Los Angeles Community College District

COURSE OUTLINE
(Replaces PNCR and Course Outline)

☐ New Course
☐ Addition of Existing District Course
☐ Course Change
☒ Outline Update, Academic Year: 2004-2005

Section I: BASIC COURSE INFORMATION

1. COLLEGE: Southwest

2. SUBJECT (DISCIPLINE) NAME\(^1\): Sociology
   (40 characters, no abbreviations)

3. COURSE NUMBER: 11

4. COURSE TITLE: Ethnic and Racial Minorities in the United States

5. UNITS: 3

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

   This course emphasizes cultures of the major ethnic and racial groups in the United States; social processes affecting and influencing adjustment, assimilation, and pluralism as dominant trends of American life; and the legal and social solutions to their problems and American public policies.

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

   This course emphasizes cultures of the major ethnic and racial groups in the United States; social processes affecting and influencing adjustment, assimilation, and pluralism as dominant trends of American life; and the legal and social solutions to their problems and American public policies.

8. INITIAL COLLEGE COURSE APPROVAL DATE: Fall 1974
   COLLEGE OUTLINE APPROVAL DATE: 06/14/2005

9. UPDATES (check all applicable boxes):

   ☒ Content
   ☒ Objectives
   ☐ College Specific Course Attributes/Data Elements
   ☐ Districtwide Course Attributes/Data Elements
   ☒ Other (describe)

   Previous Update:

   Removal of prerequisites Sociology 1 or 2, addition of advisories Sociology 1 and English

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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>
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<tr>
<td>Lab/activity (w/o homework)</td>
<td></td>
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<tr>
<td>Total</td>
<td>3</td>
<td>54</td>
<td>3</td>
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</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 ADVISORIES:**

1. Critical thinking skills including analysis of written content and methods of evaluation.
2. Ability to identify social and economic forces and how they impact society.

- **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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<tbody>
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</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 (official use only)</th>
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</tbody>
</table>

- **Advisories**: Yes (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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</tr>
<tr>
<td>Subject</td>
<td>Units</td>
<td>Description</td>
<td>Units</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>English</td>
<td>28</td>
<td>Intermediate Reading and Composition</td>
<td>3</td>
<td>06/14/05</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>06/14/05</td>
</tr>
</tbody>
</table>

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

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>3</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>
<tr>
<td>1. Overview of course; Class objectives</td>
<td>3</td>
<td>As a result of this course, students will:</td>
</tr>
<tr>
<td>2. Introduction to power/conflict model to Ethnic/Racial relations—vocabulary and Social Theories</td>
<td>3</td>
<td>1. Compose a personal narrative about his/her ethnic/racial group in the context of family, culture, language, school, church, and community.</td>
</tr>
<tr>
<td>3. Understanding Techniques of Dominance</td>
<td>3</td>
<td>2. Analyze vocabulary, concepts, and paradigms used in sociological analysis of ethnic/racial relations. Identify patterns in the analysis.</td>
</tr>
<tr>
<td>5. Native Americans—Historical Overview</td>
<td>3</td>
<td>4. Discuss sociological forces that are shaping how ethnic/racial groups relate to each other.</td>
</tr>
<tr>
<td>6. African Americans—Historical Overview</td>
<td>3</td>
<td>5. Develop simulations and participate with other ethnic groups.</td>
</tr>
<tr>
<td>7. Mid-term Exam</td>
<td>3</td>
<td>6. Give current information on ethnic/racial relations in South Los Angeles</td>
</tr>
<tr>
<td>8. Hispanic/Latino Historical Overview Diversity</td>
<td>3</td>
<td>7. Engage inter ethnic/racial problem solving at micro/macro levels of understanding.</td>
</tr>
<tr>
<td>9. Asian Americans—Historical Overview Diversity</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10. Written and Oral Reports based on Field Observations and Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11. Current and Future; Issues of Race and Ethnicity in the United States</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>12. Ethnic Relations; A Cross Cultural Perspective (So. LA emphasis)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13. Cross Cultural Interviews due</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>15. Ethnic/Racial Relations and Problem Solving in Ireland and Middle East; Global Trends</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Outcomes:**

As a result of this learning experience, a student can:

1. Use the conflict model to examine ethnic and racial relations in the United States.
2. Give a historical overview of racial and ethnic groups.
3. Examine intra-group interaction and inter-group interaction.
4. Use sociological theories and concepts to examine current trends and coping strategies.
5. Compose a narrative about their racial/ethnic group, including elements of family, culture, language, school, church, and community.
6. Engage in a socially constructive interaction in an ethnically diverse community.
17. Comprehensive Final

<table>
<thead>
<tr>
<th>Lecture hours*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Lecture hours</strong>*</td>
<td>54</td>
</tr>
</tbody>
</table>

**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.”)\(^2\)

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

**Bloom’s Taxonomy**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>define</td>
<td>translate</td>
<td>interpret</td>
<td>distinguish</td>
<td>compose</td>
<td>judge</td>
</tr>
<tr>
<td>repeat</td>
<td>restate</td>
<td>apply</td>
<td>analyze</td>
<td>propose</td>
<td>appraise</td>
</tr>
<tr>
<td>record</td>
<td>discuss</td>
<td>employ</td>
<td>differentiate</td>
<td>design</td>
<td>evaluate</td>
</tr>
<tr>
<td>list</td>
<td>describe</td>
<td>use</td>
<td>appraise</td>
<td>formulate</td>
<td>rate</td>
</tr>
<tr>
<td>recall</td>
<td>recognize</td>
<td>demonstrate</td>
<td>calculate</td>
<td>arrange</td>
<td>compare</td>
</tr>
<tr>
<td>name</td>
<td>explain</td>
<td>practice</td>
<td>experiment</td>
<td>assemble</td>
<td>value</td>
</tr>
<tr>
<td>relate</td>
<td>express</td>
<td>illustrate</td>
<td>test</td>
<td>collect</td>
<td>revise</td>
</tr>
<tr>
<td>underline</td>
<td>identify</td>
<td>operate</td>
<td>compare</td>
<td>construct</td>
<td>score</td>
</tr>
<tr>
<td></td>
<td>locate</td>
<td>schedule</td>
<td>contrast</td>
<td>create</td>
<td>select</td>
</tr>
<tr>
<td></td>
<td>report</td>
<td>shop</td>
<td>criticize</td>
<td>set up</td>
<td>choose</td>
</tr>
<tr>
<td></td>
<td>review</td>
<td>sketch</td>
<td>diagram</td>
<td>organize</td>
<td>assess</td>
</tr>
<tr>
<td></td>
<td>tell</td>
<td></td>
<td>inspect</td>
<td>prepare</td>
<td>estimate</td>
</tr>
</tbody>
</table>

**Simple Skills** —— **Complex Skills**

\(^2\) In general “activity” courses or portions of courses are classified “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:

Students will have to observe a racial/ethnic group that they are not a member of. Student is to write a report based upon their observation. This writing assignment will demonstrate ability to observe and describe an ethnic group and organize information about an ethnic/racial group.

Outline for Field Observation
1) Introduction – The purpose of your observation. (Why you selected this group). What information, knowledge, image, ideas, or thoughts did you have about the group prior to your observation?
2) Body – Where did you observe? (Name, address, and date of observation). Description of cultural activity or presentation. Describe in detail what you observed. Your interaction with members of the ethnic/racial group. How did this affect you? What did you learn? Did it change previous ideas or perceptions of the group?
3) Conclusion – Where to go from here? What can you do with this information? How can you apply it in living in a multi-cultural world?

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

1. Student will interview someone from a different ethnic or racial group
   a. What does the individual feel most comfortable being called in regards to their ethnic/racial group identity?
   b. Language – Did parent(s) speak English? What was the first language you learned?
   c. While growing up, did you live in an ethnic/racial neighborhood or an integrated neighborhood? If so, what other cultural groups were represented? Did you move from one type of neighborhood to another?
2. Student will compose an ongoing personal narrative about their racial/ethnic group.
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.

Based upon field observations of an ethnic/racial group, students will give oral presentations that require them to discuss, reflect, and analyze previous ideas concerning a given ethnic/racial group. They then will have to describe and contrast their perception of the group based upon new information obtained from their observations.

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):

Quizzes and exams will demonstrate applications of concepts. Research and oral project students will be evaluated on analytical and comparative skills. Essay assignments are evaluated on ability to use critical thinking skills. Assignments using census and data base information will be evaluated to determine student use of statistical information to support a theoretical point of view.

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.

Notebook, pen, pencils, textbook, stapler, stables,

10. COMPUTER COMPETENCY:

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

Word processing, use of data base information. Internet research.
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.

Student is taught to differentiate opinions from facts in conducting research. Student is required to examine the source of information and the perspective the researcher is using. Information is evaluated based upon whether scholarly research methods were used.

12. DIVERSITY:

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

Course explains how race is a social construct. Students examine how cultural diversity is a way of coping with similar problems. Gender roles, educational levels, social class, religion and age are diverse factors that affected how minority group interacts with the majority group.

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 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

   | A.A. Sociology (ID #  2208.00 ) and A.A. Pan American Studies (proposed) |

   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: Social and Behavioral Science 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

   Course meets requirements for units in 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:
   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: before 1990

2. GENERAL EDUCATION FOR TRANSFER:
   IGETC Certification:
   a. Area requested: Area 4 Social and Behavioral Sciences.
   b. Date requested: 12/2000
   c. IGETC approval date: Fall 2001
   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: 12/88
   c. CSU approval date: Fall 1989
   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. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? Yes
   List college/university and the majors:
   
<table>
<thead>
<tr>
<th>College/University</th>
<th>Major(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal State Northridge, Cal Poly San Luis Obispo</td>
<td>Sociology</td>
</tr>
</tbody>
</table>
   
   CAN NUMBER: CAN SEQUENCE NUMBER:
   CAN Approval -- Date requested: Date approved:

Approved 12/13/02
Revised 5/28/2004
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: Behavioral and Social Sciences

2. DEPARTMENT/DIVISION CODE: 2

3. SUBJECT CODE -- 3 characters, assigned by District Office: 893 - (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: SOC

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

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

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 course 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 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):

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Approved 12/13/02
Revised 5/28/2004

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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) 2208.00

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:

b. ☐ New Course . Board Approval Date: . Effective Semester:
c. ☐ Addition of Existing District Course . College Approval Date: . Effective Semester:
d. ☐ Course Change* . College Approval Date: . Effective Semester:
e. ☑ Outline Update . College Approval Date: 06/14/05

* 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

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.
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.

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<tr>
<th>CRITERIA AND STANDARDS</th>
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<td>Section 55002</td>
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<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>
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<td>Is taught by a credentialed instructor in the discipline.</td>
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<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>
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<td>Is taught in accordance with a set of instructional objectives common to all students.</td>
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<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>
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<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>
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<td>Treats subject matter with a scope and intensity which requires students to study independently outside of class time.</td>
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<td>Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled</td>
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<td>Requires the ability to think critically and to understand and apply concepts in order to participate in the course.</td>
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<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
<td>X</td>
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<td>Requires the use of college level educational materials.</td>
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CONTENT REVIEW FOR PREREQUISITE VALIDATION

SOCIOLOGY 11, ETHNIC AND RACIAL MINORITIES IN THE UNITED STATES
(Course to which pre/corequisite/advisory applies)

Check

☐ Prerequisite:
☐ Corequisite:
☒ Advisory: English 28 and Sociology 1
☐ Assessment

A. Target Course Entry Skills: Sociology 11, Introduction to the Social Sciences
(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. Critical thinking skills including analysis of written content and methods of evaluation.
2. Ability to identify social and economic forces and how they impact society.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:
(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.)

SOCIOLOGY 1, INTRODUCTION TO SOCIOLOGY
1. Demonstrate the ability to analyze social interaction in an objective manner differentiating cognitive elements in sociological analysis through panel, demonstrations, sociodrama and various tests.
2. Demonstrate the ability to apply sociological concepts and theories to understand the students’ personal social experiences.
3. Demonstrate the ability to articulate one’s understanding of sociology through participation in class discussions, tests, sociodrama, and panels.
4. List, define, and analyze various sociological concepts, facts, research and theories as indicated by various exams, quizzes, class discussions, and panels.
5. Demonstrate the ability not only to understand one’s own social group, but other cultures, subcultures, and social groups.
6. Identify various problem areas in society, which may impact both society and the student’s personal life.

ENGLISH 28
1. Demonstrate strategies for extracting meaning from expository writing and fiction, i.e., finding the thesis and major and minor support in expository writing and finding the theme and how it is given in fiction.
2. Write a combination of 8-12 paragraphs and essays demonstrating mastery of English fundamentals.
3. Practice writing in various contexts, i.e., in the classroom and as homework.
4. Demonstrate writing skills drawn from personal experience to writing about ideas.
**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION**

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

**SOCIOMETRY 11**

**Entering Skills of Target Course**

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**Exit Skills of Prerequisite Course**

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**Was validation achieved? ** _x_ YES or ___ NO

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

Validation requires at least one match of each target course entry skill with at least one exit skill of the prerequisite course(s).

**PARTICIPANTS IN CONTENT REVIEW:**
(Signatories should include instructors for both exit and entering skills courses.)

**Name:** Toni Colbert  
**Title:** Professor, Sociology RTD  
**Initial:** TC  
**Date:**

**Name:** __________________________  
**Title:** __________________________  
**Initial:** _________________________  
**Date:** __________________________

**CERTIFIED BY:**

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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.

______________________________    ______________________________
Originator    Date

Leonard Apenahier    06/14/05
Department/Cluster Chairperson

Linda Larson Singer    07/06/05
Articulation Officer

Shelley Werts    06/14/05
Librarian

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

Glenn Yoshida    06/14/05
Curriculum Committee Chairperson

Reggie Morris    06/20/05
Academic Senate President

Leige Henderson    06/22/05
Vice President, Academic Affairs

Audre Levy    06/23/05
College President