

Reedley College

Proposed Course Modification

Course # / Title History 11 / History of the United States to 1877

CHECK OFF SHEET

PRELIMINARY STEPS. Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

- X 1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
- X 2. List term for implementation of modifications:
 Fall 2010 Spring _____ Summer _____
- X 3. Check one:
Do not complete Fresno City College course alignment page if:
 _____ No similar course or program at FCC.
 Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:
 _____ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
 _____ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

- X 4. Changes sought in the following:

CSU General Education Code	Yes	_____	No	<u>XX</u>
Transfer Baccalaureate List	Yes	_____	No	<u>XX</u>

If yes to either, schedule an appointment with the Articulation Officer

- X 5. Changes sought in number of repeats for credit:

_____ Yes
XX No

If yes, secure a **Course Repetition** form from the Curriculum Office.

PROPOSED COURSE MODIFICATION FORM

- X Appropriate sections of Course Outline of Record completed.

FINAL steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.
 _____ Yes _____ No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College
PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

OUTLINE. Please fill in current existing course number, title, and units for course to be modified.

Department History Course No. HIST-11
 Course Title History of the United States to 1877 Units 3.0
 Effective Date Fall 2010

A. PROPOSED CHANGES.

(Indicate below all proposed changes to be made in the course outline.)

I. Cover Page

- | | |
|--|---|
| <input type="checkbox"/> 1. Course ID | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills) |
| <input type="checkbox"/> 2. Course Title | <input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category |
| <input type="checkbox"/> 3. Units | <input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU) |
| <input type="checkbox"/> 4. Lecture/Lab Hours | <input type="checkbox"/> 11. Repeatability |
| <input type="checkbox"/> 5. Grading Basis | <input type="checkbox"/> 12. Catalog Description |
| <input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories | |
| <input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | |

Other pages

- | | |
|---|---|
| <input checked="" type="checkbox"/> II. Course Outcomes | <input type="checkbox"/> VI. Methods of Grading |
| <input type="checkbox"/> III. Course Objectives | <input type="checkbox"/> VII. Levels of Educational Materials |
| <input type="checkbox"/> IV. Course Content Outline | Additional Pages (optional depending on course) |
| <input type="checkbox"/> V. Approved Readings | <input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II. Course Outcomes	<p>Upon completion of this course, students will be able to:</p> <p>A. explain the main causes and impact of European exploration and colonization in the New World.</p> <p>B. understand the origins of America's distinctive political traditions and governmental institutions.</p> <p>C. apply knowledge of American political and governmental institutions to current political debates.</p> <p>D. identify the fundamental changes in American social structure and economy from pre-industrial times to the late 1800s.</p> <p>E. describe the key trends and movements in American cultural, social, and intellectual life through 1877.</p>	<p>Upon completion of this course, students will be able to:</p> <p>A. Identify the origins of America's distinctive political traditions and governmental institutions.</p> <p>B. Analyze the fundamental changes in the American economy from pre-industrial times to the late 1800s.</p> <p>C. Identify the key trends and movements in American cultural, social, and intellectual life through 1877.</p> <p>D. Analyze the causes and consequences of America's foreign policy, wars, and its geographical expansion through 1877.</p> <p>E. Identify the contributions and changing roles of gender and ethnic groups in American history to 1877.</p>	<p>After two cycles of assessing student learning outcomes for History 11 (Fall 2008 and 2009), analysis indicated that the original course outcomes were too narrowly defined to measure. During the Spring 2010 duty day workshop, the members of the history department began redesigning the course outcomes to conform with current definitions introduced by the workshop facilitators, for the purpose of full implementation of our assessment plan. A number of outcomes were combined and broadened to better emphasize themes addressed in traditional history curricula. While this has reduced the overall number of course outcomes, it will allow the department to fully assess them beginning in the Fall 2010 term.</p>

	<p>F. describe the causes and consequences of America's foreign policy, wars, and its geographical expansion through 1877.</p> <p>G. outline the causes of the Civil War, identify key battles and prominent individuals associated with that struggle, and explain the factors resulting in a Union victory.</p> <p>H. identify the key events and impact of the Reconstruction Era in terms of its impact on African Americans and American politics.</p> <p>I. describe the contributions, socio-economic conditions, and experiences of minority groups and women in American history to 1877.</p> <p>J. compare and contrast important political, social, and economic events and individuals from the American past with current trends in American society.</p>		
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(Additional sheets may be attached if necessary.)

C. **EXPLANATIONS.** If course modification results in changes in the program which will require use of the program description form, please give rationale.

Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.

Reedley College

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: History 11

Course Title: History of the United States to 1877

Effective Date: Fall 2010

1. Submitted By: R. Genera, D. Richardson, J. E. Libby Date: _____

2. Reviewed by Department: _____ Date: _____
Department Chair's Signature
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: _____ Date: _____
Dean's Signature

4. Approved by Curriculum Committee on: _____
Date

Curriculum Committee Chair Date

Vice President of Instruction Date

5. Reviewed by Articulation Officer: _____ Date: _____

CSU GE Code submitted for articulation: _____

**COURSE ALIGNMENT
REEDLEY COLLEGE**

Complete only if YES was checked on New Course Proposal Packet check off sheet for a similar department or course at FCC.

FCC Course _____

RC Course ID _____ Course Title _____

The RC and FCC faculty members of the _____ Department have communicated regarding the attached course. The following determination has been made:

Check the appropriate boxes:

- | | |
|--|---|
| <input type="checkbox"/> The course department is the same | <input type="checkbox"/> * Prerequisites/Corequisites are the same. |
| <input type="checkbox"/> The course number is the same | <input type="checkbox"/> * The catalog descriptions are the same. |
| <input type="checkbox"/> The course title is the same. | <input type="checkbox"/> * The number of repeats are the same. |
| <input type="checkbox"/> The units are the same | |
| <input type="checkbox"/> The lecture/lab hours are the same. (rationale if not the same) | |
| <input type="checkbox"/> _____
The grading basis is the same. (CR-NC/A-F) | |

-
- It was determined that this course is a match.
*(*Items with asterisk do not need to be an exact match.)*
- The course does not match but should be evaluated for acceptance in lieu of FCC's

- This course is not a match.

Please provide an explanation of the differences:

RC Instructor

Date

Department Chair

Date

Dean

Date

PROGRAM DESCRIPTION FORM

New Program/Changes to PROGRAM DESCRIPTION

Proposing Department: _____
Department Chair Signature: _____
Dean's Signature: _____

Note: following approval, the information you provide here will appear in the college catalog. Please take care to be brief, clear and accurate.

Program Name*: _____

(check one box only; submit a separate form for each program description)

- Certificate of Completion
- Certificate of Achievement
- Associate in Arts Degree (Major)
- Associate in Science Degree (Major)
- Transfer Preparation
- Other

Intended Outcomes (maximum 150 words; be succinct, but be as concrete as possible; what can students expect?)

Total Units Required: _____

Major Courses (list by prefix, number, course title and units)

Recommended Courses

Additional Information (optional—maximum 100 words)

Advice concerning Transfer: Students planning to transfer to an upper-division program in a related major at another institution should become familiar with and try to meet the requirements of that institution. In addition to the catalog of the transfer institution, students may consult a counselor, advisor or online resources such as ASSIST (www.assist.org) or CollegeSource (www.collegesource.org) for additional guidance.

(For appropriate programs only. Optional: Add to this statement any caveats that would be important for a prospective student.)

Advisor(s) (list by last name only, **and list at a minimum all regular faculty in the discipline)

**List first name also when there is more than faculty member with a particular last name; show location in parentheses when primary work location is not the Reedley campus.



CREDIT COURSE OUTLINE

I. COVER PAGE

(1)
Course ID: HIST 11

(2)
Course Title: History of the United States to 1877

(3)
Units: 3.0

(4) Lecture / Lab Hours: Semester course Hours per week Lec hrs: <input style="width: 50px; text-align: center;" type="text" value="3"/> Lab hrs: <input style="width: 50px;" type="text"/> Lab will generate _____ hour(s) per week outside work.		(8) Classification: Degree applicable: <input style="width: 50px; text-align: center;" type="text" value="x"/> Non-degree applicable: <input style="width: 50px;" type="text"/> Pre-collegiate basic skills: <input style="width: 50px;" type="text"/>																					
Short-term course: Hours per course Lec hrs: <input style="width: 50px;" type="text"/> Lab hrs: <input style="width: 50px;" type="text"/> Lab will generate _____ total hour(s) outside work.		(9) RC Fulfills AS/AA degree requirement: (area) <input style="width: 50px;" type="text"/> General education category: <input style="width: 50px; text-align: center;" type="text" value="B 2"/> Major: <ul style="list-style-type: none">• Liberal Studies• Social Science• Liberal Arts and Sciences-American Studies Emphasis• Liberal Arts and Sciences-Arts and Humanities Emphasis																					
(5) Grading Basis: Grading scale only <input style="width: 50px;" type="text"/> CR/NC option <input style="width: 50px; text-align: center;" type="text" value="x"/> CR/NC only <input style="width: 50px;" type="text"/>		(10) CSU: Baccalaureate: <input style="width: 50px; text-align: center;" type="text" value="Yes"/> (11) Repeatable: (A course may be repeated three times) <input style="width: 50px; text-align: center;" type="text" value="0"/>																					
(6) Basic Skills Prerequisites: Basic Skills Advisories: Eligibility for ENGL 125 and ENGL 126		For Office Use Only																					
(7) Subject Prerequisites:		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">New</td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">Mod</td> <td style="width: 10%; text-align: center;">✓</td> <td style="width: 50%;">Effective Date: Fall 2008</td> </tr> <tr> <td colspan="4">Replaced by: Date:</td> <td>DATATEL ID: 4317</td> </tr> <tr> <td colspan="4">SAM Priority: E</td> <td>TOPS Code: 2205.00</td> </tr> <tr> <td colspan="4">Unit Code: 261510</td> <td>Program Status: 1</td> </tr> </table>		New		Mod	✓	Effective Date: Fall 2008	Replaced by: Date:				DATATEL ID: 4317	SAM Priority: E				TOPS Code: 2205.00	Unit Code: 261510				Program Status: 1
New		Mod	✓	Effective Date: Fall 2008																			
Replaced by: Date:				DATATEL ID: 4317																			
SAM Priority: E				TOPS Code: 2205.00																			
Unit Code: 261510				Program Status: 1																			
Subject Corequisites:		Reporting ID: CCC000277649 Date Reporting ID Assigned: 20070910																					
Subject Advisories:		Total Course Contact Hours : 54 Course LHE: 3.00																					

(12)Catalog Description:

Political, social, and economic development of the United States from the colonial period to 1877.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Identify the origins of America's distinctive political traditions and governmental institutions.
- B. Analyze the fundamental changes in the American economy from pre-industrial times to the late 1800s.
- C. Identify the key trends and movements in American cultural, social, and intellectual life through 1877.
- D. Analyze the causes and consequences of America's foreign policy, wars, and its geographical expansion through 1877.
- E. Identify the contributions and changing roles of gender and ethnic groups in American history to 1877.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- A. Explain the causes of European exploration in the New World.
- B. Examine the development of political and governmental institutions in the United States up to the end of the Reconstruction Era in 1877.
- C. Describe the evolution of the American economy from colonial times to the Reconstruction Era, focusing on the transition from pre-industrial to an increasingly industrial and urban society.
- D. Compare and contrast the trends and movements in American social, cultural, and intellectual life through 1877.
- E. Examine the changes in America's social structure from colonial times to 1877.
- F. Evaluate the contributions, socio-economic conditions and experiences of minority groups in the history of the United States through 1877.
- G. Identify the causes and consequences of the United States' foreign policy, wars, and geographic expansion through 1877.
- H. Analyze the political, economic, and social factors leading to the Civil War.
- I. Examine the major battles of the Civil War and compare the relative strengths and weaknesses of the Union and Confederacy in determining the outcome of the Civil War.
- J. Assess the consequences of the Reconstruction Era in terms of changes to the United States Constitution, effect on African Americans and race relations, impact on southern states, and effect on the American political system.
- K. Analyze the factors present in post-Civil War America (resources, institutions, values, immigration, etc) which caused the United States to enter a period of rapid industrialization and modernization after 1865.
- L. Evaluate the importance of specific prominent persons, places, and events in United States history from colonial times through 1877.

IV. COURSE CONTENT OUTLINE:

- A. Meeting of Different Worlds
 - 1. Native Societies of the Western Hemisphere before the advent of Europeans
 - a. Aztec, Mayan, Inca, and North American tribal societies circa 1500: population, culture, etc.
 - 2. Europe, Asia, and Africa in the 1400s: population, culture, and economy
 - 3. Factors Promoting European Exploration
 - 4. The Age of Exploration
 - a. Portuguese, Spanish, and subsequent expeditions
 - b. Columbus and historical revisionism
 - 5. Founding of Colonial Empires in the Western Hemisphere
 - a. Impact on native societies of North America
 - b. The Great Disease Migration and the Columbian Exchange
- B. European Colonies in North America, 1600s and 1700s
 - 1. Overview: Europe claims North America
 - 2. British North America: colonial society, economics, and politics
 - a. British colonies in the Chesapeake region and the South
 - b. New England and the Middle Colonies
 - 3. Origins and Expansion of Slavery in British North America
 - a. Development of African American culture and refinement of legal restrictions governing slaves' lives
 - 4. Conflicts between Colonial Powers in North America
- C. Growing tensions and the War for Independence, 1763-1776
 - 1. The Seven Years' War and its Consequences
 - 2. British legislation provokes resistance in the colonies
 - 3. American political ideology leading to rebellion
 - 4. Outbreak of hostilities and conduct of Revolutionary War
 - 5. Declaration of Independence and political impact of the war:
 - a. Changes in government at national and state level
 - 6. Social and economic impact of war
 - a. Role of slaves and Native Americans in the conflict
 - 7. Factors leading to British defeat and American victory
- D. Building the New Nations, 1783-1824
 - 1. Problems with the Articles of Confederation
 - 2. Creating, ratifying, and implementing the Constitution
 - 3. Early Presidential administrations: Washington and Adams
 - a. The Bill of Rights
 - b. Hamilton versus Jefferson; political parties emerge; Federalists versus Jeffersonians (Republicans)
 - 4. The "Revolution of 1800;" the first transfer of power
 - a. Jefferson's principles and policies
 - 5. Madison and Monroe
 - a. Foreign policy problems and the War of 1812
 - b. Relations between Native Americans and Whites
- E. Social Change and Economic Development, 1800 to 1840s
 - 1. Early manufacturing in the North
 - a. Inventors and their inventions.
 - 2. Development of the National Economy; role of West, North, and South
 - 3. Role of women
 - 4. Urban versus rural life; impact of industrialization on standard of living and quality of life.
- F. Slavery and the Antebellum South
 - 1. The economics of American slavery
 - 2. The conditions of slavery: life expectancy, diet, mortality rates, forms of discipline and enforcement
 - 3. Development of African American society: culture, customs, and religion
 - 4. Sectional conflict between North and South
 - a. Circumstances for free blacks in the North and South

- G. Antebellum America, 1820s to 1840s
 1. J.Q. Adams, Jackson, and Van Buren administrations
 2. Jacksonian Democracy: reforms and changes in the political system
 3. Jackson's presidency: policies, principles, and conflicts
 4. Rise of the Whig party
 5. Policy toward Native Americans
 6. The causes and impact of Irish immigration and the rise of Nativism
 7. Social movements: utopian experiments, religious movements, Abolitionism, and the Birth of the Women's Movement.

- H. American Expansion; the era of Manifest Destiny
 1. Nationalism and the roots of American expansionism
 2. Resolving the Oregon question
 3. Prelude of the Mexican War: the nature of society in Mexico's northern frontier regions
 - a. Society, economy, and culture in Mexico's northern frontier
 - b. Hispanic Alta California, Nuevo Mexico, and Texas in the 1830s and 1840s
 - c. The Texas Revolution, 1836
 4. The Mexican War, 1846-1848
 - a. Events leading to war and conduct of the war
 - b. Impact of the Treaty of Guadalupe Hidalgo on Hispanos in areas ceded to the United States

- I. The Union in Peril, 1848-1861
 1. Political conflicts over territories in the Mexican Cession
 2. Political and social impact of California's gold rush
 - a. Impact on Native Americans and Hispanos in California
 3. Compromise of 1850
 4. Events contributing to sectional conflict
 - a. The Anti-Slavery Movement, Kansas-Nebraska Act, Bleeding Kansas, Dred Scott decision
 - b. Fragmentation of political parties, rise of Republican Party and emergence of Abraham Lincoln
 5. Election of 1860

- J. The Nation Divides
 1. Causes of the Civil War
 2. Northern assets and liabilities versus Southern assets and liabilities
 3. Conduct of the war
 - a. Military strategy, tactics, and technology
 4. The Emancipation Proclamation
 5. Lincoln's role as wartime president
 6. Role of African Americans in war
 7. Economic, social, political impact of the war
 8. Factors in Northern victory, Southern defeat
 9. Political, social, economic consequences of Union triumph

- K. The Reconstruction Era
 1. Lincoln's vision for Reconstruction
 2. Conflict between Johnson and Congress
 - a. Congressional (Radical) Reconstruction versus Presidential Reconstruction
 - b. The impeachment controversy
 - c. The elements of radical Reconstruction in the South
 - d. Role of African Americans in Reconstruction governments and politics of the era
 3. "Redeemer" governments regain control in the South
 4. Impact of Reconstruction on African Americans
 - a. Development of educational and religious institutions.
 - b. Liberties gained, rights gained and then lost
 - c. Emergence of sharecropping as labor system
 - d. Emergence of segregation and Jim Crow laws
 5. End of Reconstruction: The Compromise of 1877
 6. The "New South" in the late 1880s
 - a. Economic development
 - b. Institutionalization of racial segregation

7. The 1870s: The United States on the Verge of Global Industrial Supremacy
 - a. Factors producing rapid industrial growth, modernization, and urbanization in the United States during the post-Civil War period.

V. APPROPRIATE READINGS

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

A. Sample Text Title:

1. Nash, Jeffery, et. al. *The American People; Creating a Nation and a Society*, Vol. I: to 1877. Concise 6th ed. Pearson Longman, 2008.
2. Brinkley, Alan. *American History; A Survey*. Vol. I: To 1877. 13th ed. McGraw-Hill, 2009.

B. Other Readings:

X	Global or international materials or concepts are appropriately included in this course
X	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

The course employs a global approach when appropriate to the topic under scrutiny. For example, global civilizations and societies are described during the 1400s (on the eve of the Age of Exploration); European nations are discussed repeatedly in connection with colonial wars of the 1600s and 1700s as well as United States foreign policy from 1783 to 1865. Mexico, America, and Canada are also discussed repeatedly as events in United States History intersect with those areas.

Information, discussion, and analysis concerning Native Americans, African Americans, Hispanics appear throughout the course. Coverage of ethnic and racial minority groups as well as women is documented in the course outline.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

A. Writing			
<i>Check either 1 or 2 below</i>			
X	1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>		
	2. <i>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i>		
X	a. essay exam(s)	X	d. written homework
X	b. term or other papers(s)	X	e. reading reports
	c. laboratory reports		f. other (specify)

Required assignments may include but are not limited to the following:

- Examinations may include essay questions requiring students to critically analyze various historical issues, ideas or events as well as discussing and analyzing conflicting interpretations of past events.
- The course must include a substantial writing assignment in which the student will explore in depth some historical issue or theme. This may be a research paper, an analysis of primary sources from an appropriate period or a critical analysis of conflicting historical interpretations of an issue, event, idea or person. An instructor may also require several shorter papers in lieu of the larger writing assignment. In any case, the course must include a substantial writing component requiring the student to analyze an issue or theme in depth.

B. Problem Solving			
1. Computational or non-computational problem-solving demonstrations, including:			
	a. exam(s)		d. laboratory reports
	b. quizzes		e. field work
	c. homework problems		f. other (specify)

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

C. Skill demonstrations, including:			
	a. class performance(s)		c. performance exam(s)
	b. field work		d. other (specify

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

D. Objective examinations, including:			
X	a. multiple choice	X	d. completion
X	b. true/false		e. other (specify)
X	c. matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Writing Assignments: 20-30 percent of final grade

Objective Examinations: 70-80 percent of the final grade

The instructor may also factor in assignments such as oral presentations or class participation, ascribing a reasonable weight to such assignments. If included, these elements should not exceed 20 percent of the overall grade, with commensurate adjustments to the percentages assigned to the writing and objective exam elements. The combined grade factors must constitute 100% of the grade.

FOR DEGREE APPLICABLE COURSES

Course ID: HIST 11

Course Title: History of the United States to 1877

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	Yes	No
Textbook	X	
Reference materials	X	
Instructor-prepared materials	X	
Audio-visual materials	X	

Indicate method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	X
Used grading provided by publisher	X
Other: (please explain; relate to Skills Levels)	

Computation Level (Eligible for MATH 101 level or higher where applicable)		X
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	X	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	X	
Requires independent thought and study	X	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	X	

List of Reading/Educational Materials	
1.	Nash, Jeffery, et. al. <i>The American People; Creating a Nation and a Society</i> . Vol. I: <i>To 1877</i> , Concise 6 th edition, Prentice Hall, 2008.
2.	Brinkley, Alan. <i>American History; A Survey</i> . Vol. I: <i>to 1877</i> , 13 th edition. McGraw-Hill Publ., 2009.

Comments:
The instructor may also include a collection of primary sources as part of the required readings for this course.

	This course requires special or additional library materials (list attached).
	This course requires special facilities:

FORM B
TARGET COURSE

Number _____

Title _____

CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

COLUMN 1: Concepts, Skills, Kinds of Knowledge	COLUMN 2: Specifically how this is necessary in the target course
<p>(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)</p> <p>Name of prerequisite or advisory course:</p> <p>_____</p> <p>Concepts, skills, etc. (List these.)</p>	

If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.

Advisory course(s): _____

Content review completed by _____
 Signature(s) _____ Date _____

Vice President of Instruction's Signature _____
 _____ Date _____

Please forward this completed form to the Curriculum Committee.

