbox"/> New Course                           | . | Board Approval Date:           | . | Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . | College Approval Date:         | . | Effective Semester: |
| c. <input type="checkbox"/> Course Change*                       | . | College Approval Date:         | . | Effective Semester: |
| d. <input checked="" type="checkbox"/> Outline Update            | . | College Approval Date: 3/17/09 | . |                     |

\* Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

## SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

### N/A – Existing Course

Section VII: Needed only if New Funds or Equipment are Necessary

### 1. ORIGINATOR:

### 2. DEPARTMENT:

### 3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

- By additional funds. Describe:

- By deleting courses from the college catalog and course database. List specific courses to be deleted:

- By deleting sections of existing courses. List courses and number of sections to be deleted:

First year:                      Second year:                      Third year:

- By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

### 4. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

**No** (If yes, briefly explain how)

### 5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

6. **APPROPRIATENESS TO MISSION**—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district.
  
7. **NEED**—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.

## CONTENT REVIEW FOR PREREQUISITE VALIDATION

**Target Course & Number, Title:** Modern World Governments, POL SCI 2  
(Course to which pre/corequisite/advisory applies)

Check  
Applicable  
Box

- Prerequisite: **Course & Number, Title: The Government of the United States, POL SCI 1**
- Corequisite:
- Advisory:

- A. **Target Course Entry Skills: Course & Number, Title: POL SCI 2, Modern World Governments**  
(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)
1. Define key terms relevant to national and state political systems.
  2. List contributing factors to political ideas and opinions.
  3. Discuss the system of voting and identify its effectiveness and weaknesses.
  4. Relate the importance of political parties to a democracy.
- B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**  
**Course & Number, Title: POL SCI 1, The Government of the United States**  
(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)
1. Discuss the principles, problems, structures, and functions of United States and California governmental institutions. Define key terms that are the foundation of the national and state political systems.
  2. Identify and explain the events that lead to the US Constitution and the California State Constitution. Illustrate the basic principles, structures and operations of a constitutional government, including a discussion of Civil Rights and Civil Liberties.
  3. Identify and distinguish between the personal and "public" factors that create political ideas and opinions. Analyze how public opinion relates to the political decision making process.
  4. Appraise the value and impact interest groups have on the national and state political system.
  5. Illustrate the difference between political parties (major and minor) and evaluate their effectiveness.
  6. Compare the state and national election process, compare and contrast the American system of representative democracy with that of direct democracy; and interpret general election data, including the most recent election.
  7. Discuss the role of the Legislative Branch, its powers, including representation, conflict resolution, and law making functions.
  8. Discuss the role of the Executive branch, its scope of powers, and identify the supporting institutional bureaucracies.
  9. Restate the five basic steps in the policy making process, compare various domestic policies and explain their impact on different socio-economic groups.
  10. Explain the role of the Legislative and Executive Branches of government in formulating foreign and defense policy.
  11. Identify and evaluate our system of voting in America and evaluate its effectiveness.
  12. Evaluate the constitutional basis for American federalism, the continuing dispute over the conflict of power, and the flow and scope of power within the three systems of organized governmental structure.
  13. Examine California governmental structures, the California Constitution, the state legislature, the state's plural executive, and the state judiciary.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION\***

**COURSE & NUMBER: POL SCI 2**  
**Course Title: Modern World Governments**

**COURSE & NUMBER: POL SCI 1**  
**Course Title: The Government of the United States**

**Exit Skills of Prerequisite Course**

**Entering Skills of Target Course**

	1	2	3	4	5	6	7	8	9
1	X								
2		X							
3	X	X	X						
4	X	X	X	X					
5				X					
6			X						
7									
8									
9									
10		X							
11			X						
12									
13									

\*Validation requires at least one match of each entry skill with any exit skill(s).

Was validation achieved? X YES or \_\_\_ NO

**Comments:**

(Include justification for assessments, health and safety, or non-course prerequisites)

**PARTICIPANTS IN CONTENT REVIEW:**

(Signatories should include instructors for both exit and entering skills courses.)

Name: Sandra Lee Title: Department Chair Initial: SL Date: 03/16/2009

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

**CERTIFIED BY:**

Tamura Howard by Sandra Lee 03/16/2009  
 Initiator Date

Sandra Lee 03/16/2009  
 Department Chairperson Date

Linda Larson-Singer 03/17/2009  
 Curriculum Chairperson Date

## LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSE STANDARDS AND CRITERIA

Subject: **POL SCI**

Number: **2**

Course Title: **Modern World Governments**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>CRITERIA AND STANDARDS</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
<u>Grading Policy:</u> The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.	X	
<u>Units:</u> The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.	X	
<u>Intensity:</u> The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.	X	
<u>Prerequisites and Co requisites:</u> When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or co requisites that are established, reviewed, and applied in accordance with the requirements of this article.	X	
<u>Basic Skills Requirements:</u> If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or co requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.	X	
<u>Difficulty:</u> The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.	X	
<u>Level:</u> The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.	X	
<u>Course Outline of Record:</u> The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, co requisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.	X	
<u>Conduct of Course:</u> Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.	X	
<u>Repetition:</u> Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.	X	

Title5Assurances, DegreeApplicable, 1007

## CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

**We certify that the information and answers above properly represent this course.**

**Tamura Howard by Sandra Lee**  
Originator

**03/16/2009**  
Date

**Sandra Lee**  
Department/Cluster Chairperson

**03/16/2009**  
Date

**Linda Larson Singer**  
Articulation Officer

**05/05/2009**  
Date

**Earnestine Thomas-Robertson**  
Librarian

**05/14/2009**  
Date

**Phyllis K. Norwood**  
Dean (if applicable)

**05/09/2009**  
Date

**Linda Larson-Singer**  
Curriculum Committee Chairperson

**03/17/2009**  
Date

**Alfred Reed**  
Academic Senate President

**05/06/2009**  
Date

**Leige Doffoney**  
Vice President, Academic Affairs

**05/06/2009**  
Date