



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Susie Chin

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

Students will gain experience in formulating research questions for their information needs, based on content courses, and through field trips to museums, restaurants, hotels, farms, bazaars, students will be given opportunities, through participant observations and interviews, to conduct primary research and gather evidence that can enhance their learning experience in the subject content areas (e.g., humanities and culinary arts). Students will also be given an opportunity to compare the body of knowledge available through traditional sources found in U.S., as compared to Armenia, as well as differences in access to information and types of information sources.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Spring 2017-2018

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

	Cost	Brief Description
<input type="checkbox"/> New Equipment		
<input type="checkbox"/> Hardware or Software (include software license renewal)		
<input type="checkbox"/> Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/> Library Acquisitions		
<input type="checkbox"/> Travel		
<input type="checkbox"/> Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : LIB

B) COURSE NUMBER : 048

C) COURSE EMPHASIS (SUBDISCIPLINE) : LIB

D) COURSE DIVISION : Library Division



E) COURSE TITLE (FULL) : Library Field Studies

F) COURSE TITLE (SHORT) : Library Field Studies

G) CATALOG DESCRIPTION

LIB 48 provides college credit for travel and study in foreign countries at the student's own expense in programs provided by agencies approved in advance by the College and under the direction of a Glendale Community College instructor.

H) CATALOG NOTES

This course may be taken 4 times; a maximum of 12 units may be earned. Each repetition must be in a different country and/or area of the world.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : LIBRARY SCIENCE

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :



SECTION 3 - Course Attributes

- A) **COURSE TYPE :** C Credit – Not Degree Applicable
- B) **TRANSFER STATUS:** Transferable to CSU only (B)
- C) **PROGRAM STATUS:** Not a required or elective course within GCC degree or certificate program (2)
- D) **REPEATABILITY** None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

- Does this course share an outline with any other course or courses?

048 Library Field Studies

G) GENERAL EDUCATION STATUS

- H) **PRE-COLLEGIATE LEVEL:** Not precollegiate
- I) **BASIC SKILLS:** Not Basic Skills Course (N)
- J) **WORK EXPERIENCE:** Not part of co-op work experience education program

K) NONCREDIT COURSE TYPE:

L) NONCREDIT COURSE STATUS :

M) NONCREDIT SPECIAL CHARACTERISTICS CODE :

N) OPEN ENTRY/EXIT STATUS:

- O) **GRADING BASIS:** Grade with Pass / No-Pass Option

- P) **CREDIT BY EXAM:** Not Allowed

Q) SPECIAL CLASS STATUS:

- R) **TOP CODE:** 169900 Other Library Science



COURSE OUTLINE : 048 LIB
3/8/2018

- S) CIP CODE:** 25.9999
- T) SAM CODE:** 5
- U) FUNDING AGENCY CATEGORY :** Not Applicable (Y)



Section 4 - Course Workload Values

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	0	0	0	1

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	18
SCHEDULED HOURS	0	0	0	0
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				n/a	No
2	ENGL	120	Composition and Reading	compose thesis-based essays at a first-year college level;	Yes
3	ENGL	120	Composition and Reading	use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;	Yes
4	ENGL	120	Composition and Reading	critically analyze selected prose works dealing with important contemporary issues;	Yes
5	ENGL	120	Composition and Reading	summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;	Yes
6	ENGL	120	Composition and Reading	gather and organize information through library research;	Yes
7	ENGL	120	Composition and Reading	demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation.	Yes



B) EXIT STANDARDS

1	give brief visual, oral, or written reports on specific cultural or historical events and places encountered during the target program;
2	demonstrate in a formal speech or research paper significant differences in some specific aspect of the target culture when compared with that of the United States;
3	discuss major features of the target culture;
4	describe current cultures and problems of the area visited;
5	evaluate the knowledge gained from study abroad.



C) STUDENT LEARNING OUTCOMES

1	demonstrate concepts and knowledge gained through field research, activities and experience abroad.
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D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction to the history of the target country;	3	0	3
2	Introduction to current political, cultural, and social situation of the target country;	3	0	3
3	Visitations to significant political, social, scientific, cultural, and natural history sites of the target country;	4	0	4
4	Lecture at on-site visits to significant political, social, scientific, cultural, and natural history sites of the target country;	4	0	4
5	Major differences between the target culture and the united states.	40	0	40
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	students write reports on subjects associated with the places visited
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F) METHODS OF EVALUATION

1	field journals representing the students' views of learned material and how they relate to places visited;
2	students present library and field based research papers on aspects of places visited;
3	students submit a portfolio of materials about environs of the target area.

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
As specified by individual instructor.							



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to CSU only (B)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date : 3/21/2018 12:00:00 AM

UC Projected UC Approval Date :

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date : 3/21/2018 12:00:00 AM

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date :

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 120 - Composition and Reading	Recommended Preparation	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Susie Chin

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

In January 2016, the Association of College and Research Libraries, a division of the American Library Association, officially adopted the "Framework for Information Literacy for Higher Education." This framework replaces the former "Information Literacy Competency Standards for Higher Education." However, many of the former standards are reflected in the current framework as without them, the higher order concepts of the framework would not be achievable from an instruction perspective. Although the framework, especially its replacement of the standards, is still somewhat controversial in our profession, it is the board-approved guideline for information literacy competency. As such, as a department, the full time librarians in a credit instruction retreat in Spring 2016, agreed that we would move forward in incorporating as much as possible the framework into GCC Library's credit and non-credit curriculum.

The framework is a guiding document that is quite extensive and includes knowledge practices and dispositions for each of the six frames. For the sake of brevity, I will only include the six frames here and provide a link to the more comprehensive document for those interested. The frames are:

- Authority is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Here is the link for the "Framework for Information Literacy for Higher Education": <http://www.ala.org/acrl/standards/ilframework>

The framework is more encompassing and comprehensive in nature than the former standards, which was more skills-based. The framework is a timely adjustment given the the social, political, and cultural information ecosystem of the day, and facilitates instruction that is more relevant and engaging to students within multiple contexts and interests, providing an avenue for students to make cross-disciplinary connections.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Spring 2017-2018

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.



		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : LIB

B) COURSE NUMBER : 100

C) COURSE EMPHASIS (SUBDISCIPLINE) : LIB

D) COURSE DIVISION : Library Division

E) COURSE TITLE (FULL) : Critical Approaches to Information Research

F) COURSE TITLE (SHORT) : Critical Approaches to Information Research

G) CATALOG DESCRIPTION

LIB 100 introduces students the effective use of library and non-library information resources and services in a variety of academic disciplines and professions. Students learn the core concepts of information retrieval and the essential techniques of organizing, presenting, evaluating, and analyzing information as well as how to properly attribute sources used. Topics include: information cycle and timeline; comparing, contrasting, and selecting library and open web resources; types and characteristics of information sources; effective information research planning; search techniques, evaluation criteria, and ethical use of information. This class enhances critical thinking and evaluation skills by using a variety of textual, graphical, visual, and audio (re)sources to assess how information is produced, consumed, and presented and teaches students how to assess sources for perspective, veracity, and authority in order to develop the ability to apply critical thinking practices to specific disciplinary contexts and information problems within the student's field of interest.

H) CATALOG NOTES

Students completing LIB 100, LIB 191, LIB 190 will receive a maximum of three units of credit. This class is eligible for Pass/No-Pass Option.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : LIBRARY SCIENCE

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :



COURSE OUTLINE : 100 LIB
3/1/2018



SECTION 3 - Course Attributes

A) COURSE TYPE : C Credit – Not Degree Applicable

B) TRANSFER STATUS: Transferable to CSU only (B)

C) PROGRAM STATUS: Not a required or elective course within GCC degree or certificate program (2)

D) REPEATABILITY Intercollegiate academic or vocational competition courses where the course is part of a district-sanctioned competitive activity

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

100 Critical Approaches to Information Research

G) GENERAL EDUCATION STATUS Fulfills CSU, IGETC, or GCC General Education requirements

H) PRE-COLLEGIATE LEVEL: Not precollegiate

I) BASIC SKILLS: Not Basic Skills Course (N)

J) WORK EXPERIENCE: Not part of co-op work experience education program

K) NONCREDIT COURSE TYPE:

L) NONCREDIT COURSE STATUS : Credit Course (A or I)

M) NONCREDIT SPECIAL CHARACTERISTICS CODE : Non applicable

N) OPEN ENTRY/EXIT STATUS:

O) GRADING BASIS: Grade with Pass / No-Pass Option

P) CREDIT BY EXAM: Not Allowed

Q) SPECIAL CLASS STATUS: Not Special Class (N)



COURSE OUTLINE : 100 LIB
3/1/2018

R) TOP CODE: 169900 Other Library Science
S) CIP CODE: 25.9999
T) SAM CODE: 5
U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	0	0	0	0
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			27
AVERAGE CENSUS ENROLLMENT TOTAL			24
AVERAGE CENSUS ENROLLMENT NONRESIDENT			2
AVERAGE HRS OF ATTENDANCE TOTAL			979
AVERAGE HRS OF ATTENDANCE NONRESIDENT			98



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	120	Composition and Reading	compose thesis-based essays at a first-year college level;	Yes
2	ENGL	120	Composition and Reading	use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;	Yes
3	ENGL	120	Composition and Reading	critically analyze selected prose works dealing with important contemporary issues;	Yes
4	ENGL	120	Composition and Reading	summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;	Yes
5	ENGL	120	Composition and Reading	gather and organize information through library research;	Yes
6	ENGL	120	Composition and Reading	demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation.	Yes



B) EXIT STANDARDS

1	recognize the ethical use of information and proper attribution;
2	formulate a research question of an appropriate scope for an assignment;
3	recognize and apply evaluation criteria;
4	recognize how context contributes to the construction of authority;
5	articulate how the information process determines the nature of information sources;
6	articulate how the process of information creation affects the veracity and reliability of sources;
7	develop strategic search practices in order to locate the background and origin of a source;
8	analyze a source for its value as a commodity that has economic, cultural, political, and social facets.



C) STUDENT LEARNING OUTCOMES

1	apply research techniques and strategies as a means for inquiry in developing a research question to fulfill an information need;
2	recognize how to use information ethically;
3	critically assess a source for its value, context, degree of credibility, authority, and purpose to determine its value as evidence to support a claim;
4	develop a critical approach to assessing source types and formats within the information creation and dissemination process.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Overview of Library Resources and Services</p> <ul style="list-style-type: none"> Libraries and collections, with emphasis on academic libraries Organization and structure of information Classification systems Library terminology 	5	0	5
2	<p>Research Process as Inquiry</p> <ul style="list-style-type: none"> Resources for developing a working knowledge Design a research question to facilitate inquiry Information timeline and cycle 	6	0	6
3	<p>Information Resources</p> <p>Information Access</p> <ul style="list-style-type: none"> Online library catalogs Discovery tools Library subscription databases Reliable open web resources Using call numbers, citations, and URLs <p>Characteristics of different types of sources</p> <ul style="list-style-type: none"> Format vs. access Coverage and scope Popular vs. academic/scholarly Audience <p>Search Techniques</p> <ul style="list-style-type: none"> Keyword selection and Boolean operators Phrase searching Domain searching Field searching and limiters Controlled vocabulary/subject searching 	6	0	6



4	<p>Ethical Use of Information</p> <ul style="list-style-type: none"> • Proper attribution vs. plagiarism • Using citations to find sources • Elements of citations and citation style format • Creative Commons • Copyright and Fair Use 	5	0	5
5	<p>Evaluating Information</p> <ul style="list-style-type: none"> • Reviewing search strategies and refining source selection • Selecting for appropriateness, relevance, purpose, and authority • Vetting and verifying sources for reliability and credibility 	6	0	6
6	<p>Nature of Information Sources</p> <ul style="list-style-type: none"> • Source hierarchy • Textual/visual • Primary vs. secondary • Assertion vs. verification • News vs editorials/commentaries 	3	0	3
7	<p>Veracity of Information Sources</p> <ul style="list-style-type: none"> • Plausibility • Skepticism • Misinformation/disinformation (i.e.: intentionality, unintentionality, inaccuracy) • Assertion vs. verification • Completeness • Reliability through reputation • Independent corroboration 	4	0	4
8	<p>Nature of evidence and the process of information creation</p> <ul style="list-style-type: none"> • Indirect vs. direct evidence • Quality control/evidence • Evidenced-based research 	3	0	3
9	<p>Context of Information Sources</p> <ul style="list-style-type: none"> • Information neighborhoods • Communities of knowledge • Belief vs. understanding 	3	0	3
10	<p>Construction and (Re)presentation of Information</p> <ul style="list-style-type: none"> • Misinterpretation • Content vs. display • Parody, satire, spoof, irony • Cultural influences/literacy • Authenticity 	5	0	5



11	Nature of Bias <ul style="list-style-type: none"> • Media/audience, personal/confirmation • Point of view/perspective • Selective dissonance 	4	0	4
12	Specialized Research in Social Sciences Humanities, Sciences, Business <ul style="list-style-type: none"> • Conceptualization of the specialized paper • Resources in Social Sciences, Humanities, Sciences, Business • Guest presenters from representative disciplines 	4	0	4
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	exercises and homework (e.g. concept maps, search strategies/techniques worksheets, research logs documenting the research process and assessment of sources found per research question);
2	journaling/discussion postings (e.g. identifying characteristics of questionable sources);
3	short criticism or analysis papers (e.g. identifying the perspective, purpose, or bias in a source using evidence from the source itself, and contextual factors);
4	annotated bibliography (e.g. bibliography based on a specific, developed research question; research diary/journal describing specific search strategies, techniques and evaluation skills applied to a research question to support a claim);
5	case study on an information problem (e.g. analysis of claim for veracity, plausibility, etc. based on media/metaliteracy criteria and developing a plan using information literacy skills to verify or debunk all or portions of claim).



F) METHODS OF EVALUATION

1	works-in-progress for instructor review (e.g. draft annotations and incorporating sources)
2	presentations/demonstrations;
3	problem-based assignments/exams;
4	formalized assessments (e.g. ungraded surveys, quizzes, etc.)

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
A Field Guide to Lies: Critical Thinking in the Information Age		Dutton	1	Print book (although it is likely available as an eBook or on a Kindle)	Daniel J. Levitin	9781101985588	2016
An Open Educational Resource (OER) Text				Print or eBook	Librarians/Academic Libraries		



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to CSU only (B)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date :

UC Projected UC Approval Date :

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date :

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date :

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Maria Czech

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

This is a new course prompted by the needs assessment done by the Adult Education Block Grant (AEBG), a state funded grant awarded to Noncredit Adult Education entities. There is a paucity of educational outreach and actual courses for adults with disabilities. This course addresses workforce readiness skills needed by this particular population of students.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Spring 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum
2017	6				8				1

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : ABSE

B) COURSE NUMBER : 200

C) COURSE EMPHASIS (SUBDISCIPLINE) : ABSE

D) COURSE DIVISION : Noncredit Business & Life Skills Division

E) COURSE TITLE (FULL) : College Readiness for Adults with Disabilities

F) COURSE TITLE (SHORT) : College Readiness for Adults with Disabilities



G) CATALOG DESCRIPTION

ABSE 200 is designed to assist students with disabilities to become better prepared to meet the challenges of college. Special emphasis is placed on learning styles, academic and career goal development, improving self-esteem, building self-confidence, learning and study strategies, accommodations, campus and community resources.

H) CATALOG NOTES

Students must attend an orientation and meet with the noncredit DSPS counselor.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : INTERDISCIPLINARY BASIC SKILLS:
NONCREDIT

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :



SECTION 3 - Course Attributes

A) COURSE TYPE : N Non-Credit

B) TRANSFER STATUS: Not Transferable (UC / CSU) (C)

C) PROGRAM STATUS: Not a required or elective course within GCC degree or certificate program (2)

D) REPEATABILITY Non-credit courses

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

200 College Readiness for Adults with Disabilities

G) GENERAL EDUCATION STATUS Does not fulfill CSU, IGETC, or GCC General Education requirements

H) PRE-COLLEGIATE LEVEL: Not precollegiate

I) BASIC SKILLS: Not Basic Skills Course (N)

J) WORK EXPERIENCE: Not part of co-op work experience education program

K) NONCREDIT COURSE TYPE:

L) NONCREDIT COURSE STATUS : Non-Enhanced Funding (L)

M) NONCREDIT SPECIAL CHARACTERISTICS CODE : Non applicable

N) OPEN ENTRY/EXIT STATUS:

O) GRADING BASIS: Pass / No-Pass Only

P) CREDIT BY EXAM: Not Allowed

Q) SPECIAL CLASS STATUS: Not Special Class (N)



R) TOP CODE: 493030 Learning Skills, Handicapped

S) CIP CODE:

T) SAM CODE: 4

U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	0	0	0	0
GCC UNITS MAXIMUM	0	0	0	0
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Read and comprehend text written in English at a 6th grade reading level;	Yes
2				generate questions based on assigned text readings;	Yes
3				write a composition, which shows clear organization and demonstrates a basic understanding of the English sentence;	Yes
4				contribute to class discussions and participate in student presentations.	Yes



B) EXIT STANDARDS

1	Select appropriate accommodations to support their learning style;
2	identify ambitions and goals they will pursue in college;
3	design a career roadmap;
4	identify campus and community resources specific to their needs;
5	explain study skill techniques needed to be successful in college.



C) STUDENT LEARNING OUTCOMES

1	identify their dominant learning style;
2	list accommodations that will benefit them in class and the workplace;
3	explain each step in their career and goal roadmap.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Getting to know the learner I am <ul style="list-style-type: none"> • Skills and Attributes Inventories • Self Assessments • Learning Styles Discovery • Learning Questionnaires 	7	0	7
2	Dominant Learning Styles <ul style="list-style-type: none"> • What your IEP (Individual Education Plan) said about you • What disabilities mean in college and the workforce • Compensatory Strategies • Understanding mild to moderate disabilities 	7	0	7
3	Goals <ul style="list-style-type: none"> • Setting Goals • Career Planning • Post-secondary education options • Community college outcomes (degree,transfer,certificates) 	6	0	6
4	K-12 vs. College <ul style="list-style-type: none"> • Laws (504, IDEA (Individuals with Disabilities Act), TitleV) • Differences between high school and college • Accommodations • Double Helix and Career Road Mapping 	7	0	7
5	Welcome to GCC <ul style="list-style-type: none"> • Credit vs. Noncredit • College lingo (gpa, probation, dismissal, SEC, SEP, AAP, etc.) • Holding your head above water • Choosing courses to complement your goals 	7	0	7
6	Tool Chest of Skills <ul style="list-style-type: none"> • Time Management • Notetaking • Organization • Reading • Test Taking 	7	0	7



7	<p>Budgeting</p> <ul style="list-style-type: none"> • Financial assistance (DOR (Department of Rehabilitation), RC (Regional Center), Financial Aid, Scholarships, campus and community organizations) • How much money will you need to live independently • Balancing school, work and personal time 	7	0	7
8	<p>Self-Esteem and Confidence</p> <ul style="list-style-type: none"> • My positive traits • How to build confidence • Learn to accept a compliment 	6	0	6
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	academic goal and career roadmap
2	learning surveys
3	lifestyle budget
4	study techniques



F) METHODS OF EVALUATION

1	Class participation
2	Completion of all assignments
3	Quizzes

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
Teacher generated materials							



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Not Transferable (UC / CSU) (C)

Not USC Transferable

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date :

UC Projected UC Approval Date :

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date :

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date :

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
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Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 120 - Composition and Reading	Recommended Preparation	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Maria Czech

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

This is a new course prompted by the needs assessment done by the Adult Education Block Grant (AEBG), a state funded grant awarded to Noncredit Adult Education entities. There is a paucity of educational outreach and actual courses for adults with disabilities. This course addresses workforce readiness skills needed by this particular population of students.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Spring 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum
2017	6				9				1

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : ABSE

B) COURSE NUMBER : 201

C) COURSE EMPHASIS (SUBDISCIPLINE) : ABSE

D) COURSE DIVISION : Noncredit Business & Life Skills Division

E) COURSE TITLE (FULL) : Workforce Readiness for Adults with Disabilities

F) COURSE TITLE (SHORT) : Workforce Readiness for Adults with Disabilities



G) CATALOG DESCRIPTION

ABSE 201 is designed to assist students with disabilities to become knowledgeable about the occupational options available to them. Each student identifies realistic jobs that match their skills set and interest. Emphasis is placed on understanding the Americans with Disabilities Act (ADA), developing soft skills, successful interviewing techniques, completing job applications, and resume writing.

H) CATALOG NOTES

Students must attend an orientation and meet with the noncredit DSPPS counselor.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : INTERDISCIPLINARY BASIC SKILLS:
NONCREDIT

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :



SECTION 3 - Course Attributes

A) COURSE TYPE : N Non-Credit

B) TRANSFER STATUS: Not Transferable (UC / CSU) (C)

C) PROGRAM STATUS: Not a required or elective course within GCC degree or certificate program (2)

D) REPEATABILITY Non-credit courses

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

201 Workforce Readiness for Adults with Disabilities

G) GENERAL EDUCATION STATUS Does not fulfill CSU, IGETC, or GCC General Education requirements

H) PRE-COLLEGIATE LEVEL: Not precollegiate

I) BASIC SKILLS: Not Basic Skills Course (N)

J) WORK EXPERIENCE: Not part of co-op work experience education program

K) NONCREDIT COURSE TYPE: Workforce Prep

L) NONCREDIT COURSE STATUS : Other Noncredit Enhanced Funding

M) NONCREDIT SPECIAL CHARACTERISTICS CODE : Non applicable

N) OPEN ENTRY/EXIT STATUS:

O) GRADING BASIS: Pass / No-Pass Only

P) CREDIT BY EXAM: Not Allowed

Q) SPECIAL CLASS STATUS: Not Special Class (N)



R) TOP CODE: 493010 Guidance

S) CIP CODE:

T) SAM CODE: 4

U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	0	0	0	0
GCC UNITS MAXIMUM	0	0	0	0
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			15
AVERAGE CENSUS ENROLLMENT TOTAL			14
AVERAGE CENSUS ENROLLMENT NONRESIDENT			1
AVERAGE HRS OF ATTENDANCE TOTAL			643
AVERAGE HRS OF ATTENDANCE NONRESIDENT			64



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Read and comprehend text written in English at a 6 th grade reading level;	Yes
2				generate questions about the meaning of a given text;	Yes
3				contribute to class discussions and participate in student presentations;	Yes
4				write a composition, which shows clear organization and demonstrates a basic understanding of the English sentence.	Yes



B) EXIT STANDARDS

1	Complete on-line and handwritten job applications;
2	conduct on-line job searching;
3	identify occupational options that match their skills and interests;
4	design a career roadmap;
5	write a resume;
6	articulate answers to ten of the most common interview questions.



C) STUDENT LEARNING OUTCOMES

1	apply the results of career assessments to occupations matching their skill sets;
2	explain each step in their career roadmap;
3	respond appropriately to common interview questions.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Getting to know myself and others <ul style="list-style-type: none"> • Interest surveys • Self -Assessments • Lifestyle values • Basic Skills assessments 	6	0	6
2	Generational/Familial Work Histories <ul style="list-style-type: none"> • ICANS ("I can" statements, based on the mission of a local organization for teaching life and work skills to people with disabilities.) • Job Trees 	3	0	3
3	Social and Soft Skills <ul style="list-style-type: none"> • Communication • Teamwork • Problem Solving • 19 Essential Skills 	6	0	6
4	Career Exploration <ul style="list-style-type: none"> • Onetonline • California Career Cafe • Cataloging Accomplishments • What are different jobs like • Work Values • Inventory of Work Related Abilities • Career Interest survey 	6	0	6
5	Budgeting <ul style="list-style-type: none"> • The cost of living in California and elsewhere • How to make ends meet • How much pay is enough • Hourly vs Salary • The changing minimum wage in California 	6	0	6
6	Professionalism <ul style="list-style-type: none"> • How to deal with workplace issues • Understanding verbal cues and non-verbal cues • ADA 	5	0	5



7	<p>Resume</p> <ul style="list-style-type: none"> • Creation of each section • Types: Functional, Chronological, Hybrid 	6	0	6
8	<p>Cover Letter and Interviewing</p> <ul style="list-style-type: none"> • How to answer the most common interview questions • Mock Interview • Designing a cover letter template 	6	0	6
9	<p>Experience Matters</p> <ul style="list-style-type: none"> • Volunteer • Internship • Paid 	4	0	4
10	<p>The Job Search</p> <ul style="list-style-type: none"> • Where to begin • On line websites • Completing an application on line • Community based organizations that can help 	6	0	6
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	career roadmap
2	"Me" portfolio
3	career surveys not finished in class
4	interviewing techniques practice



F) METHODS OF EVALUATION

1	Class participation
2	Completion of all assignments
3	Final projects: "Me" portfolio and Career Roadmap

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
teacher generated handouts							



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Not Transferable (UC / CSU) (C)

Not USC Transferable

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date :

UC Projected UC Approval Date :

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date :

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date :

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
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SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Michael Dulay, Darren Leaver, Cameron Hastings, Caroline Kaba

B) JUSTIFICATION FOR PROPOSAL:

Does this proposal include revisions that might improve student attainment of course learning outcomes?

Is this proposal submitted in response to learning outcomes assessment data?

This new course is consistent with the college's mission of fostering global awareness and critical thinking.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Fall 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : ECON

B) COURSE NUMBER : 170

C) COURSE EMPHASIS (SUBDISCIPLINE) : ECON

D) COURSE DIVISION : Social Sciences Division

E) COURSE TITLE (FULL) : Introduction to Global Studies

F) COURSE TITLE (SHORT) : Introduction to Global Studies

G) CATALOG DESCRIPTION



ECON 170 is an introduction to the interdisciplinary field of Global Studies, including the history of globalization, and economic, political, social, cultural and ecological developments related to the process of globalization. Students evaluate topics such as NGOs, the global economy, and transnational population trends.

H) CATALOG NOTES

This course is cross-listed with GEOG 170 and POL S 170. This course may not be taken for credit by students who have completed GEOG 170 or POL S 170.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : ECONOMICS

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : GLST 101

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :

Introduction to Global Studies



SECTION 3 - Course Attributes

- A) **COURSE TYPE :** D Credit – Degree Applicable
- B) **TRANSFER STATUS:** Transferable to both UC and CSU (A)
- C) **PROGRAM STATUS:** Required or elective course within GCC degree or certificate program (1)
- D) **REPEATABILITY** None of the above
- E) **PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)**

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

- Does this course share an outline with any other course or courses?

170 Introduction to Global Studies

- G) **GENERAL EDUCATION STATUS** Fulfills CSU, IGETC, or GCC General Education requirements
- H) **PRE-COLLEGIATE LEVEL:** Not precollegiate
- I) **BASIC SKILLS:** Not Basic Skills Course (N)
- J) **WORK EXPERIENCE:** Not part of co-op work experience education program
- K) **NONCREDIT COURSE TYPE:**
- L) **NONCREDIT COURSE STATUS :**
- M) **NONCREDIT SPECIAL CHARACTERISTICS CODE :**
- N) **OPEN ENTRY/EXIT STATUS:**
- O) **GRADING BASIS:** Grade with Pass / No-Pass Option
- P) **CREDIT BY EXAM:** Not Allowed
- Q) **SPECIAL CLASS STATUS:** Not Special Class (N)



COURSE OUTLINE : 170 ECON

5/7/2018

- R) TOP CODE:** 220600 Geography
- S) CIP CODE:** 45.0701
- T) SAM CODE:** 5
- U) FUNDING AGENCY CATEGORY :** Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	101	Freshman English	read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;	Yes
2	ENGL	101	Freshman English	organize, develop, and revise original writing using appropriate tone, style, and semantics;	Yes
3	ENGL	101	Freshman English	understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;	Yes
4	ENGL	101	Freshman English	analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;	Yes
5	ENGL	101	Freshman English	examine values, identify bias and prejudice, and objectively summarize the views of others;	Yes
6	ENGL	101	Freshman English	prepare a research paper using proper documentation and format.	Yes



B) EXIT STANDARDS

1	identify and describe various definitions and meanings of globalization;
2	describe globalization's history and identify regional differences;
3	analyze the economic, political, cultural, and ecological dimensions of globalization, including controversies associated with each;
4	connect the various aspects of globalization with contemporary world developments and problems.



C) STUDENT LEARNING OUTCOMES

1	discuss the interrelationships between globalization and geographical, economic, and political forces;
2	evaluate the influence of various elements of globalization on one's own history and environment as well as one's economic, political, and cultural life.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction <ul style="list-style-type: none"> • Definition of globalization • Understanding globalization as a process, including the concept of "interdependence" 	4	0	4
2	History of Globalization <ul style="list-style-type: none"> • Causes of globalization and its evolution • Role of geography 	10	0	10
3	Economic Dimension of Globalization <ul style="list-style-type: none"> • Key features of the global economy and its evolution • Economic ideologies that favor economic integration • Controversies related to global economic integration 	10	0	10
4	Political Dimension of Globalization <ul style="list-style-type: none"> • Role and power of nation-states • Growing number and role of non-state actors • Global civil society • Growing scope of international law and threats to global security • Controversies regarding global governance • Case studies of IGOs, such as the UN and/or World Bank 	10	0	10
5	Cultural Dimension of Globalization <ul style="list-style-type: none"> • Culture as an evolving force • Role of language, religion, ideology, and/or technology • Controversies such as the influence of "western" culture 	10	0	10
6	Environmental/Ecological Dimension of Globalization <ul style="list-style-type: none"> • Population trends, inequality, and resource availability • Relationship between economic growth and environmental damage • Governance of the commons • Concept of global citizenship 	10	0	10
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	creating content for in-class group presentations (e.g., short video detailing the role of NGOs in Africa);
2	group projects (e.g., PowerPoint presentation about deforestation);
3	online assignments completed with an approved LMS, such as quizzes and response essays (e.g., describe the major elements of globalization in Southeast Asia during the seventeenth century);
4	research assignments addressing a topic related to the course content (e.g., discuss the so-called "clash of civilizations" debate during the late-twentieth century).



F) METHODS OF EVALUATION

1	student presentation (e.g., group presentation on a selected global region's global challenges);
2	unit and mid-term exams;
3	research papers (e.g., compare and contrast different views regarding global capitalism in the nineteenth century).

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
International Studies: An Interdisciplinary Approach to Global Issues	Required	Westview Press	4	Print	Stanley W. Toops	978-0813350493	2017



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

USC Transferable (Y)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date : 3/21/2018 12:00:00 AM

UC Projected UC Approval Date : 8/1/2018 12:00:00 AM

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date : 3/21/2018 12:00:00 AM

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date : 5/1/2019 12:00:00 AM

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 101 - Freshman English	Recommended Preparation	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Sarah McLemore

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

This course is designed in response to the shifting requirements that students who assess into courses below English 101 be given support to complete their English course sequence in a timely manner. It is hoped that this corequisite "support" class will assist students in completing ENGL 101. We know locally that our students who complete ENGL 120 are very successful in ENGL 101. However, by providing students who place into 120 the option to enroll directly into 101 with a support class, we hope that our college can improve its "through-put" rate, that is, the rate of overall rate at which students successfully complete 101 as we do currently lose students who complete 120 but do not return to take or fail to successfully complete 101. Further, this is the noncredit version of the credit revision to our existing ENGL 199. It is hoped we will be able to make our corequisite course a noncredit English course if we are able to surmount the current issues we are experiencing with noncredit registration. As such, this "new" course is being submitted simultaneously with the revision to credit ENGL 199.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Spring 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

	Cost	Brief Description
<input type="checkbox"/> New Equipment		
<input type="checkbox"/> Hardware or Software (include software license renewal)		
<input type="checkbox"/> Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/> Library Acquisitions		
<input type="checkbox"/> Travel		
<input type="checkbox"/> Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : ENGL

B) COURSE NUMBER : 99

C) COURSE EMPHASIS (SUBDISCIPLINE) : ENGLA



D) COURSE DIVISION : English Division

E) COURSE TITLE (FULL) : Composition Workshop for Reading, Writing, and Academic Literacy

F) COURSE TITLE (SHORT) : Composition Workshop for Reading, Writing, and Academic Literacy

G) CATALOG DESCRIPTION

This course is for students who have assessed into ENGL 120 or who have successfully completed a developmental English course at Glendale Community College and desire to concurrently enroll in English 101: Freshman English. ENGL199 includes rigorous content and support for students in English 101 that focuses on reading, writing, and critical thinking. Students practice articulating written arguments and buttress their skills in grammar, editing, and essay organization. Students develop strong academic identities, and build and strengthen their relationships with texts and peers.

H) CATALOG NOTES

This course is designed to be computer assisted and is taught in a computer laboratory environment. This course is the non-credit version of English 199.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : ADULT BASIC AND SECONDARY ED

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :



SECTION 3 - Course Attributes

A) COURSE TYPE : N Non-Credit

B) TRANSFER STATUS: Not Transferable (UC / CSU) (C)

C) PROGRAM STATUS: Not a required or elective course within GCC degree or certificate program (2)

D) REPEATABILITY None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

Placement is based on a composite of test scores and academic background or successful completion of English 191.

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

99 Composition Workshop for Reading, Writing, and Academic Literacy

G) GENERAL EDUCATION STATUS Does not fulfill CSU, IGETC, or GCC General Education requirements

H) PRE-COLLEGIATE LEVEL: One level below transfer

I) BASIC SKILLS: Basic Skills Course (B)

J) WORK EXPERIENCE: Not part of co-op work experience education program

K) NONCREDIT COURSE TYPE: Basic Skills

L) NONCREDIT COURSE STATUS : Other Noncredit Enhanced Funding

M) NONCREDIT SPECIAL CHARACTERISTICS CODE : Learning Assistance

N) OPEN ENTRY/EXIT STATUS:

O) GRADING BASIS: Pass / No-Pass Only

P) CREDIT BY EXAM: Not Allowed

Q) SPECIAL CLASS STATUS: Not Special Class (N)



COURSE OUTLINE : 99 ENGL
5/7/2018

R) TOP CODE: 150100 English (writing)
S) CIP CODE: 23.1301
T) SAM CODE: 5
U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	0	0	0	0
GCC UNITS MAXIMUM	0	0	0	0
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	0	36	0	36
OUT OF CLASS HOURS	0	0	0	0
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	0	36	0	36
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0	0.1	0.1
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	191	* Writing Workshop II	Analyze short essays (approximately 2-6 paragraphs in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;	Yes
2	ENGL	191	* Writing Workshop II	evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;	Yes
3	ENGL	191	* Writing Workshop II	organize and write an essay which addresses the topic and is directed by a thesis statement;	Yes
4	ENGL	191	* Writing Workshop II	organize and write an essay which has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization;	Yes
5	ENGL	191	* Writing Workshop II	organize and write an essay which shows some awareness of critical thinking and linkage of evidence with assertion;	Yes
6	ENGL	191	* Writing Workshop II	organize and write an essay which develops ideas, moving from general to specific;	Yes
7	ENGL	191	* Writing Workshop II	organize and write an essay which is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
8	ENGL	191	* Writing Workshop II	organize and write an essay which uses a variety of sentence types.	Yes
9	ENGL	101	Freshman English	read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;	Yes
10	ENGL	101	Freshman English	organize, develop, and revise original writing using appropriate tone, style, and semantics;	Yes
11	ENGL	101	Freshman English	understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;	Yes
12	ENGL	101	Freshman English	analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;	Yes
13	ENGL	101	Freshman English	examine values, identify bias and prejudice, and objectively summarize the views of others;	Yes
14	ENGL	101	Freshman English	prepare a research paper using proper documentation and format.	Yes



B) EXIT STANDARDS

1	Apply reading skills including annotation, note taking, and prereading;
2	analyze texts' argumentative structures;
3	apply knowledge or argument structure moving beyond pro/con binary arguments in writing and classroom discourse;
4	utilize campus resources available to students for success in English courses;
5	write fluently, developing strong arguments which are well organized and well evidenced;
6	apply revision techniques to improve writing, grammar, and mechanics;
7	understand habits of mind for success in English courses.



C) STUDENT LEARNING OUTCOMES

1	recognize habits of mind appropriate for success in English 101 and beyond
2	improve critical thinking, writing, and reading comprehension skills
3	implement correct grammar and editing skills



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Critical Reading Skills</p> <ul style="list-style-type: none"> • Pre-reading skills (activating prior knowledge, understanding academic article structure and textbook organization, defining texts' schema etc.) • Annotation • Notetaking strategies • Metacognitive reading strategies such as think-alouds talking to the text, reading strategies inventory, and other routines to enhance understanding of course assignments, texts, and supplementary texts 	6	0	6
2	<p>Definition, Identification, and Application of Written Rhetorical Strategies</p> <ul style="list-style-type: none"> • Analysis of argument structure, use of evidence, and abstract ideas • Moving beyond binary or "pro-con" argument • Making connections among texts, personal experience, and society 	6	0	6
3	<p>Writing</p> <ul style="list-style-type: none"> • Prewriting and idea generation • Paragraph development • Thesis development • Incorporating outside text and arguments into writing • Evidence analysis • Anticipating audience need • Purpose and audience • Argument formulation • Logical organization, unity and coherence • Standard paper format • Revision strategies 	9	0	9
4	<p>Contextualized "Just-in-time" Remediation for Grammar and Mechanics</p> <ul style="list-style-type: none"> • Collaborative writing and editing assignments • Individual and group presentations- on grammar and mechanics concepts • Peer review 	6	0	6
5	<p>Research Strategies</p> <ul style="list-style-type: none"> • Sources • Evaluation • Citation styles including MLA and APA 	3	0	3



6	Habits of Mind for Success in English Course <ul style="list-style-type: none"> • Motivational and support tools for success in English 101 • Coaching on grit, self-advocacy, growth mindset, and time-management skills • Group work (or hive-mind) dynamics • Reading Apprenticeship, instructor interfacing, and extended opportunity for assignment development • Campus support and academic services 	6	0	6
				36



E) OUT-OF-CLASS ASSIGNMENTS

1	Due to the nature of this course, the out of class assignments primarily function as support for the transfer-level English 101 assignments and are generally more formative than summative in nature
2	online discussion and peer support assignments;
3	annotating, vocabulary building, and notetaking activities (e.g. watch a brief interview with an author, find three causes which motivated them to write an essay. Then, find examples in the text that support their assertions);
4	journal responses to primary English 101 and supplementary English 199 readings;
5	reflective writing (e.g. reflection on a working draft to decide revision strategies);
6	outlining/mapping work (e.g. planning a draft or reworking a draft);
7	source evaluation (e.g. basic source evaluations, annotated bibliography entries, etc.);
8	formal paragraphs focusing on major inquiry questions or themes related to each course unit (e.g. write a paragraph which compares and contrasts the ways two alternate narratives about Los Angeles subvert the dominant "LaLa Land" story of LA").



F) METHODS OF EVALUATION

1	formal paragraphs written during class emphasizing needed skills for a correlative, formal English 101 assignment (e.g. summary of a complex text such as Ulin's "Freeway Jam";
2	final exam (e.g. a self-reflection essay which describes the student's academic identity, growth, and areas of strength and weakness).

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
Instructor's course materials from English 101 corequisite course and additional supplementary handouts	Required	varies		print	varies		



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Not Transferable (UC / CSU) (C)

Not USC Transferable

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date :

UC Projected UC Approval Date :

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date :

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date :

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 191 - * Writing Workshop II	Prerequisite	Reviewed
&	ENGL - 101 - Freshman English	Corequisite	Reviewed



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Sarah McLemore

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

This "new" course is exactly the same as ENGL 101 with the exception of the requisite. The prerequisite is ENGL 191. This version of ENGL 101 will allow students who placed lower than 101 to enroll in 101. This course is designed in response to the state's shifting requirements (AB 705) that students who assess into courses below English 101 be given support to complete their English course sequence in a timely manner. It is hoped that by broadening the audience for ENGL 101 to include students who are eligible for ENGL 120, and providing these students with a corequisite "support" class, we will assist more students in completing ENGL 101 in a timely manner. We know locally that our students who complete ENGL 120 are very successful in ENGL 101. However, by providing students who place into 120 the option to enroll directly into 101 with a support class (101+), we hope that our college can improve its "through-put" rate, that is, the overall rate at which students successfully complete 101 within a year (e.g., initial enrollment in Fall 2012 to completion of transfer-level course by the end of Fall 2013). As our data shows, we do currently lose students who complete 120 but do not return to take or fail to successfully complete 101. The attached documentation shows the current rates at which students successfully complete ENGL 101 based upon their initial placement. As it shows, there is room for improvement. We can report back to C & I in a few years as to the changes in success rates. However, in the initial pilot version of the 101+ course which ran in fall 2017 the success rates of students who had placed into ENGL 120 but instead took ENGL 101+ with the "support class" were around 80% vs the current success rate average of around 50%. That's a considerable improvement in student success.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Spring 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

	Cost	Brief Description
<input type="checkbox"/> New Equipment		
<input type="checkbox"/> Hardware or Software (include software license renewal)		
<input type="checkbox"/> Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/> Library Acquisitions		
<input type="checkbox"/> Travel		
<input type="checkbox"/> Conference Attendance		



SECTION 2 - Course Identification

A) COURSE DISCIPLINE : ENGL

B) COURSE NUMBER : 101+

C) COURSE EMPHASIS (SUBDISCIPLINE) : ENGLA

D) COURSE DIVISION : English Division

E) COURSE TITLE (FULL) : Freshman English

F) COURSE TITLE (SHORT) : Freshman English

G) CATALOG DESCRIPTION

ENGL 101+ is a foundation course in critical reading and writing skills required of those students intending to transfer to a university. Through their reading and discussion of selected prose works, students learn to identify problems, examine possible solutions, recognize unstated assumptions and values, appraise evidence, evaluate arguments, draw inferences, and test conclusions. Through their writing, students learn to analyze, synthesize, organize information logically, and propose original ideas. Students also receive instruction in research and MLA documentation and are required to complete a fully documented research paper.

H) CATALOG NOTES

We really do need a course note on the proposed "support" class. This will help the UC folks understand the difference between the traditional course and this version. (RC)

Hi Rich--totally open to a note. Emailed you to get some ideas. Hopefully I can add them in before the first reading of the item. If not, hopefully we can integrate the note before the second read. (SM)

Here are some suggestions (RC):

Required: Co-enrollment in ABSE (or Engl) 199 Composition Workshop for Reading, Writing, and Academic Literacy, or

Required: Co-enrollment in ABSE (or Engl) 199 Computer Laboratory Writing Workshop

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : ENGLISH

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : ENGL 100

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :

College Composition



SECTION 3 - Course Attributes

A) **COURSE TYPE :** D Credit – Degree Applicable

B) **TRANSFER STATUS:** Transferable to both UC and CSU (A)

C) **PROGRAM STATUS:** Required or elective course within GCC degree or certificate program (1)

D) **REPEATABILITY** None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

Placement is based on a composite of test scores and academic background or satisfactory test scores or ENGL 191.

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

101+ Freshman English

G) **GENERAL EDUCATION STATUS** Fulfills CSU, IGETC, or GCC General Education requirements

H) **PRE-COLLEGIATE LEVEL:** Not precollegiate

I) **BASIC SKILLS:** Not Basic Skills Course (N)

J) **WORK EXPERIENCE:** Not part of co-op work experience education program

K) **NONCREDIT COURSE TYPE:**

L) **NONCREDIT COURSE STATUS :** Credit Course (A or I)

M) **NONCREDIT SPECIAL CHARACTERISTICS CODE :** Non applicable

N) **OPEN ENTRY/EXIT STATUS:**

O) **GRADING BASIS:** Grade Only

P) **CREDIT BY EXAM:** Not Allowed

Q) **SPECIAL CLASS STATUS:** Not Special Class (N)



COURSE OUTLINE : 101+ ENGL
5/7/2018

R) TOP CODE: 150100 English (writing)
S) CIP CODE: 23.1301
T) SAM CODE: 5
U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	3	0	0	3

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	54	0	0	54
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	191	* Writing Workshop II	Analyze short essays (approximately 2-6 paragraphs in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;	Yes
2	ENGL	191	* Writing Workshop II	evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;	Yes
3	ENGL	191	* Writing Workshop II	organize and write an essay which addresses the topic and is directed by a thesis statement;	Yes
4	ENGL	191	* Writing Workshop II	organize and write an essay which has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization;	Yes
5	ENGL	191	* Writing Workshop II	organize and write an essay which shows some awareness of critical thinking and linkage of evidence with assertion;	Yes
6	ENGL	191	* Writing Workshop II	organize and write an essay which develops ideas, moving from general to specific;	Yes
7	ENGL	191	* Writing Workshop II	organize and write an essay which is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
8	ENGL	191	* Writing Workshop II	organize and write an essay which uses a variety of sentence types.	Yes



B) EXIT STANDARDS

1	Read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;
2	organize, develop, and revise original writing using appropriate tone, style, and semantics;
3	apply induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;
4	analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;
5	examine values, identify bias and prejudice, and objectively summarize the views of others;
6	prepare a research paper using proper documentation and format.



C) STUDENT LEARNING OUTCOMES

1	critically read materials from a variety of perspectives in order to draw logical interpretive conclusions based on textual evidence;
2	write thesis-based essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate tone, style, evidence, and semantics;
3	prepare an essay organizing, synthesizing, evaluating, and applying reserach materials employing quotation, paraphrase, and summary as effective means of support and using proper documentation and format.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Techniques of Composition</p> <ul style="list-style-type: none"> • Thesis and purpose • Organization and development • prewriting • beginnings, transitions, endings • paragraphing • rhetorical types • use of details • Unit and coherence • Revision • Sentence variety 	10	0	10
2	<p>Semantics</p> <ul style="list-style-type: none"> • Diction • Symbols and referents • Context • Principles of usage • Denotation and connotation • Use of the dictionary 	10	0	10
3	<p>Logic</p> <ul style="list-style-type: none"> • Induction • Deduction • Logical fallacies • Argumentation 	10	0	10
4	<p>Reading, Analyzing, and Discussing Expository and Argumentative Material</p>	14	0	14
5	<p>Research</p> <ul style="list-style-type: none"> • Using the library • Scholarly databases • Scale and scope • Outlining • Drafting • Evaluating sources • Annotating sources • Acknowledging sources <ul style="list-style-type: none"> • MLA in-text citations • works cited page • footnotes • atypical sources 	10	0	10
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	essays that respond, explain, analyze, argue, and/or evaluate;
2	reading journals/responses;
3	rough drafts of essays;
4	annotated bibliography;
5	documented research paper.



F) METHODS OF EVALUATION

1	eight thesis based essays of 500 to 750 words, four or more of which will be written in class;
2	one MLA documented research paper of 2000 words;
3	thesis-based midterm and final exam essay drafts;
4	peer-review or instructor critiques of essay drafts;
5	oral presentations or debates;
6	instructor evaluation of participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises.

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
American Now	Required	Bedford		print	Robert Atwan	031248694 4	2009



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

USC Transferable (Y)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date : 6/6/2018 12:00:00 AM

UC Projected UC Approval Date : 8/1/2018 12:00:00 AM

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date : 6/6/2018 12:00:00 AM

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date : 5/1/2019 12:00:00 AM

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

- Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

- This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 191 - * Writing Workshop II	Prerequisite	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Michael Dulay, Darren Leaver, Cameron Hastings, Caroline Kaba

B) JUSTIFICATION FOR PROPOSAL:

Does this proposal include revisions that might improve student attainment of course learning outcomes?

Is this proposal submitted in response to learning outcomes assessment data?

This new course--to be cross-listed across two other departments in Social Sciences--is consistent with the college's mission of fostering global awareness and critical thinking. It will be part of a new transfer degree in Global Studies.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Fall 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : GEOG

B) COURSE NUMBER : 170

C) COURSE EMPHASIS (SUBDISCIPLINE) : GEOG

D) COURSE DIVISION : Social Sciences Division

E) COURSE TITLE (FULL) : Introduction to Global Studies

F) COURSE TITLE (SHORT) : Introduction to Global Studies

G) CATALOG DESCRIPTION



GEOG 170 is an introduction to the interdisciplinary field of Global Studies, including the history of globalization, and economic, political, social, cultural and ecological developments related to the process of globalization. Students evaluate topics such as NGOs, the global economy, and transnational population trends.

H) CATALOG NOTES

This course is cross-listed with ECON 170 and POL S 170. This course may not be taken for credit by students who have completed ECON 170 or POL S 170.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : GEOGRAPHY

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : GLST 101

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :

Introduction to Global Studies



SECTION 3 - Course Attributes

A) COURSE TYPE : D Credit – Degree Applicable

B) TRANSFER STATUS: Transferable to both UC and CSU (A)

C) PROGRAM STATUS: Required or elective course within GCC degree or certificate program (1)

D) REPEATABILITY None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

170 Introduction to Global Studies

G) GENERAL EDUCATION STATUS Fulfills CSU, IGETC, or GCC General Education requirements

H) PRE-COLLEGIATE LEVEL: Not precollegiate

I) BASIC SKILLS: Not Basic Skills Course (N)

J) WORK EXPERIENCE: Not part of co-op work experience education program

K) NONCREDIT COURSE TYPE:

L) NONCREDIT COURSE STATUS :

M) NONCREDIT SPECIAL CHARACTERISTICS CODE : Non applicable

N) OPEN ENTRY/EXIT STATUS:

O) GRADING BASIS: Grade with Pass / No-Pass Option

P) CREDIT BY EXAM: Not Allowed

Q) SPECIAL CLASS STATUS: Not Special Class (N)



COURSE OUTLINE : 170 GEOG

5/7/2018

R) TOP CODE: 220600 Geography

S) CIP CODE: 45.0701

T) SAM CODE: 5

U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	101	Freshman English	read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;	Yes
2	ENGL	101	Freshman English	organize, develop, and revise original writing using appropriate tone, style, and semantics;	Yes
3	ENGL	101	Freshman English	understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;	Yes
4	ENGL	101	Freshman English	analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;	Yes
5	ENGL	101	Freshman English	examine values, identify bias and prejudice, and objectively summarize the views of others;	Yes
6	ENGL	101	Freshman English	prepare a research paper using proper documentation and format.	Yes



B) EXIT STANDARDS

1	identify and describe various definitions and meanings of globalization;
2	describe globalization's history and identify regional differences;
3	analyze the economic, political, cultural, and ecological dimensions of globalization, including controversies associated with each;
4	connect the various aspects of globalization with contemporary world developments and problems.



C) STUDENT LEARNING OUTCOMES

1	discuss the interrelationships between globalization and geographical, economic, and political forces;
2	evaluate the influence of various elements of globalization on one's own history and environment as well as one's economic, political, and cultural life.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction <ul style="list-style-type: none"> • Definition of globalization • Understanding globalization as a process, including the concept of "interdependence" 	4	0	4
2	History of Globalization <ul style="list-style-type: none"> • Causes of globalization and its evolution • Role of geography 	10	0	10
3	Economic Dimension of Globalization <ul style="list-style-type: none"> • Key features of the global economy and its evolution • Economic ideologies that favor economic integration • Controversies related to global economic integration 	10	0	10
4	Political Dimension of Globalization <ul style="list-style-type: none"> • Role and power of nation-states • Growing number and role of non-state actors • Global civil society • Growing scope of international law and threats to global security • Controversies regarding global governance • Case studies of IGOs, such as the UN and/or World Bank 	10	0	10
5	Cultural Dimension of Globalization <ul style="list-style-type: none"> • Culture as an evolving force • Role of language, religion, ideology, and/or technology • Controversies such as the influence of "western" culture 	10	0	10
6	Environmental/Ecological Dimension of Globalization <ul style="list-style-type: none"> • Population trends, inequality, and resource availability • Relationship between economic growth and environmental damage • Governance of the commons • Concept of global citizenship 	10	0	10
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	creating content for in-class group presentations (e.g., short video detailing the role of NGOs in Africa);
2	group projects (e.g., PowerPoint presentation about deforestation);
3	online assignments completed with an approved LMS, such as quizzes and response essays (e.g., describe the major elements of globalization in Southeast Asia during the seventeenth century);
4	research assignments addressing a topic related to the course content (e.g., discuss the so-called "clash of civilizations" debate during the late-twentieth century).



F) METHODS OF EVALUATION

1	student presentation (e.g., group presentation on a selected global region's global challenges);
2	unit and mid-term exams;
3	research papers (e.g., compare and contrast different views regarding global capitalism in the nineteenth century).

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
International Studies: An Interdisciplinary Approach to Global Issues	Required	Westview Press	4	Print	Stanley W. Toops	9780813350493	2017



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

USC Transferable (Y)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date :

UC Projected UC Approval Date :

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date :

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date : 5/1/2019 12:00:00 AM

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 101 - Freshman English	Recommended Preparation	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Michael Dulay, Laura Englund-Krusee, Cameron Hastings, Richard Kamei

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

This course--to be cross-listed across two other departments in Social Sciences--supports the College's mission of supporting global awareness, critical thinking, and personal responsibility. It will be part of a new transfer degree in Global Studies.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Fall 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : GEOG

B) COURSE NUMBER : 171

C) COURSE EMPHASIS (SUBDISCIPLINE) : GEOG

D) COURSE DIVISION : Social Sciences Division

E) COURSE TITLE (FULL) : Global Issues

F) COURSE TITLE (SHORT) : Global Issues

G) CATALOG DESCRIPTION



GEOG 171 introduces students to the origins, current status, and future trends of major transnational issues confronting the global community. Topics can include population trends, economic development and inequality, basic human needs (for food, water health care), human rights, international conflict and security concerns, and environmental problems. The course also focuses on global governance, including the study of collective global responsibilities.

H) CATALOG NOTES

This course is cross-listed with POL S 171 and SOC 171. This course may not be taken for credit by students who have completed POL S 171 or SOC 171.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : GEOGRAPHY

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : GLST 102

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :

Global Issues



SECTION 3 - Course Attributes

A) COURSE TYPE : D Credit – Degree Applicable

B) TRANSFER STATUS: Transferable to both UC and CSU (A)

C) PROGRAM STATUS: Required or elective course within GCC degree or certificate program (1)

D) REPEATABILITY None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

171 Global Issues

G) GENERAL EDUCATION STATUS Fulfills CSU, IGETC, or GCC General Education requirements

H) PRE-COLLEGIATE LEVEL: Not precollegiate

I) BASIC SKILLS: Not Basic Skills Course (N)

J) WORK EXPERIENCE: Not part of co-op work experience education program

K) NONCREDIT COURSE TYPE:

L) NONCREDIT COURSE STATUS :

M) NONCREDIT SPECIAL CHARACTERISTICS CODE :

N) OPEN ENTRY/EXIT STATUS:

O) GRADING BASIS: Grade with Pass / No-Pass Option

P) CREDIT BY EXAM: Not Allowed

Q) SPECIAL CLASS STATUS:



COURSE OUTLINE : 171 GEOG

5/7/2018

R) TOP CODE: 220700 Political Science

S) CIP CODE: 45.1001

T) SAM CODE: 5

U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	101	Freshman English	read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;	Yes
2	ENGL	101	Freshman English	organize, develop, and revise original writing using appropriate tone, style, and semantics;	Yes
3	ENGL	101	Freshman English	understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;	Yes
4	ENGL	101	Freshman English	analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;	Yes
5	ENGL	101	Freshman English	examine values, identify bias and prejudice, and objectively summarize the views of others;	Yes
6	ENGL	101	Freshman English	prepare a research paper using proper documentation and format.	Yes



B) EXIT STANDARDS

1	identify major recurring and emerging global issues;
2	examine and analyze one or more specific global problems of international or regional nature, and discuss approaches to its/their solution (from an international perspective);
3	analyze the interconnections between and among global issues;
4	compare and evaluate the efficacy of national, regional, and international efforts to solve the problems associated with global issues.



C) STUDENT LEARNING OUTCOMES

1	evaluate the forces shaping transnational issues affecting the global community;
2	assess solutions for addressing global inequality and international conflict;
3	evaluate the impact of environmental problems on regions across the world.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction <ul style="list-style-type: none"> • Identification and definition of global issues/problems • Identification and definition of related concepts such as interdependence 	2	0	2
2	Global Governance <ul style="list-style-type: none"> • Global and regional IGOs: roles, background • Role of nation-states • Role of NGOs, communities, and individuals 	6	0	6
3	Economic Development and Underdevelopment <ul style="list-style-type: none"> • Economic growth • Global economy • Global inequality and global poverty 	6	0	6
4	Human Needs <ul style="list-style-type: none"> • Food: food shortages and changes in food production over time • Water: water access and availability, sanitation, and safety and conflict • Health: global health problems and provision of health care • Energy: energy needs, consumption and conservation, and renewable and nonrenewable energies 	7	0	7
5	Environmental Problems <ul style="list-style-type: none"> • Problems related to deforestation • Threats to biodiversity • Climate change • Pollution of air, soil, and water 	7	0	7
6	Human Rights <ul style="list-style-type: none"> • International law • Violations of human rights 	6	0	6
7	Current Conflict and Security-Related Problems and Global Crime <ul style="list-style-type: none"> • Current ethnic and sectarian conflicts • Proliferation of weapons of mass destruction • Threat of terrorism • Human- and drug-trafficking • Piracy 	7	0	7
8	Technology <ul style="list-style-type: none"> • Benefits and problems of new technologies • Problems related to access and inequality of access • Cybersecurity 	7	0	7



9	Global Population <ul style="list-style-type: none">• Evolution of population growth and predictions of the future• Demographic trends• Migration	6	0	6
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	creating content in preparation for in-class group presentations (e.g., short video about pollution in South America);
2	presentation of a group project (e.g., PowerPoint presentation about modern-day slavery);
3	online assignments completed with an approved LMS;
4	research and writing assignments addressing a topic relative to the course content (e.g., complete a research paper about the lives of child-soldiers).



F) METHODS OF EVALUATION

1	student presentations (e.g., group presentation about food-system insecurity);
2	unit and mid-term exams;
3	research papers (e.g., compare and contrast different views about carrying capacity);
4	final exam.

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Taking Sides: Clashing Views on Global Issues	Required	McGraw-Hill Education	9	Print	James Harf	978-1259826993	2016
Global Issues, Local Arguments	Required	Pearson	3	Print	June Johnson	978-0205886159	2013
Global Issues	Required	Pearson	5	Print	Richard J. Payne	978-0134202051	2016
Introducing Global Issues	Required	Lynne Rienner	6	Print	Michael T. Snarr	978-1626375468	2016
International Studies: An Interdisciplinary Approach to Global Issues	Required	Westview Press	4	Print	Stanley W. Toops	978-0813350493	2017



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

USC Transferable (Y)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date :

UC Projected UC Approval Date :

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date :

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date : 5/1/2019 12:00:00 AM

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 101 - Freshman English	Recommended Preparation	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Kevin Mack

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

This course addresses the need for honors-enhanced classes for Scholars students.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Spring 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : HIST

B) COURSE NUMBER : 111H

C) COURSE EMPHASIS (SUBDISCIPLINE) : HIST

D) COURSE DIVISION : Social Sciences Division

E) COURSE TITLE (FULL) : Honors The Woman in American History

F) COURSE TITLE (SHORT) : Honors The Woman in American History

G) CATALOG DESCRIPTION



HIST 111H is a survey of the history of women in America from the colonial period to the present with emphasis on relevant political, economic and social factors. Traditional roles of women in society are analyzed in terms of literary images, popular culture, and stereotypes. The efforts of women to change their traditional roles are examined along with the attitudes and prejudices they encountered from both sexes in their efforts to bring about change. In addition, women's contributions to various wars, reform movements, religious crusades, the women's rights movements are examined in the context of American history to establish the real contributions women have made to this country. The honors course is enhanced in one or more of the following ways: 1. Students have an increased responsibility for leading class discussions and facilitating group activities inside and outside the classroom. 2. Writing assignments are focused on critical thinking, the interpretation of primary sources, and the application of historical concepts.

H) CATALOG NOTES

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : HISTORY

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :



SECTION 3 - Course Attributes

A) COURSE TYPE : D Credit – Degree Applicable

B) TRANSFER STATUS: Transferable to both UC and CSU (A)

C) PROGRAM STATUS: Required or elective course within GCC degree or certificate program (1)

D) REPEATABILITY None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

Prerequisite: Eligibility for English 101

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

111H Honors The Woman in American History

G) GENERAL EDUCATION STATUS Fulfills CSU, IGETC, or GCC General Education requirements

H) PRE-COLLEGIATE LEVEL: Not precollegiate

I) BASIC SKILLS: Not Basic Skills Course (N)

J) WORK EXPERIENCE: Not part of co-op work experience education program

K) NONCREDIT COURSE TYPE:

L) NONCREDIT COURSE STATUS :

M) NONCREDIT SPECIAL CHARACTERISTICS CODE :

N) OPEN ENTRY/EXIT STATUS:

O) GRADING BASIS: Grade with Pass / No-Pass Option

P) CREDIT BY EXAM: Not Allowed

Q) SPECIAL CLASS STATUS:



COURSE OUTLINE : 111H HIST

5/7/2018

R) TOP CODE: 220500 History
S) CIP CODE: 54.01
T) SAM CODE: 5
U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	120	Composition and Reading	Compose thesis-based essays at a first-year college level;	Yes
2	ENGL	120	Composition and Reading	use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;	Yes
3	ENGL	120	Composition and Reading	critically analyze selected prose works dealing with important contemporary issues;	Yes
4	ENGL	120	Composition and Reading	summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;	Yes
5	ENGL	120	Composition and Reading	gather and organize information through library research;	Yes
6	ENGL	120	Composition and Reading	demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation.	Yes



B) EXIT STANDARDS

1	Identify and assess the effects that traditional and non-traditional, played by women in America during the last 350 years, have had on contemporary women's political, economic, and social life by the roles;
2	explain the economic, political, and social forces that have defined women's roles in society, as these roles have varied by class, ethnicity and race;
3	critically analyze the work that women have done in society to alter the roles assigned to them;
4	assess the impact that race, class, ethnicity, and age have had on women's efforts to gain economic, political, and social power;
5	analyze the power that literary images, popular culture, and stereotypes have had on the roles of women in American society;
6	re-assess the participation of American women in activities in the public domain to establish the roles that women have really played in developing American culture;
7	assess the impact of the women's movements on women as they have varied by race, class, and ethnicity.



C) STUDENT LEARNING OUTCOMES

1	compare and contrast various historical concepts and different interpretations of women's history in the United States;
2	evaluate differences in American women's experiences based on race, ethnicity, marital status, and class;
3	critique various political, economic, and social forces that have been key in shaping women's roles in the United States.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Colonial Women in Comparative Perspective</p> <ul style="list-style-type: none"> • Native American women, gender roles in key tribes • Women and life in the Southern colonies • Women and life in Massachusetts • Women and life in Pennsylvania • Challenges to male power, Anne Hutchinson and Mary Dyer 	6	0	6
2	<p>American Revolution</p> <ul style="list-style-type: none"> • An overview of women's roles as deputy husbands in the Revolution • Activist Women: Abigail Adams, Deborah Sampson Gannett, Mercy Otis Warren, and other women among the patriots • Loyalist women 	2	0	2
3	<p>Legacies of the Revolution</p> <ul style="list-style-type: none"> • All men are created equal • Republican motherhood for women • Variation in gains based on class, race, ethnicity, and geography • Women's role changes from producer to consumer • Utopian socialists 	3	0	3
4	<p>Middle Class, Native Born Women's Experiences</p> <ul style="list-style-type: none"> • Change of roles of men and women • Domesticity and the "cult of true womanhood" • Women as preservers of morality • Women begin to become consumers • Decline in family size 	2	0	2
5	<p>Reform</p> <ul style="list-style-type: none"> • Transcendentalism and revivalism • Temperance movement • Efforts to stop prostitution and other moral reforms • Abolitionism 	4	0	4
6	<p>Industrial Development Brings Gainful Work to Working Class Women</p> <ul style="list-style-type: none"> • Gainful work in the textile mills • The family system of labor; women and the "putting out" system • Domestic service • Child labor 	2	0	2



7	<p>Questions Raised About Women's Rights</p> <ul style="list-style-type: none"> • Sarah Grimke challenges the roles and rights of women • Lydia Maria Childs argues for new roles for women • The Seneca Falls Convention 	2	0	2
8	<p>Women in the West</p> <ul style="list-style-type: none"> • Native American women • Pioneers • East and West in comparative perspective 	2	0	2
9	<p>The Southern Woman</p> <ul style="list-style-type: none"> • Freedom and slavery: White and black women and the double standard • The privileges and limitations facing white women • Black women and slavery • The impact of abolition on southern women-white and black 	2	0	2
10	<p>Civil War</p> <ul style="list-style-type: none"> • Women's roles-northern and southern women in comparative perspective • Impact of the war in comparative perspective • What Reconstruction meant for southern African American women and men • Changes in women's lives-public and private 	2	0	2
11	<p>Public Roles for Middle Class Women in the Late 19th Century</p> <ul style="list-style-type: none"> • College education for women • Emergence of women's clubs • Engagement in social reform • Rise of professional reformers • The Ballot and reform 	4	0	4
12	<p>Experiences of the Twentieth Century Woman Vary By Class</p> <ul style="list-style-type: none"> • Immigrant women and gainful work - factory labor and sweat shops • Middle class women in the professions • Volunteerism for middle class women-social reform continues • World War I offers gainful work • The 1920's revolution in morals? • Final passage of the 19th amendment • What suffrage meant for most women in the 1920s 	5	0	5
13	<p>Women and the 1930s and 1940s</p> <ul style="list-style-type: none"> • Effects of female suffrage on women-limits of political activism • Maternalism: Progressive reform motivated by women during the Great Depression • The impact of the Great Depression on the average woman • Women's contributions in World War 	5	0	5



14	<p>The 1950s - African American Women and the Civil Rights Movement</p> <ul style="list-style-type: none"> • Bridge women (Ella Baker Septima Clark, Rosa Parks and others) and the struggle to end segregation • Ella Baker, Septima Clark, Rosa Parks - leaders 	4	0	4
15	<p>The 1950s - White Women and Domesticity Revisited</p> <ul style="list-style-type: none"> • Retreat to the suburbs for some; social reform continues for others • A few women won't go back - foundations of the second wave of the women's movement • President's Commission on the Status of Women 	3	0	3
16	<p>Aspects of the Women's Movement in Comparative Perspective</p> <ul style="list-style-type: none"> • Middle class feminists' critique and demands • Working class women's critique and demands • African American women speak out • New gender roles begin to emerge • The Equal Rights Amendment is brought forward and it fails • Laws and Supreme Court decisions define rights for women 	3	0	3
17	<p>Conservative Reactions to the Women's Movement</p> <ul style="list-style-type: none"> • Do women belong in the public domain? • Will the ERA destroy the family? • Challenges to the laws and Supreme Court decisions 	3	0	3
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	primary source analysis (e.g., analyze essay by Wadsworth and compare to gender roles in modern society)
2	student presentation (e.g., poster presentation about how women's work has changed over time)
3	small group projects (e.g., compare goals set by women during second wave of women's movement)
4	research paper (e.g., investigate women's frustrations with 20th century postwar culture using primary and secondary sources)



F) METHODS OF EVALUATION

1	three to four one-hour examinations and a final examination requiring demonstration of course exit standards;
2	class participation demonstrating course exit standards;
3	written assignment(s) demonstrating the application of concepts, use of sources, and the ability to critically analyze historical information;
4	semester-length project identifying an issue in women's history as it evolved over the course of U.S. history from the colonial period to the present day.

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Through Women's Eye: An American History with Documents	Required	Bedform St. Martins	4	Print	Ellen Dubois	978-1319003128	2015



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date : 6/6/2018 12:00:00 AM

UC Projected UC Approval Date :

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date : 6/6/2018 12:00:00 AM

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date : 5/1/2019 12:00:00 AM

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 120 - Composition and Reading	Prerequisite	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Kevin Mack

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

This class addresses the need for honors-enhanced courses for Scholars students.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Spring 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : HIST

B) COURSE NUMBER : 118H

C) COURSE EMPHASIS (SUBDISCIPLINE) : HIST

D) COURSE DIVISION : Social Sciences Division

E) COURSE TITLE (FULL) : Honors United States History, 1865 - Present

F) COURSE TITLE (SHORT) : Honors United States History, 1865 - Present

G) CATALOG DESCRIPTION



HIST 118H is a survey course that looks in depth at United States history from the Reconstruction period to the present. The Reconstruction period, the Gilded Age, Populism and Progressivism, Imperialism, the Great Depression and New Deal, World War II, the Cold War, Vietnam, Watergate, and the Carter, Reagan, Bush, and Obama years are examined. The honors course is enhanced in one or more of the following ways: 1. Students have an increased responsibility for leading class discussions and facilitating group activities inside and outside the classroom. 2. Writing assignments are focused on critical thinking, the interpretation of primary sources, and the application of historical concepts.

H) CATALOG NOTES

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : HISTORY

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : HIST 140

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :

United States History from 1865



SECTION 3 - Course Attributes

A) COURSE TYPE : D Credit – Degree Applicable

B) TRANSFER STATUS: Transferable to both UC and CSU (A)

C) PROGRAM STATUS: Required or elective course within GCC degree or certificate program (1)

D) REPEATABILITY None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

Prerequisite: Eligibility for ENGL 101

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

118H Honors United States History, 1865 - Present

G) GENERAL EDUCATION STATUS Fulfills CSU, IGETC, or GCC General Education requirements

H) PRE-COLLEGIATE LEVEL: Not precollegiate

I) BASIC SKILLS: Not Basic Skills Course (N)

J) WORK EXPERIENCE: Not part of co-op work experience education program

K) NONCREDIT COURSE TYPE:

L) NONCREDIT COURSE STATUS :

M) NONCREDIT SPECIAL CHARACTERISTICS CODE :

N) OPEN ENTRY/EXIT STATUS:

O) GRADING BASIS: Grade with Pass / No-Pass Option

P) CREDIT BY EXAM: Not Allowed

Q) SPECIAL CLASS STATUS: Not Special Class (N)



COURSE OUTLINE : 118H HIST
5/7/2018

R) TOP CODE: 220500 History
S) CIP CODE: 54.01
T) SAM CODE: 5
U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	120	Composition and Reading	Compose thesis-based essays at a first-year college level;	Yes
2	ENGL	120	Composition and Reading	use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;	Yes
3	ENGL	120	Composition and Reading	critically analyze selected prose works dealing with important contemporary issues;	Yes
4	ENGL	120	Composition and Reading	summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;	Yes
5	ENGL	120	Composition and Reading	gather and organize information through library research;	Yes
6	ENGL	120	Composition and Reading	demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: control of standard English at the sentence level, with few major errors in grammar and punctuation.	Yes



B) EXIT STANDARDS

1	Demonstrate the ability to interpret primary and secondary sources, and to compare and argument which uses them as appropriate support;
2	identify key concepts that have helped shape the political, economic, cultural, and social development of American society;
3	assess the contributions made to American society by different ethnic, racial, class and gender groups;
4	compare and contrast various historical periods and movements;
5	compare and contrast various presidential administrations;
6	evaluate the role of the United States as global power as it has changed over time in the late nineteenth, twentieth and early twenty first centuries;
7	assess the roles the United States has played in the world as these have changed over time;
8	assess the contributions of science and technology to the political, social, and cultural development of the United States.



C) STUDENT LEARNING OUTCOMES

1	compare and contrast various historical concepts and different interpretations of the history of the United States from Reconstruction to the present;
2	differentiate the impact of race, ethnicity, gender and class on American society;
3	critique various political, economic and social forces that have been key to the nation's development and its influence on global affairs.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Reconstruction, 1861-1877</p> <ul style="list-style-type: none"> • Economic and social problems of Reconstruction • Political problems <ul style="list-style-type: none"> ◦ Lincoln's policy ◦ Johnson's policy ◦ Radical reconstruction <ul style="list-style-type: none"> ▪ Victory over Johnson ▪ Fourteenth Amendment ▪ Reconstruction Acts ▪ Reconstruction governments in the South ▪ Impeachment of Johnson • Downfall of radical reconstruction • 1876 presidential election 	2	0	2
2	<p>The Gilded Age, 1870-1900</p> <ul style="list-style-type: none"> • Science, technology, and industrialization • Monopolies and trusts • Rockefeller, Carnegie, J.P. Morgan • Revolt of the farmers <ul style="list-style-type: none"> ◦ Grange ◦ Populist Party • Workers face the wage system • Urbanization and immigration 	3	0	3
3	<p>Progressive Era, 1900-1920</p> <ul style="list-style-type: none"> • Background and characteristics of the progressives • Professionalization <ul style="list-style-type: none"> ◦ Science ◦ Medicine ◦ Government • Muckrakers - the voices of men and women seeking change • Reforms - efforts as they varied by race, class, gender and ethnicity <ul style="list-style-type: none"> ◦ State and local reforms ◦ National reforms, including passage of the Nineteenth Amendment ◦ Progressive reforms under Theodore Roosevelt ◦ Progressive reforms under Taft ◦ Progressive reforms under Wilson 	5	0	5



4	<p>Imperialism, 1890-1920</p> <ul style="list-style-type: none"> • Reasons for imperialism • Progressives as imperialists • Spanish-American War <ul style="list-style-type: none"> ◦ Causes ◦ Military actions ◦ Results • Roosevelt's "Big Stick" policy • Taft's Dollar Diplomacy • Wilson's idealism 	5	0	5
5	<p>World War I, 1914-1918</p> <ul style="list-style-type: none"> • Causes • American neutrality • Reasons for the United States' entrance into the war • The United States' impact on the war • The impact of the war on Americans as it varied by race, class, ethnicity and gender • Peace • Obstacles to a just peace <ul style="list-style-type: none"> ◦ Fight over the League of Nations ◦ Wilson versus Henry C. Lodge ◦ Return to "normalcy" • Medical and military technologies 	2	0	2
6	<p>The New Era of the Twenties</p> <ul style="list-style-type: none"> • Postwar optimism and prosperity • The voices of women in the political system • Red Scare • Immigration restriction • Racism • Religious fundamentalism • Republicans in power • Technological revolutions: public and private spheres 	4	0	4
7	<p>Depression and the New Deal, 1929-1940</p> <ul style="list-style-type: none"> • Crash and depression <ul style="list-style-type: none"> ◦ Causes ◦ Characteristics ◦ Impact on society as it varied by race, class, ethnicity and gender • New Deal <ul style="list-style-type: none"> ◦ 1932 presidential election ◦ FDR - background and personality ◦ First New Deal ◦ Critics of the New Deal ◦ Second New Deal ◦ Overall assessment as it varied by race, class, ethnicity and gender • Environmentalism 	5	0	5



8	<p>World War II, 1941-1945</p> <ul style="list-style-type: none"> • Breakup of international order in the 1930s • Causes of World War II • United States entrance into the war <ul style="list-style-type: none"> ◦ Causes ◦ Military actions ◦ Results • Diplomacy during the war • Sacrifice on the home front • Manhattan Project and the Nuclear Age 	3	0	3
9	<p>Cold War America, 1945-1960</p> <ul style="list-style-type: none"> • Atomic bomb <ul style="list-style-type: none"> ◦ Military advances/charges ◦ Shifting views of science • Truman Doctrine • Marshall Plan • Containment • Berlin crisis • NATO • Korean War <ul style="list-style-type: none"> ◦ Causes ◦ Results • McCarthyism <ul style="list-style-type: none"> ◦ Causes ◦ Consequences • The Eisenhower Presidency • The impact of the Cold War on Americans as it varied by race, class, ethnicity and gender 	5	0	5
10	<p>The New Frontier and the Great Society, the 1960's</p> <ul style="list-style-type: none"> • The John Kennedy and Lyndon Baines Johnson presidencies • Civil rights • War on poverty • Civil liberties for the many groups in American society • Foreign policy • The space race and arms race 	5	0	5
11	<p>The Vietnam War</p> <ul style="list-style-type: none"> • Causes • Military strategy, science, and actions • Results <ul style="list-style-type: none"> ◦ Anti-War movement ◦ New left 	3	0	3



12	<p>Watergate Era, 1970s</p> <ul style="list-style-type: none"> • The Nixon presidency, the imperial presidency • Foreign policy <ul style="list-style-type: none"> ◦ Vietnam ◦ Detente ◦ SALT • Scandal in the White House <ul style="list-style-type: none"> ◦ Causes ◦ Consequences • The second wave of the women's movement • Environmental Protection Agency, oil, and environment 	4	0	4
13	<p>The Carter Presidency</p> <ul style="list-style-type: none"> • Creation of the Departments of Energy and Education • Camp David Accords • Salt II Treaty 	1	0	1
14	<p>The Reagan Years</p> <ul style="list-style-type: none"> • The emergence of conservatism • Supply-side economics • Iran-Contra Affair • Intermediate-Range Nuclear Forces Treaty • The appointment of Sandra Day O'Connor to the Supreme Court • HIV/AIDS epidemic 	3	0	3
15	<p>The George H.W. Bush Administration</p> <ul style="list-style-type: none"> • The fall of the Berlin Wall • Economic turmoil • Gulf War and Gulf Syndrome 	1	0	1
16	<p>The Clinton Years</p> <ul style="list-style-type: none"> • Welfare reform • NAFTA • Advancements with internet 	1	0	1
17	<p>George Bush and Beyond</p> <ul style="list-style-type: none"> • The Iraq War • 9/11 and the War on Terror • The Patriot Act • No Child Left Behind • Surveillance/post 9/11 • Climate change 	1	0	1
18	<p>Barack Obama</p> <ul style="list-style-type: none"> • Recession of 2008 • Dodd-Frank Wall Street Reform and Consumer Protection Act • Patient Protection and Affordable Health Care Act • The Lilly Ledbetter Act • Rise of social media 	1	0	1
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	group project (e.g., develop poster talks on the achievements of the Progressives using primary and secondary sources);
2	outside reading of reserve books and articles from scholarly journals;
3	essay (e.g., an argumentative essay on the costs and benefits of rise of conservatism in the Reagan and Bush years);
4	research paper featuring independent research (e.g., students identify an historical question, investigate primary - and secondary - source materials, and write a paper describing their original interpretation of the information).



F) METHODS OF EVALUATION

1	three to five one-hour in class examinations;
2	peer review of student work (e.g., evaluate another student's written paper regarding historical agency in one manuscript length primary source and two complementary primary sources);
3	in-class assignments (e.g., evaluate students' demonstration of course content mastery and reflection on historical relevancy through student journals);
4	individual and group discussions (e.g., groups are assigned to identify and discuss the themes of the course and their relevance to contemporary students);
5	group projects (e.g., teams compose multimedia presentations examining relevance of an event or controversy from post-Civil War);
6	final examination requiring demonstration of course exit standards.

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
A People and a Nation: A History of the United States.	Required	Houghton Mifflin	10	Print	Mary Beth Norton	13:9781133312727	2015



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date : 6/6/2018 12:00:00 AM

UC Projected UC Approval Date :

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date : 6/6/2018 12:00:00 AM

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date : 5/1/2019 12:00:00 AM

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 120 - Composition and Reading	Prerequisite	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Erin Calderone

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

Level III Physical Education courses are currently offered in other areas of physical education, and this course is being created to match other offerings in the discipline. This allows students to continue their lifelong learning and skill development in their desired physical education course past the first 2 semesters. Level III PE courses are usually offered as multi-pull courses along with the level I (beginning) and level II (intermediate) courses and so do not increase the total load, faculty, space or equipment needs, but do increase enrollment opportunities for students.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Fall 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : PE

B) COURSE NUMBER : 112

C) COURSE EMPHASIS (SUBDISCIPLINE) : PE

D) COURSE DIVISION : Kinesiology Division

E) COURSE TITLE (FULL) : Indoor Cycling III

F) COURSE TITLE (SHORT) : Indoor Cycling III



G) CATALOG DESCRIPTION

PE 112 offers instruction in advanced techniques of indoor cycling to improve cardiovascular and muscular fitness, including steady-state training, intervals, hill climbs, sprints and high-intensity interval training (HIIT). Targeting appropriate heart rate zones and arranging various components of training are discussed, as well as programming appropriate revolutions-per-minute (RPM) and music tempo for choreographed workouts.

H) CATALOG NOTES

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : PHYSICAL EDUCATION

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :



SECTION 3 - Course Attributes

A) **COURSE TYPE :** D Credit – Degree Applicable

B) **TRANSFER STATUS:** Transferable to both UC and CSU (A)

C) **PROGRAM STATUS:** Not a required or elective course within GCC degree or certificate program (2)

D) **REPEATABILITY** None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

112 Indoor Cycling III

G) **GENERAL EDUCATION STATUS** Does not fulfill CSU, IGETC, or GCC General Education requirements

H) **PRE-COLLEGIATE LEVEL:** Not precollegiate

I) **BASIC SKILLS:** Not Basic Skills Course (N)

J) **WORK EXPERIENCE:** Not part of co-op work experience education program

K) **NONCREDIT COURSE TYPE:**

L) **NONCREDIT COURSE STATUS :** Credit Course (A or I)

M) **NONCREDIT SPECIAL CHARACTERISTICS CODE :** Non applicable

N) **OPEN ENTRY/EXIT STATUS:**

O) **GRADING BASIS:** Grade with Pass / No-Pass Option

P) **CREDIT BY EXAM:** Not Allowed

Q) **SPECIAL CLASS STATUS:** Not Special Class (N)



COURSE OUTLINE : 112 PE

5/7/2018

R) TOP CODE: 083500 Physical Education

S) CIP CODE: 31.0501

T) SAM CODE: 5

U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	0	1	0	1
GCC UNITS MAXIMUM	0	1	0	1
UNITS MINIMUM	0	1	0	1

CONTACT HOURS	0	54	0	54
OUT OF CLASS HOURS	0	0	0	0
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	0	54	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0	0.15	0.15
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				explain the intermediate principles of exercise as they apply to indoor cycling;	Yes
2				analyze and explain the effectiveness of the non-weight bearing, low impact indoor cycling exercise, as compared to other aerobic activities with respect to injury prevention.	Yes



B) EXIT STANDARDS

1	analyze an indoor cycling program as it relates to fitness and performance goals;
2	explain and apply advanced principles of exercise as they apply to indoor cycling;
3	apply effective indoor cycling techniques to design an indoor cycling workout session.



C) STUDENT LEARNING OUTCOMES

1	demonstrate and apply safety rules and procedures to effectively participate in a physical movement environment;
2	perform proper bike set-up;
3	apply principles of exercise to indoor cycling using the MYZONE web-based system.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Review Cycle Preparation and Personal Set-up for Safety and Injury Prevention <ul style="list-style-type: none"> • Seat adjustment • Handle bar positions • Pedal strap set-up or cycling shoe clip-in • Fly wheel with resistance adjustment • Hydration and dress for indoor cycling 	0	6	6
2	Review Safety Techniques <ul style="list-style-type: none"> • Use of toe straps or clip-in cycling shoes • Fly wheel momentum • Leg spacing • Emergency brake • Secure all adjustments and bolts 	0	6	6
3	Training Profile–Daily to Weekly <ul style="list-style-type: none"> • Recovery • Endurance • Flat Roads • Jumping • Hill Training • Sprinting • Intervals • High Intensity Interval Training (HIIT) 	0	6	6
4	Cardiovascular fitness <ul style="list-style-type: none"> • Resting heart rate • Training heart rate zones • Steady-state, intervals, sprinting and race-pace heart rate zones • Recovery heart rate • Using the MYZONE heart rate monitor for various training techniques 	0	6	6
5	Riding Positions and Cycling Techniques (pedaling and torso positions) <ul style="list-style-type: none"> • Hand position #1 – relates to regular cycling or sprinting • Hand position #2 – relates to seated climb, walk, run • Hand position #3 – relates to standing climb or sprinting • Jump position – combination of related, aforementioned positions • Revolutions-per-minute (RPM) • RPM for flat roads • RPM for hills • RPM for sprints • Music tempo 	0	26	26



6	<p>Review Preventing Overtraining and Burnout</p> <ul style="list-style-type: none"> • Principles of exercise • Application of the principles of exercise to indoor cycling for fitness and performance goals • Indications of overtraining – determine balance of daily exercise using the principles of exercise. 	0	4	4
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	self evaluation (e.g. written assignment about cardio improvement)
2	written analysis (e.g. summary of fitness performance benefits of cycling)
3	written design of indoor cycling workout session



F) METHODS OF EVALUATION

1	midterm assessment
2	project (e.g. design and perform an indoor cycling workout session)
3	final exam

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
ACSM's Complete Guide to Fitness and Health.	Supplemental	Lippincott Williams & Wilkins	2	Print, ebook	Barbara Bushman	9781492533672	2017



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

USC Transferable (Y)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date : 4/2/2018 12:00:00 AM

UC Projected UC Approval Date : 8/1/2018 12:00:00 AM

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date : 4/2/2018 12:00:00 AM

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date :

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

- Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

- This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	PE - 111 - Exercise Psychology	Prerequisite	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Erin Calderone

B) JUSTIFICATION FOR PROPOSAL:

- Does this proposal include revisions that might improve student attainment of course learning outcomes?
- Is this proposal submitted in response to learning outcomes assessment data?

PE courses have been grouped into families, with 3 levels of courses (I, II and III) that are typically offered as multi-pull courses. This allows students who wish to continue their skill and conditioning development in a certain sport or activity to do so, and increases the potential number of students served. Flag football III is being added to match other PE course offerings.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Spring 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

	Cost	Brief Description
<input type="checkbox"/> New Equipment		
<input type="checkbox"/> Hardware or Software (include software license renewal)		
<input type="checkbox"/> Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/> Library Acquisitions		
<input type="checkbox"/> Travel		
<input type="checkbox"/> Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : PE

B) COURSE NUMBER : 212

C) COURSE EMPHASIS (SUBDISCIPLINE) : PE

D) COURSE DIVISION : Kinesiology Division

E) COURSE TITLE (FULL) : Flag Football III

F) COURSE TITLE (SHORT) : Flag Football III

G) CATALOG DESCRIPTION



PE 212 offers instruction and practice in advanced flag football techniques and team play in a recreational environment. This course builds upon the application of skills, offensive and defensive strategies learned in Physical Education 200. Rules, football etiquette, and team plays are major components of this course.

H) CATALOG NOTES

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : PHYSICAL EDUCATION

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :



SECTION 3 - Course Attributes

A) **COURSE TYPE :** D Credit – Degree Applicable

B) **TRANSFER STATUS:** Transferable to both UC and CSU (A)

C) **PROGRAM STATUS:** Not a required or elective course within GCC degree or certificate program (2)

D) **REPEATABILITY** None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

212 Flag Football III

G) **GENERAL EDUCATION STATUS** Does not fulfill CSU, IGETC, or GCC General Education requirements

H) **PRE-COLLEGIATE LEVEL:** Not precollegiate

I) **BASIC SKILLS:** Not Basic Skills Course (N)

J) **WORK EXPERIENCE:** Not part of co-op work experience education program

K) **NONCREDIT COURSE TYPE:**

L) **NONCREDIT COURSE STATUS :** Credit Course (A or I)

M) **NONCREDIT SPECIAL CHARACTERISTICS CODE :** Non applicable

N) **OPEN ENTRY/EXIT STATUS:**

O) **GRADING BASIS:** Grade with Pass / No-Pass Option

P) **CREDIT BY EXAM:** Not Allowed

Q) **SPECIAL CLASS STATUS:**



COURSE OUTLINE : 212 PE

5/7/2018

R) TOP CODE: 083500 Physical Education

S) CIP CODE: 36.0508

T) SAM CODE: 5

U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	0	1	0	1
GCC UNITS MAXIMUM	0	1	0	1
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	0	54	0	54
OUT OF CLASS HOURS	0	0	0	0
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	0	0	0	0
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0	0.15	0.15
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	PE	211	Flag Football II	demonstrate a understanding of the rules, conduct, and terminology used in flag football;	Yes
2	PE	211	Flag Football II	demonstrate proper intermediate techniques used in football such as punting, passing, kicking, catching;	Yes
3	PE	211	Flag Football II	refine particular fundamental skills as they apply to various positions played;	Yes
4	PE	211	Flag Football II	engage in varied game-like situations utilizing offensive and defensive strategies;	Yes
5	PE	211	Flag Football II	summarize and explain team and individual performances and dynamics after drills and games;	Yes
6	PE	211	Flag Football II	increase fitness and coordination through practice and game drills;	Yes
7	PE	211	Flag Football II	incorporate social skills to enhance student interaction, individual growth, sportsmanship, and teamwork.	Yes



B) EXIT STANDARDS

1	synthesize and evaluate situational use of terminology, rules and conduct in flag football;
2	demonstrate mastery of skill techniques used in flag football such as punting, passing, kicking and catching;
3	apply advanced skills appropriately to game-play situations;
4	apply offensive and defensive strategies to the creation and implementation of plays;
5	evaluate team and individual performances and dynamics after drills and games;
6	increase physical conditioning through practice and game drills;
7	apply appropriate social skills to enhance student interaction, individual growth, sportsmanship, teamwork and team leadership.



C) STUDENT LEARNING OUTCOMES

1	demonstrate and apply safety rules and procedures to effectively participate in a physical movement environment;
2	evaluate and apply football strategies and rules into game play;
3	demonstrate advanced level football movement patterns based on game situations and team competition;
4	demonstrate proficiency in footwork and sport-specific physical skills for flag football.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Safety Procedures, Set-Up and Breakdown <ul style="list-style-type: none"> • Creating a safe environment • Active warm-up • Setting up the football field • Breaking down the football field • Cool-down 	0	3	3
2	Rules, Regulations and Terminology <ul style="list-style-type: none"> • Rules: National Institute of Recreation and Sports Association)(NIRSA) • Rules: United States Flag Football Association (USFFA) • Common referee arm and hand signals for penalties • Overtime situations • Statistical classifications for football terminology 	0	5	5
3	Advanced Skills of Flag Football <ul style="list-style-type: none"> • Passing • Pass protection and rush • Punting • Kicking • Three-point stance and blocking • Flag pulls • Drive • Play calling • Play design • Making progressive reads 	0	10	10
4	Advanced Individual Concepts for Flag Football <ul style="list-style-type: none"> • Review of fundamentals and intermediate techniques • Drills: passing accuracy, footwork, handoffs, punting • Competition situations • Strategies • Master running routes • Conditioning • Huddle and team leadership • Psychological preparation • Hydration and injury prevention • Sportsmanship 	0	18	18



5	<p>Advanced Team Play</p> <ul style="list-style-type: none"> • Handoff drills • Hole selection drills • Man-to-man coverage • Zone defense • Pass rush drills • Strategy • Tournament competition • Master playbook • Intra-squad team play • Offensive and defensive coordinator roles • Designing and choosing appropriate plays • Leadership and coaching strategies 	0	18	18
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	written analysis (e.g. summary of rule variations and their applications between different flag football organizations);
2	self-evaluations (e.g. evaluation of performance in tournament play).



F) METHODS OF EVALUATION

1	practical examination;
2	group work (e.g. demonstrate sportsmanship in team play);
3	written midterm examination;
4	written final examination;
5	participation in class scrimmages and tournaments.

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
2015 & 2016 National Institute of Recreational Sports Association Flag and Touch Football Rules Book & Officials' Manual	Supplemental	Human Kinetics	17		Bruce L Maurer	978-1-4925-1042-0	2015



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date : 4/2/2018 12:00:00 AM

UC Projected UC Approval Date : 8/1/2018 12:00:00 AM

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date : 4/2/2018 12:00:00 AM

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date :

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	PE - 211 - Flag Football II	Prerequisite	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Michael Dulay, Darren Leaver, Cameron Hastings, Caroline Kaba

B) JUSTIFICATION FOR PROPOSAL:

Does this proposal include revisions that might improve student attainment of course learning outcomes?

Is this proposal submitted in response to learning outcomes assessment data?

This new course--to be cross-listed across two other departments in Social Sciences--is consistent with the college's mission of fostering global awareness and critical thinking. It will be part of a new transfer degree in Global Studies.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Fall 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : POL S

B) COURSE NUMBER : 170

C) COURSE EMPHASIS (SUBDISCIPLINE) : POL S

D) COURSE DIVISION : Social Sciences Division

E) COURSE TITLE (FULL) : Introduction to Global Studies

F) COURSE TITLE (SHORT) : Introduction to Global Studies

G) CATALOG DESCRIPTION



POL S 170 is an introduction to the interdisciplinary field of Global Studies, including the history of globalization, and economic, political, social, cultural and ecological developments related to the process of globalization. Students evaluate topics such as NGOs, the global economy, and transnational population trends.

H) CATALOG NOTES

This course is cross-listed with ECON 170 and GEOG 170. This course may not be taken for credit by students who have completed ECON 170 or GEOG 170.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : POLITICAL SCIENCE

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : GLST 101

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :

Introduction to Global Studies



SECTION 3 - Course Attributes

A) **COURSE TYPE :** D Credit – Degree Applicable

B) **TRANSFER STATUS:** Transferable to both UC and CSU (A)

C) **PROGRAM STATUS:** Required or elective course within GCC degree or certificate program (1)

D) **REPEATABILITY** None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

170 Introduction to Global Studies

G) **GENERAL EDUCATION STATUS** Fulfills CSU, IGETC, or GCC General Education requirements

H) **PRE-COLLEGIATE LEVEL:** Not precollegiate

I) **BASIC SKILLS:** Not Basic Skills Course (N)

J) **WORK EXPERIENCE:** Not part of co-op work experience education program

K) **NONCREDIT COURSE TYPE:**

L) **NONCREDIT COURSE STATUS :**

M) **NONCREDIT SPECIAL CHARACTERISTICS CODE :** Non applicable

N) **OPEN ENTRY/EXIT STATUS:**

O) **GRADING BASIS:** Grade with Pass / No-Pass Option

P) **CREDIT BY EXAM:** Not Allowed

Q) **SPECIAL CLASS STATUS:** Not Special Class (N)



COURSE OUTLINE : 170 POL S

5/7/2018

R) TOP CODE: 220600 Geography

S) CIP CODE: 45.0701

T) SAM CODE: 5

U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	101	Freshman English	read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;	Yes
2	ENGL	101	Freshman English	organize, develop, and revise original writing using appropriate tone, style, and semantics;	Yes
3	ENGL	101	Freshman English	understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;	Yes
4	ENGL	101	Freshman English	analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;	Yes
5	ENGL	101	Freshman English	examine values, identify bias and prejudice, and objectively summarize the views of others;	Yes
6	ENGL	101	Freshman English	prepare a research paper using proper documentation and format.	Yes



B) EXIT STANDARDS

1	identify and describe various definitions and meanings of globalization;
2	describe globalization's history and identify regional differences;
3	analyze the economic, political, cultural, and ecological dimensions of globalization, including controversies associated with each;
4	connect the various aspects of globalization with contemporary world developments and problems.



C) STUDENT LEARNING OUTCOMES

1	discuss the interrelationships between globalization and geographical, economic, and political forces;
2	evaluate the influence of various elements of globalization on one's own history and environment as well as one's economic, political, and cultural life.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction <ul style="list-style-type: none"> • Definition of globalization • Understanding globalization as a process, including the concept of "interdependence" 	4	0	4
2	History of Globalization <ul style="list-style-type: none"> • Causes of globalization and its evolution • Role of geography 	10	0	10
3	Economic Dimension of Globalization <ul style="list-style-type: none"> • Key features of the global economy and its evolution • Economic ideologies that favor economic integration • Controversies related to global economic integration 	10	0	10
4	Political Dimension of Globalization <ul style="list-style-type: none"> • Role and power of nation-states • Growing number and role of non-state actors • Global civil society • Growing scope of international law and threats to global security • Controversies regarding global governance • Case studies of IGOs, such as the UN and/or World Bank 	10	0	10
5	Cultural Dimension of Globalization <ul style="list-style-type: none"> • Culture as an evolving force • Role of language, religion, ideology, and/or technology • Controversies such as the influence of "western" culture 	10	0	10
6	Environmental/Ecological Dimension of Globalization <ul style="list-style-type: none"> • Population trends, inequality, and resource availability • Relationship between economic growth and environmental damage • Governance of the commons • Concept of global citizenship 	10	0	10
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	creating content for in-class group presentations (e.g., short video detailing the role of NGOs in Africa);
2	group projects (e.g., PowerPoint presentation about deforestation);
3	online assignments completed with an approved LMS, such as quizzes and response essays (e.g., describe the major elements of globalization in Southeast Asia during the seventeenth century);
4	research assignments addressing a topic related to the course content (e.g., discuss the so-called "clash of civilizations" debate during the late-twentieth century).



F) METHODS OF EVALUATION

1	student presentation (e.g., group presentation on a selected global region's global challenges);
2	unit and mid-term exams;
3	research papers (e.g., compare and contrast different views regarding global capitalism in the nineteenth century).

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
International Studies: An Interdisciplinary Approach to Global Issues	Required	Westview Press	4	Print	Stanley W. Toops	9780813350493	2017



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

USC Transferable (Y)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date : 3/21/2018 12:00:00 AM

UC Projected UC Approval Date : 8/1/2018 12:00:00 AM

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date : 3/21/2018 12:00:00 AM

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date : 5/1/2019 12:00:00 AM

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 101 - Freshman English	Recommended Preparation	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Michael Dulay, Laura Englund-Krusee, Cameron Hastings, Richard Kamei

B) JUSTIFICATION FOR PROPOSAL:

Does this proposal include revisions that might improve student attainment of course learning outcomes?

Is this proposal submitted in response to learning outcomes assessment data?

This course supports the college's mission of supporting global awareness, critical thinking, and personal responsibility.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Fall 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : POL S

B) COURSE NUMBER : 171

C) COURSE EMPHASIS (SUBDISCIPLINE) : POL S

D) COURSE DIVISION : Social Sciences Division

E) COURSE TITLE (FULL) : Global Issues

F) COURSE TITLE (SHORT) : Global Issues

G) CATALOG DESCRIPTION



POL S 171 introduces students to the origins, current status, and future trends of major transnational issues confronting the global community. Topics can include population trends, economic development and inequality, basic human needs (for food, water, health care), human rights, international conflict and security concerns, and environmental problems. The course also focuses on global governance, including the study of collective global responsibilities.

H) CATALOG NOTES

This course is cross-listed with GEOG 171 and SOC 171. This course may not be taken for credit by students who have completed GEOG 171 or SOC 171.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : POLITICAL SCIENCE

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : GLST 102

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :

Global Issues



SECTION 3 - Course Attributes

A) COURSE TYPE : D Credit – Degree Applicable

B) TRANSFER STATUS: Transferable to both UC and CSU (A)

C) PROGRAM STATUS: Required or elective course within GCC degree or certificate program (1)

D) REPEATABILITY None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

Does this course share an outline with any other course or courses?

171 Global Issues

G) GENERAL EDUCATION STATUS Fulfills CSU, IGETC, or GCC General Education requirements

H) PRE-COLLEGIATE LEVEL: Not precollegiate

I) BASIC SKILLS: Not Basic Skills Course (N)

J) WORK EXPERIENCE: Not part of co-op work experience education program

K) NONCREDIT COURSE TYPE:

L) NONCREDIT COURSE STATUS :

M) NONCREDIT SPECIAL CHARACTERISTICS CODE :

N) OPEN ENTRY/EXIT STATUS:

O) GRADING BASIS: Grade with Pass / No-Pass Option

P) CREDIT BY EXAM: Not Allowed

Q) SPECIAL CLASS STATUS: Not Special Class (N)



COURSE OUTLINE : 171 POL S

5/7/2018

R) TOP CODE: 220700 Political Science

S) CIP CODE: 45.1001

T) SAM CODE: 5

U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	54	0	0	54
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	101	Freshman English	read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;	Yes
2	ENGL	101	Freshman English	organize, develop, and revise original writing using appropriate tone, style, and semantics;	Yes
3	ENGL	101	Freshman English	understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;	Yes
4	ENGL	101	Freshman English	analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;	Yes
5	ENGL	101	Freshman English	examine values, identify bias and prejudice, and objectively summarize the views of others;	Yes
6	ENGL	101	Freshman English	prepare a research paper using proper documentation and format.	Yes



B) EXIT STANDARDS

1	identify major recurring and emerging global issues;
2	examine and analyze one or more specific global problems of International or regional nature, and discuss approaches to its/their solution (from an international perspective);
3	analyze the interconnections between and among global issues;
4	compare and evaluate the efficacy of national, regional, and international efforts to solve the problems associated with global issues.



C) STUDENT LEARNING OUTCOMES

1	evaluate the forces shaping transnational issues affecting the global community;
2	assess solutions for addressing global inequality and international conflict;
3	evaluate the impact of environmental problems on regions across the world.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Introduction</p> <ul style="list-style-type: none"> • Identification and definition of global issues/problems • Identification and definition of related concepts such as interdependence 	2	0	2
2	<p>Global Governance</p> <ul style="list-style-type: none"> • Global and regional IGO's: roles, background • Role of nation-states • Role of NGO's, communities, and individuals 	6	0	6
3	<p>Economic Development and Underdevelopment</p> <ul style="list-style-type: none"> • Economic growth • Global economy • Global inequality and global poverty 	6	0	6
4	<p>Human Needs</p> <ul style="list-style-type: none"> • Food: food shortages and changes in food production over time • Water: water access and availability, sanitation, and safety and conflict • Health: global health problems and provision of health care • Energy: energy needs, consumption and conservation, and renewable and nonrenewable energies 	7	0	7
5	<p>Environmental Problems</p> <ul style="list-style-type: none"> • Problems related to deforestation • Threats to biodiversity • Climate change • Pollution of air, soil, and water 	7	0	7
6	<p>Human Rights</p> <ul style="list-style-type: none"> • International law • Violations of human rights 	6	0	6
7	<p>Current Conflict and Security-Related Problems and Global Crime</p> <ul style="list-style-type: none"> • Current ethnic and sectarian conflicts • Proliferation of weapons of mass destruction • Threat of terrorism • Human-and drug-trafficking • Piracy 	7	0	7
8	<p>Technology</p> <ul style="list-style-type: none"> • Benefits and problems of new technologies • Problems related to access and inequality of access • Cybersecurity 	7	0	7



9	Global Population <ul style="list-style-type: none"> • Evolution of population growth and predictions of the future • Demographic trends • Migration 	6	0	6
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	creating content in preparation for in-class group presentations;
2	presentation of a group project (e.g., PowerPoint presentation about modern-day slavery);
3	online assignments completed with an approved LMS;
4	research and writing assignments addressing a topic relative to the course content (e.g., complete a research paper about the lives of child-soldiers).



F) METHODS OF EVALUATION

1	student presentations (e.g., group presentation about food-system insecurity);
2	unit and mid-term exams;
3	research papers (e.g., compare and contrast different views about carrying capacity);
4	final exam.

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Taking Sides: Clashing Views on Global Issues	Required	McGraw-Hill Education	9	Print	James Harf	978-1259826993	2016
Global Issues, Local Arguments	Required	Pearson	3	Print	June Johnson	978-0205886159	2013
Global Issues	Required	Pearson	5	Print	Richard J. Payne	978-0134202051	2016
Introducing Global Issues	Required	Lynne Rienner	6	Print	Michael T. Snarr	978-1626375468	2016
International Studies: An Interdisciplinary Approach to Global Issues	Required	Westview Press	4	Print	Stanley W. Toops	978-0813350493	2017



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

USC Transferable (Y)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date :

UC Projected UC Approval Date :

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date :

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date : 5/1/2019 12:00:00 AM

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 101 - Freshman English	Recommended Preparation	Added



SECTION 1 - BASIS

A) PROPOSAL SUBMITTED BY : Michael Dulay, Laura Englund-Krusee, Cameron Hastings, Richard Kamei

B) JUSTIFICATION FOR PROPOSAL:

Does this proposal include revisions that might improve student attainment of course learning outcomes?

Is this proposal submitted in response to learning outcomes assessment data?

This course--to be cross-listed across two other departments in Social Sciences--supports the College's mission of supporting global awareness, critical thinking, and personal responsibility. It will be part of a new transfer degree in Global Studies.

C) SEEKING APPROVAL/ACTIVATION FOR WHAT TERM? Fall 2018-2019

D) SCHEDULE AND ENROLLMENT HISTORY

Year	Month	Census				Section			
		Fall	Int	Spr	Sum	Fall	Int	Spr	Sum

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description.

	Cost	Brief Description
<input type="checkbox"/> New Equipment		
<input type="checkbox"/> Hardware or Software (include software license renewal)		
<input type="checkbox"/> Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/> Library Acquisitions		
<input type="checkbox"/> Travel		
<input type="checkbox"/> Conference Attendance		

SECTION 2 - Course Identification

A) COURSE DISCIPLINE : SOC

B) COURSE NUMBER : 171

C) COURSE EMPHASIS (SUBDISCIPLINE) : SOC

D) COURSE DIVISION : Social Sciences Division

E) COURSE TITLE (FULL) : Global Issues

F) COURSE TITLE (SHORT) : Global Issues

G) CATALOG DESCRIPTION



SOC 171 introduces students to the origins, current status, and future trends of major transnational issues confronting the global community. Topics can include population trends, economic development and inequality, basic human needs (for food, water, health care), human rights, international conflict and security concerns, and environmental problems. The course also focuses on global governance, including the study of collective global responsibilities.

H) CATALOG NOTES

This course is cross-listed with GEOG 171 and POL S 171. This course may not be taken for credit by students who have completed GEOG 171 or POL S 171.

K) PEOPLESOFT ID :

L) CHANCELLOR'S OFFICE ID :

M) CCC ACADEMIC SENATE DISCIPLINE : SOCIOLOGY

N) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : GLST 102

O) CALIFORNIA STATE UNIVERSITY SYSTEM C-ID TITLE (FULL) :

Global Issues



SECTION 3 - Course Attributes

- A) **COURSE TYPE :** D Credit – Degree Applicable
- B) **TRANSFER STATUS:** Transferable to both UC and CSU (A)
- C) **PROGRAM STATUS:** Required or elective course within GCC degree or certificate program (1)
- D) **REPEATABILITY** None of the above

E) PRECONDITIONS FOR ENROLLMENT (ENTRY STANDARDS)

- The course has required or recommended preconditions for enrollment
- The course is a required or recommended precondition for enrollment in another course
- The course has required or recommended preconditions for enrollment or can be a composite of test scores and academic background
- A composite of test scores and/or academic background
- None of the above

Non Standard Requisite

F) CROSS LISTING STATUS

- Does this course share an outline with any other course or courses?

171 Global Issues

- G) **GENERAL EDUCATION STATUS** Fulfills CSU, IGETC, or GCC General Education requirements
- H) **PRE-COLLEGIATE LEVEL:** Not precollegiate
- I) **BASIC SKILLS:** Not Basic Skills Course (N)
- J) **WORK EXPERIENCE:** Not part of co-op work experience education program
- K) **NONCREDIT COURSE TYPE:**
- L) **NONCREDIT COURSE STATUS :**
- M) **NONCREDIT SPECIAL CHARACTERISTICS CODE :**
- N) **OPEN ENTRY/EXIT STATUS:**
- O) **GRADING BASIS:** Grade with Pass / No-Pass Option
- P) **CREDIT BY EXAM:** Not Allowed
- Q) **SPECIAL CLASS STATUS:** Not Special Class (N)



COURSE OUTLINE : 171 SOC
5/7/2018

R) TOP CODE: 220700 Political Science
S) CIP CODE: 45.1001
T) SAM CODE: 5
U) FUNDING AGENCY CATEGORY : Not Applicable (Y)



Section 4 - Course Workload Values

CREDIT COURSE MATRIX [VARIABLE UNIT WITH TBA AND DE HOURS]

- Requires user input
- Calculated values with user override
- Calculated values without override
- Is this a variable unit course?
- Is this course to be approved for DE scheduling?
- Will this course include arranged hours?

		LAB		
FACULTY CONTACT HOURS	LEC	Reg	Studio	TOTAL
CARNEGIE UNITS MAXIMUM	3	0	0	3
GCC UNITS MAXIMUM	3	0	0	3
UNITS MINIMUM	0	0	0	0

CONTACT HOURS	54	0	0	54
OUT OF CLASS HOURS	108	0	0	108
CONTACT HOURS MINIMUM	0	0	0	0
SCHEDULED HOURS	54	0	0	54
TBA HOURS	0	0	0	0
DE HOURS LIMIT	0	0	0	0

WORKLOAD CLASS	15	15	
FTEF	0.2	0	0.2
CAPACITY ENROLLMENT			0
AVERAGE CENSUS ENROLLMENT TOTAL			0
AVERAGE CENSUS ENROLLMENT NONRESIDENT			0
AVERAGE HRS OF ATTENDANCE TOTAL			0
AVERAGE HRS OF ATTENDANCE NONRESIDENT			0



Section 5 - Course Outline

A) ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	101	Freshman English	read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;	Yes
2	ENGL	101	Freshman English	organize, develop, and revise original writing using appropriate tone, style, and semantics;	Yes
3	ENGL	101	Freshman English	understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;	Yes
4	ENGL	101	Freshman English	analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;	Yes
5	ENGL	101	Freshman English	examine values, identify bias and prejudice, and objectively summarize the views of others;	Yes
6	ENGL	101	Freshman English	prepare a research paper using proper documentation and format.	Yes



B) EXIT STANDARDS

1	identify major recurring and emerging global issues;
2	examine and analyze one or more specific global problems of international or regional nature, and discuss approaches to its/their solution (from an international perspective);
3	analyze the interconnections between and among global issues;
4	compare and evaluate the efficacy of national, regional, and international efforts to solve the problems associated with global issues.



C) STUDENT LEARNING OUTCOMES

1	evaluate the forces shaping transnational issues affecting the global community;
2	assess solutions for addressing global inequality and international conflict;
3	evaluate the impact of environmental problems on regions across the world.



D) COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction <ul style="list-style-type: none"> • Identification and definition of global issues/problems • Identification and definition of related concepts such as interdependence 	2	0	2
2	Global Governance <ul style="list-style-type: none"> • Global and regional IGO's: roles, background • Role of nation-states • Role of NGO's, communities, and individuals 	6	0	6
3	Economic Development and Underdevelopment <ul style="list-style-type: none"> • Economic growth • Global economy • Global inequality and global poverty 	6	0	6
4	Human Needs <ul style="list-style-type: none"> • Food: food shortages and changes in food production over time • Water: water access and availability, sanitation, and safety and conflict • Health: global health problems and provision of health care • Energy: energy needs, consumption and conservation, and renewable and nonrenewable energies 	7	0	7
5	Environmental Problems <ul style="list-style-type: none"> • Problems related to deforestation • Threats to biodiversity • Climate change • Pollution of air, soil, and water 	7	0	7
6	Human Rights <ul style="list-style-type: none"> • International law • Violations of human rights 	6	0	6
7	Current Conflict and Security-Related Problems and Global Crime <ul style="list-style-type: none"> • Current ethnic and sectarian conflicts • Proliferation of weapons of mass destruction • Threat of terrorism • Human-and drug-trafficking • Piracy 	7	0	7
8	Technology <ul style="list-style-type: none"> • Benefits and problems of new technologies • Problems related to access and inequality of access • Cybersecurity 	7	0	7



9	Global Population <ul style="list-style-type: none">• Evolution of population growth and predictions of the future• Demographic trends• Migration	6	0	6
				54



E) OUT-OF-CLASS ASSIGNMENTS

1	creating content in preparation for in-class group presentations;
2	presentation of a group project (e.g., PowerPoint presentation about modern-day slavery);
3	online assignments completed with an approved LMS;
4	research and writing assignments addressing a topic relative to the course content (e.g., complete a research paper about the lives of child-soldiers).



F) METHODS OF EVALUATION

1	student presentations (e.g., group presentation about food-system insecurity);
2	unit and mid-term exams;
3	research papers (e.g., compare and contrast different views about carrying capacity);
4	final exam.

G) METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



H) TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Taking Sides: Clashing Views on Global Issues	Required	McGraw-Hill Education	9	Print	James Harf	978-1259826993	2016
Global Issues, Local Arguments	Required	Pearson	3	Print	June Johnson	978-0205886159	2013
Global Issues	Required	Pearson	5	Print	Richard J. Payne	978-0134202051	2016
Introducing Global Issues	Required	Lynne Rienner	6	Print	Michael T. Snarr	978-1626375468	2016
International Studies: An Interdisciplinary Approach to Global Issues	Required	Westview Press	4	Print	Stanley W. Toops	978-0813350493	2017



Section 6 - Course Certifications

A) DISTANCE EDUCATION CERTIFICATION

CERTIFICATE B - UC/CSU ARTICULATION CERTIFICATION

Transferable to both UC and CSU (A)

USC Transferable (Y)

Will the course be an articulated transfer course to UC and/or CSU

CSU Projected CSU Approval Date : 3/28/2018 12:00:00 AM

UC Projected UC Approval Date : 8/1/2018 12:00:00 AM

THIS COURSE IS PROPOSED FOR CSU BREADTH REQUIREMENTS

Projected Approval Date : 3/28/2018 12:00:00 AM

A = Communication in the English Language & Critical Thinking

B = Physical Universe and its Forms

C = Arts, Literature, Philosophy, and Foreign Language

D = Social, Political, & Economic Institutions

E = Lifelong Understanding & Self-Development

THIS COURSE IS PROPOSED FOR IGETC

Projected Approval Date : 5/1/2019 12:00:00 AM

English Communication

Mathematical Concepts/Quantitative Reasoning

Arts and Humanities

Social/Behavioral Sciences

Physical/Biological Sciences

Language Other Than English (UC Requirement Only)



CERTIFICATE E - PRE OR CO-REQUISITE CERTIFICATION

Is the course a pre- or co-requisite for any other course; or does it require pre- or co-requisites?

3) GCC MAJOR OR GE REQUIREMENTS

This course is proposed for GCC Major or General Education Graduation requirement.

If yes, indicate which requirement(s):

GCC Major Requirements

- American Institutions/State & Local Government
- U.S. History
- Mathematics
- Health
- Physical Education
- First Aid
- Cultural Diversity

GCC General Education Graduation Requirements

- Natural Sciences
- Social Sciences
- Humanities
- Interdisciplinary Humanities
- Arts, Foreign Language, Literature, and Philosophy
- Language and Rationality
- English Composition
- Communication and Analytical Thinking



Requisites

& / Or	Course Name	Type	Is Being
	ENGL - 101 - Freshman English	Recommended Preparation	Added