



College Curriculum Committee

Meeting Agenda Package

November 25, 2025

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael Vanoverbeck / Time Keeper: TBD

Date: November 25, 2025 / Time: 2:00 p.m. - 3:30 p.m.

Location: IB1-105

Vision:

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

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez__ ; Ahmad Manzoor__ ; Michael Vanoverbeck__ ; Mayela Rodriguez__ ; Stefani Baez__ ; Susan Johnson__ ; Arneshia Bryant-Horn __ ; Jose Martinez__ ; Kendahl Radcliffe __ ; Nathan Lopez__ ; Gerson Valle __ ; David McPatchell__ ; Noemi Monterosso__ ; Jesse Mills __ ; Bradfield Conn __ ; Lynn Chung __ ; Melain McIntosh__ ; Sheri Berger__ ; Maya Medina __ ; Shante Mumford __ ; and Charles Hobbs__ .

AGENDA:

1. Approval of Agenda: November 25, 2025

Approval of Minutes: October 28, 2025

2. Reports and Follow-up Questions From Attendees:

- a) Vice President, Academic Affairs
- b) Curriculum Analyst
- c) Articulation Officer
- d) Distance Education Faculty Coordinator
- e) SLO Coordinator

3. Consent Agenda Item(s):

- a) Articulation/Transfer Review
STAT C1000H – Introduction to Statistics -- Honors

b) Standard Course Review: SLO Update; Add Credit by Examination
SPAN 102 – Elementary Spanish II

c) Standard Course Review: Add Credit by Examination
JAPA 101 – Elementary Japanese I
SPAN 101 – Elementary Spanish I

d) Standard Course Review: Revise Course Hours; Add Distance Education – EFOMA
THEA 114 – Fundamentals of Acting
THEA 217 – Intermediate Acting

e) Standard Course Review: Revise Course Hours
THEA 113 – Introduction to Acting

4. Action Items

a) New Program – 1st Read
Culinary Arts – Certificate of Accomplishment

b) New Courses – 1st Read
ESL 10A – Beginning ESL 1
ESL 10C – Intermediate ESL 1

5. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

a) CCC representatives may provide a comment or future agenda item recommendation(s).

6. Public Comment(s):

a) Public comments may be presented by any person not on the CCC roster in attendance.

College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael Vanoverbeck / Time Keeper: Victoria Martinez

Date: October 28, 2025 / Time: 2:00 p.m. - 3:30 p.m.

Location: IB1-105

Vision:

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

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez_X_ ; Ahmad Manzoor__ ; Michael VanOverbeck_X_ ; Mayela Rodriguez__ ; Stefani Baez_X_ ; Susan Johnson__ ; Arneshia Bryant-Horn_X_ ; Jose Martinez_X_ ; Kendahl Radcliffe__ ; Nathan Lopez_X_ ; Gerson Valle__ ; David McPatchell_X_ ; Noemi Monterosso_X_ ; Jesse Mills_X_ ; Bradfield Conn_X_ ; Lynn Chung_X_ ; Melain McIntosh_X_ ; Sheri Berger_X_ ; Maya Medina_X_ ; Shante Mumford__ ; and Charles Hobbs_X_ .

Meeting Started at 2:06pm

AGENDA:

Victoria M. motioned to approve the agenda. Michael V. seconded. Unanimously approved.

7. Approval of Agenda: October 28, 2025

Noemi M. motioned to approve the agenda. Victoria M. seconded. Unanimously approved.

8. Approval of Minutes: October 14, 2025

Victoria M. motioned to open 3a-e. Noemi M. seconded.

9. Reports and Follow-up Questions From Attendees:

f) Vice President, Academic Affairs

a. Curriculum Issues

i. Dangling Hours

ii. Non-compliant Courses

iii. Work Experience Courses

iv. New ADTs

g) Curriculum Analyst

a. Film 110 honors was approved chancellor's office oct 19th

h) Articulation Officer

- a. Common course numbering update
- b. Please remind your GPDs to encourage faculty to complete their CCN Phase IIB courses this term
- c. There is one remaining CCN Office Hours on [November 20, 1p-2p](#); you can receive Flex Credit. From 10/27/25 Webinar
 - o Phase III Templates are expected to be released by February 2026. Articulations submission timelines TBD, but given the timing of the release, we will likely not follow the usual articulation timeline. Not all templates will be released at the same time; courses that do not pass the unofficial articulation review will be withheld.
 - o During the webinar, they decided to create a Calculus 2 Embedded support template.
- i) Distance Education Faculty Coordinator
- j) SLO Coordinator
 - a. Good training turnout during SLO workshop
 - b. Video is now available.

Noemi M. motioned to close 3a-e. Michael V. seconded.

Noemi M. motioned to open 4a. Nathan L. seconded.

10. Consent Agenda Item(s):

a) SLO Update

MATH 100- Supervised Tutoring: Mathematics

Michael V. motioned to approve 4a. Nathan L. seconded. Unanimously approved.

Michael V. motioned to approve 4b. Stefani B. Seconded. Unanimously approved.

b) Common Course Numbering Update

SOCI C1000 - Introduction to Sociology

SOCI C1000H - Introduction to Sociology - Honors

Stefani B. motioned to open 5a. Noemi M. seconded.

11. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

- b) CCC representatives may provide a comment or future agenda item recommendation(s).
 - a. Consider forming a workgroup (include a counselor and instructional faculty and dean of counseling and VP academic affairs) to discuss the program mapper process.
 - b. Library Database Trials.
 - i. Free for a limited time.
 - ii. Contact library for username and password
 - iii. Access world news – research collection and Acland's video atlas of human anatomy

Brad C. motioned to close 5a. Noemi M. seconded.

Michael V. motioned to open 6a. Noemi M. seconded.

12. Public Comment(s):

- b) Public comments may be presented by any person not on the CCC roster in attendance.

Michael V. motioned to close 6a. David M. seconded.

Meeting ended at 2:43pm



Articulation/Transfer Review – STAT C1000H – Introduction to Statistics - - Honors

Course Information

Course Discipline: STAT

Course Division: Science, Technology, Engineering, and Mathematics (STEM)

Course Number: C1000H

Full Course Title: Introduction to Statistics - Honors

Short Title: Intro to Statistics-Honors

TOP Code: 170100 - Mathematics, General

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 2025

Board of Trustees Approval Date:

2024-11-19

Course Description

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the

statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. This is an honors course.

Course Standards

Lecture Hours:

72.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

144.000

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

Lecture Hours:

72.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

144.000

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

Lecture Units:

4.000

Activity Units:

Lab Units:

Min/Max Units:

4.000

Total Hours:

72.000

Grading Method:

Letter grade only

Course Requirements

Other

Non Course Requirements

Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra

Course Content

Lecture

Outline

Introduction to statistical thinking and processes

Approximate Time In Hours

2.00

Lecture

Outline

Technology-based statistical analysis

Approximate Time In Hours

5.00

Lecture

Outline

Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science

Approximate Time In Hours

5.00

Lecture

Outline

Units (subjects/cases) and variables in a data set, including multivariable data sets

Approximate Time In Hours

5.00

Lecture

Outline

Categorical and quantitative variables

Approximate Time In Hours

3.00

Lecture

Outline

Sampling methods, concerns, and limitations, including bias and random variability

Approximate Time In Hours

4.00

Lecture

Outline

Observational studies and experiments

Approximate Time In Hours

4.00

Lecture

Outline

Data summaries, visualizations, and descriptive statistics

Approximate Time In Hours

6.00

Lecture

Outline

Probability concepts

Approximate Time In Hours

6.00

Lecture

Outline

Probability distributions (e.g., binomial, normal)

Approximate Time In Hours

6.00

Lecture

Outline

Sampling distributions and the Central Limit Theorem

Approximate Time In Hours

4.00

Lecture

Outline

Estimation and confidence intervals

Approximate Time In Hours

8.00

Lecture

Outline

Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results

Approximate Time In Hours

10.00

Lecture

Outline

Regression, including correlation and linear regression equations

Approximate Time In Hours

4.00

General Education/Transfer

1. Local GE/Graduation Requirements:

- 4B – Language and Rationality – Communication and Analytical Thinking
- 6 – Mathematics Competency

2. CSU GE:

- B4 - Mathematics/Quantitative Reasoning

3. **IGETC GE:**

- 2A - Mathematical Concepts & Quantitative Reasoning

4. **UC TCA:**

- UC-M Mathematical Concepts and Quantitative Reasoning

Course Objectives

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

Lecture

Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data

Lecture

Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.

Lecture

Describe and apply probability concepts and distributions.

Lecture

Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.

Lecture

Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.

Lecture

Evaluate ethical issues in statistical practice.

Student Learning Outcomes

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

1. From data or bivariate data, compute statistics and develop displays of the data that illustrate the measures of central tendency, variation, relative position, and correlation. Interpret the displays in context.

2. Compute probability of an event by applying the basic assumption in classical probability and using addition rule and multiplication rule for contingency tables.

3. Use the Central Limit Theorem to compute probabilities concerning the distribution of the sample means and comparing these to the probabilities of the related random variable.

4. Compute the confidence intervals and conduct hypothesis testing for a variety of parameters, and perform nonparametric hypothesis testing.

Methods of Instruction

Demonstration

Discussion

Group Activities

Guest Speakers

Lecture

Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

If you selected "Other", please provide details.

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc.

Methods of evaluation are at the discretion of local faculty.

Typical Assignments

Some assignments require critical thinking:

Honors Sample Assignment(s):

Other Assignments Example:

Using statistical software, analyze your quantitative or categorical sample data by doing the following: (1) perform a mean or proportion hypothesis test that fits your data; (2) review how you collected the data and check the necessary assumptions for making conclusions; and (3) write a 2-page report in APA format to summarize your results.

Honors Project: You can choose to conduct a new survey or analyze existing data.

Honors Project Example:

Part 1: You must collect both categorical and quantitative sample data.

Part 2: Write a 2–3 page report explaining how you collected the data, the potential biases present, and whether your sample data accurately represents the population. Provide your reasoning.

Part 3: Calculate the proportions and percentages of your categorical sample data.

Part 4: Use statistical software to create graphs and statistics for your quantitative data. Assess its shape, center (mean), typical variability, and identify any outliers in your sample data.

Part 5: Use your sample data to create confidence intervals and estimate population percentages based on your categorical data.

Part 6: Create confidence intervals and estimate population means based on your

quantitative data.

Part 7: Analyze your sample data with the ANOVA test to see if there is a relationship between your categorical and quantitative variables.

Exams:

Include several assessments, with at least one being cumulative. The assessments should not consist only of multiple-choice questions.

Reading Assignments:

Honors Sample Reading Assignments:

Example 1: Please read the relevant section in the book regarding the use of the P-value for determining statistical significance. This material is essential for understanding how to apply P-values effectively in your analyses.

Example 2: Please read the section in the book that pertains to sampling distributions and the Central Limit Theorem.

Example 3: Read literature from primary scientific sources, including reputable journals such as the New England Journal of Medicine, The Lancet, Science, and Nature, as well as relevant data and news articles.

Writing Assignments:

Honors Sample Writing Assignments:

Problems-solving exercises

Example 1: Write a paragraph discussing the two-population mean average T-test. Include the assumptions, test statistic, and types of variables.

Example 2: A random sample of 1,097 women in the United States was surveyed to determine the number who have at least one tattoo. Out of this group, 197 participants indicated that they indeed had a tattoo. Utilizing the sample information, a 95% confidence level, and statistical software, we can create a one-population confidence interval estimate for the proportion of women in the U.S. who possess at least one tattoo. It is essential to verify the assumptions for inference, and I will provide a paragraph summarizing these assumptions, along with the confidence interval and margin of error.

Example 3: Please find and input categorical data into a computer-based statistical software package. Utilize the software to create a contingency table and conduct a chi-

squared association test, applying a significance level of 5%. Ensure that all assumptions necessary for conducting inference are checked. Determine whether the contingency table and the associated test statistics indicate a significant relationship between the categorical variables. Provide a comprehensive explanation of your findings.

Other Assignments:

Non-Honors Sample Assignment(s):

1. A researcher claims that students in a private school have an IQ that is 8 points higher than that of students in public schools. Random samples of 60 students from each type of school are selected and given an IQ exam. The results are shown below. Justify why performing a test comparing the two population means is appropriate. Set up the null and alternate hypotheses. At a significance level of 0.05, test the claim and interpret the results in the context of the problem.

Private Schools

$\bar{x} = 110$

$s = 15$

$n = 60$

Public Schools

$\bar{x} = 104$

$s = 18$

$n = 120$

2. In a sampling of 200 surgeons, 15% felt that the government should control health care. In a sample of 200 dentists, 21% felt this way. At a significance level of 0.10, decide if there is a difference in the proportions. Explain and justify what test you used and explain how probability played a role in your conclusion.

3. A random sample of 49 shoppers showed that they spent an average of \$23.45 per visit at a grocery store. The standard deviation of the sample was \$2.80. Decide what type of confidence interval is appropriate to estimate the true mean and justify your choice. Then find a 90% confidence interval estimate of the true mean.

Course Materials

Author: Jose Villalobos

Title: Math 150 - Workbook

Edition: 1st

Publisher: LAD Custom Publishing

ISBN-13: 9798331613037

Year: 2024

Or Equivalent: No

Author: M.F. Triola

Title: Elementary Statistics

Edition: 14th

Publisher: Pearson

ISBN-13: 978-0134462455

Year: 2022

Or Equivalent: No

Author: Cetinkaya-Rundle

Title: Introduction to Modern Mathematics

Edition: 2e

Publisher: OpenIntro

Year: 2024

Or Equivalent: No

Author: Peck, Case

Title: Statistics: Learning From Data

Edition: 3e

Publisher: Cengage

Year: 2024

Or Equivalent: No

Author: Illowsky.dean

Title: Introductory Statistics

Edition: 2e

Publisher: OpenStax

Year: 2023

Or Equivalent: No

Author: The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin

Title: Introductory Statistics: Analyzing Data with Purpose

Edition: 1st

Publisher: The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin

Year: 2021

Or Equivalent: No

Author: Gould, R., Wong, R., Ryan, C.

Title: Introductory Statistics: Exploring the World Through Data

Edition: 4

Publisher: Pearson

Year: 2025

Or Equivalent: No

Minimum Qualification

1. Mathematics

Condition



Standard Course Review: SLO Update; Add Credit by Examination – SPAN 102 – Elementary Spanish II

Course Information

Course Discipline: SPAN

Course Division: Fine Arts, Communication and Humanities

Course Number: 102

Full Course Title: Elementary Spanish II

Short Title: Elementary 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 course, taught within the context of Spanish and Latin-American cultures, is a continuation of the study of elementary Spanish with an emphasis on listening, speaking, reading, and writing. Students improve their pronunciation and speaking skills along with their understanding of spoken Spanish. Computer, audio, and video programs are required to reinforce the language skills acquired in the classroom. Note: The prerequisite for this course is comparable to two 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

Course Requirements

Prerequisite

Subject SPAN - Spanish

Requisite Course SPAN 101 - Elementary Spanish I (Active) 5.000 - 5.000

Other

Non Course Requirements

equivalent

Course Content

Lecture

Outline

I. Spanish pronunciation Dictations Listening and speaking exercises with ancillary materials Conversations Songs and film clips

Approximate Time In Hours

8.00

Lecture

Outline

II. Grammar review and expansion Preterite tense

Approximate Time In Hours

5.00

Lecture

Outline

III. Structure of sentences both oral and written Indefinite and negative words Double object pronouns Comparisons and superlatives Irregular Preterites ¿Qué? vs. ¿Cuál? Pronouns after Prepositions Imperfect tense Preterite vs. imperfect Constructions with "se" Adverbs Commands "Por" vs. "para" Reciprocal reflexives Stressed possessive adjectives and pronouns Relative pronouns Present subjunctive Historical/geographical realities of the Hispanic world

Approximate Time In Hours

20.00

Lecture

Outline

IV. Acquisition of vocabulary and idiomatic expressions Food and meals Celebrations Personal relationships Health Parts of the body Technology House and household chores

Approximate Time In Hours

15.00

Lecture

Outline

V. Writing strategies for communicating short passages. Use of written phonetic and diacritic accents. Reading of short texts for context and recognition of grammatical and vocabulary points Writing well-developed paragraphs about everyday topics

Approximate Time In Hours

15.00

Lecture

Outline

VI. Interpreting oral language Oral communication strategies with native speakers in clarifying unknown vocabulary by asking as well as guessing from context. Ability to

engage in original dialogues and monologues(drafting and presentation), oral question-answer exercises, and word games.

Approximate Time In Hours

17.00

Lecture

Outline

VII. Study of various cultural and historical points regarding select Spanish and Latin American figures, events, and regions/countries as well as cultural differences and diversity within Spain and within the Latin American world.

Approximate Time In Hours

10.00

General Education/Transfer

1. Local GE/Graduation Requirements:
 - 3 - Arts and Humanities
2. IGETC GE:
 - 3B - Humanities
3. Transfer and Articulation:
 - C-ID: SPAN 110

Course Objectives

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

Lecture

Compose and respond to elementary questions and statements in Spanish.

Lecture

Identify proper Spanish language usage in elementary questions and statements.

Lecture

Identify proper Spanish grammar usage in simple and complex sentences.

Lecture

Analyze information presented in paragraphs and short newspaper articles written in Spanish.

Lecture

Compose, paraphrase, and/or restate lengthy paragraphs in Spanish.

Lecture

Compare and contrast Spanish and Spanish-American cultural situations, such as greetings, leave-takings, purchasing items, asking directions, telling time, and introducing people, with other cultures.

Lecture

Use elementary Spanish language to discuss and write about topics such as school activities, work activities, hobbies, and biographical information.

Lecture

Pronounce elementary Spanish language well enough to be understood by native speakers.

Lecture

Use the proper patterns and structures to communicate in Spanish at an elementary level.

Student Learning Outcomes

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

1. SLO1: Upon completion of Spanish 102, students will master the past tense. The students will have a working knowledge of reflexive verbs and the imperfect tense. Students should be able to talk about themselves using the imperfect tense. Therefore, the students will be able to write 15 sentences using the past tense or imperfect tense. In addition, the student will be introduced to the subjunctive mood. Finally, the students will be introduced to vocabulary appropriate to Spanish 102.
2. SLO 2: Upon completion of Spanish 102, students will read and comprehend intermediate level paragraphs in Spanish.
3. SLO 3: Upon completion of Spanish 102, students will be able to communicate in Spanish in the following modalities: In-person presentation or submit a video or a recorded presentation.
4. SLO4: Upon completion of Spanish 102, students will demonstrate basic awareness of Spanish-speaking countries, current events, and hispanic religious traditions: Day of the dead (Día de los Muertos), Easter (Pascua Florida) and cultures, in addition to Gastronomy in Spanish-speaking countries.

Methods of Instruction

Discussion

Students are asked to read the Spanish lesson instructions. Afterwards, the discussion starts by answering the students doubts and or reaffirm the students analytical analysis of the lessons.

Group Activities

Students are asked to work in groups and resolved the analytical questions from reading assignment.

Lecture

The lectures are divided in four sections: writing, reading, listening and oral. The class lecture starts with the grammar rules and students will then write 5 to 10 sentences using the grammar presented in the lecture. Second, students read from the Easy

Spanish Reader. Third, the students listen by spelling the vocabulary dictated twice by the instructor. Finally, students are asked several questions they must answer, this is the oral component.

Methods of Evaluation

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Students read from the Easy Spanish Reader, Third Edition and they have to answer several critical thinking questions from the selective reading.

Other Assignments:

Write 10 sentences following using the preterite or the imperfect, according to context.

Course Materials

Author: William T. Tardy

Title: Easy Spanish Reader Premium

Edition: 3r. Edition

Publisher: McGraw-Hill Education

ISBN-13: 978-0071850193

Year: 2015

Rationale for older textbook:

The rationale for this older textbook is that it is only used as a supplement in addition to the reading material.

Or Equivalent: No

Author: Jose A. Blanco

Title: Vistas: Introducción a la lengua Española

Edition: 7

Publisher: Vista Higher Learning

ISBN-13: 978-1543395181

Year: 2023

Or Equivalent: No

Minimum Qualification

1. Foreign Languages

Condition



Standard Course Review: Add Credit by Examination – JAPA 101 – Elementary Japanese I

Course Information

Course Discipline: JAPA

Course Division: Fine Arts, Communication and Humanities

Course Number: 101

Full Course Title: Elementary Japanese I

Short Title: Elementary Japanese I

TOP Code: 110800 - Japanese

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 2020

Board of Trustees Approval Date:

2019-12-10

Course Description

This course, taught within the context of Japanese culture, introduces students to the development of skills for language acquisition in speaking, listening, reading, and writing of modern Japanese. Students also are introduced to the cultural background of the language. Note: This course is comparable to two years of high school Japanese.

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

Course Content

Lecture

Outline

Introduction to Japanese culture Geography, education, economy Customs, cuisine, everyday life

Approximate Time In Hours

6.00

Lecture

Outline

Introduction to modern Japanese language Phonetic system Syntax in comparison with English and some other languages Polite expressions - Keigo Writing system - Kana and Kanji

Approximate Time In Hours

8.00

Lecture

Outline

Pronunciation exercise Reading practice Oral presentation Aural practice

Approximate Time In Hours

12.00

Lecture

Outline

Conversation practice Aural comprehension Dictation practice Listening comprehension Oral drill and conversation Teacher-student conversation Student-student conversation Student oral presentation

Approximate Time In Hours

20.00

Lecture

Outline

Basic grammar and vocabulary Simple sentence patterns and word orders Particles (approximately 10) Present tense and past tense Affirmative forms and negative forms Question sentence patterns Basic verbal forms Two types of adjectives Basic vocabulary

Approximate Time In Hours

22.00

Lecture

Outline

Recognition and writing of written symbols All Hiragana and Katakana Kanji characters (40-50) Romanized spelling system

Approximate Time In Hours

22.00

General Education/Transfer

1. Local GE/Graduation Requirements:
 - 3 - Arts and Humanities
2. UC TCA:
 - UC-H Arts and Humanities

Course Objectives

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

Employ basic Japanese sentence structures and vocabulary to discuss topics such as school activities, work activities, hobbies, and biographical information.

Demonstrate ability to write short paragraphs about everyday topics using Hiragana and Katakana letters and approximately 40 Kanji characters.

Demonstrate ability to compose and speak grammatically correct Japanese basic phrases and sentences containing present tense and past tense, and approximately 10 particles.

Describe how various Japanese customs are reflected in the use of language in daily routines.

Describe basic Japanese cultural situations, such as greetings, leave-takings, purchasing items, telling time, and introducing people, and compare and contrast these situations with English cultural situations.

Student Learning Outcomes

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

1. Converse in Standard Japanese to perform basic communicative tasks (e.g., exchange greetings/personal information, give time/directions/daily activities) using present/future and past tenses in formal (desu/masu) speech style. Students will do so within the limits of vocabulary and structures appropriate to the beginning Japanese 1 level.
2. Read and write hiragana, katakana, and approx. 40 basic kanji characters and demonstrate comprehension of prepared (8-10 sentence) texts written in them
3. Compose simple sentences and responses to questions employing hiragana, katakana, and learned kanji appropriately.

Methods of Instruction

Demonstration

Students will demonstrate knowledge of basic Japanese grammar and vocabulary through oral presentations and other types of demonstrations.

Discussion

Students and instructors will discuss contemporary Japanese culture and society, including but not limited to group discussions, question and answer sessions, and discussions of comparisons of Japanese cultures to other cultures.

Group Activities

Students will work with other students and the instructor to prepare and participate in group tasks including but not limited to role playing, demonstrations, and other activities.

Lecture

The instructor will lecture upon a variety of topics, including but not limited to: Basic Japanese grammar and vocabulary The hiragana, katakana, and kanji systems of writing Social customs and situations

Multimedia presentations

Showings of films, videos and other types of presentations can be included.

Role Play

Students can role play a variety of situations including, but not limited to: greetings, leave-takings, purchasing items, telling time, and others.

Methods of Evaluation

Substantial writing assignments

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

For our next class, prepare for a 15-minute group discussion in Japanese on the expressions of apology. List three or four occasions in which Japanese people say "sumimasen" (sorry), and list another three or four occasions in which Americans (or the people in another country) say "sorry." Be prepared to discuss the similarities and differences between these two languages and cultures.

Writing Assignments:

Write five sentences about your last weekend activities, using the Japanese writing symbols - Hiragana, Katakana, and a minimum of seven Kanji. Please incorporate in your writing when and where your activities occurred. Make sure that all your sentences are written in the past tense.

Other Assignments:

Prepare an oral presentation in Japanese in which you and your partner play the role of a sales clerk and a customer in a store. Be sure you use 1) culturally appropriate expressions such as polite/humble expressions; 2) counters (volumes of books, pairs of pants, sheets of paper); and 3) a minimum of 10 sentences by each of you.

Course Materials

Author: E. Banno, Y. Ohno, Y. Sakane, C. Shinagawa, and K. Tokashiki

Title: Genki: An Integrated Course in Elementary Japanese

Edition: 2nd

Publisher: The Japan Times

Year: 2011

Rationale for older textbook:

This textbook is still the discipline standard.

Or Equivalent: No
Other:
Rosetta Stone

Minimum Qualification

1. Foreign Languages
Condition



Standard Course Review: Add Credit by Examination – SPAN 101 – Elementary Spanish I

Course Information

Course Discipline: SPAN

Course Division: Fine Arts, Communication and Humanities

Course Number: 101

Full Course Title: Elementary Spanish I

Short Title: Elementary 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: Spring 2021

Board of Trustees Approval Date:

2020-12-09

Course Description

This course introduces students to the development of skills for language acquisition in speaking, listening, reading, and writing linguistically appropriate Spanish. Students are also introduced to the cultural background of the language, including relationships among cultural practices and perspectives and the general aspects of every day life. Technological support includes videos, DVDs, audio CDs, and Internet access to

publishers' websites for tutoring and other support. Note: This course is comparable to two 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

Course Content

Lecture

Outline

I. Pronunciation of the Spanish alphabet as it is used in words Vowels, diphthongs and triphthongs Sentence flow in declarative and interrogative sentences Pronunciation practice

Approximate Time In Hours

5.00

Lecture

Outline

II. Acquisition of vocabulary and idiomatic expressions Friends Family Pets Home life / everyday items.

Approximate Time In Hours

15.00

Lecture

Outline

III. Structure of sentences both oral and written Present tense, Preterit proximate future with everyday topics and events. Culturally appropriate structure for social structure, manners Historical/geographical realities of the Hispanic world.

Approximate Time In Hours

25.00

Lecture

Outline

IV. Writing strategies for communicating short passages. Use of written phonetic and diacritic accents. Short readings from Hispanic magazines and online newspapers Writing short paragraphs about daily events and happenings in the student's daily life.

Approximate Time In Hours

15.00

Lecture

Outline

V. Interpreting oral language A. Oral communication strategies with native speakers in clarifying unknown vocabulary by asking as well as guessing from context. B. Ability to identify adverbs, verbs, adjectives from root words (usually nouns learned in the vocabulary).

Approximate Time In Hours

20.00

Lecture

Outline

VI. Introduction to cultural topics necessary to communicate appropriately with native Hispanic speakers. A. History B. Geography C. Social structure D. Political realities

Approximate Time In Hours

10.00

General Education/Transfer

1. Local GE/Graduation Requirements:
 - 3 - Arts and Humanities
2. Transfer and Articulation:
 - C-ID: SPAN 100

Course Objectives

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

Lecture

Comprehend spoken Spanish at an elementary level and converse about everyday topics.

Lecture

Read and write simple sentences in Spanish.

Lecture

Identify, examine, and discuss connections among culture, socially appropriate behavioral patterns, and cultural perspectives within the context of Spanish culture.

Lecture

Compose short paragraphs in Spanish about everyday topics, about themselves, and about their friends and family.

Lecture

Write and speak elementary Spanish with culturally appropriate language structure and awareness of Hispanic social structure, manners, and idiomatic expression.

Lecture

Write short correspondences (emails, tweets) to Spanish speaking contacts using correct spelling and culturally appropriate language.

Lecture

Compare idiomatic usage of the Spanish and English languages.

Student Learning Outcomes

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

1. SLO1: Upon completion of Spanish 101, students will be introduced to the three Spanish infinitives (-ar, -er, and -ir). Students will have working knowledge of the following tenses: The simple present, the present progressive and an introduction to the simple past tense (preterite). The students will be introduced to regular, irregular and stem-changing verbs. The students will be able to master the verb (to be) of "ser" and "estar". Additionally, the students will be able to talk about themselves using the irregular verb of "ser". The students will master the verb "gustar" and the following construction of (ir + a + infinitive). The students will be introduced to vocabulary appropriate to Spanish 101. Finally, the students will be able to write ten sentences using the present tense or the present progressive.

2. SLO 2: Upon completion of Spanish 101, students will read and comprehend short paragraphs in Spanish.

3. SLO 3: Upon completion of Spanish 101, students will be able to communicate in Spanish in the following modalities: In-person presentation or submit a video or a recorded presentation.

4. SLO4: Upon completion of Spanish 101, students will demonstrate basic awareness of Spanish-speaking countries, current events, and hispanic traditions and cultures.

Methods of Instruction

Discussion

In Spanish, students discuss the Spanish readers readings.

Group Activities

The group activities consists of a group of students to present on Spain or a Latin American country.

Lecture

The lectures are based on each of the chapters grammatical lessons and the Spanish text's cultural component.

Methods of Evaluation

Substantial writing assignments

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Students read from the Easy Spanish Reader Third Edition where they have to answer several critical thinking questions from the selective readings.

Reading Assignments:

Students are asked to read from their Spanish Reader.

Writing Assignments:

Students are asked to write 10 sentences in Spanish using the Spanish present tense.

Students are asked to write 10 sentences in Spanish using the Spanish past tense.

Other Assignments:

Complete exercises in the workbook that correspond to the material in the text. In class, discuss in Spanish each others' family trees and ask questions about family members, for example, name, physical description, age, and place of residence. Use this information to develop your own family tree.

Course Materials

Author: Jose A. Blanco

Title: Vistas: Introducción a la lengua Española

Edition: 7

Publisher: Vista Higher Learning

ISBN-13: 978-1543395181

Year: 2023

Or Equivalent: No

Author: William T. Tardy

Title: Easy Spanish Reader Premium

Edition: 3rd. Edition

Publisher: McGraw-Hill Education

ISBN-13: 978-0071850193

Year: 2015

Rationale for older textbook:

The rationale for this older textbook is that it is only used as a supplement in addition to the reading material.

Or Equivalent: No

Minimum Qualification

1. Foreign Languages

Condition



Standard Course Review: Revise Course Hours; Add Distance Education –
EFOMA –
THEA 114 – Fundamentals of Acting

Course Information

Course Discipline: THEA

Course Division: Fine Arts, Communication and Humanities

Course Number: 114

Full Course Title: Fundamentals of Acting

Short Title: Fundamentals of Acting

TOP Code: 100700 - Dramatic Arts

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 2020

Board of Trustees Approval Date:

2020-05-19

Course Description

This course is a study of the techniques, styles, and disciplines of acting. The student is provided theory and practical experience with varied characterizations. Emphasis is placed on individual growth and acquired skills demonstrated through play and character analysis followed by presentations of scenes from contemporary realistic plays.

Attendance is required at selected theatre events offered by the El Camino Center for the Arts and in the community.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

0.000

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:

0.000

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:

0.000

Lab Units:

0.000

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Preparing the body, mind and voice: Physical exercises Proper vocal production and technique Imagery and picturization exercises Relaxation exercises/techniques Stage/acting terminology; body positions on stage

Approximate Time In Hours

12.00

Lecture

Outline

Acting exercises: Two-minute basic object exercise Three-entrance exercise Immediacy exercise Fourth-wall exercise Conditioning-forces exercise.

Approximate Time In Hours

15.00

Lecture

Outline

Scene work: Identification of "wants" Scoring character actions Utilizations of relaxation techniques Memorization techniques Research of play and character Preparation, rehearsal and presentation of two-person scene work and monologues

Approximate Time In Hours

18.00

Lecture

Outline

Audience task: Exploring and discussing critical methods Identifying strengths and weaknesses of presentations

Approximate Time In Hours

9.00

General Education/Transfer

1. Transfer and Articulation:
 - C-ID: THTR 151

Course Objectives

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

Lecture

Demonstrate individual movement exercises that prepare the actor's "instrument."

Lecture

Demonstrate relaxation and breathing techniques for proper vocal production.

Lecture

Synthesize techniques for developing concentration, imagery, and picturization as applied to creative expression.

Lecture

Define stage terminology and acting positions in relation to various theatre configurations (proscenium, thrust, arena).

Lecture

Identify the character's "wants," obstacles, tactics and expectations.

Lecture

Demonstrate techniques for coping with nervousness, stage fright and concentration.

Lecture

Describe and integrate exercises used in developing acting technique.

Lecture

Analyze the particular social, economic, and psychological background of the character within the context of a chosen scene.

Lecture

Identify the character's "wants," obstacles, tactics, expectations and actions for a specific scene.

Lecture

Apply various methods in the memorization of dialogue through repetition, writing analysis, or audio taping.

Lecture

Demonstrate the ability for discipline and commitment to a partner in the preparation of scene work, and/or selected exercises.

Lecture

Analyze the playwright's theme and define the actor's through-line for the specific scene chosen.

Lecture

Evaluate, appraise, critique, and suggest methods of improvement for scene work.

Lecture

Analyze and assess the relative merits and flaws of scenes, and identify and describe elements of scene work that hampered or enhanced scene work.

Student Learning Outcomes

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

1. Upon successful completion of this course students will know and apply basic theatre staging terminology.
2. Upon successful completion of this course, students will be able to analyze and critique elements of acting at a beginner's level.
3. Upon successful completion of this course, students will demonstrate the beginning elements of acting through monologues and short scenes while applying basic

professional demeanor.

Methods of Instruction

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Role Play

Simulation

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Analyze a scene selected from an assigned list in terms of the character's goals, obstacles, tactics, and expectations

Prepare a character analysis and/or biography for a scene selected from an assigned list and perform it for the classroom audience.

Other Assignments:

Perform a scene from a play such as Tennessee Williams' A Streetcar Named Desire.

Course Materials

Author: Kenneth Stilson

Title: Acting is Believing

Edition: 13

Publisher: Rowman and Littlefield

ISBN-13: 978-1538171776

Year: 2023

Or Equivalent: No

Other:

Compete plays from which the student selects scenes

Other:

Minimum of three individual scripts per student (approved by instructor)

Minimum Qualification

1. Drama/Theater Arts
Condition



Standard Course Review: Revise Course Hours; Add Distance Education –
EFOMA –
THEA 217 – Intermediate Acting

Course Information

Course Discipline: THEA

Course Division: Fine Arts, Communication and Humanities

Course Number: 217

Full Course Title: Intermediate Acting

Short Title: Intermediate Acting

TOP Code: 100700 - Dramatic Arts

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 2019

Board of Trustees Approval Date:

2019-08-20

Course Description

This course is a continuation of Theatre 114 and focuses on continued study in the methodology and process of acting for the stage and includes in-depth character study through use of personalization skills, imagery, environment, stage life, situation and motivation, given and imaginary circumstances, emotional and sense-memory recall, obstacles and objectives, through-line of action, and character biographies. Attendance

is required at selected theatre events at El Camino College Center for the Arts and in the community. This course is required for the theatre major.

Course Standards

Lecture Hours:

54.000

Activity Hours:

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:

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:

0.000

Lab Units:

0.000

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Requirements

Prerequisite

Subject THEA - Theatre

Requisite Course THEA 114 - Fundamentals of Acting (Active)3.000 - 3.000

Course Content

Lecture

Outline

Introduction: Getting Acquainted and Comfortable A. Participating in vocal warm-ups B. Improvisations C. Theatre games

Approximate Time In Hours

6.00

Lecture

Outline

Performance of Scenes/Monologues with Written and Oral Critique A. Select scenes for performance B. Select monologues for performance C. Participate in written and oral critiques

Approximate Time In Hours

9.00

Lecture

Outline

Introduction to Scenes and Monologues A. Improvisations for characters B. Scene selection and performance C. Monologues selection and performance

Approximate Time In Hours

9.00

Lecture

Outline

Scenes and Monologue Improvisation; Exercises for Characterization A. Scene selection for improvisational character work B. Monologue selection for improvisational character work C. Exercises for characterization

Approximate Time In Hours

18.00

Lecture

Outline

Performance of Final Monologue Scenes with Written and Oral Critiques

Approximate Time In Hours

12.00

Course Objectives

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

Lecture

Demonstrate and synthesize improvisation techniques.

Lecture

Identify and explain principles of voice production and body movement.

Lecture

Define the process of preparing for a professional acting career.

Lecture

Evaluate scene work developed from published contemporary plays.

Lecture

Evaluate fundamental concepts that make up good acting technique and apply these elements as a personal standard.

Lecture

Demonstrate an awareness of the importance of discipline, exactness, persistence, diligence, imagination and teamwork in the craft of acting.

Lecture

Demonstrate the expressive use of stage props, comic timing, and movement.

Lecture

Synthesize a methodology for developing a role outside of rehearsal in order to meet the defined obligations to the text, playwright and director.

Lecture

Identify and describe the personality and motivations of a given character beyond the author's descriptions in the stage directions.

Lecture

Apply appropriate attributes and techniques to create a character which is believable and appropriate to the style and genre of the play from which the scene is taken.

Student Learning Outcomes

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

1. Know and apply basic theatre staging terminology.
2. Analyze and critique elements of acting at an intermediate level.
3. Demonstrate the intermediate elements of acting through monologues and short scenes while applying basic professional demeanor.

Methods of Instruction

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Role Play

Simulation

Methods of Evaluation

Substantial writing assignments
Problem solving demonstrations (computational or non-computational)
Skills demonstrations
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Analyze a selected scene from "The Glass Menagerie" relating to Tom Wingfield's goals, obstacles, tactics, and expectations and present written and oral evaluations or critiques.

Prepare an autobiography for the character of Tom Wingfield from "The Glass Menagerie" that demonstrates a comprehensive understanding of Tom's life journey from birth to his age in the play.

Other Assignments:

Analyze a scene from "The Glass Menagerie" and define the environment, characters, relationships, and character objectives. Perform this scene with fellow students.

Course Materials

Author: Kenneth Stilson

Title: Acting is Beliving

Edition: 13

Publisher: Rowman and Littlefield

ISBN-13: 978-1538171776

Year: 2023

Or Equivalent: No

Other:

Three plays from authors such as Tennessee Williams, Arthur Miller, David Mamet, and/or other contemporary playwrights.

Other:

Props and costumes

Minimum Qualification

1. Drama/Theater Arts

Condition



Standard Course Review: Revise Course Hours;
THEA 113 – Introduction to Acting

Course Information

Course Discipline: THEA

Course Division: Fine Arts, Communication and Humanities

Course Number: 113

Full Course Title: Introduction to Acting

Short Title: Introduction to Acting

TOP Code: 100700 - Dramatic Arts

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 2022

Board of Trustees Approval Date:

2022-05-16

Course Description

Designed for the non-theatre major, this course introduces the fundamental elements and techniques of acting. Emphasis is placed on the development of effective acting techniques through physical and vocal exercises, improvisation, and pantomime, culminating in the performance of scenes from selected plays. Attendance is required at selected theatre events.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

0.000

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:

0.000

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:

0.000

Lab Units:

0.000

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Preparing the body, mind and voice vocal exercises relaxation exercises flexibility exercises stage terminology monologues

Approximate Time In Hours

6.00

Lecture

Outline

The actor's approach GOTE technique coping with stage fright discipline and commitment to partner and cast members intellectual, psychological, and physical components related to playing a character

Approximate Time In Hours

9.00

Lecture

Outline

The actor's task memorization techniques. planning and arranging scenes applying goals, obstacles, tactics, expectations (GOTE)

Approximate Time In Hours

6.00

Lecture

Outline

The audience's task evaluating techniques used by other actors identifying the merits and shortcomings of productions developing critical standards by which to evaluate and discuss staged scenes.

Approximate Time In Hours

9.00

Lecture

Outline

Scene preparation researching play and characters reading and translating plays into scenes analyzing the goals of scenes.

Approximate Time In Hours

12.00

Lecture

Outline

Classroom exercises preparing to perform exercises performing body, mind, and voice exercises responding to and applying stage terminology

Approximate Time In Hours

12.00

General Education/Transfer

1. Local GE/Graduation Requirements:
 - o 3 - Arts and Humanities

Course Objectives

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

Lecture

Demonstrate the proper function and application of relaxation, concentration, and flexibility exercises.

Lecture

Define stage terminology for various types of theatre venues.

Lecture

Perform monologues and selected scenes from plays, and demonstrate improvisational techniques.

Lecture

Identify and define stage-acting terminology.

Lecture

Produce short-length to moderate-length scenes.

Lecture

Develop scenes based on goals, obstacles, tactics, and expectations (GOTE).

Lecture

Demonstrate appropriate strategies for coping with stage fright and working as a team member.

Lecture

Describe and analyze the social, economic, and psychological attributes of a specific character in the context of a short scene.

Lecture

Demonstrate effective memorization techniques.

Lecture

Prepare and perform the staging elements for a short scene.

Lecture

Evaluate scenes in terms of the playwright's intent, the staging of elements, the realization of goals, and performance criteria.

Lecture

Identify, define, and perform the intellectual, psychological, and physical components related to playing a character.

Lecture

Demonstrate the vocal techniques needed to produce effective voice projection for stage acting.

Lecture

Demonstrate proper phrasing, diction, phonation, articulation, pronunciation and emphasis.

Lecture

Translate scenes into working segments for rehearsal.

Lecture

Plan and stage a scene to look natural, believable and unrehearsed.

Student Learning Outcomes

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

1. Demonstrate the beginning elements of the acting through monologues and short scenes while applying basic professional demeanor
2. Analyze and critique elements of acting at a beginner's level
3. Know and apply basic theatre staging terminology.

Methods of Instruction

Demonstration

Instructor and guest artists perform scenes and monologues.

Discussion

Attendance of a live performance, followed by an in-class critique of event.

Group Activities

The Improv Olympics - a "competitive" theatre format, where teams of actors collaborate and perform scenes in events highlighting specific acting skills.

Guest Speakers

Professional actors to talk about the reality of their profession.

Internet Presentation/Resources

Lecture

A lecture on a specific acting style.

Multimedia presentations

Video of a Shakespearean performance and other acting styles.

Role Play

Class collaborates on a who/what/where situation (who is in the scene, what is happening in the scene, where does the scene take place) to explore a conflict/problem between two characters, played by two students, to discover a resolution.

Simulation

How stage combat is utilized in acting.

Methods of Evaluation

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

In a 3-5 page paper, summarize a play attended during the semester and analyze the elements of production, including the acting and directing.

In a 2-3 page paper analyze a specific character in a selected scene with regard to personality traits and indicate how the character will react to others.

Other Assignments:

Prepare and perform a scene applying the GOTE method of defining the goals, obstacles, tactics and expectations of characters and plot.

Course Materials

Author: Kenneth L. Stilson

Title: Acting is Believing

Edition: 13

Publisher: Rowman and Littlefeild

ISBN-13: 978-1538171776

Year: 2023

Or Equivalent: No

Other:

Minimum three student-selected plays including 15–20 selected scenes

Other:

Sections of collateral texts selected by the instructor

Minimum Qualification

1. Drama/Theater Arts

Condition



New Program: 1st Read; Culinary Arts – Certificate of Accomplishment

Description

The Culinary Arts Certificate of Accomplishment equips students with the culinary skills necessary to support various food service operations, including restaurants, catering, food trucks, hospitals, sports arenas, and other related establishments. The food service industry is the second-largest employer nationwide, offering job opportunities both locally and internationally. It ranges from basic food preparation to Michelin-starred operations, thereby strengthening the business economy while providing livable wages.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Use discipline-specific terminology in oral and written communication.
2. Prepare standardized recipes using a variety of cooking techniques using industry quality standards.
3. Identify and demonstrate the concepts of recipe costing, purchasing, receiving, and issuing practices in food service operations.
4. Establish and maintain high standards of safety and sanitation protocols.

Degree Requirements

Program Requirements

Units: 12.0

CA 100

Sanitation and Safety

2.0
CA 101
Culinary Arts Orientation and Techniques
4.0
CA 102
Culinary Nutrition
2.0
CA 103
Culinary Skills I
4.0
Total: 12.0



New Course Review: 1st Read;
ESL 10A – Beginning ESL I

Course Information

Course Discipline: ESL

Course Division: Fine Arts, Communication and Humanities

Course Number: 10A

Full Course Title: Beginning ESL 1

Short Title: Beginning ESL 1

TOP Code: 493087 - English as a Second Language - Integrated

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? N - Non Credit

Transfer Status C - Not transferable

Effective Term: Fall 2026

Course Description

This course is for students who are new to English or still building basic reading and writing skills. Students will learn the alphabet, sounds, simple words, and everyday English for work, school, and community. By the end of the class, students will be able to understand and use simple sentences, read short texts, and write basic information about yourself and your daily life.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

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

72.000

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

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

72.000

Lecture Units:

Activity Units:

Lab Units:

Min/Max Units:

0.000

Total Hours:

0.000

Grading Method:

Pass/Satisfactory Progress/No Pass

Course Content

Lecture

Outline

Life Skills (numbers, money, time, forms)

Approximate Time In Hours

18.00

Lecture

Outline

Reading/Writing Sentences & Short Dialogues

Approximate Time In Hours

12.00

Lecture

Outline

Grammar Basics (be, simple present, pronouns)

Approximate Time In Hours

18.00

Lecture

Outline

Vocabulary & Everyday Conversations (greetings, classroom, family)

Approximate Time In Hours

12.00

Lecture

Outline

Alphabet/Phonics & Writing Practice

Approximate Time In Hours

12.00

Course Objectives

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

Lecture

Strengthen listening and speaking for functional independence.

Lecture

Develop paragraph-writing skills.

Lecture

Expand grammar and vocabulary for everyday and workplace contexts.

Lecture

Communicate basic personal and classroom needs.

Lecture

Build foundational literacy skills in English.

Student Learning Outcomes

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

1. Students will read and interpret authentic community materials (ads, schedules, forms),

2. Students will use present, past and future tense to describe experiences.

3. Students will write a 6 to 8 sentence on a familiar topic.

Methods of Instruction

Demonstration

Discussion

Field trips
Group Activities
Laboratory
Lecture
Role Play
Simulation
Methods of Evaluation
Substantial writing assignments
Skills demonstrations

Typical Assignments

Reading Assignments:

Assignment 1: My Morning Routine

Reading:

My name is Anna. I wake up at 6:30 every morning. I brush my teeth, wash my face, and make coffee. Then I eat breakfast with my brother. I go to work at 8:00. I usually walk to work because it is close to my house.

Comprehension Questions:

1. What time does Anna wake up?
2. Who does she eat breakfast with?
3. How does she go to work?

Writing Task:

Write 5 sentences about your morning routine.

Use these ideas: What time you wake up, what you eat, how you go to school/work, what you do before leaving home.

Writing Assignments:

Topic: *My Daily Routine*

Instructions:

Write **5–7 sentences** about your daily routine. Use simple present tense verbs (wake up, eat, go, work, study, play, etc.).

You can use these questions to help you:

- What time do you wake up?
- What do you eat for breakfast?
- What do you do in the morning, afternoon, and evening?
- What time do you go to bed?

Example Answer:

My name is Carlos. I wake up at 7:00 in the morning. I eat eggs and drink coffee for breakfast. I go to work by bus at 8:00. In the afternoon, I have lunch with my coworkers. In the evening, I watch TV and talk with my family. I go to bed at 10:00.

Course Materials

Author: Bitterlin, Johnson, Price, Ramirez

Title: Ventures Basic

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108449328

Year: 2018

Rationale for older textbook:

Ventures is widely used in adult ESL programs across the U.S. and is well- aligned with adult education standards. The text integrates reading, writing, listening and speaking in each unit.

Or Equivalent: No

Minimum Qualification

1. English as a Second Language (ESL): Noncredit
Condition



New Course Review: 1st Read;
ESL 10C – Intermediate ESL 1

Course Information

Course Discipline: ESL

Course Division: Fine Arts, Communication and Humanities

Course Number: 10C

Full Course Title: Intermediate ESL 1

Short Title: Intermediate ESL 1

TOP Code: 493087 - English as a Second Language - Integrated

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? N - Non Credit

Transfer Status C - Not transferable

Effective Term: Fall 2026

Course Description

The Intermediate English course is for students who can already use English for everyday life and want to build stronger skills. You will practice more complex grammar, expand your vocabulary, and read longer stories and articles. You will also learn how to write organized paragraphs. By the end of the class, you will be able to take part in group discussions, understand more details in reading and write clear paragraphs on different topics.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

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

54.000

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

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

54.000

Lecture Units:

Activity Units:

Lab Units:

Min/Max Units:

0.000

Total Hours:

0.000

Grading Method:

Pass/Satisfactory Progress/No Pass

Course Content

Lecture

Outline

Life/Workplace Skills (problem solving, teamwork, cultural skills)

Approximate Time In Hours

6.00

Lecture

Outline

Writing Skills (connected paragraphs, topic sentences, transitions)

Approximate Time In Hours

12.00

Lecture

Outline

Reading Skills (articles, short stories, workplace/community texts)

Approximate Time In Hours

12.00

Lecture

Outline

Listening/Speaking (discussions, interviews, presentations)

Approximate Time In Hours

12.00

Lecture

Outline

Grammar (modals, present perfect, comparatives/superlatives)

Approximate Time In Hours

12.00

Course Objectives

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

Lecture

Participate in critical thinking and extended discussions with 80% understanding.

Lecture

Strengthen reading and writing for academic and workplace success

Lecture

Develop accuracy in intermediate grammar for oral and written communication

Student Learning Outcomes

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

1. Students will write multi-paragraph texts using appropriate transitions.
2. Students will read articles and summarize the main idea with 2–3 details.
3. Students will participate in discussions using present perfect and modals accurately.

Methods of Instruction

Demonstration

Discussion

Lecture

Methods of Evaluation

Substantial writing assignments

If you selected "Other", please provide details.

1.) Students will be evaluated based on daily homework assignments, performance in class discussions and exercises, and informal quizzes. Performance using software tutorials will also be evaluated. 2.) Look at this picture of people having a good time at a party last night. Write five sentences describing what they did. Use the simple past tense in these sentences. 3.) Write a biographical paragraph of at least 250 words about an important person. Use time signal words where appropriate.

Typical Assignments

Reading Assignments:

Students will read excerpts of prose, articles and fiction stories and engage in group discussions about the text.

Writing Assignments:

Students will use the writing process to write paragraphs about familiar topics.

Course Materials

Author: Bitterlin, Johnson,

Title: Ventures 3

Edition: 3rd

ISBN-13: 9781108449571

Year: 2018

Rationale for older textbook:

Ventures is widely used in adult ESL programs across the U.S. and is well- aligned with adult education standards. The text integrates reading, writing, listening and speaking in each unit.

Or Equivalent: No

Author: Bitterlin, Ramirez & Savage

Title: Ventures Workbook

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108450560

Year: 2018

Rationale for older textbook:

Ventures is widely used in adult ESL programs across the U.S. and is well- aligned with adult education standards. The text integrates reading, writing, listening and speaking in each unit.

Or Equivalent: No

Minimum Qualification

College Curriculum Committee Roster		Semester Term Began	Semester Term Ends
3-year terms			
Voting Members			
Adjunct Faculty At Large	Victoria Martinez	Fall 2023	Spring 2026
BIS Faculty Member (1)	Manzoor Ahmad	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	Fall 2024	Spring 2027
FACH Faculty Member (2)	Susan Johnson	Spring 2023	Fall 2025
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Vacant		
STEM Faculty Member (1)	Jose Martinez	Spring 2024	Fall 2026
STEM Faculty Member (2)	Vacant		
Social Sciences (1)	Kendahl Radcliffe	Fall 2023	Spring 2026
Social Sciences (2)	Nathan Lopez	Fall 2024 2nd term	Spring 2027
Dean	Gerson Valle	Fall 2025	Spring 2027
Division Chair	David McPatchell	Fall 2022	Spring 2025
Faculty Counselor (1)	Noemi Monterroso	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	Fall 2022	TBD
Full-time Librarian (FACH)	Lynn Chung	Fall 2023	Spring 2026
Non-Voting Members			
Articulation Officer	Melain McIntosh	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	
Curriculum Analyst	Maya Medina	N/A	
Student Representative	Shante Mumford	Spring 2024	
Academic Senate Secretary	Noemi Monterosso		
Tie-Breaking Vote Only			
College Curriculum Committee Chair	Charles Hobbs	Fall 2024	Spring 2026

1. English as a Second Language (ESL): Noncredit Condition

Curriculum Committee Meeting Schedule

Curriculum Committee Meeting Schedule 2025-2026		
Date	Time	Location—In Person
1. Sept 9, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
2. Sept 23, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
3. Oct 14, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
4. Oct 28, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
5. Nov 25, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
6. Dec 9, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
7. Feb 24, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
8. Mar 10, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
9. Mar 24, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
10. Apr 28, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
11. May 12, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
12. May 26, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
13. Jun 9, 2026	2:00 p.m. – 3:30 p.m.	IB1-105