Section I: Basic Course Information

Outline Status: Course Update, 2005-2006

1. College: Los Angeles Southwest College

2. Subject (Discipline) Name: Philosophy

3. Course Number: 1

4. Course Title: Introduction to Philosophy

5. Units: 3

6. Catalog Course Description -- Provide a description of the course, including an overview of the topics covered:

This introductory course intends to acquaint the student with the character and scope of philosophy. Emphasis is placed on metaphysics, ethics, and epistemology.

7. Class Schedule Course Description -- Provide a brief description of the course, including an overview of the topics covered:

This introductory course intends to acquaint the student with the character and scope of philosophy. Emphasis is placed on metaphysics, ethics, and epistemology.

8. College Course Approval Date: 1973

COURSE OUTLINE APPROVAL DATE: 3/21/2006

9. Previous Updates (check all applicable boxes):

- [x] Content  Previous Update: 1997
- [x] Objectives  Previous Update: 1997
- [ ] College Specific Course Attributes/Data Elements  Previous Update:
- [ ] Districtwide Course Attributes/Data Elements  Previous Update:
- [x] Other (describe)  Previous Update:

Change in Course Description

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

<table>
<thead>
<tr>
<th></th>
<th>“Standard 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>
<tr>
<td>Lab/activity (w/o homework)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>54</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

ENTRY SKILLS FOR COURSES WITH PREREQUISITES:

- 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 (official use only)</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

- Corequisite: None (If Yes, complete information below)

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<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
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</table>

- Advisories: None (If Yes, complete information below)

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<thead>
<tr>
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<th>Number</th>
<th>Course Title</th>
<th>Units</th>
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</tr>
</thead>
<tbody>
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</tbody>
</table>

12. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0 (see: Section V, #9)

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:

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE – Lecture:</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Lecture (If applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</td>
<td>1</td>
<td>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.”)</td>
</tr>
</tbody>
</table>

1. Introduction to the course
   a. Syllabus: what is it?
      i. A contract between instructor & student
      ii. As a contract, mutually binding
   b. Course description
   c. Course requirements and grading policy
   d. Student obligations:
      i. Sit for scheduled exams (except for dire emergency & by prior contact with instructor)
      ii. Academic honesty
      iii. Keep current with the course (even in case of occasional absence)
   e. Study techniques
   f. Discussion & communication
      i. It is ALWAYS time for discussion in philosophy class!
      ii. Exchange phone numbers & form study groups
      iii. Ask the instructor
         1. contact by email is rewarded with the promptest response
         2. check the instructor’s website
         3. instructor’s office hours
         4. instructor’s home phone, use but with discretion
   2. What is philosophy? Its character & scope
      a. Colloquial views of philosophy
      b. What philosophy is not
      c. Philosophy in 2 senses
         i. P1: nothing less than the Western tradition of rational

1. Define philosophy.
inquiry, as such

ii. P2: that specialized discipline in the Humanities treating problems of metaphysics, ethics, and epistemology

3. History of philosophy & history of thought
   a. P1: the origins of philosophy as rational inquiry
      i. Philosophy & thought
         1. thought: an anthropological universal
         2. philosophy: narrower, & rarer, than thought
      ii. Philosophy begins in Greece: Ionia, 6th–7th cc. BCE
         1. Thales and the eclipse
         2. the first culture of critical reason
         3. animism & the idea of Nature
         4. early theories of Nature:
            a. elements
            b. atoms
         5. Before & after Socrates
            a. from Thales to the elenchus
            b. beyond Nature Philosophy
   iii. Medieval philosophy
   iv. Early modern philosophy
   v. Modern philosophy
b. P2: philosophy as a specialized discipline
   i. Growth of knowledge as reflected in evolution of universities
   ii. Knowledge explosion
   iii. The dilemma of depth vs. breadth
   iv. Specialization as solution & problem
   v. The 3 branches of philosophy P2:

2. Describe the historical origins of philosophy and the early growth of a culture of critical reasoning in Greece.
1. metaphysics
2. ethics
3. epistemology

4. Some key problems in philosophy
   a. Source of our knowledge: rationalism or empiricism?
      i. Zeno’s paradoxes: a forerunner
         1. uses of paradox: Zen vs. Zeno
         2. the very idea: Zeno compared with St. Anselm
      ii. The case for concepts as the source of knowledge
          1. Plato
             a. Myth of the Cave (the original Matrix)
             b. The tableness of a table, and where is a number?
          2. Descartes
             a. Skepticism about everything as a route to certainty about ideas
             b. Did Chuang Tzu dream he was the butterfly, or did the butterfly dream he was Chuang Tzu?
      iii. The case for percepts as the source of knowledge
          1. Bacon: the New Organon
          2. Locke: there is nothing in the mind not first in the senses
          3. Hume: induction vs. experience
      iv. The case for knowledge as

3. Identify and differentiate the 3 branches of philosophy: metaphysics, ethics & epistemology.

4. Identify key figures in the history of philosophy (e.g., presocratics such as Thales, Heraclitus, Parmenides, & Zeno; Socrates; Plato; Aristotle; St. Anselm; St. Thomas Aquinas; Descartes; Bacon; Locke; Hume; Kant; Hegel; Marx; Nietzsche; Russell; Sartre; Popper) and associate them with their respective historical periods.
both rational & empirical
   1. Kant: percepts w/o concept are blind, concepts w/o percept are empty
   2. Popper: rational conjecture & empirical refutation

   v. IS seeing, believing?

b. Propositions: analytic or synthetic?
   i. What must be true, and what just happens to be true
   ii. What is merely false, and what is utterly gibberish
   iii. Certainty & changing conceptions of science

c. Goal of our knowledge: certainty or error-reduction?
   i. The case for certainty
      1. Plato: knowledge is of Eternal Ideas
      2. Descartes: knowledge must be Clear & Distinct
   ii. The case for a more modest goal
      1. Socrates & the Delphic Oracle: Know Thy Limits
      2. Popper: the more we learn what is false, the greater our knowledge

5. Selected collective readings in philosophy:
   *explication du texte*
   a. Fragments of some pre-Socratics (e.g., Thales, Anaximander, Anaximenes, Heraclitus, Parmenides, Anaxagoras, Empedocles, Leucippus, Democritus)
   b. Plato:
      i. Euthyphro
      ii. Meno
      iii. Apology
      iv. Phaedo (part)
   c. Descartes: Meditations
   d. Hegel: “Lordship and Bondage” from The Phenomenology of Mind
   e. Clifford: “The Ethics of Belief”
   f. Sartre: “Bad Faith” from Being and Nothingness

6. Summary & review, including final exam

5. Appraise the well-known claim that philosophy is merely a series of footnotes to Plato.

6. Discuss the case for thinking Socrates may have been the wisest man in Greece.

7. Identify some hallmarks of an educated man or woman.

8. Appraise the relative value of ignorance & falsity in the growth of knowledge, both for humanity as a whole and for individual inquirers.

SLO 1: As a result of this learning experience, the student can define philosophy by describing its scope, from its origins in ancient Greece to the present.

SLO 2: As a result of this learning experience, the student can discuss classic problems (e.g., rationalism vs. empiricism) with reference to key texts in the philosophical tradition.
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).

| 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 |
|---|---|

Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>SIMPLE SKILLS</th>
<th>COMPLEX SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>define</td>
<td>translate</td>
</tr>
<tr>
<td>repeat</td>
<td>restate</td>
</tr>
<tr>
<td>record</td>
<td>discuss</td>
</tr>
<tr>
<td>list</td>
<td>describe</td>
</tr>
<tr>
<td>recall</td>
<td>recognize</td>
</tr>
<tr>
<td>name</td>
<td>explain</td>
</tr>
<tr>
<td>relate</td>
<td>express</td>
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<tr>
<td>underline</td>
<td>identify</td>
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<td></td>
<td>locate</td>
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<td></td>
<td>report</td>
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<tr>
<td></td>
<td>review</td>
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<tr>
<td></td>
<td>tell</td>
</tr>
</tbody>
</table>

**Evaluation**
judge
appraise
evaluate
rate
compare
value
revise
score
select
choose
assess
estimate
measure

² In general “activity” courses or portions of courses are classified “laboratory.”

2.) Key overheads used in class lectures are distributed liberally as class handouts;


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:

Preparation by each student of 2 essays, ca. 500 words each, from a list of 6 topics (e.g., rationalism & empiricism; death & the human condition; concepts & human judgment; the growth of knowledge). Short-answer bonus on final describing a chosen philosopher and discussing one of his key ideas.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Consultation of library reserve list. Use of major secondary sources. Use of internet resources.

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.


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):

Examination questions to assess basic knowledge & comprehension, including vocabulary and terms of art distinctive to philosophy, and history of philosophy. Appraisal of essays on selected topics in philosophy to assess critical thinking skills in analysis, synthesis & evaluation.

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.

None

10. COMPUTER COMPETENCY:

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

Gently & gradually. Internet resources are suggested for use but not required; course information is provided on the instructor’s website among other sources; email communication with instructor is rewarded by prompt response.

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 growth of human knowledge, including specialization of knowledge in the development of colleges & universities (and the importance of libraries, documents, and references), is a key topic in the first part of this course. The subject of this course, philosophy, is of course a key resource in the development of critical thinking and of the liberally educated person, and is approached as such. Toward the end of the course the method of *explication du texte* conveys techniques of critical analysis of literary material; the production of essays demands exhibition of appropriate written communication skills.

12. DIVERSITY:

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

Philosophy has particular historical and cultural origins, but (as with all the humanities) by its very nature as a tradition of asking perfectly general questions, the value of an education in philosophy is and ought to be universal to all human beings (without regard to differences such as culture, ethnicity, or gender).

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, 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 "restricted" elective 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

   Restricted elective for AA in Sociology (Program ID # 02888) and for AA in Spanish (Program ID # 02876)

   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:  c. Humanities  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

   a. 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:
   a. Transferable to the University of California: Yes
   b. UC approval date: before 1990
   c. Transferable to the California State University: Yes
   d. College approval date: 1973

2. GENERAL EDUCATION FOR TRANSFER:

   IGETC Certification:  
   a. Area requested: 3-B: Humanities
   b. Date requested: 12/1990
   c. 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:  
   a. Area requested: C-2: Other Humanities
   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.

   a. 2nd 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. 2nd 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.

3. CAN NUMBER: CAN PHIL 2  CAN SEQUENCE NUMBER:
   CAN Approval -- Date requested: 12/1996  Date approved: Spring 1997
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: The Arts

2. DEPARTMENT/DIVISON CODE: 01

3. SUBJECT CODE -- 3 characters, assigned by District Office: 722 (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: PHILOS

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

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

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."

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 5502(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 5502(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? 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) 1509.00
Course content should match discipline description in Taxonomy of Programs found at 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. ☐ New Course  .  Board Approval Date:  .  Effective Semester:
   b. ☐ Addition of Existing District Course  .  College Approval Date:  .  Effective Semester:
   c. ☐ Course Change*  .  College Approval Date:  .  Effective Semester:
   d. ☑ Outline Update  .  College Approval Date: 3/21/2006

* 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.
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>Section 55002</td>
<td>MET</td>
</tr>
<tr>
<td>Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.</td>
<td>X</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 shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated 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 objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.</td>
<td></td>
</tr>
<tr>
<td>Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.</td>
<td></td>
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<tr>
<td>Treats subject matter with a scope and intensity which requires students to study independently outside of class time.</td>
<td>X</td>
</tr>
<tr>
<td>Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled</td>
<td>X</td>
</tr>
<tr>
<td>Requires the ability to think critically and to understand and apply concepts in order to participate in the course.</td>
<td>X</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 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.

Michael Cavanaugh 04/06/06
Originator

Patricia Lewis 03/21/06
Department/Cluster Chairperson

Linda Larson Singer 03/21/06
Articulation Officer

Vincent Jackson – Interim Department Chair 03/27/06
Librarian

Earnestine Thomas-Robertson 03/21/06
Dean (if applicable)

Linda Larson-Singer 03/21/06
Curriculum Committee Chairperson

Reggie Morris 03/21/06
Academic Senate President

Leige Henderson 04/06/06
Vice President, Academic Affairs

Mary Gallagher for Audre Levy 04/20/06
College President