Los Angeles Community College District
COURSE OUTLINE

☐ New Course
☐ Addition of Existing District Course
☐ Course Change
☒ Outline Update, 2003-2004

SECTION I: BASIC COURSE INFORMATION

1. COLLEGE: Los Angeles Southwest College

2. SUBJECT (DISCIPLINE) NAME¹ (40 characters, no abbreviations): History

3. COURSE NUMBER: 41


5. UNITS: 3

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course will examine the historical development of the United States of America from the early colonial era through the Civil War and Reconstruction with special emphasis on the contributions of African Americans. The course will analyze the Constitution of the United States of America, political philosophies, political institutions, amendments and interpretations, the rights and obligations of citizens, the role of major ethnic and social groups, and the continuity of the American experience, geography, federal, state, and local governments. Integrated learning strands include an overview of West African societies; Africans in colonial America; The “Peculiar Institution”, Abolition, the Civil War, Westward Expansion, Emancipation, and Reconstruction.

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

N/A

8. COLLEGE COURSE OUTLINE APPROVAL DATE: 11/18/02

9. UPDATES (check all applicable boxes) as of 11/18/03:

☒ Content Last Update: 5/6/1997
☒ Objectives Last Update: 5/16/1997
☐ College Specific Course Attributes/Data Elements Last Update:
☐ Districtwide Course Attributes/Data Elements Last Update:
☒ Other (describe) Last Update: Before 1990

Course description

10. CLASS HOURS:

<table>
<thead>
<tr>
<th></th>
<th>Hours per week (based on 18 weeks)</th>
<th>Total Hours per term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>Lab/activity (w/ homework):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.
Lab/activity (w/o homework): | Total: | 3 | 54 | 3

**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
(Add a list of entry skills for this course if it has a prerequisite, corequisite or advisory.)

**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.

#### ENTRY SKILLS FOR COURSES WITH PREREQUISITES:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (for official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisites:** None  (If yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (for official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Corequisite:** None  (If yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (for official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Advisories:** None  (If yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (for official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. 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 – Lecture: If applicable, outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class). | Hours per topic | COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to… (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”) |
| I. Introduction to Course and Instructional Methods | 3 | As a result of completing this course, students will: |
| II. The Earliest Africans in North America | 3 | 1. Differentiate between the schools of historiography to analyze writings by historians. Reexamine underlying philosophical and cultural assumptions about Africa, Ancient America, and Europe. |
| Pre-Colonial African Cultures | 3 | 2. Describe of the general state of African society (emphasis on West Africa), Ancient American societies, and European society in the pre-colonial era. |
| Africans in Colonial America: Puritans, Indians, France and Great Britain | 3 | 3. Construct and evaluate paradigm shifts during the building of Colonial America and the influence of major social groups: Indentured Servitude, Bacon’s Rebellion, Green Mountain Boys, Paxton Boys, Mechanic class, etc. |
| III. The Uncertain Century | 6 | 4. Assess the relationship between slavery and the development plantation economies and eventual sectionalism. Evaluate the relationship between slavery and racism and the latter’s use to resolve social tensions within the colonies. |
| IV. The Terrible Transformation | 6 | 6. Compare the liberation struggle of blacks in the South and the growth of the abolition movement in the North, the driving motivation amongst various groups within the nation as a whole, i.e., new immigrants who aligned themselves with the principles of representative government, and fought to create liberty, freedom, and independence for themselves, i.e., pogrom refugees. |
| Development of the Slave Trade in contrast to labor development in North America | 3 | 7. Review and record the actions of major African American leaders of the era, the |
| Mercantilism & Monroe Doctrine | 3 | }
Abolition and Sectional Conflict: Dred Scott Decision  
**IX. The Civil War Period: The Second American Revolution**  
- Southerners debate secession  
- The War Against Slavery  
- War transforms the North  
- The War's End  
- Congress versus President over Civil Rights Issue  

**X. Radical Republicans and Black Reconstruction**  
- Civil Rights Act 1875  
- Frederick Douglass and Seneca Falls  
- Compromise of 1877 provisions  
- Sharecropping, crop lien system, Jim Crow  

**XI. African American Intellectualism:**  
- John Russwum  
- Samuel Cornish  
- Hiram R. Revels  
- Thaddeus Stevens  
- Charles Sumner  
- Martin R. Delany  
- Blanche Kelso Bruce  
- Robert Brown Elliot  
- P.B.S. Pinchback  
- John Brown  
- Harriet Tubman  
- Sojourner Truth  
- Alexander Crummell  
- Benjamin Singleton  

**XII. The California Constitution and the political climate.**  
- George H. White, the last Reconstruction congressman who speaks against atrocities on Asian labor in California  
- California and Reconstruction  

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (Outline reflects course description, all topics covered in class).</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to… (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)²</th>
</tr>
</thead>
</table>

| Total lecture hours* | 54 |  

| Total lab hours* | 0 |  

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

**Bloom’s Taxonomy**

<table>
<thead>
<tr>
<th>SIMPLE SKILLS</th>
<th>COMPLEX SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
</tbody>
</table>

² In general “activity” courses or portions of courses are classified a “laboratory.”
2. REQUIRED TEXTS:

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


3. SUPPLEMENTARY READINGS:

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


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:

1. Study questions.
   Each week, students are given a list of about 20 study questions based on the reading assigned for that week. They write short answers, of one or two sentences, to each question. These questions are discussed in class, and students turn in their papers for correction. Students make necessary changes in order to use the data for correlating exam.
2. Tests.
   Four major tests, four or five weeks apart, each exam includes a section with 5 short answer questions
taken from the study question assignment (described in #1 above), a second section which gives three to five essay questions on each of the four major exams. Essay questions take from ten to twenty minutes each to answer.

3. A research term paper is required. The students must choose the historical topic within the first three weeks of class.

4. Students are required to design three maps intended to show the expansion of the continental United States: Thirteen Colonies, The United States in 1850, Westward Expansion, and The United States During Reconstruction. On the maps a clear understanding of the political, economic, and social parameters of the designated period must be shown.

5. Students do a comparative analysis of the United States Constitution and the California Constitution. This serves as preparation for reenactment of the congressional debate over California’s application for statehood.

Students are asked to write historical background analyses for current issues within the state/nation to be used in the student paper for information to the student population. A comparison of the Federalist Papers and the power of the Press is the emphasis. Discussion about the use of the First Amendment and the importance of having an informed populous with critical thinking skills as a necessary component of a democracy is analyzed.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:
Out of class assignments may include, but are not limited to the following:

The student is assigned weekly study questions on the readings, i.e., Compare the hereditary servitude based upon race within the older Spanish colonies with the enslavement of Pequots who opposed Jonathan Winthrop’s men in the Massachusetts Bay Colony? Each student is expected to do this homework on his or her own. They must identify the major protagonists, analyze the causes, evaluate each event and its consequences for individuals and specific groups (women, the poor, the ruling elite). Later, this work is brought to class, discussed, submitted, corrected by the instructor, returned to students for necessary changes in preparation for exams. Also the research papers allow students to synthesize the various historical factors within an event to draw their own conclusions, i.e., “Was the Civil War fought to defend Slavery or to defend the Union?” Students must critically review all previous schools of thought, drawing their own conclusions, and formulate their own judgments based on valid historical reasoning.

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.

1. Library Research for Term Paper
2. History Museums i.e. Bower Museum
3. Computer and internet center
4. Historical lectures
5. Historical Conferences

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):
1. Essay assignments
2. Problem solving exercises
3. Skills demonstrations
4. Debates
5. Tests
6. Homework
7. Term projects

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)

   Audio-visual materials; Geography, maps

9. SUPPLIES:
   List of supplies the student must provide.
   Students should have basic classroom supplies, i.e., composition notebook for class notes, ruler for maps.
   Instructor will provide historical documentaries (VHS/DVD)
   College will provide the necessary audiovisual and computer equipment

10. COMPUTER COMPETENCY:
    If applicable, explain how computer competency is included in the course.
    Research and institutional contacts require the student to be computer literate. Basic support is given in the learning center.

11. INFORMATION COMPETENCY:
    If applicable, explain how information competency is included in the course.
    Research and institutional contacts require the student to be computer literate. Basic support is given in the learning center.

12. DIVERSITY:
    If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.
    In order to understand the history of this great nation it is necessary to synthesize the collective contributions of not only African Americans but compare and contrast different cultural groups on the basis of region, religion, class, ideology, race, gender, and ethnicity. Our popular culture, political system, social institutions, and economy not only touch the lives of all Americans, but expand to the international arena due to our sphere of influence globally.

13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):
    SCANS (Secretary’s Commission on Necessary Skills) 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, ranks 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

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://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm).

Required for “Associate Degree in Arts in History” (Program ID: 02887)

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 and 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 approval. See the Chancellor’s Office Program and Course Approval Handbook for details. LACCD Skills Certificates are not State approved programs listed on the Chancellor’s Office Inventory of Approved Programs.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

Area requested: b(1) American Institutions  Approval date: Before 1990

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

Plans A and B, Area B, Social and Behavioral Sciences

2nd 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
Section IV: ARTICULATION INFORMATION
(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:
   University of California: UC approval date: Before 1990
   California State University: College approval date: Before 1990

2. GENERAL EDUCATION FOR TRANSFER:
   IGETC Certification:
   Area requested: 4: Social Behavioral Sciences
   Date requested: 12/1990
   IGETC approval date: Fall 1991
   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

   CSU Certification:
   Area requested: D: Social, Political, Economic Institutions
   Date requested: Before 1990
   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.

   Note: Approved for Areas D3 and D6

   2nd Area requested: none
   Date requested: IGETC approval date:

   2nd Area requested: F1: United States History, Constitution and American Ideals
   Date requested: 12/15/03
   CSU approval date: Fall 2004 Reapproval
   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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

   CAN NUMBER: CAN SEQUENCE NUMBER:
   CAN Approval -- Date requested: Date approved:
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: Social and Behavioral Sciences

2. DEPARTMENT/DIVISON CODE: 02

3. SUBJECT CODE -- 3 characters, assigned by District Office: 498

4. SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: History

5. SPC CODE -- 3 characters, assigned by District Office:

6. ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: HISTORY

7. DEGREE CREDIT: 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.”

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 repeatable 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, according to?  

No

15. **COURSE CLASSIFICATION:**

**Liberal Arts and 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.

16. **TOP CODE – (6 digits XXXX.XX)** 2205.00  
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:

- New Course
- Addition of Existing District Course
- Course Change*
- Outline Update

<table>
<thead>
<tr>
<th>Approval Type</th>
<th>Board Approval Date</th>
<th>Effective Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition of Existing District Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Change*</td>
<td></td>
<td>11/18/03</td>
</tr>
<tr>
<td>Outline Update</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Changes to a course require the completion of a “Course Change Request” form and approval by the 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

1. 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.

2. NEED—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.

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/FEASIBILITY** -- 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- List Library and Learning Resources needed, including the cost and funding source for needed resources:**

   

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.

<table>
<thead>
<tr>
<th>CRITERIA AND STANDARDS</th>
<th>RATING CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is recommended by the responsible college officials, and the academic senate or other</td>
<td></td>
</tr>
<tr>
<td>appropriate faculty body as meeting the requirements of this subsection and has been</td>
<td>X</td>
</tr>
<tr>
<td>approved by the local district governing board as a course meeting the needs of the</td>
<td></td>
</tr>
<tr>
<td>students for admission.</td>
<td></td>
</tr>
<tr>
<td>Is taught by a credentialed instructor in the discipline.</td>
<td>X</td>
</tr>
<tr>
<td>Is offered as described in an outline in official college files. That the outline</td>
<td>X</td>
</tr>
<tr>
<td>shall specify the unit value, scope, objectives, content in terms of a specific body</td>
<td></td>
</tr>
<tr>
<td>of knowledge, appropriate reading and writing assignments, outside of class assignments,</td>
<td></td>
</tr>
<tr>
<td>instructional methodology and methods of evaluation for determining whether the stated</td>
<td></td>
</tr>
<tr>
<td>objectives have been met by students.</td>
<td></td>
</tr>
<tr>
<td>Is taught in accordance with a set of instructional objectives common to all students.</td>
<td>X</td>
</tr>
<tr>
<td>Provides for measurement of students performance in terms of the stated course</td>
<td>X</td>
</tr>
<tr>
<td>objectives and culminates in a formal recorded grade based upon uniform standards in</td>
<td></td>
</tr>
<tr>
<td>accordance with Section 55578 of Title 5, which is permanently recorded as an</td>
<td></td>
</tr>
<tr>
<td>evaluation of student performance; bases grades on demonstrated proficiency in subject</td>
<td></td>
</tr>
<tr>
<td>matter determined by multiple measurement for evaluation; and has examinations,</td>
<td></td>
</tr>
<tr>
<td>including essays and/or, where appropriate, uses appropriate symbol systems and/or</td>
<td></td>
</tr>
<tr>
<td>skills demonstrations by students.</td>
<td></td>
</tr>
<tr>
<td>Grants units of credit based upon a specified relationship between the number of</td>
<td>X</td>
</tr>
<tr>
<td>lecture and/or laboratory hours or performance criteria specified in the course</td>
<td></td>
</tr>
<tr>
<td>outline; and requires a minimum of three hours of work per week including class time</td>
<td></td>
</tr>
<tr>
<td>for each unit of credit, prorated for short-term, lab and activity courses.</td>
<td></td>
</tr>
<tr>
<td>Treats subject matter with a scope and intensity which requires students to study</td>
<td>X</td>
</tr>
<tr>
<td>independently outside of class time.</td>
<td></td>
</tr>
<tr>
<td>Requires, when appropriate, entrance skills and consequent prerequisites for the</td>
<td>X</td>
</tr>
<tr>
<td>course before students are enrolled.</td>
<td></td>
</tr>
<tr>
<td>Requires the ability to think critically and to understand and apply concepts in order</td>
<td>X</td>
</tr>
<tr>
<td>to participate in the course.</td>
<td></td>
</tr>
<tr>
<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
<td>X</td>
</tr>
<tr>
<td>Requires the use of college level educational materials.</td>
<td>X</td>
</tr>
</tbody>
</table>
CERTIFICATION AND RECOMMENDATION

☒ This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts or Science 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 properly represent this course and that the design of the course is not in conflict with any law.

Wonda Powell
Originator
05/17/05

Leonard Apenahier
Department/Cluster Chairperson
06/14/05

Linda Larson Singer
Articulation Officer
07/05/05

Shelley Werts
Librarian
06/14/05

Earnestine Thomas-Robertson
Dean (if applicable)
06/14/05

Glenn Yoshida
Curriculum Committee Chairperson
06/14/05

Reggie Morris
Academic Senate President
06/20/05

Leige Henderson
Vice President, Academic Affairs
06/20/05

Audre Levy
College President
06/22/05