

## ABSE44 : AMERICAN GOVERNMENT

### General Information

Author:	<ul style="list-style-type: none"><li>Jesus Carino</li></ul>
Course Code (CB01) :	ABSE44
Course Title (CB02) :	AMERICAN GOVERNMENT
Department:	ABSE
Proposal Start:	Spring 2025
TOP Code (CB03) :	(4930.62) Secondary Education (Grades 9-12) and G.E.D.
CIP Code:	(53.0201) High School Equivalence Certificate Program.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000306318
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	ABSE 44 is designed to meet the needs of students who wish to earn high school credit for American Government. The course covers the principles behind American government and then explores the American political process. Each of the three branches of government are explored as well as local government systems. This course may be taken for high school credit. Laboratory 100 hours. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of the course results in 5 high school credits.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Noncredit</li></ul>
Author:	

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Interdisciplinary-Basic: Skills: Non-Credit</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

### Course Development

<b>Basic Skill Status (CB08)</b> Course is a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grading Basis</b> <ul style="list-style-type: none"><li>Grade Only</li></ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Pre-Collegiate Level (CB21)</b> Not applicable.	<b>Course Support Course Status (CB26)</b> Course is not a support course

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Not transferable

### Transferability Status

Not transferable

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	0
<b>Maximum Credit Units (CB06)</b>	0
<b>Total Course In-Class (Contact) Hours</b>	100
<b>Total Course Out-of-Class Hours</b>	0
<b>Total Student Learning Hours</b>	100

### Credit / Non-Credit Options

#### Course Type (CB04)

Non-Credit

#### Noncredit Course Category (CB22)

Elementary and Secondary Basic Skills.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	100	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	0
Laboratory	100
Studio	0
<b>Total</b>	100
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	0

## Time Commitment Notes for Students

This is a self-paced course in an open-entry, open-exit lab environment.

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value	No Value	No Value	No Value
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## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

ESL40 - ENGLISH AS A SECOND LANGUAGE LEVEL 4

#### Objectives

- Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level.
- Write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion.
- Decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

Methods of Instruction

Methods of Instruction	Independent Study
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Methods of Instruction	Multimedia
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**Methods of Instruction**

Collaborative Learning

**Out of Class Assignments**

N/A

**Methods of Evaluation**

Other

**Rationale**

Completion of individualized contract

Exam/Quiz/Test

Unit tests

**Textbook Rationale**

Common Core textbooks have not been updated. New OER material implemented.

**Textbooks****Author****Title****Publisher****Date****ISBN**

McClenaghan, William A.

MacGruder's American Government.

Englewood Cliffs:  
Prentice Hall

2013

978-0133240825

**Other Instructional Materials (i.e. OER, handouts)****Description**

OpenStax - American Government 3rd edition

**Author**

Krutz, Glen

**Citation**Krutz, G. (2021, July 28). American Government . OpenStax.  
<https://openstax.org/details/books/american-government-3e>**Online Resource(s)**

Digital: ISBN-13: 978-1-951693-38-1

**Description**

Instructor-generated materials covering discipline topics, along with duplicate booklets from books obtained with copyright permission.

**Author**

No value

**Citation**

No value

**Online Resource(s)**

No value

**Materials Fee**

No value

**Learning Outcomes and Objectives****Course Objectives**

Compare and contrast systems of government.

Trace the development of the American systems of government.

Identify the organization and duties of the legislative, executive, and judicial branches of government.

Trace the path of a bill from introduction through enactment as a law.

Analyze the process and effects of checks and balances on the government's functions.

Identify citizens' roles in the American political process and the impact and influence of voters.

## SLOs

**Identify and discuss how the four purposes of government are met in different systems of government.** Expected Outcome Performance: 70.0

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*ABSE*  
Core PLOs Apply the skills that the Common Core Standards have identified for each course.

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*ILOs*  
Core ILOs Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

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Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

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*ABSE*  
NCR AHS  
Diploma Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.

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**Analyze the powers, duties and roles of the three branches of the federal government.** Expected Outcome Performance: 70.0

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*ABSE*  
Core PLOs Apply the skills that the Common Core Standards have identified for each course.

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*ILOs*  
Core ILOs Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

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Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

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*ABSE*  
NCR AHS  
Diploma Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.

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**Examine the basic civil liberties and roles of American citizens and explain the constitutional protection provided.** Expected Outcome Performance: 70.0

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*ABSE*  
Core PLOs Apply the skills that the Common Core Standards have identified for each course.

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*ABSE*  
NCR AHS  
Diploma Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.

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*ILOs*  
Core ILOs Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

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**Classify the organization and function of state and local government.** Expected Outcome Performance: 70.0

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*ABSE*  
Core PLOs Apply the skills that the Common Core Standards have identified for each course.

ABSE Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.  
NCR AHS  
Diploma

ILOs Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and  
Core ILOs recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

## Additional SLO Information

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

No

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

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

**Lecture Content**

No value

**Laboratory/Studio Content**

**The Principles Behind American Government (21 hours)**

- Basic theories of government
- Building the American system of government
- The principles of the Constitution

**The American Political Process (20 hours)**

- Defining individual rights
- The American political system
- The voter's role in the electoral process

**The Legislative Branch of American Government (20 hours)**

- The organization and power of Congress
- How Congress makes laws Congress and the control of fiscal policy

**The Executive Branch of American Government (20 hours)**

- The role of the President
- The making of foreign policy
- The Cabinet's role
- Independent government agencies

**The Judicial Branch of American Government (17 hours)**

- The U.S. court system
- Landmark cases

**State and Local Government in the American System (17 hours)**

- Government in the States
- Government in the cities and counties

**Total Hours: 100**

## Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

No Value

**Repeatability**

Repeatable

**Justification (if repeatable was chosen above)**

Non-credit courses

## Resources

**Did you contact your departmental library liaison?**

No

**If yes, who is your departmental library liaison?**

No Value

**Did you contact the DEIA liaison?**

No

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

No Value

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value