Los Angeles Community College District

COURSE OUTLINE
(Replaces PNCR and Course Outline)

SECTION I: BASIC COURSE INFORMATION

1. COLLEGE: Los Angeles Southwest College

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

3. COURSE NUMBER: 11

4. COURSE TITLE: Political and Social History of the United States I

5. UNITS: 3

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

This is a survey of the political, social, economic, and constitutional history of the United States from its beginnings through the Civil War and the immediate aftermath of the war. The course covers the chronology of the birth and early development of the nation and is designed to present ideas, events, people, and forces that have significantly contributed to the foundations of the present.

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

This is a survey of the political, social, economic, and constitutional history of the United States from its beginnings through the Civil War and the immediate aftermath of the war.

8. COLLEGE APPROVAL DATE:

9. UPDATES (check all applicable boxes):

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

10. CLASS HOURS:

<table>
<thead>
<tr>
<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: 3</td>
<td>54</td>
<td>54</td>
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<tr>
<td>Lab/activity (w/ homework):</td>
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<tr>
<td>Lab/activity (w/o homework):</td>
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1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.
Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; OR 2 hours per week of lab with homework; OR 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.
11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

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

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

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<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (for official use only)</th>
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**Corequisite:** None  (If yes, complete information below)

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<tr>
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<th>Validation Approval Date (for official use only)</th>
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**Advisories: **None  (If yes, complete information below)

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<th>Course Title</th>
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<th>Validation Approval Date (for official use only)</th>
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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):
SECTION II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

<table>
<thead>
<tr>
<th>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).</th>
<th>Hours per topic</th>
<th>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.”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meeting of two worlds to the late 16th century.</td>
<td>3</td>
<td>1. Define and recognize the distinction between the &quot;Old World&quot; and &quot;New World.&quot; Analyze cultural differences and assess consequences of the meeting of the two worlds.</td>
</tr>
<tr>
<td>2. Conditions in both worlds and early encounters from c. 1400 to early 18th century.</td>
<td>3</td>
<td>2. Describe conditions and interpret conflicts in the early encounters. Compare differences between Spanish, French and Dutch experiences in the western hemisphere.</td>
</tr>
<tr>
<td>3. The New World opens for England.</td>
<td>3</td>
<td>3. Define differential patterns of English migration to the new world. Compare distinctions within the English colonies. Examine and appraise different colonial experiences including their relationship to the different native groups.</td>
</tr>
<tr>
<td>4. Life in the English colonies from the late 1600s to the mid 1700s.</td>
<td>3</td>
<td>4. Identify and appraise patterns of life. Compare and evaluate indenture, slavery, working and well-to-do classes in the colonies.</td>
</tr>
<tr>
<td>5. Moving toward independence, the late 18th century.</td>
<td>4</td>
<td>5. Define new and increasing colonial and English demands on each other. Appraise and organize growing conflicts between the colonists and England.</td>
</tr>
<tr>
<td>6. Independence and a new nation, 1775 to 1783.</td>
<td>3</td>
<td>6. Describe the revolutionary war. Relate and evaluate elements in the independence movement including participation of slaves and women.</td>
</tr>
<tr>
<td>8. The early Republic, 1796-1804.</td>
<td></td>
<td>8. Discuss and describe early growing pains of the new Republic. Analyze and assess significant components of the early experience under the Constitution.</td>
</tr>
<tr>
<td>10. Define, describe, appraise and evaluate the</td>
<td></td>
<td>10. Define, describe, appraise and evaluate the</td>
</tr>
</tbody>
</table>

10. The Era of Good Felling and Jacksonian democracy.

11. The Industrial Age in America and the social consequences.

12. Responses to industrial growth and westward expansion.

13. Sectional conflict grows, the union begins to fall apart.

14. War, 1861-1865.

15. Reconstruction and shattered dreams, 1865-1877.

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**Era of Good Feeling and Jacksonian democracy.**

11. Describe and evaluate the growth of industry and discuss and assess its impact on workers and slavery.

12. Evaluate changing conditions in culture, the work place, and new boundaries of the U.S. as defined by the westward expansion. Assess their impact on slavery, Mexicans, and the role of Mormons.

13. Describe, contrast, distinguish and evaluate reasons and consequences of secession.

14. Describe, interpret, analyze, distinguish and appraise the impact of the war on both sides of the conflict and on women and slaves.

15. Compare and contrast the impact of the outcome of the war on both sides, politics in the country, and the former slaves.

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

*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 &lt;&lt;--------------------------------------&gt;&gt; COMPLEX SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
</tr>
</tbody>
</table>

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

Approved 12/13/02
<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>plan</td>
<td>appraise</td>
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<tr>
<td>record</td>
<td>discuss</td>
<td>employ</td>
<td>differentiate</td>
<td>propose</td>
<td>evaluate</td>
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<tr>
<td>list</td>
<td>describe</td>
<td>use</td>
<td>appraise</td>
<td>design</td>
<td>rate</td>
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<tr>
<td>recall</td>
<td>recognize</td>
<td>demonstrate</td>
<td>calculate</td>
<td>formulate</td>
<td>compare</td>
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<tr>
<td>name</td>
<td>explain</td>
<td>practice</td>
<td>experiment</td>
<td>arrange</td>
<td>value</td>
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<tr>
<td>relate</td>
<td>express</td>
<td>illustrate</td>
<td>test</td>
<td>assemble</td>
<td>select</td>
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<tr>
<td>underline</td>
<td>identify</td>
<td>operate</td>
<td>compare</td>
<td>collect</td>
<td>choose</td>
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<td></td>
<td>locate</td>
<td>schedule</td>
<td>contrast</td>
<td>construct</td>
<td>assess</td>
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<td></td>
<td>report</td>
<td>shop</td>
<td>criticize</td>
<td>create</td>
<td>estimate</td>
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<td></td>
<td>review</td>
<td>sketch</td>
<td>diagram</td>
<td>set up</td>
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<td>debate</td>
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<td>solve</td>
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<td>examine</td>
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<td></td>
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<td></td>
<td>categorize</td>
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</tbody>
</table>

Approved 12/13/02
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 write essay examinations in class that analyze cause and effect of major events from before Colonization to Reconstruction. Identification questions on exams, study questions, and map analysis will be required. Reasoning, clarity, the ability to draw conclusions and form judgments from historical events are elements required for inclusion in the essays and exercises.

5. **REPRESENTATIVE OUTSIDE ASSIGNMENTS:**

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

Students will complete a term paper or papers with an aggregate length of ten (10) to fifteen (15) pages. Assignments may include but not be limited to book review(s), biographical studies and research papers on significant historical events.

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

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

Students will look at all of the material (including the textbook) with a critical eye. Does the account presented, for example, gloss events to present protagonist in a favorable light? When doing research on an event, e.g., The Protestant Reformation or the Mayflower Compact, students will evaluate the event in terms of the beneficiaries, the consequences for individuals and specific groups (women, the poor, the wealthy) and short and long term impact.

Similarly when doing research on individuals students will identify potential motives, personal benefits and negative consequences that result from specific actions.

Examples of possible topics for research papers:

The Protestant Reformation
World Exploration in the 15th and 16th centuries.
Native Americans before Columbus
Spanish Explorers
The Mayflower Compact
Salem Witch Trials
The Constitution
Marbury v. Madison
Manifest Destiny
Utopian Societies
Uncle Tom's Cabin
Reconstruction

Examples of possible biographical studies:
Bartolome De Las Casas
Hiawatha
Queen Elizabeth
Anne Hutchinson
Roger Williams
Ben Franklin
Thomas Paine
George Washington
Thomas Jefferson
Brigham Young
Nathaniel Hawthorne
James Fenimore Cooper
Andrew Jackson
Abraham Lincoln
Andrew Johnson

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):

Three or more of the following will be used to evaluate the students’ ability to identify, define, analyze, organize,
and evaluate the material covered:
Essay examinations
Problem solving exercises
Objective tests
Homework assignments
Term paper

8. METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to the following:
☒ Lecture
☒ Discussion
□ Laboratory
☐ Activity
☒ Field Experience
☒ Independent Study
☐ Other (explain)
9. SUPPLIES:
List of supplies the student must provide.

Paper, pencil, pen, scantrons

10. COMPUTER/INFORMATION COMPETENCY:
If applicable, explain how computer/information competency is included in the course.

Each section of the course has a web site. Materials generated by the instructor are posted on web site including but not limited to 1) Syllabus, 2) Handouts on how to succeed in the class, and 3) Test and quiz information (content/dates).

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

The textbook and lectures cover the role and contributions of ethnic and culturally distinct groups such as Anglo Americans, African Americans, German Americans, Irish Americans, Mexican Americans, Native Americans and various religious minorities.

12. 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\(^3\) FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: \[ \text{Yes} \]

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

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: \[ b(1) \text{ American Institutions} \] Approval date:

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

   2\(^{nd}\) Area requested: \[ \text{none} \] Approval date:

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

1. Transfer Status:

University of California:  
UC approval date: Before 1996

California State University:  
College approval date: Before 1996

2. General Education for Transfer:

IGETC Certification:

Area requested: 4: Social Behavioral Sciences  
Date requested:  
IGETC approval date: 1991

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

CSU Certification:

Area requested: D: Social, Political, Economic Institutions  
Date requested:  
CSU approval date: Before 1996

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

2nd Area Requested: none  
Date requested:  
IGETC approval date:  
CSU approval date:  
If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

3. Major Requirement for Transfer – Will this course be articulated to meet lower division major requirements?  
YES

CAN Number: HIS 8  CAN Sequence Number: HIST SEQ B, when taken with History 12  
CAN Approval -- Date requested: Before 1996  
Date approved: Before 1996
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: Social and Behavioral Sciences

2. DEPARTMENT/DIVISION CODE: 2

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 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 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) 2205.0

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:

- [ ] New Course
- [ ] Addition of Existing District Course
- [ ] Course Change*
- [X] Outline Update

- Board Approval Date: [ ]
- College Approval Date: [ ]
- College Approval Date: [ ]
- Effective Semester: [ ]
- Effective Semester: [ ]
- Effective Semester: [ ]

* 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)

1. 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:

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

  - [ ] No (If yes, briefly explain how)

3. 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- List Library and Learning Resources needed, including the cost and funding source for needed resources:


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.

Leonard Apenahier for Ron Lopez 11/10/03
Originator Date

Leonard Apenahier 11/10/03
Department/Cluster Chairperson Date

Linda Larson Singer 11/21/03
Articulation Officer Date

Shelley Werts 12/05/03
Librarian Date

Earnestine Thomas-Robertson 11/13/03
Dean (if applicable) Date

Glenn Yoshida 11/10/03
Curriculum Committee Chairperson Date

Phyllis Norwood 12/03/03
Academic Senate President Date

Leige Henderson 12/08/03
Vice President, Academic Affairs Date

Audre Levy 12/09/03
College President Date