



CURRICULUM COMMITTEE MEETING AGENDA

Facilitator: Nathan Lopez – Curriculum Committee Chair

Recorder: Brittany Olayele / **Timekeeper:** Victoria Martinez

Date: September 22, 2026 / **Time:** 2:00 p.m. - 3:30 p.m. / **Location:** IB1 Room 105

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

Voting Members

- ☐ Selene Aguirre
- ☐ Manzoor Ahmad
- ☐ Stefani Baez
- ☐ Arneshia Bryant-Horn
- ☐ Angela Burrell
- ☐ David Chavez
- ☐ Bradfield Conn
- ☐ Karla Coti
- ☐ Jose Martinez

- ☐ Victoria Martinez
- ☐ Jesse Mills
- ☐ Noemi Monterroso
- ☐ Kendahl Radcliffe
- ☐ Andree Valdry
- ☐ Gerson Valle
- ☐ Michael Van Overbeck
- ☐ Valerie Woodward

Non-Voting Attendees

- ☐ Sheri Berger
- ☐ Melain McIntosh
- ☐ Maya Medina
- ☐ Nathan Lopez
- ☐ Iris Rogers
- ☐ Brittany Olayele

AGENDA:

1. Meeting Called to Order
2. Approval of September 22, 2026, Agenda
3. Approval of September 8, 2026, Meeting Minutes
4. Public Comment:
 - a. Members of the public may address the College Curriculum Committee on any matter within the Committee's subject-matter jurisdiction, including items listed on this agenda. No action may be taken on matters not appearing on the agenda except as authorized by law.
5. Reports:
 - a) Curriculum Chair
 - b) Vice President, Academic Affairs
 - c) Curriculum Analyst
 - d) Articulation Officer
 - e) Distance Education Faculty Coordinator
 - f) SLO Coordinator
6. Consent Agenda – Proposed Approval:
 - a. Course Inactivation
 - i. ANTH 106 – Native Peoples of North America
 - ii. ANTH 107 – Native Peoples of South America
 - iii. ANTH 109 – Women, Culture, and Society
 - iv. ANTH 112 – Ancient Civilizations of the Old World
 - v. EDEV 29 – Individualized Assessment of Learning
 - vi. EDEV 36 – Writing Skills for Students with Learning Differences
 - vii. HIST 112 – History of the Chicano in the United States (Effective Fall 2027)
 - viii. MATH 16C – Support for Calculus for Business and Social Sciences
 - ix. MATH 60 – Elementary Geometry
 - b. Standard Course Review – SLO Update; Grading Method

- i. AS 60 - Strategies for Success in Distance Education
- c. Standard Course Review – SLO Update; Add Credit by Examination; DE Addendum**
 - i. SPAN 103 – Intermediate Spanish I
 - ii. SPAN 104 – Intermediate Spanish II
- d. Standard Course Review – No Proposed Changes**
 - i. HIST 140 – History of Early Civilizations
 - ii. HIST 141 – History of Modern Civilizations

7. Informational Items

- a. Course Deactivation Policy – Update
- b. TOP to CIP Guidance for ADTs and Common Course Numbered Templates

8. Annual Local Certification Training – Dr. Sheri Berger

9. College Curriculum Committee Representative Comments and Future Agenda Item Requests

- a. Committee members may make brief announcements, request factual information, or recommend matters for placement on a future agenda. No substantive discussion or action will occur on matters not listed on the agenda.

10. Adjournment

Accessibility and Disability Accommodations

Compton College is committed to providing access to its public meetings for persons with disabilities. In accordance with the Americans with Disabilities Act and the Ralph M. Brown Act, individuals who require a disability-related modification or accommodation, including auxiliary aids or services, in order to participate in this meeting may submit a request by contacting the College Curriculum Committee Chair at nlopez11@compton.edu or (310)900-1600 x 2214.

Requests should be made as early as possible, preferably at least 48 hours before the meeting, to allow sufficient time to arrange the requested accommodation. Requests received with less notice will be addressed to the extent reasonably feasible.

This agenda and related meeting materials are available in alternative formats upon request.

Next Meeting:
October 13, 2026
2pm | IB1 Room 105



CURRICULUM COMMITTEE MEETING MINUTES

Facilitator: Nathan Lopez – Curriculum Committee Chair

Recorder: Brittany Olayele / **Timekeeper:** Victoria Martinez

Date: September 8, 2026 / **Time:** 2:00 p.m. - 3:30 p.m. / **Location:** IB1 Room 105

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

Voting Members

- ☒ Selene Aguirre
- ☐ Manzoor Ahmad
- ☒ Stefani Baez
- ☒ Arneshia Bryant-Horn
- ☐ Angela Burrell
- ☒ David Chavez
- ☒ Bradfield Conn
- ☒ Karla Coti
- ☐ Jose Martinez

- ☒ Victoria Martinez
- ☐ Jesse Mills
- ☒ Noemi Monterroso
- ☐ Kendahl Radcliffe
- ☒ Andree Valdry
- ☐ Gerson Valle
- ☒ Michael Van Overbeck
- ☒ Valerie Woodward

Non-Voting Attendees

- ☒ Sheri Berger
- ☒ Melain McIntosh
- ☐ Maya Medina
- ☒ Nathan Lopez
- ☐ Iris Rogers
- ☒ Brittany Olayele

Faculty Present

- ☒ Steven Gonzales

AGENDA:

1. **Meeting Called to Order at 2:02 pm**
2. **Approval of September 8, 2026, Agenda**
 - a. VM motioned to open discussion on the Agenda. SB seconded. Unanimous approval
 - b. VM motioned to approve the Agenda. SB seconded. Unanimous Approval
3. **Approval of May 26, 2026, Meeting Minutes**
 - a. VM Motion to open discussion and review of May 26, 206 meeting minutes. NM seconded. Unanimous approval.
 - b. VM motioned to approve the May 26, 2026 meeting minutes. NM seconded. Unanimous approval.
4. **Public Comment:**
 - a. Members of the public may address the College Curriculum Committee on any matter within the Committee's subject-matter jurisdiction, including items listed on this agenda. No action may be taken on matters not appearing on the agenda except as authorized by law.
 - i. No public comment
5. **Reports:**
 - a) Curriculum Chair
 - a. Attended the Curriculum Institute over summer. UDL was a major focus of the sessions, which will now be required to be incorporated into CORs. We will be discussing whether we should consider removing the IDEA tab in our CORs due to the incorporation of UDL into all aspects of the COR making it redundant. Upcoming training office hours count as flex hours will be announced once approved.
 - b) Vice President, Academic Affairs
 - a. TOP to CIP code transition in progress. Process went through divisions, CCC and Senate. Not yet included in system. Will be looking for CIP code inconsistencies. Finalizing Crosswalk

the end of this month. After, Maya will put input all changes to COCI (Chancellor's Office Curriculum Inventory System). Curriculum regulations training will take place at the following curriculum committee meeting.

c) Curriculum Analyst

- a. New ADT's approved: Biology 2.0 approved, Chicano Studies, Elementary Teacher Training program, Physics, Human Services. Action required email sent to for those who need to make changes in Curriqnet. Replaced existing programs: Elementary Teacher Training and Physics. Old programs inactivated per Chancellor's Office. Can't inactivate before approval.

d) Articulation Officer

- a. Curriculum Articulation Report Summary published on Compton College Articulation website. Curriculum changes have been posted. Common Course Numbering also posted. As new courses are proposed, remember that faculty's goal is to receive Board of Trustees approval by April 2027. Courses must be approved by the Curriculum Committee, Academic Senate, and Board of Trustees before they can be submitted for Articulation Requests. As new templates for Common Course Numbering Come down, do not bother with it until Academic Affairs tells you otherwise.
CID conditional approval for Art 129.
Academic Renewal changes – no limit to the number of times you can renew your grade. Effective 9/16/26.

CSU campuses – combined Maritime SLOs, now there are 22.

e) Distance Education Faculty Coordinator

- a. No report

f) SLO Coordinator

- a. No report

6. Consent Agenda – Proposed Approval:

DC motioned to open discussion on Consent Agenda items. NM seconded for 6a-6d. Unanimous approval.

a. Revise Course Description; Articulation/Transfer Review

- i. ESTU 101 - Introduction to Ethnic Studies
- ii. ESTU 101H - Honors Introduction to Ethnic Studies

b. Course Inactivations

i. Automotive Technology

1. ATEC 121 - Introduction to Engine Performance

ii. Mathematics

1. MATH 13C – Corequisite for College Algebra
2. MATH 17C – Trigonometry CoRequisite
3. MATH 18C – Corequisite for PreCalculus
4. MATH 65 – Pre-Statistics
5. MATH 73 – Intermediate Algebra for General Education
6. MATH 7C – Intermediate Algebra Corequisite
7. MATH 80 – Intermediate Algebra for Science, Technology, Engineering, and Mathematics
8. MATH 8C – Intermediate Algebra Corequisite

iii. Music

1. MUSI 102B – Advanced Sight Singing
2. MUSI 221 – Introduction to Lyric Diction for Singers
3. MUSI 222 – Opera Workshop
4. MUSI 268 – Symphony Orchestra
5. MUSI 567 – Jazz Band for the Older Adult

c. Standard Course Review – Add Distance Education Option

- i. JAPA 102 – Elementary Japanese II

d. Standard Course Review – No Proposed Changes

i. English

1. ENGL 123- Creative Writing: Introduction to Poetry
2. ENGL 242 - Chicano and Latinx Literature
3. ENGL 243 - African American Literature

ii. History

1. HIST 128 – History of California
2. HIST 154 – A History of Mexico

NM motioned to approve the Consent Agenda items. VW seconded. Unanimous approval.

7. Action Items

- a. SB motioned to open discussion on all Action Items. NM seconded. Unanimous approval.
- b. Program Mapper – Discussion and Possible Approval of Response to Academic Senate Questions and Concerns
 - i. Due to many program maps being out of date, a new process is being proposed by the faculty senate, which requires counselors to work on with faculty. Senate had questions about Program Mapper.
 - ii. Questions from Senate read, which included questions about compensation and Counselor job descriptions.

NL – Questions regarding compensation should be given to Union

DC – Questions 1, 2, and 4 are not purview of the CCC

SBerger – not discussing assignments or compensation.

Questions about regarding the development of the Program Mapper and whether it is to be developed concurrently while creating Curriculum, rather than after the curriculum has been created.

NL – Question 3: we will give a more robust explanation for Senate, explaining the previous policy approved by senate in 2019 as well as a breakdown of the new policy proposal.

- c. Course Deactivation and Inactivation Policy – Discussion and Possible Approval of Response to Academic Senate and Questions and Concerns
 - i. Clarify paragraph. Allow Division Chair to begin inactivation process if faculty is not available. MV, NL and MM. agree to meet and clarify policy and bring it back to Senate.
- d. Motion to edit the policy and bring it back to CCC before forwarding to the Academic Senate. MVO motioned to edit the policy and bring it back to Senate. VM seconded. Unanimous approval.
- e. Motion to close NM. DC seconds. Unanimous approval.

8. Informational Items (see packet)

- a. Past Due Course Reviews
 - i. Please review and share Past Due Course Review courses with your division. The CCC Chair will be offering lab hours to aid faculty working on Course Reviews.
- b. Annual Course Review Schedule
 - i. Please review and share upcoming Course Review schedule with your division. The CCC Chair will be offering lab hours to aid faculty working on Course Reviews.
- c. Curriculum Committee Handbook Update Status
 - i. Handbook being reviewed to update CNET and curriculum changes.
- d. Curriculum Committee Review Training
 - i. Review of Curriculum Committee scope of authority, representative duties and responsibilities, and Curriqunet overview.
- e. Universal Design for Learning in the COR
 - i. Review of UDL language to be included in COR across various tabs, legal requirements, and CCC member guidelines for review.

9. College Curriculum Committee Representative Comments and Future Agenda Item Requests

- a. Committee members may make brief announcements, request factual information, or recommend matters for placement on a future agenda. No substantive discussion or action will occur on matters not listed on the agenda.

10. Adjournment

Motion to adjourn MV. NM seconds. Unanimous approval. 3:29pm

Accessibility and Disability Accommodations

Compton College is committed to providing access to its public meetings for persons with disabilities. In accordance with the Americans with Disabilities Act and the Ralph M. Brown Act, individuals who require a disability-related modification or accommodation, including auxiliary aids or services, in order to participate in this meeting may submit a request by contacting the College Curriculum Committee Chair at nlopez11@compton.edu or (310)900-1600 x 2214.

Requests should be made as early as possible, preferably at least 48 hours before the meeting, to allow sufficient time to arrange the requested accommodation. Requests received with less notice will be addressed to the extent reasonably feasible.

This agenda and related meeting materials are available in alternative formats upon request.

Next Meeting:

September 22, 2026

2pm | IB1 Room 105

Course Inactivations September 22, 2026 CCC Agenda

Subject	Title	Division Notified of Inactivation
ANTH	ANTH 106 - Native Peoples of North America	4/7/2026
ANTH	ANTH 112 - Ancient Civilizations of the Old World	4/7/2026
ANTH	ANTH 109 - Women, Culture, and Society	4/7/2026
ANTH	ANTH 107 - Native Peoples of South America	4/7/2026
EDEV	EDEV 29 - Individualized Assessment of Learning	4/7/2026
EDEV	EDEV 36 - Writing Skills for Students with Learning Differences	4/7/2026
HIST	HIST 112 - History of the Chicano in the United States	3/3/2026
MATH	MATH 60 - Elementary Geometry	6/11/2026
MATH	MATH 16C - Support for Calculus for Business and Social Sciences	6/11/2026



Course Outline of Record

Course Information

Course Information

Course Discipline: AS

Course Division: Fine Arts, Communication and Humanities

Course Number: 60

Full Course Title: Strategies for Success in Distance Education

Short Title: Strat Success Distance Ed

TOP Code: 493010 - Career Guidance and Orientation

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? C - Credit - Not Degree Applicable

Transfer Status C - Not transferable

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

Course Description

The goal of this course is to prepare students for taking distance education classes. This course covers the basics of taking an interactive, asynchronous distance education course via the Internet or other computer-based systems. Use of e-mail, online class interactions such as discussion groups, internet access, equipment needs and differences between online and onsite courses will be covered.

Course Standards

Lecture Hours:

18.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

36.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

18.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

36.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

1.000

Activity Units:

Lab Units:

Min/Max Units:

1.000

Total Hours:

18.000

Grading Method:

Both - Letter with Pass/No Pass Option

Course Content

1. Lecture Outline

Introduction to concepts in distance education

Differences between distance education formats such as completely synchronous, asynchronous, hybrid, and other types of remote learning.

Differences in student and instructor interactions and communications between distance education and face to face courses

Synchronous and asynchronous class formats

Hardware/software requirements

Technical knowledge minimums

Approximate Time In Hours

5.00

2. Lecture Outline

Learning about the Internet and optimal navigation

Introduction to common online learning management systems with an emphasis on learning to navigate current learning management system efficiently and effectively

Using a variety of search engines for information retrieval, casual and scholarly research

Databases available through libraries and on the Internet

Electronic texts and electronic versions of course textbooks

Online tests

Ethical use of generative AI

The differences between generative and agentic AI

Using generative and agentic AI efficiently and effectively

Approximate Time In Hours

5.00

3. Lecture

Outline

Fundamentals of communication in distance education courses

Netiquette

E-mail

Chat

Discussion boards

Avatars

Utilizing office hours

Using Zoom

Approximate Time In Hours

3.00

4. Lecture

Outline

Images and the use of multimedia in distance education courses

Hyperlinks

Hyperlinks that open in different windows

Navigating hyperlinks that open within the same window as the online course

Using and embedding video content

Understanding and using closed captioning for accessibility and other
accessibility/universal design concepts

Differing formats for images and documents (jpg, pdf, doc) etc.

Ethical uses of AI created images including transparency, attribution and citation

Approximate Time In Hours

2.00

5. Lecture

Outline

Time management, reading and study skills - the differences and similarities between online/asynchronous courses and synchronous/face to face courses

Prioritizing study time

Scheduling time for reading and online learning

Using calendars and datebooks to help with study planning

Time management techniques

Notetaking techniques for online lectures and multimedia sources

Approximate Time In Hours

3.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

1. **Lecture**

Analyze learning preferences and differences as they relate to distance education courses.

2. **Lecture**

Identify the appropriate hardware and software needed for a distance education course.

3. **Lecture**

Navigate and conduct searches on the Internet using a web browser.

4. **Lecture**

Utilize generative and agentic AI appropriately and ethically

5. **Lecture**

Use e-mail, send and download attachments, utilize other methods of communication such as chat, group discussion and electronic bulletin boards and demonstrate proper netiquette.

6. **Lecture**

Employ time management, study techniques and reading skills required for distance education courses.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Demonstrate their successful understanding and use of the College's current learning management system (LMS) through successful use of a variety of assessments, discussions, emails, chats, other LTIs within the LMS and other LMS tools.
2. Successfully navigate and communicate in asynchronous discussions and communications, upload and download attachments, navigate links and do online research and evaluate a variety of sources such as internet sources and library databases among other sources.
3. Successfully take a variety of assessments and apply study techniques in an online environment.

Methods of Instruction

- Discussion

Students will post and respond to other students on the discussion board on each week's topics.

- Internet Presentation/Resources

Using a search engine, students will research an appropriate topic and evaluate the source using the CRAAP method.

- Multimedia presentations

Through a combination of recorded lectures, videos, presentation slides and other types of multimedia, students will engage with the class material.

Methods of Evaluation

- Substantial writing assignments
- Skills demonstrations

Assignment Examples

Reading Assignments:

Read a short article on the advantages and disadvantages of online/asynchronous classes vs. face-to-face classes.

Writing Assignments:

In the last lecture we discussed "browsers." How can browsers affect your ability to research on the Internet? Write and post your one-paragraph reply on our class discussion board. As other class members post their own replies, read through the replies and choose one reply that interests you. Write and post a one-paragraph response to that class member's reply. Include in your written response why that particular reply interested you.

Outside-of-Class Assignments:

Create a study guide based on your current class schedule. This study guide can focus on one class or on all classes currently being taken. If the student is not enrolled in any other classes, then a schedule can be created on work or academic goals.

Some assignments require critical thinking:

Comparing databases: For this assignment, you will conduct two internet searches. One search will be on a scholarly database (i.e. EBSCO Academic Search Premier), and one search will be on a mainstream database (i.e. Google). Select a 2-3 word topic to research and conduct an identical search in each of the databases. Analyze what type of information you find in each of your searches and post your answer on the discussion board.

Time Management: Being able to schedule time for online learning, in order to have effective reading and note-taking, is a key to your success in online classes. For this assignment you will read and take notes on the current week's module. Utilize a note-taking method like Cornell notes technique on the first half of the module and use the Outlining notes technique on the second half of the module. In a 3-4 paragraph answer discuss the differences between and the usefulness of each technique. Then, explain why one technique works better for you than the other, and how you will use your preferred technique in the future.

Course Materials

1. Author: Marti Alger, Christina Page, Adam Vincent

Title: Learning to Learn Online

Edition: 1st

Publisher: KPU Pressbooks

Year: 2018

Rationale for older textbook:

This is the latest edition of this OER textbook

Or Equivalent: Yes

Minimum Qualification

1. Sociology

Condition

2. Social Science

Condition

3. Psychology

Condition

4. Political Science

Condition

5. Philosophy

Condition

6. Music

Condition

7. History
Condition

8. Geography
Condition

9. Foreign Languages
Condition

10. Engineering
Condition

11. Earth Science
Condition

12. Drama/Theater Arts
Condition

13. Commercial Music
Condition

14. Chemistry
Condition

15. Business

Condition

16. Biological Sciences

Condition

17. Administration of Justice

Condition

18. Theater Arts

Condition

19. Sign Language, American

Condition

20. Music

Condition

21. Mathematics

Condition

22. Library Science

Condition

23. Humanities

Condition

24. Film and Media Studies
Condition

25. Ethnic Studies
Condition

26. Computer Science
Condition

27. Communication Studies(Speech Communications)
Condition

28. Art History
Condition

29. English
Condition



Course Outline of Record

Course Information

Course Information

Course Discipline: SPAN

Course Division: Fine Arts, Communication and Humanities

Course Number: 103

Full Course Title: Intermediate Spanish I

Short Title: Intermediate Spanish I

TOP Code: 110500 - Spanish

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

Course Description

This intermediate course, taught within the context of Spanish and Latin American culture, emphasizes the study of the essentials of Spanish grammar and the fundamentals of formal Spanish composition. Through oral and written practice, students expand their Spanish vocabulary and use of idiomatic expressions. Students read materials of representative Spanish and Latin American authors. Note: The prerequisite for this course is comparable to three years of high school Spanish.

Course Standards

Lecture Hours:

90.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

180.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

90.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

180.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

5.000

Activity Units:**Lab Units:****Min/Max Units:**

5.000

Total Hours:

90.000

Grading Method:

Letter grade only

Requisites

1. Prerequisite

Subject SPAN - Spanish

Requisite Course SPAN 102 - Elementary Spanish II (Active) 0.000 - 0.000

Condition or

2. Other

Non Course Requirements
equivalent

Course Content

1. Lecture

Outline

Grammar review and expansion.

Indicative mood

Present

Preterite
Imperfect
Future
Conditional

Subjunctive mood
Present

Pronoun
Subject
Direct and indirect object
Reflexive
Object of the preposition

Agreement
Subject-verb
Number-gender

Comparisons
Equal
Unequal
Superlative

Impersonal "se"
To be
Ser
Estar, haber
Hacer
Tener

Approximate Time In Hours
10.00

2. Lecture

Outline
Vocabulary review and expansion.

Vocabulary for students' daily activities, schedules, routines of daily life (own and others'),
work, and technology
Vocabulary of identity
Use of computer lab software to reinforce new vocabulary

Approximate Time In Hours
10.00

3. Lecture

Outline

Reading short passages, poetry, stories, and news and magazine articles.

Reading within context/content

Directed activities to analyze Spanish and Latin American cultures, as well as basic elements of poetry such as meter, rhyme, and theme

Reading strategies to improve comprehension, expand vocabulary, and increase reading speed

Critically analyzing and interpreting the information and conclusions found in written text

Connecting parts of a text, multiple texts, and prior knowledge in order to synthesize and evaluate ideas presented

Approximate Time In Hours

25.00

4. Lecture

Outline

Written and oral analysis of course readings, predominantly in Spanish.

Interpersonal, presentational, and interpretive communication, as suggested by ACTFL's guidelines for the intermediate mid-sublevel student.

Directed activities demonstrating knowledge of stories read, through written assignments and oral presentations

Directed activities that allow students to write a two- to four-page essay in Spanish and to make an oral presentation in Spanish based on their research and written material

Discussing literature in Spanish

Summarizing a story

Discussing theme and characters

Approximate Time In Hours

45.00

General Education/Transfer

Local GE/Graduation Requirements:

- 3 – Humanities

CSU GE:

- C2 - Humanities

IGETC GE:

- 3B - Humanities
- 6 - Language Other Than English (UC Only Requirement)

UC TCA:

- UC-H Arts and Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

1. **Lecture**
Identify the essential points of a simple, intermediate-level lecture, narrative, or explanation delivered at a somewhat moderate conversational speed in Spanish.
2. **Lecture**
Identify proper Spanish language usage in simple, intermediate-level questions and statements.
3. **Lecture**
Identify proper Spanish grammar usage in simple, intermediate-level sentences.
4. **Lecture**
Summarize simple Spanish prose.
5. **Lecture**
Analyze simple, representative nuances of the Spanish and/or Latin American culture. Compare and contrast them with other cultures.
6. **Lecture**
Compose short essays in Spanish.
7. **Lecture**
Use simple, intermediate-level Spanish language to discuss popular readings.
8. **Lecture**
Use simple, intermediate-level Spanish language to converse in daily situations.
9. **Lecture**
Use simple, intermediate-level Spanish language to make brief individual and/or group presentations.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. SLO#1 Upon completion of Spanish 103, successful students will converse in and comprehend Spanish with an increasing awareness and control of grammatical tenses and modes about personal topics such as personal preferences and opinions, accomplishments, future plans and making requests.
2. SLO #2 Upon completion of Spanish 103, successful students will read and comprehend short articles and stories in Spanish from authentic texts on topics related to Hispanic culture such as identity and social issues, music, art, literature, history and politics
3. SLO #3 Upon completion of Spanish 103, successful students will write a 3-4 paragraph story in the past using the preterit and imperfect tenses, the subjunctive and indicative modes and the correct use of accent marks.

Methods of Instruction

- **Discussion**

In every class lesson there is an oral discussion in regards to the class readings.

- **Field trips**

For Spanish 3, the students are required to see a Spanish play at the Bilingual Arts Foundation.

- **Group Activities**

Students are asked to do a group project. The project may consists in analyzing a poem or a story. Each group has between 4 to 5 students.

- **Lecture**

The class demonstration is divided in four sections: Grammar rules, writing, reading and oral participation. Students are first given the lecture on Spanish grammar rules. This may include rules for poetry, essays and/or general concepts of grammar. The lecture is followed by a written assignment. Furthermore, the lecture continues with the cultural component. Finally, students are asked to orally explain the reading assignment.

- **Multimedia presentations**

Non Applicable

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Writing Assignments:

Read a short story written in Spanish. In Spanish, write a one-page summary and analysis of the story.

Some assignments require critical thinking:

Read a poem written in Spanish and analyze the poem's theme, structure and rhythm.

a. explain its meaning

Course Materials

1. **Author:** Carlos Cuauhtemoc Sanchez

Title: Volar sobre el pantano

Publisher: Diamante

ISBN-13: 978-9687277073

Year: 2004

Rationale for older textbook:

The 2004 edition is the last in print.

Or Equivalent: No

2. **Author:** Carmen Salazar, Rafael Arias, Sara L. De La Vega

Title: Avanzando Gramática Española y Lectura

Edition: 7th

Publisher: Wiley

Year: 2013

Rationale for older textbook:

The textbook Avanzando has a strong emphasis on grammatical rules. Students need to have a strong foundation of Spanish grammar to meet the writing standard for Spanish 102, 103, and 104.

Or Equivalent: No

1. **Other:**

Blanco and Tocamaiza-Hatch. Vistas: Imagina: Español sin Barreras. 2nd ed. Vista Higher Learning, 2011.

2. **Other:**

Computer with Internet access: this class requires technology access for the textbook, assignments and/or quizzes, and objective-type exams.

Minimum Qualification

1. Foreign Languages
Condition



Course Outline of Record

Course Information

Course Information

Course Discipline: SPAN

Course Division: Fine Arts, Communication and Humanities

Course Number: 104

Full Course Title: Intermediate Spanish II

Short Title: Intermediate Spanish II

TOP Code: 110500 - Spanish

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

Course Description

This intermediate course, taught within the context of Spanish and Latin American culture, is a continuation of the study of essential Spanish grammar and formal composition. Through oral and written practice, students further expand their Spanish vocabulary and use of idiomatic expressions to express more complex ideas. Students read materials of representative Spanish and Latin American authors and participate in daily conversations.

Note: The prerequisite for this course is comparable to four years of high school Spanish.

Course Standards

Lecture Hours:

90.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

180.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

90.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

180.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

5.000

Activity Units:

Lab Units:

Min/Max Units:

5.000

Total Hours:

90.000

Grading Method:

Letter grade only

Requisites

1. Prerequisite

Subject SPAN - Spanish

Requisite Course SPAN 103 - Intermediate Spanish I (Active) 5.000 - 5.000

Condition or

2. Other

Non Course Requirements
equivalent

Course Content

1. Lecture

Outline

Grammar and vocabulary review and expansion.

Identification of proper Spanish grammar usage in intermediate-level sentences and paragraphs

Approximate Time In Hours

20.00

2. Lecture

Outline

Reading Spanish prose, poetry, stories, news, and magazines articles

Identification of the essential points of an intermediate lecture, narrative, or explanation in spoken Spanish

Introduction to important Spanish and Latin American authors and poets, such as Cervantes, Pablo Neruda, and Isabel Allende

Approximate Time In Hours

20.00

3. Lecture

Outline

Written and oral analysis and summary in Spanish of course readings on Spanish and/or Latin American culture.

Essay composition in Spanish comparing and contrasting Spanish and Latin American cultures with other cultures

Family

Importance of religious traditions

Popular culture

Music

Film

Art

Importance of work and careers

Social life

Approximate Time In Hours

25.00

4. Lecture

Outline

Spoken fluency through discussion of assigned readings, relating daily situations, and oral presentations.

Approximate Time In Hours

25.00

General Education/Transfer

Local GE/Graduation Requirements:

- 3 – Humanities

CSU GE:

- C2 - Humanities

IGETC GE:

- 3B - Humanities
- 6 - Language Other Than English (UC Only Requirement)

UC TCA:

- UC-H Arts and Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

1. **Lecture**

Identify the essential points of an intermediate-level lecture, narrative, or explanation delivered at a moderate conversational speed in Spanish.

2. **Lecture**

Identify proper Spanish language usage in intermediate-level questions and statements.

3. **Lecture**

Identify proper Spanish grammar usage in intermediate-level sentences and paragraphs.

4. **Lecture**

Summarize intermediate-level Spanish prose.

5. **Lecture**

Analyze representative features of the Spanish and/or Latin American culture and compare and contrast them with other cultures.

6. **Lecture**

Compose essays in Spanish.

7. **Lecture**

Use intermediate-level written Spanish to discuss readings in Spanish language magazines, journals, and newspapers.

8. **Lecture**

Use intermediate-level Spanish to converse in daily situations.

9. Lecture

Use intermediate-level Spanish to make brief individual and/or group presentations.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. SLO # 1 Upon completion of Spanish 104, successful students will converse with some ease and correctness with native Spanish speakers or speakers of Spanish with native-like abilities in daily situations as well as cultural aspects of Hispanic countries such as Latin American and Spanish cinema, transportation and technology, education etc. Students should show the ability to use the preterit and imperfect tenses from the indicative mood correctly as well as the present, imperfect, presentperfect and pluperfect tenses of the subjunctive mood when speaking.
2. SLO # 2 Upon completion of Spanish104, successful students will read and demonstrate in Spanish comprehension of authentic texts, including newspapers, printed and electronic articles and letters, and literature
3. SLO # 3 Upon completion of Spanish 104, successful students will write a composition in Spanish with a minimum of three paragraphs about themselves or others recounting their future plans and wishes employing the proper use of vocabulary and a variety of verb tenses in the indicative mood (present, preterit, imperfect, future, conditional, perfect) as well as the present, past and perfect tenses of the subjunctive mood, (describing their vision for themselves or other socially relevant current topics.

Methods of Instruction

- **Discussion**

In every class lesson there is an oral discussion in regards to the class readings.

- **Field trips**

For Spanish 4, the students are required to see a Spanish play at the Bilingual Arts Foundation. Second students are required to attend a museum that exhibit Hispanic visual arts.

- **Group Activities**

Students are asked to do a group project. The project may consists in analyzing a poem or a story. Each group has between 4 to 5 students.

- **Guest Speakers**

The Spanish Department brings on campus speakers that there research interests are in Hispanic culture and literature.

- **Lecture**

The class demonstration is divided in four sections: Grammar rules, writing, reading and oral participation. Students are first given the lecture on Spanish grammar rules. This may include

rules for poetry, essays and/or general concepts of grammar. The lecture is followed by a written assignment. Furthermore, the lecture continues with the cultural component. Finally, students are asked to orally explain the reading assignment.

- **Multimedia presentations**

A variety of modalities such as videos, slides, recordings, and other multimedia will be used to supplement lecture and instruction.

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Writing Assignments:

Assignment 1: Write a two-page essay in Spanish comparing and contrasting at least two of the readings you have completed this semester. Be ready to explain the essay in Spanish to a small group or with the entire class.

Assignment 2: Describe in Spanish a place that you know well, taking into consideration the things that a person who is walking through that area would see and encounter. Write about your subjective and objective impressions of the location. Use analogies and metaphors that you have learned in class to make your description more interesting. Go to the location that you are describing, or look at several photographs taken from different perspectives. Write at least two pages, double-spaced. Be prepared to describe the location you have chosen to your classmates orally in Spanish.

Some assignments require critical thinking:

Read the short story "Continuidad de los Parques" by Julio Cortazar. Based on the clues given in the story, determine who the characters in the story are plotting to kill. Next, compare the story with the drawing "Drawing Hands" by M.C. Escher. Write a two-page essay in Spanish in which you discuss how the writer and the artist blur the line between fiction/illusion and reality.

Read a short story in Spanish, and then write a separate list in Spanish for each character, identifying his or her values, goals, obstacles, and opinion about the situation described in the story. Then choose a different character from the story, and write a one-page version of the story in Spanish from that character's point of view.

Course Materials

1. **Author:** Carmen Salazar, Rafael Arias, Sara L. De la Vega
Title: Avanzando Gramática Española y Lectura

Edition: 7th

Publisher: Wiley

Year: 2013

Rationale for older textbook:

The Avanzando textbook has a strong emphasis on Spanish grammar.

Or Equivalent: No

2. Author: Juan Ramón Jiménez

Title: Platero y yo

Publisher: Alianza Editorial Sa

ISBN-13: 978-8420618517

Year: 1985

Rationale for older textbook:

This 1985 edition is from CATEDRA letras hispánicas. This edition is highly respected and used in academia.

Or Equivalent: No

Minimum Qualification

1. Foreign Languages

Condition



Course Outline of Record

Course Information

Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 140

Full Course Title: History of Early Civilizations

Short Title: Hist of Early Civilizations

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

Course Description

This course is a survey of the political, economic, social, and cultural development of World Civilizations from the origins of these complex cultures in the Neolithic era to the emergence of the West in the fifteenth century. Topics include the early civilizations of the Near East, Egypt, India, China, the Americas, Greece, and Rome.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:**Lab Units:****Min/Max Units:**

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

1. Lecture**Outline**

I. Introduction to the Study of World History: Issues and Problems

Approximate Time In Hours

1.00

2. Lecture**Outline**

II. The Origins of Civilization A. Paleolithic Hunting and Gathering Cultures B. Mesolithic Transitional Societies C. Neolithic Agricultural Revolution and its Significance D.

Characteristics of Early Agricultural Societies

Approximate Time In Hours

2.00

3. Lecture**Outline**

III. Early Civilizations A. Sumer and the Origins of Mesopotamian Culture (3500 B.C.E.) B.

Significance of Geographical Features C. Political Organization: City-States and Kingship D.

Development of Agriculture and Trade E. Technology: Metallurgy, Wheel, Ox-drawn Plow F. Social Organization 1) Evolution of the Social Hierarchy 2) Origins of Patriarchy and the Status of Women G. Religious Belief: Polytheism H. Writing: Cuneiform; Gilgamesh, Hammurabi's Law Code

Approximate Time In Hours

3.00

4. **Lecture**

Outline

IV. The Hebrews A. Origins and Migrations B. Exodus from Egypt C. Origins of Monotheism and the Bible D. Early Kingdoms: Israel and Judah and their Destruction E. Babylonian Exile

Approximate Time In Hours

2.00

5. **Lecture**

Outline

V. Egypt (3100 B.C.E.) A. Significance of Geographical Features B. Political Organization: Pharaoh C. Development of Agriculture and Trade D. The Social Order and Status of Women E. Religious Belief: Polytheism 1) Cult of the Dead: The Pyramids 2) Akhenaten and the Monotheist Experiment F. Writing: Hieroglyphics, Papyrus, Wisdom Texts

Approximate Time In Hours

3.00

6. **Lecture**

Outline

VI. South Asia A. Significance of Geographical Features B. Political Organization: Rule of Priesthood and Dual Capitals C. Development of Agriculture and Trade D. Social Order 1) City Organization 2) Jati E. Religious Belief: Polytheism F. Writing: Seals G. Aryan Invasions (c. 1500 B.C.E.) 1) Indo-Aryans: Origins, Culture and Migrations 2) Vedic Society: Development of the Caste System and the Foundation of Hinduism

Approximate Time In Hours

3.00

7. **Lecture**

Outline

VII. China A. Significance of Geographic Features B. Political Organization 1) Early Dynasties of Xia (2200 B.C.E.) 2) Shang (1766 B.C.E.) 3) Zhou (1122 B.C.E.) C. Development of Agriculture and Trade D. The Social Order and the Status of Women E. Religion 1) High God 2) Animist 3) Ancestor Worship F. Writing: Characters and Oracle Bones

Approximate Time In Hours

2.00

8. **Lecture**

Outline

VIII. The Americas A. Significance of Geographic Features B. Early Mesoamerican Civilizations 1) Olmec (1200 B.C.E.) 2) Teotihuacan (150 C.E.) 3) Maya (300 C.E.) C. Early Andean Civilizations a) Chauvin (850 B.C.E.) b) Nazca (100 C.E.) c) Mochica (200 C.E.) D. Political Organization: Chiefdom E. Development of Agriculture and Trade F. The Social Order and the Status of Women G. Religious Belief: Animist and Shamanism H. Writing: Maya Glyphs and Calendar

Approximate Time In Hours

3.00

9. **Lecture**

Outline

IX. Classical Era A. Persian Empire B. Significance of Geographic Features C. Persian Origins and Establishment of Empire (558 B.C.E.) D. Political Organization: High King, Satrapy, and Tribute System E. The Social Order and Status of Women F. Religious Belief: Zoroastrianism

Approximate Time In Hours

3.00

10. **Lecture**

Outline

X. China Unification A. Political Development B. Decline of the Zhou Dynasty and Warring States Period C. Unification 1) Qin Dynasty (221 B.C.E.) 2) Han Dynasty (206 B.C.E.- 220 C.E.) D. Expansion of Trade: The Silk Road E. Technology: Metallurgy, Silk, Paper, Ceramics, Compass F. Emergence of the Scholar Gentry G. The Hundred Schools 1) Confucius 2) Mencius 3) Xunzi 4) Laozi

Approximate Time In Hours

4.00

11. **Lecture**

Outline

XI. India's Golden Age A. Mauryan (322-185 B.C.E.) and Gupta (319-540 C.E.) Empires B. Strengthening of the Caste System and Patriarchy - Sati C. Religious Development 1) Hinduism 2) Buddhism 3) Jainism D. Flowering of Sanskrit Literature: The Puranas E. Intellectual Development: Mathematics and Medicine

Approximate Time In Hours

4.00

12. **Lecture**

Outline

XII. Classical Greece A. Significance of Geographic Features B. Political Development: Greek Invasions and Kingdoms 1) Mycenaean (c. 2,000 B.C.E.) 2) Dorian (c.1100 B.C.E.) 3) Overthrow of Kingdoms and Rise of City-States (Polis) 4) Persian Wars (499-479 B.C.E.) 5) Peloponnesian War (431-404 B.C.E.) 6) Macedonian Conquest: Philip II (359-336 B.C.E.) 7) Alexander the Great (336-323 B.C.E.) C. Development of Agriculture and Trade D. Social Organization and Women's Status E. Athens and the Development of Democracy F. Religion:

Polytheism, Mythology G. Literature: Iliad and The Odyssey H. Philosophy 1) Socrates 2) Plato 3) Aristotle I. Development of the Arts: Architecture and Drama J. Hellenistic Cities and Culture

Approximate Time In Hours

5.00

13. Lecture

Outline

XIII. Roman Empire A. Significance of Geographic Features B. Political Development 1) Founding of Rome (753 B.C.E.) 2) Establishment of the Roman Republic (509 B.C.E.) 3) Foundations of Empire: Samnite, Pyrrhic, and Punic Wars 4) Dictatorship of Julius Cesar (46-44 B.C.E.) 5) Augustus's Establishment of Imperial Authority (31 B.C.E.) 6) Collapse of Roman Authority in the West (410 C.E.) C. The Social Order and Status of Women D. Economic Development and Impact of Empire E. Religious Belief: Polytheism, Mystery Religions, and Christianity F. Twelve Tables of Law G. Literature: The Aeneid

Approximate Time In Hours

5.00

14. Lecture

Outline

IVX. Post-Classical Era A. Byzantine Empire (5th Century-1453) 1) Byzantine Civilization 2) Synthesis of Latin, Greek, and Christian Cultures B. Political Organization and Institutions C. Expansion and Contraction of Empire D. The Social Order and Women's Status E. Development and Expansion of Orthodox Christianity F. Art (Icons) and Architecture (Hagia Sophia)

Approximate Time In Hours

2.00

15. Lecture

Outline

XV. China: Reunification and Resurgence A. Political Development 1) Sui Dynasty (589-618) 2) Tang Dynasty (619-907) 3) Song Dynasty (960-1279) B. Agricultural Improvements and Expansion of Trade C. The Social Order: Women's Status and Footbinding D. Technology 1) Porcelain 2) Metallurgy 3) Gunpowder 4) Printing E. Population Growth: Urbanization and City-Life F. Establishment of Mahayana Buddhism G. Neo-Confucianism H. Literary and Visual Arts I. Influence of Chinese Culture in Korea and Japan

Approximate Time In Hours

3.00

16. Lecture

Outline

XVI. South Asia (6th-15th Centuries) A. Development of Hindu and Muslim Kingdoms B. Expansion of Trade C. Caste and Migration D. Developments in Hinduism: Introduction of Islam E. Indian Ocean Basin Cross-Cultural Exchanges

Approximate Time In Hours

2.00

17. Lecture**Outline**

XVII. Islamic Civilization and Empire (7th-13th Centuries) B. Islamic Civilization 1) Arab Cultures 2) Persian Cultures 3) Islamic Cultures C. Significance of Geographic Features D. Origins and Beliefs of Islam E. Foundation and Expansion of the Islamic Empire F. Agricultural Innovations and Expansion of Trade G. Social Order and Status of Women H. Art and Architecture 1) Calligraphy 2) Miniatures 3) Mosques I. Philosophy and Literature: Poetry J. Science and Mathematics

Approximate Time In Hours

4.00

18. Lecture**Outline**

XVIII. Western Europe (5th-15th Centuries) A. Medieval Society 1) Latin Culture 2) Germanic Cultures 3) Christian Cultures B. Early Kingdoms and Feudalism C. The Manor: Agricultural Growth and Expansion of Trade D. Status of Women E. Development and Expansion of Roman Christianity F. Art and Architecture 1) Romanesque 2) Gothic G. Philosophy and Literature

Approximate Time In Hours

3.00

General Education/Transfer

Local GE/Graduation Requirements:

- 4 - Social and Behavioral Sciences

Effective Term: Fall 2025**Cal-GETC:**

- 4: Social and Behavioral Sciences

UC TCA:

- UC-B Social and Behavioral Sciences
- UC-H Arts and Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

1. Lecture

Assess the significance of agriculture in the development of complex cultures and identify the major characteristics of early agricultural societies.

2. Lecture

Analyze the impact of geographical features in the formation and evolution of early civilizations of the Near East, Egypt, South Asia, China, and the Americas.

3. **Lecture**
Compare and contrast the political, religious, economic, and social institutions of early civilizations of the Near East, Egypt, South Asia, China, and the Americas.
4. **Lecture**
Assess the role of Nomadic societies in the development of early agricultural civilizations.
5. **Lecture**
Discuss the major characteristics of the Classical Era and identify what distinguishes it from earlier historical periods.
6. **Lecture**
Identify and analyze the ways Classical civilizations of the Near East, South Asia, China, and the Mediterranean maintained or transformed earlier institutions and traditions.
7. **Lecture**
Examine the various ways in which cultural encounters occurred and identify significant cross-cultural exchanges that took place during the Classical Era.
8. **Lecture**
Compare the major legacies of Classical civilizations in the Near East, South Asia, China, and the Mediterranean.
9. **Lecture**
Identify the major characteristics of the Post-Classical era and discuss what distinguishes it from earlier historical periods.
10. **Lecture**
Assess the contributions of earlier civilizations to the development of the Post-Classical societies of Medieval Europe, the Byzantine Empire, and the Islamic Empire.
11. **Lecture**
Analyze the political, economic, social, and cultural evolution of South Asian and Chinese civilizations in the Post-Classical era.
12. **Lecture**
Evaluate the spread of South Asian culture throughout the Indian Ocean Basin and the spread of Chinese culture in East Asia.
13. **Lecture**
Explain and analyze the origins, basic beliefs, and diffusions of the world's major religious traditions: Judaism, Hinduism, Buddhism, Christianity, and Islam.
14. **Lecture**
Identify and assess the major legacies of Post-Classical civilizations in the Near East, Africa, South Asia, China, and Europe.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Upon completion of History of Early Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Early Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Methods of Instruction

- **Discussion**

In class and online discussions will follow a prompt that addresses the content objectives and S.L.O..

- **Group Activities**

Discuss course objectives via writing prompts, readings, and textbook in a group setting.

- **Lecture**

History 140 lectures will follow the content objectives and the S.L.O.'s of the course.

- **Multimedia presentations**

Smart classrooms will accommodate PowerPoint, closed captioned videos, podcasts, an overhead projector, and maps.

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Reading Assignments:

Choose one assigned primary or secondary source from the course and explain what it reveals about the society that produced it. Identify the author's or source's main idea, perspective, or purpose; analyze at least two specific pieces of evidence from the reading; and connect the source to one larger course theme, such as religion, political power, social structure, gender, trade, cultural exchange, or daily life. You may demonstrate your understanding through a short written response, annotated reading, or another instructor-approved format, but your work must clearly explain how the source helps us better understand the civilization in its historical context.

Writing Assignments:

Choose one major historical theme from the course, such as political authority, religion, social hierarchy, economic exchange, cultural interaction, or environmental adaptation, and develop a clear historical thesis explaining how that theme changed, continued, or operated across at least two early civilizations. Support your argument with specific evidence from course lectures and at least two primary and/or secondary sources. You may choose the civilizations and theme that are most meaningful or interesting to you, but your paper should move beyond description by analyzing similarities, differences, causes, consequences, or patterns over time.

Outside-of-Class Assignments:

Explore a local museum, cultural site, public monument, digital museum collection, historical exhibit, or other accessible resource that connects to a civilization or historical theme studied in this course. Select one object, image, structure, artifact, or exhibit and explain what it can teach us about the political, economic, social, religious, or cultural life of the society it represents. Connect your observation to specific course material and explain why the item is historically significant. You may present your findings as a short written reflection, narrated presentation, audio response, or visual presentation, provided that your submission includes clear historical analysis and evidence.

Some assignments require critical thinking:

In a five-page essay, develop a historical thesis explaining how the rise of agricultural societies shaped patriarchal social structures in the early civilizations of Babylon, Egypt, India, and China. Compare the legal, economic, and marital status of women across these societies, analyze factors that contributed to the development of patriarchy, and use specific historical evidence to explain how women responded to, negotiated, or challenged these conditions. Conclude by evaluating one meaningful similarity and one important difference between the status of women in these early civilizations and the status of women in the United States today, taking into account the different historical contexts.

Read selected passages from the *Mahabharata* and write a five-page essay developing a historical argument about duty, political authority, and moral responsibility in ancient India. Analyze how major characters justify their actions, explain how the concept of dharma shapes their choices, and evaluate the tensions between personal obligation, family loyalty, social duty, and political power. Use specific evidence from the text to explain what the *Mahabharata* reveals about ideas of leadership, social order, justice, and ethical responsibility in ancient Indian society.

Course Materials

1. **Author:** Berger, Eugene; Israel, George; Miller, Charlotte; Parkinson, Brian; Reeves, Andrew; and Williams, Nadejda
Title: World History: Cultures, States, and Societies to 1500
Publisher: History Open Textbooks

Year: 2016

Rationale for older textbook:

This is an OER Textbook

Or Equivalent: No

2. Author: Peter von Sivers, Charles A. Desnoyers, and George B. Stow

Title: Patterns of World History, Volume One: To 1600

Edition: 5th

Publisher: Oxford University Press

Year: 2025

Or Equivalent: No

3. Author: Jerry Bentley and Herb Ziegler

Title: Traditions and Encounters, Volume I: From the Beginning to 1500

Edition: 7th

Publisher: McGraw-Hill

ISBN-13: 9781264088140

Year: 2025

Or Equivalent: No

1. Other:

Antigone, Sophocles, Translated by Paul Woodruff, Hackett Publishing, 2001

Minimum Qualification

1. History

Condition



Course Outline of Record

Course Information

Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 141

Full Course Title: History of Modern Civilizations

Short Title: Hist of Modern Civilizations

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

Course Description

This course is a survey of the political, economic, social, and cultural development of world civilizations from the rise of the West in the mid-fifteenth century to the present day. Topics include the European voyages of exploration and expansion, Africa and the transatlantic slave trade, Protestant and Catholic Reformations, the Islamic empires, China and Japan in the age of global expansion, French and industrial revolutions, World War I and II, the Cold War, and globalization.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:**Lab Units:****Min/Max Units:**

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

1. Lecture**Outline**

Introduction to the Study of World History: Issues and Problems

Approximate Time In Hours

1.00

2. Lecture**Outline**

The Origins of Global Interdependency (1400-1800) A. European Explorations and Expansion: Maritime Technology and Motives B. Portuguese Explorations: Africa and Indian Ocean C. Spanish Explorations: The Americas D. Trading Post Empires in the East 1) Portuguese 2) Dutch and English East Indian Companies 3) Spanish Manila Galleon Trade E. Commercial Rivalries: Seven Years War (1756-1763) F. Columbian Exchange

Approximate Time In Hours

3.00

3. Lecture**Outline**

European Conquest and Colonization of the Americas A. Latin America: Iberian Empires 1) Conquest 2) Administration 3) Colonization B. Economic Exploitation 1) Spanish America: Mining and Agriculture 2) Portuguese Brazil: Sugar Plantations 3) Forced Labor Systems and Slavery C. French, English, and Dutch Settler Colonies of North America 1) Conquest 2) Administration D. Colonization and Economic Exploitation 1) Fur Trade and Cash Crops 2) Indentured Servitude and Slavery E. Colonial Legacy 1) Social Hierarchy Based on Color 2) Spread of Christianity

Approximate Time In Hours

3.00

4. Lecture

Outline

Africa in the Age of the Atlantic Slave Trade A. Introduction to the Major States and Trade Routes of Africa B. Establishment of Portuguese Trade Network C. The Transatlantic Slave Trade D. Origins and African and European Roles in the Trade E. The Middle Passage F. Impact of Transatlantic Slave Trade on African Development 1) End of the Transatlantic Slave Trade 2) Legacy of the African Diaspora

Approximate Time In Hours

3.00

5. Lecture

Outline

Transformation of Europe A. Protestant Reformation B. Wars of Religion C. Catholic Reformation D. Development of Absolute Monarchy: Louis XIV E. Development of Constitutional Monarchy: English Revolutions F. The Scientific Revolution and the Enlightenment

Approximate Time In Hours

3.00

6. Lecture

Outline

East Asian Tradition and Change A. China: Political Development 1) Ming Dynasty: Restoration of Chinese Rule and Culture 2) Qing Dynasty: Establishment of Manchu Authority B. Maritime Expeditions C. Agricultural and Commercial Expansion D. Demographic Growth E. Strengthening of the Confucian Patriarchal Order F. Literary and Artistic Development G. Early Encounters with Europeans 1) The Portuguese and English East India Company 2) The Jesuit Mission 3) Expulsion of the Missionaries 4) Restriction of European Trade Operations H. Japan 1) Unification under the Tokugawa Shogunate 2) Social and Cultural Order: Neo-Confucianism I. Early Encounters with Europeans 1) Establishment of Trade and Christian Missions 2) Expulsion of Europeans and Limited Trade with Dutch

Approximate Time In Hours

4.00

7. Lecture

Outline

The Islamic Empires and the Flowering of Islamic Culture A. The Ottoman Empire 1) Establishment, Political Institutions, and Expansion 2) Social Organization 3) Cultural Development: Art, Architecture, and Literature B. Safavid Dynasty 1) Establishment, Institutions, and Twelver Shi'ism 2) Economic Expansion 3) Cultural Development: Art, Architecture, and Literature 4) Invasion and Collapse C. Mughal India 1) Establishment, Institutions, and Expansion 2) Muslim-Hindu Conflict 3) Cultural Development: Art, Architecture, and Literature 4) Expanding Dominance of English East India Company

Approximate Time In Hours

4.00

8. Lecture**Outline**

Age of Revolution: Industry and Empire (1750-1914) A. The French Revolution B. Influence of Enlightenment Thought and American Revolution C. Immediate Causes, Course and Outcome of the Revolution D. Legacy 1) The Americas: Haitian Revolution and Latin American Wars of Independence 2) Development of Modern Nationalism and the Nation-State 3) Nineteenth-Century European Liberal Revolutions 4) Concept of Human Rights: Abolitionist and Women's Rights Movements

Approximate Time In Hours

4.00

9. Lecture**Outline**

Industrial Revolution A. Origins 1) Development 2) Expansion B. Social Impact 1) Responses 2) Regulation C. Trade Unionism D. Socialism E. Legacy 1) Class System 2) Migrations 3) Urbanization

Approximate Time In Hours

3.00

10. Lecture**Outline**

The Americas A. Political Development 1) The United States: Western Expansion and the Civil War 2) Canada: Achievement of Autonomy (Dominion) 3) Latin America: Fragmentation and Political Experimentation B. Economic Development 1) United States Industrialization 2) Canadian Prosperity 3) Latin American Dependency and Neo-Colonialism C. Social Development 1) Immigration 2) Multicultural Societies 3) Native American Populations

Approximate Time In Hours

3.00

11. Lecture**Outline**

Empires in Decline A. Ottoman Empire 1) Failure of Reform 2) The Young Turks B. Russian Empire 1) Crimean War Defeat 2) Social Reform: Emancipation of the Serfs 3) Limited

Industrialization and Its Discontent 4) Political Protest and Repression C. China 1) European Incursions: Opium War and Unequal Treaty System 2) Popular Protest: Taiping and Boxer Rebellions 3) Failure of Reform D. Japan 1) Forcible Opening to Foreign Trade and Unequal Treaty System 2) End of Tokugawa Rule 3) Meiji Restoration and Reforms

Approximate Time In Hours

3.00

12. **Lecture**

Outline

The New Imperialism A. Motives of the New Imperialism B. Africa 1) European Conquest 2) Establishment of Settler and Non-Settler Colonies 3) Exploitation of Natural Resources and Native Populations 4) Anti-Colonial Movements C. India 1) England's Assumption of the East India Company's Authority 2) Political Organization and Economic Exploitation 3) Anti-Colonial Movements D. Asia 1) China: Western and Japanese Spheres of Influence 2) Establishment of Colonies: French Indochina 3) Expansion of Japan

Approximate Time In Hours

3.00

13. **Lecture**

Outline

The Twentieth Century A. World War I 1) Causes and Course of the War 2) Women's Role B. Armenian Genocide C. Russian Revolution D. Failure of Peace Settlements E. The Mandate System and Middle East Divisions

Approximate Time In Hours

4.00

14. **Lecture**

Outline

Between the Wars: Age of Anxiety A. Intellectual and Artistic Currents B. Economic Depression C. Rise of Totalitarianism 1) Russia: Stalin 2) Italy: Mussolini 3) Germany: Hitler D. China: Revolution and the Establishment of the Republic E. Japan: Militarism and Imperialism F. Invasion of China

Approximate Time In Hours

3.00

15. **Lecture**

Outline

World War II A. Asian and European Origins B. Course of the War C. The Holocaust D. Postwar Settlements

Approximate Time In Hours

3.00

16. **Lecture**

Outline

The Cold War A. Origins and Development B. Crisis and Conflict 1) Berlin War 2) Korean War 3) Cuban Missile Crisis 4) Vietnam War 5) Chinese Communist Revolution D. Establishment of the People's Republic of China E. End of the Cold War

Approximate Time In Hours

3.00

17. **Lecture**

Outline

Decolonization and End of Empire A. Achievement of Independence 1) Through War: Vietnam and Algeria 2) Peacefully: India, Philippines, Indonesia, Cambodia, and Laos B. Middle East: Israel

Approximate Time In Hours

2.00

18. **Lecture**

Outline

Globalization A. Regional Integration 1) European Union 2) Association of South East Asian Nations (ASEAN) 3) North American Free Trade Agreement (NAFTA) B. Global Integration 1) General Agreement on Tariffs and Trade (GATT) 2) World Trade Organization (WTO) C. Global Consumer Culture D. Current Issues 1) Environmental Degradation 2) Global Warming 3) Human Rights 4) Women's Rights 5) Global Diseases

Approximate Time In Hours

2.00

General Education/Transfer

UC TCA:

- UC-B Social and Behavioral Sciences
- UC-H Arts and Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

1. **Lecture**

Analyze the reasons for the European explorations and methods of expansion in the fifteenth and sixteenth centuries.

2. **Lecture**

Compare and contrast the Iberian conquest, colonization, and exploitation of Latin America with that of the English, French, and Dutch experience in North America.

3. **Lecture**

Explain the origins and expansion of the transatlantic slave trade and assess its impact on the political, economic, demographic, and social development of Africa.

4. **Lecture**

Evaluate the impact of the Protestant Reformation and scientific revolution on the religious, political, and intellectual development of Europe.

5. **Lecture**

Analyze the development of absolutism in continental Europe and constitutional monarchy in Great Britain.

6. **Lecture**

Discuss the political, economic, social, and cultural development of China under the Ming and Qing dynasties and evaluate the impact of early interaction with European traders and missionaries.

7. **Lecture**

Analyze the impact of European traders and missionaries on the political development of Japan and the transformation of Japan under the Tokugawa Shogunate.

8. **Lecture**

Compare and contrast the political, economic, social, and cultural development of the Islamic Ottoman, Safavid and Mughol empires of the early modern era as well as their relations with the European states.

9. **Lecture**

Discuss the long and short term causes of the French Revolution and assess its role in the political, social, and cultural development of Europe.

10. **Lecture**

Analyze the impact of the French Revolution on the political and economic development of the colonial Americas.

11. **Lecture**

Explain the origins, development, and expansion of the industrial revolution and analyze its political, economic, and social consequences.

12. **Lecture**

Compare and contrast the political, economic, and social development of the United States, Canada, and Latin American in the nineteenth century.

13. **Lecture**

Analyze the factors that contributed to the decline of the Ottoman empire, Russian empire, China, and Japan in the nineteenth century and explain the reasons for the differing responses of China and Japan to European incursions.

14. **Lecture**

Evaluate the motives for New Imperialism, assess its impact on Africa and Asia, and discuss the anti-colonial movements that emerged in response.

15. **Lecture**

Analyze the factors that contributed to the outbreak of World War I and the reasons for the failure of the peace settlements.

16. **Lecture**

Analyze the causes of the Russian revolution and examine the establishment of communism in the Union of Soviet Socialist Republics.

17. **Lecture**

Discuss the factors that contributed to the rise of totalitarian regimes in the interwar period.

18. **Lecture**

Explain the Asian and European origins of World War II as well as the course of the war and its peace settlements.

19. **Lecture**

Compare and contrast the Russian and Chinese communist revolutions and the evolution of communism in the Union of Soviet Socialist Republics and the People's Republic of China.

20. **Lecture**

Trace the origin and course of the Cold War and analyze the reasons for the collapse of communist regimes in Eastern and Central Europe and the Union of Soviet Socialist Republics.

21. **Lecture**

Explain the process of post-World War II decolonization and evaluate the colonial legacy of the newly independent states of Asia and Africa.

22. **Lecture**

Discuss the regional and global integration of national economies and the social, cultural, and environmental impact of globalization.

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Upon completion of History of Modern Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Modern Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Methods of Instruction

- **Discussion**

In class and online discussions will follow a prompt that addresses the content objectives and

S.L.O..

- **Field trips**

- **Group Activities**

Discuss course objectives via writing prompts, readings, and textbook in a group setting.

- **Lecture**

History 141 lectures will follow the content objectives and the S.L.O.'s of the course.

- **Multimedia presentations**

Smart classrooms will accommodate PowerPoint, closed captioned videos, podcasts, an overhead projector, and maps.

Methods of Evaluation

- Substantial writing assignments

- Exams/Quizzes

Assignment Examples

Reading Assignments:

Choose one assigned primary or secondary source on colonialism, imperialism, decolonization, or globalization and analyze the perspective it presents. Explain the author's main argument or purpose, use specific evidence from the reading, and connect the source to a larger course theme such as colonial power, economic exploitation, cultural domination, nationalism, resistance, independence, or global inequality. You may demonstrate your understanding through a written response, annotated text, audio response, or visual presentation, but every format must clearly analyze the source within its historical context.

Writing Assignments:

Write a five-page essay developing a historical thesis about the relationship between colonialism, resistance, and decolonization in the modern world. Choose at least two societies or regions from Africa, Asia, Latin America, or the Caribbean and analyze how colonial rule transformed political, economic, social, or cultural life and how people resisted, challenged, or adapted to colonial power. Support your argument with specific course evidence and at least two primary and/or secondary sources, and explain how the legacies of colonialism continued to shape these societies after independence.

Outside-of-Class Assignments:

Explore a museum, public monument, cultural site, digital archive, oral history collection, news archive, or other accessible resource connected to colonialism, decolonization, or globalization and select one object, image, testimony, event, or historical site to investigate. Explain what it reveals about the effects of colonialism, the experiences of colonized peoples, resistance to colonial rule, or the continuing impact of colonialism in the modern world, and connect your findings to specific course material. You may present your analysis as a written reflection, narrated presentation, audio response, or visual presentation.

Some assignments require critical thinking:

Write a five-page essay developing a historical thesis about decolonization in Africa and comparing it with decolonization movements in Latin America and Asia. Analyze the political, economic, social, and cultural conditions that shaped anti-colonial resistance in each region, and compare the strategies used to challenge colonial rule, such as armed struggle, nationalism, political organizing, or mass movements. Evaluate the extent to which decolonization produced meaningful independence or left former colonies dealing with continued economic dependence, political instability, or cultural legacies of colonialism. Support your argument with specific examples from course lectures and the textbook.

Read Aimé Césaire's *Discourse on Colonialism* and write a five-page essay developing a historical argument about the political, economic, social, and cultural effects of European colonialism. Analyze Césaire's critique of colonialism, explain how he challenges European claims about civilization and progress, and evaluate the relationship he draws between colonial violence, racism, exploitation, and European society. Use specific evidence from the text to support your argument, and consider how Césaire's experiences and historical context shape both the perspective and limitations of the work as a source for understanding colonialism and decolonial resistance.

Course Materials

1. **Author:** Dan Allosso, Tom Williford
Title: Modern World History
Publisher: Minnesota Libraries Publishing Project
Year: 2021
Rationale for older textbook:
This is an OER
Or Equivalent: No
2. **Author:** Author Peter von Sivers, Charles A. Desnoyers, and George B. Stow
Title: Patterns of World History, Volume Two: From 1400, with Sources
Edition: 5th

Publisher: Oxford University Press

ISBN-13: 9780197778784

Year: 2025

Or Equivalent: No

3. Author: Jerry Bentley and Herbert Ziegler and Heather Streets Salter and Craig Benjamin

Title: Traditions & Encounters Volume 2 from 1500 to the Present

Edition: 7th

Publisher: McGraw Hills

ISBN-13: 9781266452000

Year: 2025

Or Equivalent: No

1. Other:

Memoirs of an Arabian Princess from Zanzibar, Emily Ruete, Markus Wiener Publishers, 1989

Minimum Qualification

1. History

Condition



TOP2CIP information applied to ADTs and Common Course Numbered Templates - August 24, 2026

Preface

This document replaces the informational email of April 2, 2026, from Dean Raul Arambula. This document is TOP2CIP information applied to Associate Degrees for Transfer (ADT) and Common Course Numbering (CCN) templates. The California Community Colleges Chancellor's Office (Chancellor's Office) collaborated with the Academic Senate for California Community Colleges (ASCCC) representatives to identify CIP codes for existing Transfer Model Curricula (TMCs) and CCN Templates. Identical CIP codes for all colleges will apply to the corresponding ADTs and CCN Templates and will be uploaded directly into COCI; no college action is required.

CIP selection prioritized outcome alignment, the educational scope of an associate degree, and the presence or absence of existing specificity within Taxonomy of Programs (TOP) codes, rather than relying exclusively on within-discipline specificity. It is important to clarify that CIP codes are used for reporting and classification purposes.

The process for CIP selection using the 2026 TOP to CIP crosswalk was as follows:

- For ADTs, the group reviewed the existing ADT TOP codes and selected the corresponding CIP code that is most generally applied.
- For CCN Templates, the group reviewed the TOP codes that colleges are currently using. Based on that information, the codes were checked against the current crosswalk to determine the best fit, and the corresponding CIP code that is most generally applied was selected. Efforts were made to retain CTE status across TOP and CIP codes where applicable.

CIP codes do not determine Minimum Qualifications or local discipline assignment under Title 5 or the Program and Course Approval Handbook.

ADT Templates

- Under TOP, Child Development and Early Childhood Education (ECE) shared a single CTE TOP code (1305.00). As we've worked through the CIP transition, we've taken a close look at the national CIP structure and found that the two disciplines are treated differently. In CIP, Child Development falls within the

Human Sciences/Family and Consumer Sciences (19.xxxx) family and is not designated as CTE. Early Childhood Education falls within the Education (13.xxxx) family and is designated as CTE.

- To stay aligned with the national CIP structure, we will be separating the two. That means Child Development will no longer be considered CTE, while Early Childhood Education will continue to be CTE. This change reflects the way the national CIP taxonomy organizes academic disciplines—it is not intended to diminish the importance of Child Development or its essential role in preparing the early childhood education workforce.

ADTs	TOP Code	CIP Code
African American Studies	2203.10 African American Studies	05.0201 African American/Black Studies. (not CTE)
American Indian Studies	2203.20 American Indian Studies	05.0202 American Indian/Native American Studies. (not CTE)
Asian American Studies	2203.40 Asian American Studies	05.0206 Asian American Studies. (not CTE)
Chicano Studies	2203.30 Chicano Studies	05.0203 Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies. (not CTE)
Administration of Justice	2105.00* Administration of Justice	43.0103 Criminal Justice/Law Enforcement Administration (CTE)
Agriculture Animal Sciences	0102.00* Animal Science	01.0302 Animal/Livestock Husbandry and Production. (CTE)
Agriculture Business	0112.00* Agriculture Business, Sales and Service	01.0102 Agribusiness/Agricultural Business Operations. (CTE)
Agriculture Plant Science	0103.00* Plant Science	01.0304 Crop Production (CTE)

ADTs	TOP Code	CIP Code
Anthropology	2202.00 Anthropology	45.0201 Anthropology, General. (not CTE)
Art History	1001.00 Fine Arts, General	50.0703 Art History, Criticism and Observation (not CTE)
Biology	0401.00 Biology, General	26.0101 Biology/Biological Sciences, General. (not CTE)
Business Administration 2.0	0505.00* Business Administration	52.0201 Business Administration and Management, General (CTE)
Child and Adolescent Development	1305.10* Child and Adolescent Development	19.0706 Child Development (not CTE)
Communication Studies 2.0	1506.00 Speech Communication	09.0101 Speech Communication and Rhetoric. (not CTE)
Computer Science	0706.00 Computer Science (Transfer)	11.0701 Computer Science. (not CTE)
Early Childhood Education	1305.00* Child Development/Early Care and Education	13.1210 Early Childhood Education and Teaching. (CTE)
Economics	2204.00 Economics	45.0601 Economics, General. (not CTE)
Elementary Teacher Education: Integrated Programs	4901.20 Elementary Teacher Education: Integrated Programs	13.0101 Education, General (not CTE)

ADTs	TOP Code	CIP Code
English	1501.00 English	23.0101 English Language and Literature, General. (not CTE)
Environmental Science	0301.00 Environmental Science	03.0104 Environmental Science. (not CTE)
Film, Television, and Electronic Media	0604.20* Television (including combined TV/Film/Video)	09.0701 Radio and Television. (CTE)
Geography	2206.00 Geography	45.0701 Geography. (not CTE)
Geology	1914.00 Geology	40.0601 Geology/Earth Science, General. (not CTE)
Global Studies	2210.20 Global Studies	30.2001 International/Globalization Studies (not CTE)
History	2205.00 History	54.0101 History, General. (not CTE)
Hospitality Management	1307.00* Hospitality	52.0901 Hospitality Administration/Management, General. (CTE)
Journalism	0602.00* Journalism	09.0401 Journalism. (Both CTE and Non CTE)
Kinesiology	1270.00 Kinesiology	31.0505 Exercise Science and Kinesiology. (not CTE)
Law, Public Policy, and Society	1401.00 Law, General	22.0000 Legal Studies. (not CTE)
Mathematics 2.0	1701.00 Mathematics, General	27.0101 Mathematics, General. (not CTE)

ADTs	TOP Code	CIP Code
Music	1004.00 Music	50.0901 Music, General. (Not CTE)
Nutrition and Dietetics	1306.00* Nutrition, Foods, and Culinary Arts	51.3101 Dietetics/Dietician (CTE)
Philosophy	1509.00 Philosophy	38.0101 Philosophy. (not CTE)
Physics 2.0	1902.00 Physics, General	40.0801 Physics, General. (not CTE)
Political Science	2207.00 Political Science	45.1001 Political Science and Government, General. (not CTE)
Psychology	2001.00 Psychology, General	42.0101 Psychology, General. (Not CTE)
Public Health Science	1201.00* Health Occupations, General	51.0000 Health Services/Allied Health/Health Sciences, General (Both CTE and not CTE)
Public Health	1201.00* Health Occupations, General	51.0000 Health Services/Allied Health/Health Sciences, General (Both CTE and not CTE)
Social Justice: African American Studies	2201.80 Social Justice: African American Studies	05.0201 African American / Black Studies (not CTE)
Social Justice: Asian American Studies	2201.90 Social Justice: Asian American Studies	05.0206 Asian American Studies (not CTE)
Social Justice: Ethnic Studies	2201.50 Social Justice: Ethnic Studies	05.0200 Ethnic Studies (not CTE)
Social Justice: Gender Studies	2201.70 Social Justice: Gender Studies	05.0207 Women Studies (not CTE)

ADTs	TOP Code	CIP Code
Social Justice Studies: General	2201.30 Social Justice Studies: General	05.0299 Ethnic, Cultural Minority, Gender, and Group Studies, Other (Both CTE and not CTE)
Social Justice: LGBTQ Studies	2201.40 Social Justice: LGBTQ Studies	05.0208 Gay / Lesbian Studies (not CTE)
Social Justice: Native American Studies	2201.91 Social Justice: Native American Studies	05.0202 American Indian / Native American Studies (not CTE)
Social Work and Human Services	2104.00* Social Work and Human Services	44.000 Human Services, General (Both CTE and not CTE)
Sociology	2208.00 Sociology	45.1101 Sociology, General. (not CTE)
Spanish	1105.00 Spanish	16.0905 Spanish Language and Literature. (not CTE)
Studio Arts	1002.00 Art	50.0701 Art/Art Studies, General. (not CTE)
Theater Arts	1007.00 Dramatic Arts	50.0501 Drama and Dramatics/Theatre Arts, General. (not CTE)

CCN Template noted details

All math courses except statistics are assigned to the CIP Code of 27.0101 Mathematics, General. All English courses are assigned to 23.0101 English Language and Literature, General. All Statistics courses, regardless of subject area or contextualized discipline, are assigned 27.0501 Statistics, General.

Phase I Templates

CCN #	Course Title	TOP	CIP
COMM C1000	Introduction to Public Speaking	1506.00 Speech Communication	09.0101 Speech Communication and Rhetoric (not CTE)
COMM C1000H	Introduction to Public Speaking - Honors	1506.00 Speech Communication	09.0101 Speech Communication and Rhetoric (not CTE)
ENGL C1000	Academic Reading and Writing	1501.00 English	23.0101 English Language and Literature, General (not CTE)
ENGL C1000H	Academic Reading and Writing - Honors	1501.00 English	23.0101 English Language and Literature, General (not CTE)
ENGL C1000E	Academic Reading and Writing – Embedded Support	1501.00 English	23.0101 English Language and Literature, General
ENGL C1001	Critical Thinking and Writing	1501.00 English	23.0101 English Language and Literature, General (not CTE)
ENGL C1001H	Critical Thinking and Writing - Honors	1501.00 English	23.0101 English Language and Literature, General (not CTE)
POLS C1000	American Government and Politics	2207.00 Political Science	45.1001 Political Science and Government, General (not CTE)

CCN #	Course Title	TOP	CIP
POLS C1000H	American Government and Politics - Honors	2207.00 Political Science	45.1001 Political Science and Government, General (not CTE)
PSYC C1000	Introduction to Psychology	2001.00 Psychology, General	42.0101 Psychology, General (not CTE)
PSYC C1000H	Introduction to Psychology - Honors	2001.00 Psychology, General	42.0101 Psychology, General (not CTE)
STAT C1000	Introduction to Statistics	1701.00 Mathematics, General	27.0501 Statistics, General (not CTE)
STAT C1000H	Introduction to Statistics - Honors	1701.00 Mathematics, General	27.0501 Statistics, General (not CTE)
STAT C1000E	Introduction to Statistics – Embedded Support	1701.00 Mathematics, General	27.0501 Statistics, General (not CTE)

Phase IIA Templates

CCN #	Course Title	TOP	CIP
ARTH C1100	Survey of Art from Prehistory to the Medieval Era	1001.00 Fine Arts, General	50.0703 Art History, Criticism and Conservation (not CTE)
ARTH C1100H	Survey of Art from Prehistory to the Medieval Era - Honors	1001.00 Fine Arts, General	50.0703 Art History, Criticism and Conservation (not CTE)

CCN #	Course Title	TOP	CIP
ARTH C1200	Survey of Art from the Renaissance to Contemporary	1001.00 Fine Arts, General	50.0703 Art History, Criticism and Conservation (not CTE)
ARTH C1200H	Survey of Art from the Renaissance to Contemporary - Honors	1001.00 Fine Arts, General	50.0703 Art History, Criticism and Conservation (not CTE)
ENGL C1002	Introduction to Literature	1501.00 English	23.0101 English Language and Literature, General (not CTE)
ENGL C1002H	Introduction to Literature - Honors	1501.00 English	23.0101 English Language and Literature, General (not CTE)
ENGL C1003	Critical Thinking and Writing through Literature	1501.00 English	23.0101 English Language and Literature, General (not CTE)
ENGL C1003H	Critical Thinking and Writing through Literature - Honors	1501.00 English	23.0101 English Language and Literature, General (not CTE)
ECON C2001	Principles of Microeconomics	2204.00 Economics	45.0601 Economics, General (not CTE)
ECON C2001H	Principles of Microeconomics - Honors	2204.00 Economics	45.0601 Economics, General (not CTE)
ECON C2002	Principles of Macroeconomics	2204.00 Economics	45.0601 Economics, General (not CTE)
ECON C2002H	Principles of Macroeconomics - Honors	2204.00 Economics	45.0601 Economics, General (not CTE)

CCN #	Course Title	TOP	CIP
HIST C1001	United States History to 1877	2205.00 History	54.0102American History (United States) (not CTE)
HIST C1001H	United States History to 1877 - Honors	2205.00 History	54.0102American History (United States) (not CTE)
HIST C1002	United States History since 1865	2205.00 History	54.0102American History (United States) (not CTE)
HIST C1002H	United States History since 1865 - Honors	2205.00 History	54.0102American History (United States) (not CTE)

Phase IIB Templates

- Under TOP, Child Development and Early Childhood Education (ECE) shared a single CTE TOP code (1305.00). As we've worked through the CIP transition, we've taken a close look at the national CIP structure and found that the two disciplines are treated differently. In CIP, Child Development falls within the Human Sciences/Family and Consumer Sciences (19.xxxx) family and is not designated as CTE. Early Childhood Education falls within the Education (13.xxxx) family and is designated as CTE.
- To stay aligned with the national CIP structure, we will be separating the two. That means Child Development will no longer be considered CTE, while Early Childhood Education will continue to be CTE. This change reflects the way the national CIP taxonomy organizes academic disciplines—it is not intended to diminish the importance of Child Development or its essential role in preparing the early childhood education workforce.

CCN #	Course Title	TOP	CIP Code
ANTH C1001	Introduction to Biological Anthropology	2202.00 Anthropology	45.0202 - Physical and Biological Anthropology (not CTE)
ANTH C1001H	Introduction to Biological Anthropology - Honors	2202.00 Anthropology	45.0202 - Physical and Biological Anthropology (not CTE)
ANTH C1001L	Biological Anthropology Lab	2202.00 Anthropology	45.0202 - Physical and Biological Anthropology (not CTE)
ANTH C1001LH	Biological Anthropology Lab - Honors	2202.00 Anthropology	45.0202 - Physical and Biological Anthropology (not CTE)
ANTH C1000	Introduction to Biological Anthropology with Lab	2202.00 Anthropology	45.0202 - Physical and Biological Anthropology (not CTE)
ANTH C1000H	Introduction to Biological Anthropology with Lab - Honors	2202.00 Anthropology	45.0202 - Physical and Biological Anthropology (not CTE)
ASTR C1001	Introduction to Astronomy	1911.00 Astronomy	40.0201 Astronomy (not CTE)
ASTR C1001H	Introduction to Astronomy - Honors	1911.00 Astronomy	40.0201 Astronomy (not CTE)
ASTR C1001L	Introduction to Astronomy Lab	1911.00 Astronomy	40.0201 Astronomy (not CTE)
ASTR C1001LH	Introduction to Astronomy Lab - Honors	1911.00 Astronomy	40.0201 Astronomy (not CTE)

CCN #	Course Title	TOP	CIP Code
ASTR C1000	Introduction to Astronomy with Lab	1911.00 Astronomy	40.0201 Astronomy (not CTE)
ASTR C1000H	Introduction to Astronomy with Lab - Honors	1911.00 Astronomy	40.0201 Astronomy (not CTE)
BIOL C1001	Introduction to Biology	0401.00 Biology, General	26.0101 Biology/Biological Sciences, General (not CTE)
BIOL C1001H	Introduction to Biology - Honors	0401.00 Biology, General	26.0101 Biology/Biological Sciences, General (not CTE)
BIOL C1001L	Introduction to Biology Lab	0401.00 Biology, General	26.0101 Biology/Biological Sciences, General (not CTE)
BIOL C1001LH	Introduction to Biology Lab – Honors	0401.00 Biology, General	26.0101 Biology/Biological Sciences, General (not CTE)
BIOL C1000	Introduction to Biology with Lab	0401.00 Biology, General	26.0101 Biology/Biological Sciences, General (not CTE)
BIOL C1000H	Introduction to Biology with Lab - Honors	0401.00 Biology, General	26.0101 Biology/Biological Sciences, General (not CTE)
CDEV C1000	Child Growth and Development	1305.00* Child Development/Early Care and Education	19.0706 Child Development (not CTE)

CCN #	Course Title	TOP	CIP Code
CDEV C1000H	Child Growth and Development - Honors	1305.00* Child Development/Early Care and Education	19.0706 Child Development (not CTE)
COMM C1004	Interpersonal Communication	1506.00 Speech Communication	09.0101 Speech Communication and Rhetoric (not CTE) (not CTE)
COMM C1004H	Interpersonal Communication - Honors	1506.00 Speech Communication	09.0101 Speech Communication and Rhetoric (not CTE)
MATH C2210	Calculus I: Early Transcendentals	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2210H	Calculus I: Early Transcendentals - Honors	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2210E	Calculus I: Early Transcendentals - Embedded Support	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2211	Calculus I: Late Transcendentals	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2211H	Calculus I: Late Transcendentals - Honors	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2211E	Calculus I: Late Transcendentals – Embedded Support	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2220	Calculus II: Early Transcendentals	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)

CCN #	Course Title	TOP	CIP Code
MATH C2220H	Calculus II: Early Transcendentals - Honors	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2220E	Calculus II: Early Transcendentals - Embedded Support	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2221	Calculus II: Late Transcendentals	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2221H	Calculus II: Late Transcendentals - Honors	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2221E	Calculus II: Late Transcendentals - Embedded Support	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
SOCI C1000	Introduction to Sociology	2201.00 Social Sciences, General	45.1101 Sociology, General (not CTE)
SOCI C1000H	Introduction to Sociology - Honors	2201.00 Social Sciences, General	45.1101 Sociology, General (not CTE)

Phase III Templates

- Templates are under review by four-year universities and may not all be released to colleges at the same time. Colleges should not begin any work on Phase III CCN aligned courses until further guidance is issued.
- An appropriate ESL CIP is not available. This template is intended to be equivalent to Academic Reading and Writing for multilingual students, therefore given the intended outcome of the course, the same CIP Code is used for ENGL C1000 and the proposed ELMS C1000 Template.
- There will be Honors versions for all Phase III templates listed below when they are released.

Proposed CCN #	Proposed Course Title	TOP	CIP
ACCT C2001	Financial Accounting	0502.00* Accounting	52.0304 - Accounting and Finance (CTE)
ACCT C2002	Managerial Accounting	0502.00* Accounting	52.0305 - Accounting and Business/Management (CTE)
CRIM C1000	Introduction to Criminal Justice	2105.00* Administration of Justice	43.0107 Criminal Justice/Police Science (CTE)
CRIM C1100	Introduction to Criminal Law	2105.00* Administration of Justice	43.0107 Criminal Justice/Police Science (CTE)
ARTH C1000	Exploration of Art	1001.00 Fine Arts, General	50.0701 - Art/Art Studies, General (not CTE)
ARTH C1300	Survey of Modern Art	1001.00 Fine Arts, General	50.0701 - Art/Art Studies, General (not CTE)
BIOL C1220	Human Anatomy and Physiology I with Lab	0410.00 Anatomy and Physiology	26.0901 Physiology, General (not CTE)
BIOL C1230	Human Anatomy and Physiology II with Lab	0410.00 Anatomy and Physiology	26.0901 Physiology, General (not CTE)
BIOL C2400	Microbiology	0403.00 Microbiology	26.0502 Microbiology, General (not CTE)
BUSN C1000	Introduction to Business	0505.00* Business Administration	52.0201 Business Administration and Management, General (CTE)

Proposed CCN #	Proposed Course Title	TOP	CIP
BUSN C1010	Business Communication	0505.00* Business Administration	52.0501, Business/Corporate Communications, General. (CTE)
BUSN C1020	Business Law	0505.00* Business Administration	52.0201 Business Administration and Management, General (CTE)
STAT C1010	Business Statistics	1701.00 Mathematics, General	27.0501 Statistics, General (not CTE)
CHST C1000	Introduction to Chicana/o/x Studies	2203.30 Chicana/o Studies, Latina/o Studies	05.0203 Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies (not CTE)
ECED C1020	Child, Family, and Community	1305.10* Child and Adolescent Development	19.0706 Child Development (not CTE)
ECED C1010	Principles and Practices of Early Childhood Education	1305.10* Child and Adolescent Development	13.1210 Early Childhood Education and Teaching (CTE)
ECED C1040	Introduction to Curriculum in Early Childhood Education	1305.10^Child and Adolescent Development	13.1210 Early Childhood Education and Teaching (CTE)

Proposed CCN #	Proposed Course Title	TOP	CIP
ECED C1030	Observation and Assessment in Early Childhood Education	1305.10* Child and Adolescent Development	13.1210 Early Childhood Education and Teaching (CTE)
ECED C2000	Student Teaching Practicum in Early Childhood Education	1305.10* Child and Adolescent Development	13.1210 Early Childhood Education and Teaching (CTE)
COMM C1200	Critical Thinking through Argumentation	1506.00 Speech Communication	09.0101 Speech Communication and Rhetorical (not CTE)
COMM C1110	Intercultural Communication	1506.00 Speech Communication	09.0101 Speech Communication and Rhetorical (not CTE)
ELMS C1000	Academic Reading and Writing for Multilingual Students	4930.87 English as a Second Language, Integrated	23.0101 English Language and Literature, General (not CTE)
HIST C1101	World History to 1500	2205.00 History	54.0101 History, General (not CTE)
HIST C1102	World History since 1500	2205.00 History	54.0101 History, General (not CTE)
HIST C1201	European History to 1500	2205.00 History	54.0103 European History. (not CTE)
HIST C1202	European History since 1500	2205.00 History	54.0103 European History. not CTE)

Proposed CCN #	Proposed Course Title	TOP	CIP
KINE C1000	Introduction to Kinesiology	1270.00 Kinesiology	31.0505 Exercise Science and Kinesiology (not CTE)
MATH C1130	Finite Mathematics	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C1140	Business Calculus	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MATH C2230	Multivariable Calculus	1701.00 Mathematics, General	27.0101 Mathematics, General (not CTE)
MUSC C1000	Music Appreciation	1004.00 Music	50.0901 Music, General (not CTE)
PHIL C1000	Introduction to Philosophy	1509.00 Philosophy	38.0101 Philosophy (not CTE)
PHIL C1110	Logic and Argumentative Writing	1509.00 Philosophy	38.0101 Philosophy (not CTE)
POLS C1001	Introduction to Political Theory and Thought	2207.00 Political Science	45.1001 Political Science and Government, General (not CTE)
POLS C1002	Introduction to Comparative Government and Politics	2207.00 Political Science	45.1001 Political Science and Government, General

Proposed CCN #	Proposed Course Title	TOP	CIP
PSYC C2020	Introduction to Research Methods in Psychology and Behavioral Sciences	2001.01 Psychology, General	42.0101 Psychology, General (not CTE)
PSYC C2021	Introduction to Research Methods in Psychology and Behavioral Sciences with Lab	2001.01 Psychology, General	42.0101 Psychology, General (not CTE)
STAT C1020	Introduction to Statistics for the Social and Behavioral Sciences	1701.00 Mathematics, General	27.0501 Statistics, General (not CTE)
SOCI C1010	Social Problems	2208.00 Sociology	45.1101 Sociology, General (not CTE)
SOCI C1030	Sociology of Family	2208.00 Sociology	45.1101 Sociology, General (not CTE)
SOCI C1040	Sociology of Gender	2208.00 Sociology	45.1101 Sociology, General (not CTE)
BIOL C1200	Human Anatomy with Lab	0410.00 Anatomy and Physiology	26.0403 Anatomy (not CTE)
BIOL C1210	Human Physiology with Lab	0410.00 Anatomy and Physiology	26.0901 Physiology, General (not CTE)
CHEM C1005	Introduction to General Chemistry	1905.00 Chemistry, General	40.0501 Chemistry, General (not CTE)

Proposed CCN #	Proposed Course Title	TOP	CIP
CHEM C1005L	Introduction to General Chemistry Lab	1905.00 Chemistry, General	40.0501 Chemistry, General (not CTE)
CHEM C1015	Introduction to General Chemistry with Lab	1905.00 Chemistry, General	40.0501 Chemistry, General (not CTE)
CHEM C1100	General Chemistry I	1905.00 Chemistry, General	40.0501 Chemistry, General (not CTE)
CHEM C1100L	General Chemistry I Lab	1905.00 Chemistry, General	40.0501 Chemistry, General (not CTE)
CHEM C1110	General Chemistry I with Lab	1905.00 Chemistry, General	40.0501 Chemistry, General (not CTE)
CHEM C1105	General Chemistry II	1905.00 Chemistry, General	40.0501 Chemistry, General (not CTE)
CHEM C1105L	General Chemistry II Lab	1905.00 Chemistry, General	40.0501 Chemistry, General (not CTE)
CHEM C1115	General Chemistry II with Lab	1905.00 Chemistry, General	40.0501 Chemistry, General (not CTE)

College Curriculum Committee Roster

3-year terms

Voting Members	Member	Term	Semester Term Began	Semester Term Ends
Adjunct Faculty At Large	Victoria Martinez	2nd Term	Fall 2026	Spring 2029
BIS Faculty Member (1)	Manzoor Ahmad	1st Term	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	2nd Term	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	1st Term	Fall 2024	Spring 2027
FACH Faculty Member (2)	Selene Aguirre	1st Term	Spring 2026	Fall 2028
HPS Faculty Member (1)	Arneshia Bryant- Horn	2nd Term	Fall 2026	Spring 2029
HPS Faculty Member (2)	Angela Burrell	1st term	Spring 2024	Spring 2027
STEM Faculty Member (1)	Jose Martinez	1st Term	Spring 2024	Fall 2026
STEM Faculty Member (2)	Karla Coti	1st Term	Fall 2026	Spring 2029
Social Sciences (1)	Kendahl Radcliffe	2nd Term	Fall 2026	Spring 2029
Social Sciences (2)	David Chavez	1st Term	Fall 2026	Spring 2029
Dean	Gerson Valle	1st Term	Fall 2025	Spring 2028
Division Chair	Valerie Woodward	1st Term	Fall 2026	Spring 2029
Faculty Counselor (1)	Noemi Monterroso	1st Term	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	N/A	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	N/A	Fall 2022	TBD
Full-time Librarian (FACH)	Andree Valdry	1st Term	Fall 2026	Spring 2029
Non-Voting Members	Member	Term	Semester Term Began	Semester Term Ends
Articulation Officer	Melain McIntosh	N/A	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	N/A	
Curriculum Analyst	Maya Medina	N/A	N/A	
Student Representative	Iris Rogers	N/A	N/A	
Academic Senate Secretary	Brittany Olayele	N/A	N/A	
College Curriculum Committee Chair (tie break vote only)	Nathan Lopez	1st Term	Fall 2027	Spring 2028

Curriculum Committee Meeting Schedule

2026 - 2027

Date	Time	Location
September 8, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
September 22, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
October 13, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
October 27, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
November 10, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
November 24, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
December 8, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
February 23, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
March 9, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
March 23, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
April 6, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
April 20, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 106
May 11, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 107
May 25, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 108