



College Curriculum Committee

Meeting Agenda Package

April 28, 2025

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael Vanoverbeck / Time Keeper: TBD

Date: April 28, 2026 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__ ; 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: April 28
2. Approval of Minutes: March 24, 2026
3. 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

4. Consent Agenda Item(s):

a) Course Inactivation

ENGL 120 – Introduction to Fiction

ENGL 128 – Creative Writing: A Workshop in Fiction and Nonfiction

ENGL 235 -- Creative Writing: Screenwriting

ENGL 238 – Survey of Film: 1950 to the Present

ENGL 248 – Modern Literature of North America

JOUR 101 – News Writing and Reporting

JOUR 108 – Advanced Reporting and News Editing

JOUR 112 – Mass Media and Society

PHYS 150 – Mechanics of Solids

PHYS 152 – Fluids, Heat and Sound

PHYS 250 – Electricity and Magnetism

PHYS 252 – Optics and Modern Physics

THEA 104 – Dramatic Literature

THEA 215 – Improvisation

THEA 216 – Acting: Auditioning and Cold Reading

b) New Course – Common Course Number

ARTH C1200 – Survey of Art from the Renaissance to Contemporary

ASTR C1001 – Introduction to Astronomy

ASTR C1001H – Introduction to Astronomy – Honors

c) Course Review – Common Course Number

ANTH C1001 – Introduction to Biological Anthropology

BIOL C1000 – Introduction to Biology with Lab

BIOL C1000H – Introduction to Biology with Lab – Honors

CDEV C1000 – Child Growth and Development

MATH C2210 - Calculus I: Early Transcendentals

MATH C2220 – Calculus II: Early Transcendentals

d) Standard Course Review – No Changes

HDEV 101 – Orientation to College and Educational Planning

HDEV 105 – Career and Life Planning

HDEV 107 – Navigating the Transfer Process

HDEV 110 – Strategies for Creating Success in College

HDEV 115 – Career Development Across the Lifespan

HIST 111 – The African American in the United States from 1877 to the Present

HIST 183 – Introduction to African History, Prehistory to 1885

e) Course Review – Revised Conditions of Enrollments/SLO Update

CSCI 108 – Foundation of Data Science

ENGL 150 – Survey of British Literature I

ENGL 152 – Survey of British Literature II

f) Course Review – Revised Course Description Update/SLO Update
THEA 175 – Student Performance/Production Workshop
THEA 189 – Costuming for the Stage

5. Action Items

- a) Active Course TOP/CIP Code Alignment
- b) New Program – 1st Read
 - Biology 2.0 – A.S. Degree for Transfer (AS-T)
 - Chicana/o Studies, Latina/o Studies – A.A. Degree for Transfer (AA-T)
 - Elementary Teacher Education: Integrated Programs – A.A. Degree for Transfer (AA-T)
 - Physics 2.0 – A.S. Degree for Transfer (AS-T)
- c) New Course -- 1st Read
 - BUS 95 – Work Experience Education
 - FILM 117 – Screenwriting I
 - ESL 10B – Beginning ESL 2
 - ESL 10D – Intermediate ESL 2

6. Informational Items

- a) Welcome New Committee Member – Selena Aguirre (FACH)

7. 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).

8. Public Comment(s):

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

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College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael VanOverbeck / Time Keeper: Victoria Martinez

Date: March 24, 2026 / 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_x_ ; Stefani Baez_x_ ; Arneshia Bryant-Horn_x_ ; Jose Martinez_x_ ; Kendahl Radcliffe__ ; Nathan Lopez_x_ ; Gerson Valle_x_ ; David McPatchell_x_ ; Noemi Monterosso_x_ ; Jesse Mills_x_ ; Bradfield Conn__ ; Lynn Chung_x_ ; Melain McIntosh_x_ ; Sheri Berger x ; Maya Medina x ; Shante Mumford ; and Charles Hobbs x .

Meeting started at 2:16pm

AGENDA:

1. Approval of Agenda: March 24, 2026

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

2. Approval of Minutes: March 10, 2026

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

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

3. Reports and Follow-up Questions From Attendees:

- a) Vice President, Academic Affairs

- a. Universal design for learning update.

- i. Designing so that the final product is inclusive.

- b. Title 5 regulations

- c. Program mapper workgroup

- d. Common course numbering

- e. Top to CIP due before spring break.

- b) Curriculum Analyst

- a. Faculty who wants to submit new programs and program revisions. Still in submitted status with the Chancellor. Estimated timeline has a 60 day minimum. May take over 3-months. Encouraged to consider the timeline.
- c) Articulation Officer
 - a. Please remind division when creating new courses. Notify if the courses are only being offered in summer and/or winter so that articulation can reflect this into Assist.
- d) Distance Education Faculty Coordinator
- e) SLO Coordinator
 - a. Insights training material is being developed.
 - b. SLO data will be developed into Canvas.

Jesse M. motioned to close 3a-e. David M. seconded.

Michael V. motioned to approve 4a-f. David M. seconded. Unanimously approved.

4. Consent Agenda Item(s):

a) Course Inactivation

LIBR 110 - Library Research Using the Internet

b) 2-Year CTE Course Review; Revised Course Description; Revised Requisites- Add Course Prerequisites and Non-course Requisites; Revised Course Hours
FTEC 115 - Fire Academy

c) Articulation/Transfer Review; Revise Course Description
ESTU 106 - Introduction to Asian American Studies

d) Conditions of Enrollment/Requisites- Revision
ART 145 - Graphic Design I

e) Course Review: Conditions of Enrollment/Add Prerequisite Course
ENGR 109 - Engineering Mechanics - Statics

f) Course Review: Revised Non-course Prerequisite Requirements; Student Learning Outcomes (SLO) Update
CSCI 101 - Problem Solving and Program Design Using C++

5. Action Items

~~d) New Program—2nd Read~~

~~Social Work and Human Services—A.A. Degree for Transfer (AA-T)~~

Michael V. motioned to read and approve 5b. Jesse M. seconded. Unanimously approved.

e) New Course- 2nd Read

COMS 100H - Honors Public Speaking (CCN- COMM C1000H)

LOGI 101 - Logistics Fundamentals

LOGI 102 - Logistics Operations Specialist

LOGI 103 - Logistics Leadership
LOGI 104 - Logistics Analyst
LOGI 105 - Logistics AI Specialist
LOGI 106 - Logistics Project Management
LOGI 107 - Logistics Safety
LOGI 108 - Logistics e-commerce Entrepreneur

Jesse M. motioned to open 6a. David M. seconded.

6. Informational Items

- a) Accessibility Standards and Revised ADA Title II Regulations -- discussion
- b) ~~Using Accessibility Aligned AI to Move Courses~~
~~Toward the Revised ADA Title II discussion~~

Gerson motioned to close 6a. David M. seconded.

Michael V. motioned to reopen 6a. Jesse M. seconded.

- o Discussion
 - Inquiry about including this into the DE handbook.
 - Is there a rubric to know if you satisfy image descriptions?

Jesse M. motioned to close 6a. David M. seconded.

Jesse M. motioned to open 7. David M. seconded.

- 7. 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).

Michael V. motioned to close 7. Jesse M. seconded.

Michael V. motioned to open the floor for public comment. David M. seconded.

- 8. Public Comment(s):**
 - b) Public comments may be presented by any person not on the CCC roster in attendance.

Michael V. motioned to close the floor for public comment. Noemi M. seconded.

Meeting ended at 3:09pm



Course Inactivation – ENGL 120 – Introduction to Fiction

Justification: Division Does Not Plan to Offer the Course
FACH VOTE 3/3/26



Course Inactivation – ENGL 128 – Creative Writing: A Workshop in Fiction and Nonfiction

Justification: We do not plan to offer it and fiction is already being taught. redundant FACH
VOTE 3/3/26



Course Inactivation – ENGL 235 – Creative Writing: Screenwriting

Justification: Course not taught and it is going to be taught by film faculty. FACH VOTE 3/3/2026



Course Inactivation – ENGL 238 – Survey of Film: 1950 to the Present

Justification: Course not taught - FACH vote 3/3/2026



Course Inactivation – ENGL 248 – Modern Literature of North America

The division does not plan to offer this course in the future as it is not part of our scheduling rotation for literature courses.. FACH vote 3/3/2026



Course Inactivation – JOUR 101 – News Writing and Reporting

We have not offered this course in the last 5 years and do not plan to offer this course in the upcoming years due to lack of interest from students. FACH vote 3/3/2026



Course Inactivation – JOUR 108 – Advanced Reporting and News Editing

Division has not offered this course in the last 5 years and does not plan to do so in the future.
FACH vote 3/3/2026



Course Inactivation – JOUR 112 – Mass Media and Society

Division has not offered this course in the last 5 years and does not plan to do so in the future.
FACH vote 3/3/2026



Course Inactivation – PHYS 150 – Mechanics of Solids

Physics 150, 152, 250, and 252 were replaced by Physics 101, 102, 103

Physics 101 contains Physics 150 and half of Physics 152

Physics 102 contains Physics 250 and the second half of Physics 152

Physics 103 contains all of Physics 252

Division Approval Date: 10/15/2021



Course Inactivation – PHYS 152 – Fluids, Heat and Sound

Physics 150, 152, 250, and 252 were replaced by Physics 101, 102, 103

Physics 101 contains Physics 150 and half of Physics 152

Physics 102 contains Physics 250 and the second half of Physics 152

Physics 103 contains all of Physics 252

Division Approval Date: 10/15/2021



Course Inactivation – PHYS 250 – Electricity and Magnetism

Physics 150, 152, 250, and 252 were replaced by Physics 101, 102, 103

Physics 101 contains Physics 150 and half of Physics 152

Physics 102 contains Physics 250 and the second half of Physics 152

Physics 103 contains all of Physics 252

Division Approval Date: 10/15/2021



Course Inactivation – PHYS 252 – Optics and Modern Physics

Physics 150, 152, 250, and 252 were replaced by Physics 101, 102, 103

Physics 101 contains Physics 150 and half of Physics 152

Physics 102 contains Physics 250 and the second half of Physics 152

Physics 103 contains all of Physics 252

Division Approval Date: 10/15/2021



Course Inactivation – THEA 104 – Dramatic Literature

Justification: This course may have just been brought over from El Camino College. I am unsure if this course has ever been taught at Compton College. In conversation with our FACH Division Chair, it sounds as though dramatic literature is covered in some English Lit courses and in Theater Appreciation (THEA 103).



Course Inactivation – THEA 215 – Improvisation

Justification: This course may have just been brought over from El Camino College. I am unsure if this course has ever been taught at Compton College. Improvisation exercises are covered in THEA 113, 114, and 217, which are offered at Compton College.

Division Approval Date: 04/07/2026



Course Inactivation – THEA 216 – Acting: Auditioning and Cold Reading

Justification: This course may have just been brought over from El Camino College. I am unsure if this course has ever been taught at Compton College. Auditioning and Cold Reading are covered in THEA 113, 114, and 217, which are currently offered at Compton College.

Division Approval Date: 04/07/2026



New Course – Common Course Number – ARTH C1200 – Survey of Art from the Renaissance to Contemporary

Course Information

Course Discipline: ARTH

Course Division: Fine Arts, Communication and Humanities

Course Number: C1200

Full Course Title: Survey of Art from the Renaissance to Contemporary

Short Title: Survey Art: Ren to Contemp

TOP Code: 100200 - Art

SAM Code: E - Non-Occupational

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

Transfer Status B - Transferable to CSU only.

Effective Term: Fall 2026

Board of Trustees Approval Date:
2020-12-08

Course Description

This course provides an overview of art and architecture from the Renaissance to the contemporary period with a focus on art from Europe. The course will further consider global interactions involving this region.

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

Lecture

Outline

Italian Renaissance and Mannerism

Approximate Time In Hours

6.00

Lecture

Outline

Northern Renaissance

Approximate Time In Hours

6.00

Lecture

Outline

Baroque and Rococo

Approximate Time In Hours

6.00

Lecture

Outline

Neoclassicism, Romanticism, and Realism

Approximate Time In Hours

9.00

Lecture

Outline

Major movements of the late 19th Century including Impressionism and Post-Impressionism

Approximate Time In Hours

9.00

Lecture

Outline

Introduction to major Modernist movements of the 20th-century

Approximate Time In Hours

9.00

Lecture

Outline

A look towards the future: contemporary global considerations

Approximate Time In Hours

9.00

General Education/Transfer

Local GE/Graduation Requirements:

3 - Arts and Humanities

Cal-GETC:

3A: Arts

UC TCA:

UC-H Arts and Humanities

Course Objectives

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

Lecture

Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology.

Lecture

Analyze works of art and architecture and critique them in terms of aesthetic, socio-political, religious, historical, technological, and cultural contexts in which they were created.

Lecture

Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from the Renaissance to the contemporary period.

Student Learning Outcomes

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

1. Analysis of Content Students will be able to demonstrate analysis of content through the historical, geographical, and chronological context of Renaissance through nineteenth-century

art.

2. Comprehend and Critique Students will be able to demonstrate the ability to comprehend and critique Renaissance through nineteenth-century art works in terms of form, medium, and style.

3. Communication Students will be able to demonstrate the ability to effectively communicate ideas about Renaissance through nineteenth-century art verbally or by written methods.

Methods of Instruction

Discussion

Discuss significant artists and artworks, context

Field trips

Field trips to area museums and/or galleries

Group Activities

Small group discussions

Guest Speakers

Guest speakers from the world of art, such as contemporary artists, critics and curators

Internet Presentation/Resources

Presentations of movements using internet resources such as getty.edu, metmuseum.org, lacma.org

Lecture

Lectures on art and history topics

Multimedia presentations

Digital presentations, videos

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

Methods of evaluation will include: 1. Written essays and/or research projects 2. Exam with essay component Methods of evaluation may also include: 1. Discussions 2. Objective exams 3. Projects and presentations 4. Quizzes 5. Group Assignments 6. Museum Assignments Methods of evaluation are at the discretion of faculty.

Assignment Examples

Reading Assignments:

Please select a work of art from the readings or online material that you have discussed in earlier assignments, such as the discussion boards and submitted assignments, and complete the following: 1) Identify the work of art, including the artistic medium-i.e. is it an oil or watercolor painting, etc. 2) Describe the subject matter. What is the artist depicting in the work of art, and what could be the meaning of this? 3) Describe the style. Is the work of art abstract, realistic, or a combination of both? Include any other of your ideas or observations on the work of art.

Guidelines- Your initial response should be 400-500 words in length, reflecting on the prompt above.

Writing Assignments:

Visit a local art museum, select one art work from our period of study (European art, 14th - 18th centuries), and write a three-page report of your observations that includes a description of the physical characteristics of the art work, a study of its iconography, and an analysis of its style.

The report should be a minimum of three double-spaced pages and include an illustration of the artwork and proof of attendance.

Some assignments require critical thinking:

In a three- to five-page essay, analyze an early Renaissance artwork observed at a local museum according to the humanist philosophies set forth in Petrarch's letter "The Ascent of Mount Ventoux." How do Petrarch's observations of nature typify the Renaissance view of the relationship between humans and nature that is, as a result, evident in the paintings of the early Renaissance? Include in your answer a description of applicable characteristics of form such as spatial effects, atmosphere, perspective, vantage point, light, and details of nature.

Write a three- to five-page essay that discusses the Reformation and Counter- Reformation movements, their historical significance, and the factors that affected the production of art in terms of iconography, style, and artistic freedom.

Course Materials

Author: Gustlin, D. & Gustlin, Z.

Title: A World Perspective of Art History: 1400CE to the 21st Century

Publisher: Cognella Academic Publishing

Year: 2019

Or Equivalent: No

Author: Frima Fox Hofrichter et al

Title: Janson's History of Art, Vol II

Edition: 8th reissued

Publisher: Pearson

Year: 2016

Or Equivalent: No

Author: Stockstad, Marilyn.

Title: Art History

Edition: Volume 2

Publisher: Stockstad, Marilyn. Art History, Volume 2

Year: 2025

Or Equivalent: No

Author: Kleiner, Fred S.

Title: Gardner's Art Through the Ages: A Global History, Volume 2

Edition: Volume 2

Publisher: Kleiner, Fred S. Gardner's Art Through the Ages: A Global History, Volume 2

Year: 2026

Or Equivalent: No

Author: Kleiner, Fred S.

Title: Gardner's Art Through the Ages: The Western Perspective, Volume 2

Edition: Volume 2

Publisher: Kleiner, Fred S. Gardner's Art Through the Ages: The Western Perspective, Volume 2

Year: 2022

Or Equivalent: No

Other:

Smarthistory's (Khan Academy) materials/books (available online and to print out for free)

Other:

Met Heilbrunn Timeline of Art History These are representative texts. Texts used by individual institutions and individual instructors will vary.

Other:

Smarthistory OER Commons

Other:

Smarthistory Reframing Art History (global perspectives) open access

Minimum Qualification

1. Art History

Condition



New Course – Common Course Number – ASTR C1001 – Introduction to Astronomy

Course Information

Course Discipline: ASTR

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

Course Number: C1001

Full Course Title: Introduction to Astronomy

Short Title: Introduction to Astronomy

TOP Code: 191100 - Astronomy

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 2027

Course Description

This course introduces fundamental concepts of astronomy, including the Solar System, stars, supernovae, galaxies, black holes, and the expanding universe. Students learn how to study the cosmos and what the latest discoveries reveal about the origins and fate of the universe. Part 2: Students may take either ASTR C1001 or ASTR C1001H; duplicate credit will not be awarded for ASTR C1001 and ASTR C1001H.

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:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Scientific method

Approximate Time In Hours

4.00

Lecture

Outline

Observing the sky

Approximate Time In Hours

4.00

Lecture

Outline

History of astronomy across cultures

Approximate Time In Hours

4.00

Lecture

Outline

Gravity, motion, and physical laws

Approximate Time In Hours

3.00

Lecture

Outline

Light, matter, and spectra

Approximate Time In Hours

3.00

Lecture

Outline

Telescopes

Approximate Time In Hours

3.00

Lecture

Outline

Analysis of light

Approximate Time In Hours

4.00

Lecture

Outline

Earth, Moon, Sun system

Approximate Time In Hours

3.00

Lecture

Outline

The Solar System and exoplanets

Approximate Time In Hours

3.00

Lecture

Outline

The Sun

Approximate Time In Hours

4.00

Lecture

Outline

Stars and stellar evolution

Approximate Time In Hours

4.00

Lecture

Outline

The Milky Way

Approximate Time In Hours

4.00

Lecture

Outline

Galaxies

Approximate Time In Hours

4.00

Lecture

Outline

Cosmology

Approximate Time In Hours

4.00

Lecture

Outline

Life in the universe

Approximate Time In Hours

3.00

General Education/Transfer

Local GE/Graduation Requirements:

5 - Natural Sciences

Cal-GETC:

5A: Physical Sciences

Course Objectives

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

Lecture

Apply fundamental theoretical principles and evidence-based reasoning to explain how observations and data inform our current understanding of the universe and everyday phenomena.

Lecture

Distinguish and compare the size, scale, and structure of astronomical objects.

Lecture

Describe the diverse perspectives and contributions that have shaped humanity's understanding of the universe through the field of astronomy.

Student Learning Outcomes

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

1. Recognize the elements of the Scientific Method in the discussion of a scientific problem.

2. Describe the modern theory of the origin of the planets and discuss the evidence that supports the theory.

3. Describe the modern theory of the origin of the universe (the Big Bang Theory) and discuss the evidence that supports the theory.

Methods of Instruction

Demonstration

Discussion

Group Activities

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

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, activities, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Assignment Examples

Reading Assignments:

The Hertzsprung-Russell diagram of star cluster M3 is shown in Figure 2. Determine the age of the cluster. What kind of cluster is it?

In a short essay explain where the hydrogen in your body came from, and how old it is. Repeat for the calcium in your bones and the iron in your blood.

The essay is to be two or three pages in length, with appropriate diagrams and figures.

Writing Assignments:

Spectra are shown of hydrogen, helium, and sodium as they appear in a laboratory here on Earth. In addition, the spectra of three gas clouds as seen from Earth are shown. Assume that the left end of each spectrum corresponds to shorter wavelengths (blue light) and that the right end of each spectrum corresponds with longer wavelengths (red light).

Ranking Instructions: Rank the speed of the stars (A-C) from moving fastest toward the Earth to moving fastest away from the Earth.

Ranking order:

Moving fastest toward 1___ 2___ 3___ Moving fastest away Or, the stars all have the same speed. ___ (indicate with a check mark). Next, rank the clouds in terms of the relative abundance of sodium compared to hydrogen from most to least sodium. Finally rank the clouds from hottest to coldest.

Course Materials

Author: Fraknoi, A., Morrison, D., Wolf, S., et al.

Title: Astronomy 2e

Edition: 2

Publisher: OpenStax

Year: 2022

Or Equivalent: No

Author: Frank, A

Title: Astronomy: At Play in the Cosmos.

Edition: 2nd

Publisher: W.W.Norton and Company

Year: 2020
Or Equivalent: No
Author: Bennett, J., Donahue, M., Schneider, N., & Voit, M.
Title: The Essential Cosmic Perspective.

Edition: 9th
Publisher: Pearson

Year: 2022
Or Equivalent: No
Author: Seeds, M., & Backman, D.
Title: Foundations of Astronomy

Edition: 15
Publisher: Cengage

Year: 2025
Or Equivalent: No
Author: Palen, S., & Blumenthal, G.
Title: 21st Century Astronomy

Edition: 7th
Publisher: W.W.Norton

Year: 2022
Or Equivalent: No
Minimum Qualification

1. Physics/Astronomy
Condition



New Course – Common Course Number -- ASTR C1001H -- Introduction to Astronomy -- Honors

Course Information

Course Discipline: ASTR

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

Course Number: C1001H

Full Course Title: Introduction to Astronomy - Honors

Short Title: Intro to Astronomy - Honors

TOP Code: 191100 - Astronomy

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.

Course Description

This course introduces fundamental concepts of astronomy, including the Solar System, stars, supernovae, galaxies, black holes, and the expanding universe. Students learn how to study the cosmos and what the latest discoveries reveal about the origins and fate of the universe. This is an honors course. Part 2: Students may take either ASTR C1001H or ASTR C1001; duplicate credit will not be awarded for ASTR C1001H and ASTR C1001.

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:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Scientific method

Approximate Time In Hours

4.00

Lecture

Outline

Observing the sky

Approximate Time In Hours

4.00

Lecture

Outline

History of astronomy across cultures

Approximate Time In Hours

4.00

Lecture

Outline

Gravity, motion, and physical laws

Approximate Time In Hours

3.00

Lecture

Outline

Light, matter, and spectra

Approximate Time In Hours

3.00

Lecture

Outline

Telescopes

Approximate Time In Hours

3.00

Lecture

Outline

Analysis of light

Approximate Time In Hours

4.00

Lecture

Outline

Earth, Moon, Sun system

Approximate Time In Hours

3.00

Lecture

Outline

The Solar System and exoplanets

Approximate Time In Hours

3.00

Lecture

Outline

The Sun

Approximate Time In Hours

4.00

Lecture

Outline

Stars and stellar evolution

Approximate Time In Hours

4.00

Lecture

Outline

The Milky Way

Approximate Time In Hours

4.00

Lecture

Outline

Galaxies

Approximate Time In Hours

4.00

Lecture

Outline

Cosmology

Approximate Time In Hours

4.00

Lecture

Outline

Life in the universe

Approximate Time In Hours

3.00

General Education/Transfer

Local GE/Graduation Requirements:

5 - Natural Sciences

Cal-GETC:

5A: Physical Sciences

Course Objectives

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

Lecture

Apply fundamental theoretical principles and evidence-based reasoning to explain how observations and data inform our current understanding of the universe and everyday phenomena.

Lecture

Distinguish and compare the size, scale, and structure of astronomical objects.

Lecture

Describe the diverse perspectives and contributions that have shaped humanity's understanding of the universe through the field of astronomy.

Student Learning Outcomes

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

1. Recognize the elements of the Scientific Method in the discussion of a scientific problem.

2. Describe the modern theory of the origin of the planets and discuss the evidence that supports the theory.

3. Describe the modern theory of the origin of the universe (the Big Bang Theory) and discuss the evidence that supports the theory.

Methods of Instruction

Demonstration

Discussion

Group Activities

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

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, activities, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Assignment Examples

Reading Assignments:

The Hertzsprung-Russell diagram of star cluster M3 is shown in Figure 2. Determine the age of the cluster. What kind of cluster is it?

In a short essay explain where the hydrogen in your body came from, and how old it is. Repeat for the calcium in your bones and the iron in your blood.

The essay is to be two or three pages in length, with appropriate diagrams and figures.

To meet the Honors requirement, the two recently peer-reviewed published articles about Cosmology, Exoplanets, Life in the Universe, or SETI that is the Honors reading assignment will be the basis for a 3-page report.

Writing Assignments:

Spectra are shown of hydrogen, helium, and sodium as they appear in a laboratory here on Earth. In addition, the spectra of three gas clouds as seen from Earth are shown. Assume that the left end of each spectrum corresponds to shorter wavelengths (blue light) and that the right end of each spectrum corresponds with longer wavelengths (red light).

Ranking Instructions: Rank the speed of the stars (A-C) from moving fastest toward the Earth to moving fastest away from the Earth.

Ranking order:

Moving fastest toward 1___ 2___ 3___ Moving fastest away Or, the stars all have the same speed. ___ (indicate with a check mark). Next, rank the clouds in terms of the relative abundance of sodium compared to hydrogen from most to least sodium. Finally rank the clouds from hottest to coldest.

Course Materials

Author: Fraknoi, A., Morrison, D., Wolf, S., et al.

Title: Astronomy 2e

Edition: 2

Publisher: OpenStax

Year: 2022

Or Equivalent: No

Author: Frank, A

Title: Astronomy: At Play in the Cosmos

Edition: 2nd

Publisher: W.W.Norton and Company

Year: 2020

Or Equivalent: No

Author: Bennett, J., Donahue, M., Schneider, N., & Voit, M.

Title: The Essential Cosmic Perspective

Edition: 9th

Publisher: Pearson

Year: 2022

Or Equivalent: No

Author: Seeds, M., & Backman, D.

Title: Foundations of Astronomy

Edition: 15

Publisher: Cengage

Year: 2025

Or Equivalent: No

Author: Palen, S., & Blumenthal, G.

Title: 21st Century Astronomy

Edition: 7th

Publisher: W.W.Norton

Year: 2022

Or Equivalent: No

Minimum Qualification

1. Physics/Astronomy

Condition



Course Review – Common Course Number – ANTH C1001 – Introduction to Biological Anthropology

Course Information

Course Discipline: ANTH

Course Division: Social Sciences

Course Number: C1001

Full Course Title: Introduction to Biological Anthropology

Short Title: Biological Anthropology

TOP Code: 220200 - Anthropology

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

In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course.

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

Lecture

Outline

The nature of scientific inquiry and the scientific method

Approximate Time In Hours

3.00

Lecture

Outline

The anthropological perspective

Approximate Time In Hours

3.00

Lecture

Outline

Development of biological evolutionary thought

Approximate Time In Hours

6.00

Lecture

Outline

Molecular, Mendelian, and population genetics

Approximate Time In Hours

6.00

Lecture

Outline

Mechanisms/forces of evolution

Approximate Time In Hours

6.00

Lecture

Outline

Comparative primate taxonomy, anatomy, and behavioral ecology

Approximate Time In Hours

9.00

Lecture

Outline

The fossil record, geologic time, and dating methods

Approximate Time In Hours

3.00

Lecture

Outline

The fossil, archaeological, and genetic evidence of human evolution

Approximate Time In Hours

6.00

Lecture

Outline

Biocultural adaptations and modern human variation

Approximate Time In Hours

6.00

Lecture

Outline

Understanding ancestry, racism, and the invalidity of biological race in humans

Approximate Time In Hours

6.00

General Education/Transfer

Local GE/Graduation Requirements:

5 - Natural Sciences

Cal-GETC:

5B: Biological Sciences

Transfer and Articulation:

C-ID: ANTH 110

UC TCA:

UC-S Physical and Biological Sciences

Course Objectives

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

Lecture

Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions.

Lecture

Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology.

Lecture

Identify the biological and cultural factors responsible for human variation.

Lecture

Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations.

Student Learning Outcomes

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

1. Explain how natural selection is related to environmental factors and illustrate how selective pressures can change.

2. Demonstrate an understanding of the major primate anatomical characteristics as adaptations to an arboreal environment.

3. Demonstrate an understanding of human evolution by comparing and contrasting the anatomical and behavioral features of modern *Homo sapiens* with various extinct species of the Genus *Homo*

Methods of Instruction

Demonstration

Discussion

Field trips

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

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: assignments, quizzes, exams, projects, and academic writing. Methods of evaluation are at the discretion of local faculty.

Assignment Examples

Reading Assignments:

Examine non-verbal communication in humans with an emphasis on those gestures and behaviors we share with non-human primates. In a four to five page essay, assess the evolutionary importance of these behaviors and address the role of culture in the evolution of human language and communication.

Writing Assignments:

In a written four to five page essay, research the impact of evolutionary theory on modern understanding of disease.

Some assignments require critical thinking:

Examine the sociopolitical events of 19th Century England to place Darwin's research within its historical context. In a four to five page essay, outline these events and assess their impact on Darwin, his research, and his publications.

Course Materials

Author: Shook, B., Braff, L., Nelson, K., & Aguilera, K.

Title: Explorations: An Open Invitation to Biological Anthropology

Edition: 2nd

Publisher: LibreTexts / American Anthropological Association. CC BY NC (OER)

Year: 2023

Or Equivalent: No

Author: Boyd, R., & Silk, J.

Title: How Humans Evolved

Edition: 10th

Publisher: Norton

Year: 2023

Or Equivalent: No

Author: Fuentes, A.

Title: Biological Anthropology: Concepts and Connections

Edition: 3rd

Publisher: McGrawHill

Year: 2019

Or Equivalent: No

Author: Clark, L.

Title: Essentials of Biological Anthropology

Edition: 6th

Publisher: Norton

Year: 2025

Or Equivalent: No

Minimum Qualification

1. Anthropology

Condition



Course Review – Common Course Number – BIOL C1000 – Introduction to Biology with Lab

Course Information

Course Discipline: BIOL

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

Course Number: C1000

Full Course Title: Introduction to Biology with Lab

Short Title: Intro to Biology with Lab

TOP Code: 040100 - Biology, 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: Spring 2021

Board of Trustees Approval Date:

2020-11-17

Course Description

This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society.

Part 2: Note: Students may take either BIOL C1000 or BIOL C1000H; duplicate credit will not be awarded for BIOL C1000 and BIOL C1000H. Students will not receive UC credit for BIOL C1000 if taken after BIOL 101 or BIOL 101H.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

54.000

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:

54.000

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:

1.000

Min/Max Units:

4.000

Total Hours:

108.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

The scientific method and the process of science

Approximate Time In Hours

3.00

Lecture

Outline

Cellular chemistry and biochemistry

- a. Atoms and bonding
- b. Properties of water
- c. Structure and function of biological molecules

Approximate Time In Hours

4.00

Lecture

Outline

Cell structure and function

- a. Cells, membranes, and organelles
- b. Prokaryotes versus eukaryotes
- c. Transport across the cell membrane

Approximate Time In Hours

4.00

Lecture

Outline

Cellular metabolism

- a. Enzyme structure and function
- b. Photosynthesis
- c. Cellular respiration
- d. Fermentation

Approximate Time In Hours

8.00

Lecture

Outline

Cellular division

- a. Prokaryotic binary fission
- b. Eukaryotic cell cycle
- c. Eukaryotic asexual reproduction (mitosis)
- d. Eukaryotic sexual reproduction (meiosis)

Approximate Time In Hours

4.00

Lecture

Outline

DNA structure and function

- a. DNA replication
- b. Transcription and translation
- c. Regulation of gene expression
- d. The impact of mutations
- e. The impact of biotechnology

Approximate Time In Hours

6.00

Lecture

Outline

Principles of heredity

- a. Mendelian genetics
- b. Non-Mendelian genetics

c. Application to human genetics

Approximate Time In Hours

3.00

Lecture

Outline

Principles of evolution

a. Evolutionary mechanisms

b. Evolutionary evidence

c. Speciation and classification

d. The effect of extinction

e. Survey of biodiversity across Domains

Approximate Time In Hours

2.00

Lecture

Outline

Principles of Ecology

a. Biosphere and biomes

b. Population growth and regulation

c. Community interactions

d. Flow of energy and matter in ecosystems

e. Human interactions with the biosphere

f. Conservation biology and sustainability

Approximate Time In Hours

5.00

Lecture

Outline

Survey of Prokaryotes

Approximate Time In Hours

3.00

Lecture

Outline

Survey of Plants

Approximate Time In Hours

5.00

Lecture

Outline

Survey of Animals.

Approximate Time In Hours

7.00

Lab

Outline

Process of science and experimental design

Approximate Time In Hours

3.00

Lab

Outline

Personal protective equipment, care and safe use of laboratory equipment

Approximate Time In Hours

2.00

Lab

Outline

Utilization of microscopy to visualize and identify cell structures

Approximate Time In Hours

6.00

Lab

Outline

Cellular transport mechanisms

Approximate Time In Hours

5.00

Lab

Outline

Energy cycling and metabolism

Approximate Time In Hours

4.00

Lab

Outline

Cell division

Approximate Time In Hours

6.00

Lab

Outline

Genetics and inheritance

Approximate Time In Hours

4.00

Lab

Outline

Diversity of life

Approximate Time In Hours

4.00

Lab

Outline

Evolution

Approximate Time In Hours

3.00

Lab

Outline

Ecology

Approximate Time In Hours

4.00

Lab

Outline

Survey of Prokaryotes

Approximate Time In Hours

3.00

Lab

Outline

Survey of Plants

Approximate Time In Hours

4.00

Lab

Outline

Survey of Animals.

Approximate Time In Hours

6.00

General Education/Transfer

Local GE/Graduation Requirements:

5 - Natural Sciences

Cal-GETC:

5B: Biological Sciences

5C: Laboratory Sciences

Course Objectives

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

Lecture

Apply the scientific method, including recognizing the elements of experimental design, gathering and analyzing data, and interpreting results.

Lecture

Demonstrate scientific literacy by evaluating social, ethical, and equity issues connected to biological sciences.

Lecture

Describe how living things are made of smaller structures that work together to enable the organism to survive.

Lecture

Compare how living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy.

Lecture

Explain how the diversity of living things is the result of evolution of organisms through mechanisms such as heredity, random change, and natural selection.

Lecture

Collaborate on laboratory investigations of the biological content using appropriate, safe methods and equipment.

Student Learning Outcomes

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

1. 1. The student will understand and apply principles of the scientific method, recognizing an idea based on reproducible evidence.

2. 2. The student will be able to use the compound and dissecting microscope to observe cells and microorganisms.

3. 3. The student will describe key activities in cell replication.

Methods of Instruction

Laboratory

Students will perform experiments in the laboratory that will elucidate fundamental biology concepts while giving them an opportunity to interpret and analyze raw data.

Lecture

Students will listen to didactic lectures in order to gain content knowledge.

Multimedia presentations

Students will watch videos with animations illustrating biological processes (e.g. cellular respiration, mitosis, etc.).

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

If you selected "Other", please provide details.

Examples of evaluation methods used to observe or measure students' achievement of course outcomes and objectives may 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.

Assignment Examples

Reading Assignments:

Write a summary composed of 3 textbook chapters. The summary for one chapter should be no less than 1-2 pages. The summary/study guide can be written in a single- or double-spaced format, with bullet points (strongly encouraged) and diagrams. It can include vocabulary terms and definitions.

Select and attend a natural wildlife habitat from the approved class list. Compile a list of representative wildlife that you observed. Write a 2-3 page APA-formatted essay on the ecology of the specific habitat that you visited.

Writing Assignments:

Complete assigned virtual simulations.

Some assignments require critical thinking:

Color blindness is a sex-linked trait. A woman with normal vision, whose father was colorblind, marries a man with normal vision. What is the probability that a son will be color blind? What is the probability that a daughter will be color blind? Show your work to support your answer.

Determine and identify arthropod anatomical features upon examination of characteristic samples of arthropod animals provided in the lab.

Course Materials

Author: Fowler, S., Wise, J., & Roush, R.

Title: Concepts of Biology.

Publisher: OER: OpenStax.

Year: 2024
Or Equivalent: No
Author: Hoefnagels, M.
Title: Biology: The Essentials
Edition: 4th
Publisher: McGraw Hill.
Year: 2021
Or Equivalent: No
Author: Taylor, M., Simon, E., Dickey, J., & Reece J.
Title: Campbell Essential Biology
Edition: 7th
Publisher: Pearson
Year: 2020
Or Equivalent: No
Course Manual
Author: Bres, M., & Weisshaar, A.
Title: Thinking About Biology: An Introductory Lab Manual (What's New in Biology)
Edition: 6
Publisher: Pearson
Year: 2018
Author: Vodopich, D.S., Moore, R.
Title: Biology Laboratory Manual.
Edition: 13
ISBN-13: 978-1-264-40598-5
Publisher: McGraw-Hill
Year: 2023
Other:
Lab manuals: Locally developed manual
Minimum Qualification
1. Biological Sciences
Condition



Course Review – Common Course Number – BIOL C1000H –
Introduction to Biology with Lab -- Honors

Course Information

Course Discipline: BIOL

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

Course Number: C1000H

Full Course Title: Introduction to Biology with Lab - Honors

Short Title: Intro Biology with Lab Honors

TOP Code: 040100 - Biology, 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: Spring 2021

Board of Trustees Approval Date:

2020-11-17

Course Description

This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society. This is an honors course.

Part 2: Note: Students may take either BIOL C1000H or BIOL C1000; duplicate credit will not be awarded for BIOL C1000H and BIOL C1000. Students will not receive UC credit for BIOL C1000H if taken after BIOL 101 or BIOL 101H.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

54.000

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:

54.000

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:

1.000

Min/Max Units:

4.000

Total Hours:

108.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

The scientific method and the process of science

Approximate Time In Hours

3.00

Lecture

Outline

Cellular chemistry and biochemistry

- a. Atoms and bonding
- b. Properties of water
- c. Structure and function of biological molecules

Approximate Time In Hours

4.00

Lecture

Outline

Cell structure and function

- a. Cells, membranes, and organelles
- b. Prokaryotes versus eukaryotes
- c. Transport across the cell membrane

Approximate Time In Hours

4.00

Lecture

Outline

Cellular metabolism

- a. Enzyme structure and function
- b. Photosynthesis
- c. Cellular respiration
- d. Fermentation

Approximate Time In Hours

8.00

Lecture

Outline

Cellular division

- a. Prokaryotic binary fission
- b. Eukaryotic cell cycle
- c. Eukaryotic asexual reproduction (mitosis)
- d. Eukaryotic sexual reproduction (meiosis)

Approximate Time In Hours

4.00

Lecture

Outline

DNA structure and function

- a. DNA replication
- b. Transcription and translation
- c. Regulation of gene expression
- d. The impact of mutations
- e. The impact of biotechnology

Approximate Time In Hours

6.00

Lecture

Outline

Principles of heredity

- a. Mendelian genetics

- b. Non-Mendelian genetics
- c. Application to human genetics

Approximate Time In Hours

3.00

Lecture

Outline

Principles of Evolution

- a. Evolutionary mechanisms
- b. Evolutionary evidence
- c. Speciation and classification
- d. The effect of extinction
- e. Survey of biodiversity across Domains

Approximate Time In Hours

2.00

Lecture

Outline

Principles of ecology

- a. Biosphere and biomes
- b. Population growth and regulation
- c. Community interactions
- d. Flow of energy and matter in ecosystems
- e. Human interactions with the biosphere
- f. Conservation biology and sustainability

Approximate Time In Hours

5.00

Lecture

Outline

Survey of Prokaryotes

Approximate Time In Hours

3.00

Lecture

Outline

Survey of Plants

Approximate Time In Hours

5.00

Lecture

Outline

Survey of Animals

Approximate Time In Hours

7.00

Lab

Outline

Process of science and experimental design

Approximate Time In Hours

3.00

Lab

Outline

Personal protective equipment, care and safe use of laboratory equipment

Approximate Time In Hours

2.00

Lab

Outline

Utilization of microscopy to visualize and identify cell structures

Approximate Time In Hours

6.00

Lab

Outline

Cellular transport mechanisms

Approximate Time In Hours

5.00

Lab

Outline

Energy cycling and metabolism

Approximate Time In Hours

4.00

Lab

Outline

Cell division

Approximate Time In Hours

6.00

Lab

Outline

Genetics and inheritance

Approximate Time In Hours

4.00

Lab

Outline

Diversity of life

Approximate Time In Hours

4.00

Lab

Outline

Evolution

Approximate Time In Hours

3.00

Lab

Outline

Ecology

Approximate Time In Hours

4.00

Lab

Outline

Survey of Prokaryotes

Approximate Time In Hours

3.00

Lab

Outline

Survey of Plants

Approximate Time In Hours

4.00

Lab

Outline

Survey of Animals

Approximate Time In Hours

6.00

General Education/Transfer

Local GE/Graduation Requirements:

5 - Natural Sciences

Cal-GETC:

5B: Biological Sciences

5C: Laboratory Sciences

UC TCA:

UC-S Physical and Biological Sciences

Course Objectives

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

Lecture

Apply the scientific method, including recognizing the elements of experimental design, gathering and analyzing data, and interpreting results.

Lecture

Demonstrate scientific literacy by evaluating social, ethical, and equity issues connected to biological sciences

Lecture

Describe how living things are made of smaller structures that work together to enable the organism to survive.

Lecture

Compare how living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy.

Lecture

Explain how the diversity of living things is the result of evolution of organisms through mechanisms such as heredity, random change, and natural selection.

Lecture

Collaborate on laboratory investigations of the biological content using appropriate, safe methods and equipment.

Student Learning Outcomes

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

1. 1. The student will understand and apply principles of the scientific method, recognizing an idea based on reproducible evidence. Honors students will design a novel experiment, gather evidence, and use scholarly research to support the explanation of the results.

2. 2. The student will be able to use the compound and dissecting microscope to observe cells and microorganisms.

3. 3. The student will describe key activities in cell replication.

Methods of Instruction

Laboratory

Students will perform experiments in the laboratory that will elucidate fundamental biology concepts while giving them an opportunity to interpret and analyze raw data.

Lecture

Students will listen to didactic lectures in order to gain content knowledge.

Multimedia presentations

Students will watch videos with animations illustrating biological processes (e.g. cellular respiration, mitosis, etc.).

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

If you selected "Other", please provide details.

Examples of evaluation methods used to observe or measure students' achievement of course outcomes and objectives may 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.

Assignment Examples

Reading Assignments:

Honors Sample Writing Assignment(s):

This writing assignment requires students to read three textbook chapters and create comprehensive, analytically rich summaries that function as advanced study guides. Each summary must be 3-4 pages (9-12 pages total) and may include bullet points, headings, diagrams, tables, and vocabulary. Students will synthesize key concepts, explain biological processes in their own words, and demonstrate higher-order thinking by connecting ideas and analyzing underlying mechanisms, producing a clear, organized, and concept-driven resource appropriate for honors-level work.

This Honors Biology writing assignment requires students to visit a natural habitat, document at least 10 organisms (plants, animals, insects, fungi), and analyze the ecosystem. Students will design a novel experiment based on their observations and support their analysis with at least three scholarly sources. The final product is a 4 to 6-page APA-formatted essay that integrates fieldwork, experimental design, and research, demonstrating strong scientific reasoning and critical thinking.

Non-Honors Sample Writing Assignment(s):

Write a summary composed of 3 textbook chapters. The summary for one chapter should be no less than 1-2 pages. The summary/study guide can be written in a single- or double-

spaced format, with bullet points (strongly encouraged) and diagrams. It can include vocabulary terms and definitions.

Select and attend a natural wildlife habitat from the approved class list. Compile a list of representative wildlife that you observed. Write a 2-3 page APA-formatted essay on the ecology of the specific habitat that you visited.

Writing Assignments:

Honors Sample Assignment:

Analyze an organism by applying concepts from genetics, evolution, ecology, classification, and organismal biology. Students will explain a genetic disorder, predict outcomes using natural selection, describe speciation, and connect structure and function across major groups. The assignment is completed as a 2-3-page report, supported by scholarly sources, demonstrating a clear understanding and integration of course concepts.

Non-Honors Sample Assignment:

Complete assigned virtual simulations.

Some assignments require critical thinking:

Honors Sample Assignment(s):

The assignments require you to apply genetic reasoning to analyze inheritance patterns. Color blindness is a sex-linked trait, and you will determine the probability that a son or daughter will be color blind when a woman with normal vision (whose father was color blind) marries a man with normal vision. You must show all of your work, including identifying parental genotypes, constructing a Punnett square, and clearly explaining how you arrived at your conclusions using scientific reasoning.

Research and analyze in a two to three-paragraph essay arthropod anatomical features upon examination of characteristic samples of arthropod animals provided in the lab. Your analysis should describe key anatomical features of arthropods, explain how these structures relate to their function, and connect your observations to concepts such as adaptation and survival. Use appropriate biological terminology and demonstrate critical thinking by comparing features across specimens and explaining their biological significance.

Examine a genetic trait in a plant or animal and explain how it is inherited. Describe the pattern of inheritance (e.g., dominant, recessive, or sex-linked) and predict possible outcomes for offspring using clear reasoning, using a Punnett square. In addition, explain how this trait may influence the organism's survival and reproduction in its environment. Connect your explanation to concepts such as natural selection and adaptation, demonstrating your ability to apply genetic principles to real biological situations.

Non-Honors Sample Assignment(s):

Color blindness is a sex-linked trait. A woman with normal vision, whose father was colorblind, marries a man with normal vision. What is the probability that a son will be color blind? What is the probability that a daughter will be color blind? Show your work to support your answer.

Determine and identify arthropod anatomical features upon examination of characteristic samples of arthropod animals provided in the lab.

Course Materials

Author: Fowler, S., Wise, J., & Roush, R.

Title: Concepts of Biology

Publisher: OpenStax

Year: 2024

Or Equivalent: No

Author: Hoefnagels, M.

Title: Biology: The Essentials

Edition: 4

Publisher: McGraw Hill

Year: 2021

Or Equivalent: No

Author: Taylor, M., Simon, E., Dickey, J., & Reece J.

Title: Campbell Essential Biology

Edition: 7

Publisher: Pearson

Year: 2020

Or Equivalent: No

Course Manual

Author: Bres, M., & Weisshaar, A.

Title: Thinking About Biology: An Introductory Lab Manual (What's New in Biology)

Edition: 6

Publisher: Pearson

Year: 2018

Author: Vodopich, D.S., Moore, R.

Title: Biology Laboratory Manual

Edition: 13

ISBN-13: 978-1-264-40598-5

Publisher: McGraw-Hill

Year: 2023

Other:

Locally developed lab manual

Minimum Qualification

1. Biological Sciences

Condition



Course Review – Common Course Number – CDEV C1000 – Child Growth and Development

Course Information

Course Discipline: CDEV

Course Division: Social Sciences

Course Number: C1000

Full Course Title: Child Growth and Development

Short Title: Child Growth & Dev

TOP Code: 130500 - Child Development/Early Care and Education

SAM Code: D - Possibly Occupational

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

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Spring 2024

Board of Trustees Approval Date:

2023-10-17

Course Description

Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories.

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

Lecture

Outline

1. Contemporary and historical theories of Child Development and Learning from a diverse representation of scholars.

Approximate Time In Hours

2.00

Lecture

Outline

2. Influences on Development a. Biological factors I. Heredity and genetics II.

Maturation b. Environmental influences c. Supporting optimal development in school and at home d. Contexts of development i. Cultural ii. Socio-Economic iii. Historical perspectives iv. Societal e. Other influences including, but not limited to: i. Family and parenting ii. Schools and teachers iii. Community support and resources iv. Socio-political climate v. Multi-generational impacts

Approximate Time In Hours

9.00

Lecture

Outline

3. Typical and Atypical Development from conception through Infancy, Toddlerhood, Early Childhood, Middle Childhood, and Adolescence

- a. Conception, prenatal development, and birth**
 - i. Influences on healthy conception, development, and birth**
 - ii. Cultural variations**
 - iii. Newborn care**
- b. Physical**
 - i. Growth and health**
 - ii. Brain development**
 - iii. Fine and gross motor**
- iv. Gender and sexuality**
- c. Cognitive**
 - i. Learning differences and neurodiversity**
 - ii. Value of play**
 - iii. Memory**
 - iv. Processing skills**
 - v. Moral development**
 - vi. Language**
 - vii. Mono and multilingual learners**
 - viii. Literacy development**
- d. Socioemotional**
 - i. Temperament**
 - ii. Attachment**
 - iii. Relationships**

1. Peers and Friendships

2. Families

- iv. Role of play**
- v. Self-Concept**
- vi. Self-Esteem**
- vii. Identity**
- viii. Self-Regulation**
- ix. Influence of guidance and discipline**

Approximate Time In Hours

33.00

Lecture

Outline

4. Risk Factors Including, but not limited to:

- a. Forms of abuse and neglect**
- b. Trauma**
- c. Housing and food insecurity**
- d. Substance abuse and addictions**
- e. Mental health**

Approximate Time In Hours

6.00

Lecture

Outline

5. Observing Children: How and why

- a. Methodology**
- b. Objective and subjective reporting**
- c. Ethical considerations**

Approximate Time In Hours

4.00

General Education/Transfer

Local GE/Graduation Requirements:

4 - Social and Behavioral Sciences

Cal-GETC:

4: Social and Behavioral Sciences

Transfer and Articulation:

C-ID: CDEV 100

UC TCA:

UC-B Social and Behavioral Sciences

Course Objectives

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

Lecture

Identify the typical progression of development across all domains.

Lecture

Describe the impact of multiple factors on development and well-being, including those related to biology , environment, culture and social interactions.

Lecture

Summarize major theories of child development.

Lecture

Apply objective and ethical techniques and skills when observing , describing, and evaluating behavior in children.

Lecture

Differentiate characteristics of typical and atypical development.

Student Learning Outcomes

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

- 1. Explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains.**
- 2. Identify cultural, economic, political, and historical contexts that impact children's development.**
- 3. Apply knowledge of development and major theoretical frameworks to child observations.**

Methods of Instruction

Discussion

Discuss the birth process, including, methods of birth, stages of labor, birth complications, and bonding.

Group Activities

In small groups, analyze and interpret data collected through observations and interviews.

Guest Speakers

Bring in guest speakers to discuss, examine and evaluate the role of professionals in the community to facilitate children's development.

Lecture

Lecture about the overview of developmental theories: Psychoanalytic, Behaviorism, Cognitive, Sociocultural.

Multimedia presentations

Have presentations to examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner.

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

Methods of evaluation are at the discretion of local faculty. Representative samples may include but are not limited to: 1. Exams or quizzes that demonstrate the students' competencies related to theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field. 2. Research papers, essays, and/or group projects that demonstrate students' ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive, and psychosocial development norms and deviations from typical development and analyze historical perspectives related to child development. 3. Participation in class discussions, written assignments, reflective practice activities, group projects, observations, and/or interviews.

Assignment Examples

Reading Assignments:

Using Erikson's theory of psychosocial development, write a four- to five-page autobiography in which you interpret each stage as it relates to your personal development. Provide specific examples of life experiences, both social and cultural, which correlate with each stage and examine how these experiences may have affected your development. Include a summary of each of Erikson's stages in your essay.

Writing Assignments:

The goal of this assignment is to help you discover a deeper understanding of infants and how they develop. Conduct a naturalistic observation of an infant and interview the parent. In a four- to five-page paper, write an analysis of the child's development including physical skills, socio-emotional skills, language development, temperament, and sensorimotor intelligence. Integrate what you have read in the textbook, learned in class discussions, and observed. Support your conclusions with specific examples from the observation and parent interview.

Some assignments require critical thinking:

Conduct an interview with a child between the ages of six and twelve. Based on the interview packet provided in class, invite the child to participate in several Piagetian tasks, draw pictures, and answer interview questions. In a five- to six-page paper, present your conclusions about the child in relation to his/her self-esteem, family relationships, Piagetian stage of cognitive development and Kohlberg's stage of moral development. Support your findings with information from your interview and integrate it with information from your textbook.

Course Materials

Author: Paris, J., Ricardo, A., Rymond, D., & Johnson, A

Title: Child Growth and Development.

Publisher: OER: LibreTexts

Year: 2024

Or Equivalent: No

Author: Berger, K

Title: The Developing Person Through Childhood and Adolescence

Edition: 13th

Publisher: Worth Publishers

Year: 2023

Or Equivalent: No

Author: Arnett, J., & Maynard, A

Title: Child Development: A Cultural Approach

Edition: 2nd

Publisher: Pearson Education, Inc.

Year: 2016

Or Equivalent: No

Author: Fuligni, A. S., Fuligni, A. J., & Bayne, J.

Title: Scientific American: Child and Adolescent Development

Edition: 1st

Publisher: Macmillan
Year: 2024
Or Equivalent: No
Author: Berk, L
Title: Infants, Children, and Adolescents
Edition: 9th
Publisher: Sage Publications
Year: 2022
Or Equivalent: No
Minimum Qualification
1. Child Development/Early Childhood Education
Condition



Course Review – Common Course Number – MATH C2210 – Calculus I: Early Transcendentals

Course Information

Course Discipline: MATH

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

Course Number: C2210

Full Course Title: Calculus I: Early Transcendentals

Short Title: Calculus I

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 2027

Board of Trustees Approval Date:

2020-09-08

Course Description

A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.

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

Other

Subject MATH - Mathematics

Requisite Course MATH 180 - Precalculus (Active) 5.000 - 5.000

Non Course Requirements

Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.

Condition or

Course Content

Lecture

Outline

Limits: intuitive and precise definitions; computation using numerical, graphical, and algebraic approaches

Approximate Time In Hours

5.00

Lecture

Outline

Continuity and differentiability of functions

Approximate Time In Hours

5.00

Lecture

Outline

Derivative as a limit

Approximate Time In Hours

5.00

Lecture

Outline

Interpretation of derivatives as slopes of tangent lines and rates of change

Approximate Time In Hours

5.00

Lecture

Outline

Differentiation formulas: constants, power rule, product rule, quotient rule, and chain rule

Approximate Time In Hours

5.00

Lecture

Outline

Derivatives of transcendental functions including trigonometric, exponential, and logarithmic

Approximate Time In Hours

5.00

Lecture

Outline

Implicit differentiation, differentiation of inverse functions, including inverse trigonometric functions

Approximate Time In Hours

5.00

Lecture

Outline

Applications of differentiation, including related rates and optimization

Approximate Time In Hours

5.00

Lecture

Outline

Higher-order derivatives

Approximate Time In Hours

5.00

Lecture

Outline

Indeterminate forms and L'Hôpital's Rule

Approximate Time In Hours

3.00

Lecture

Outline

Maximum and minimum values, Extreme Value Theorem

Approximate Time In Hours

5.00

Lecture

Outline

Graphing functions using first and second derivatives, concavity, and asymptotes

Approximate Time In Hours

5.00

Lecture

Outline

Mean Value Theorem

Approximate Time In Hours

2.00

Lecture

Outline

Antiderivatives and indefinite integrals

Approximate Time In Hours

5.00

Lecture

Outline

Definite integrals as limits of Riemann sums

Approximate Time In Hours

5.00

Lecture

Outline

Interpretation of the integral as area under a curve and net change.

Approximate Time In Hours

5.00

Lecture

Outline

Basic integration rules and properties of integrals

Approximate Time In Hours

5.00

Lecture

Outline

Fundamental Theorem of Calculus

Approximate Time In Hours

5.00

Lecture

Outline

Integration by substitution

Approximate Time In Hours

5.00

General Education/Transfer

1. Local GE/Graduation Requirements:

- 2 - Mathematical Concepts and Quantitative Reasoning

2. Cal-GETC:

- 2: Mathematical Concepts and Quantitative Reasoning

3. Transfer and Articulation:

- **C-ID: MATH 210**

Course Objectives

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

Lecture

Compute the limit of a function and evaluate indeterminate forms using L'Hôpital's Rule.

Lecture

Determine the continuity of a function.

Lecture

Find the derivative of a function as a limit.

Lecture

Find the equation of a tangent line to the graph of a function.

Lecture

Compute derivatives using differentiation formulas.

Lecture

Use differentiation to solve applications such as related rate problems and optimization problems.

Lecture

Use implicit differentiation and find derivatives of transcendental functions.

Lecture

Graph functions using methods of calculus.

Lecture

Evaluate a definite integral as a limit.

Lecture

Evaluate integrals using the Fundamental Theorem of Calculus

Lecture

Apply integration to find areas.

Student Learning Outcomes

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

1. Evaluate the limit or one-sided limit of a function as it approaches infinity or a specific point by utilizing properties of limits, the Squeeze Theorem, and the Intermediate Value Theorem. Additionally, students should be able to assess the continuity of a function at a specific point and over an interval. They should identify points of discontinuity and locate any asymptotes.

2. Calculate the derivatives of various types of functions, including trigonometric, polynomial, exponential, and logarithmic functions, in order to find the equation of the tangent line at a

specified point. Additionally, determine the differentiability of a function. Students should be able to apply the power, sum, difference, product, quotient, and chain rules to derive a function's derivative. They should also be capable of computing higher-order derivatives and performing implicit differentiation.

3. Interpret the derivative of a function to evaluate position, velocity, and acceleration. Solve problems involving related rates and compute instantaneous rates of change. Furthermore, students must recognize indeterminate forms and apply L'Hôpital's Rule.

4. Determine the properties of functions using calculus techniques to identify the extrema of a function. Classify the extrema of a function using the first derivative test. Identify points of inflection and determine the concavity of a function using the second derivative test. Locate asymptotes, sketch the graph of a function, and solve optimization problems. Additionally, students should apply Rolle's Theorem and the Mean Value Theorem. Use Newton's Method to find the zeros of a function and to solve simultaneous nonlinear equations.

5. Find the area under a curve using integration, and apply the Fundamental Theorems of Calculus. Moreover, students need to use the antiderivative integration formulas, pattern recognition, and change of variables to integrate functions to solve integrals.

Methods of Instruction

Demonstration

Demonstration: The teacher (instructor) performs a task, experiment or a skill before the students. Students observe it and ask various kind of questions concerning demonstration performed by teacher.

Discussion

Discussion: The teacher (instructor) asks a variety of open-ended questions to promote a collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, or understanding.

Group Activities

Lecture

Lecture: The teacher who possesses the knowledge on a given topic delivers all relevant information to students verbally.

Multimedia presentations

Multimedia presentation: The teacher carefully selects a variety of learning experiences which when presented to the learner through integration of text, graphics, animation, sound, and/or video, will engage, reinforce and strength the learning.

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

If you selected "Other", please provide details.

Methods of evaluation are at the discretion of local faculty. Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems. Examples of potential methods of evaluation include, but are not limited

to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations.

Assignment Examples

Reading Assignments:

Students will have regular written assignments that involve analyzing and critiquing the accuracy and logical correctness of mathematical arguments or solutions to problems. Additionally, there will be frequent assignments where students are required to write short paragraphs that construct logical arguments using deductive reasoning and critical thinking skills.

Writing Assignments:

EXAMPLE OF METHOD OF EVALUATION.

1) Use computing software and Newton's method to find all real zeros of $f(x) = x^3 - 6x + 1$, correct to 8 decimal places.

2) Use the limit definition of the derivative to find the derivative of

$$f(x) = \sqrt{5x+2}$$

Some assignments require critical thinking:

EXAMPLE OF METHOD OF EVALUATION.

1) A box with a square base and no top must have a volume of four cubic feet. Calculate the dimensions of the box that minimize the amount of material required.

Course Materials

Author: Strang, G., Herman, E., et al.

Title: Calculus Volume 1

Edition: 1

Publisher: OER: OpenStax

Year: 2025

Or Equivalent: No

Author: Stewart, J., et al.

Title: Calculus: Single Variable Calculus Early Transcendentals

Edition: 9th

Publisher: Cengage

ISBN-13: 9781337613927

Year: 2021

Or Equivalent: No

Author: Briggs, W., et al.

Title: Calculus: Early Transcendentals

Edition: 3rd

Publisher: Pearson

Year: 2019

Or Equivalent: No
Author: Hass, J., et al.
Title: Thomas' Calculus: Early Transcendentals
Edition: 15th
Publisher: Pearson
Year: 2023
Or Equivalent: No
Minimum Qualification
1. Mathematics
Condition



Course Review – Common Course Number – MATH C2220 – Calculus II: Early Transcendentals

Course Information

Course Discipline: MATH

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

Course Number: C2220

Full Course Title: Calculus II: Early Transcendentals

Short Title: Calculus II

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 2027

Board of Trustees Approval Date:

2020-09-08

Course Description

A second course in differential and integral calculus of a single variable. Topics include applications of integration, techniques of integration, infinite sequences and series, and the calculus of parametric and polar equations. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.

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

Prerequisite

Subject MATH - Mathematics

Requisite Course MATH 190 - Single Variable Calculus and Analytic Geometry I (Active) 0.000 - 0.000

Notes

Prerequisite: Calculus I: Early Transcendentals (MATH C2210), or equivalent, or placement as determined by the college's multiple measures assessment process.

Course Content

Lecture

Outline

Applications of integration to areas between curves and volumes, including volumes of solids of revolution

Approximate Time In Hours

8.00

Lecture

Outline

Techniques of integration, including integration by parts, trigonometric substitution, and partial fraction decomposition

Approximate Time In Hours

10.00

Lecture

Outline

Numerical integration, including trapezoidal and Simpson's rules

Approximate Time In Hours

5.00

Lecture

Outline

Improper integrals

Approximate Time In Hours

5.00

Lecture

Outline

Additional applications of integration, such as work, arc length, area of a surface of revolution, moments and centers of mass, separable differential equations, growth and decay

Approximate Time In Hours

8.00

Lecture

Outline

Introduction to sequences and series

Approximate Time In Hours

6.00

Lecture

Outline

Multiple tests for convergence of sequences and series

Approximate Time In Hours

8.00

Lecture

Outline

Power series, radius of convergence, interval of convergence

Approximate Time In Hours

8.00

Lecture

Outline

Differentiation and integration of power series

Approximate Time In Hours

8.00

Lecture

Outline

Taylor series expansion of functions

Approximate Time In Hours

8.00

Lecture

Outline

Parametric equations and calculus with parametric curves

Approximate Time In Hours

8.00

Lecture

Outline

Polar curves and calculus in polar coordinates

Approximate Time In Hours

8.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**

- 2 - Mathematical Concepts and Quantitative Reasoning

2. **Cal-GETC:**

- 2: Mathematical Concepts and Quantitative Reasoning

3. **Transfer and Articulation:**

- **C-ID: MATH 220**

Course Objectives

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

Lecture

Apply integration to find areas and volumes.

Lecture

Evaluate definite and indefinite integrals using a variety of integration formulas and techniques.

Lecture

Use integration to solve applications such as work or length of a curve.

Lecture

Evaluate improper integrals.

Lecture

Determine convergence of sequences and series

Lecture

Represent functions as power series.

Lecture

Graph, differentiate, and integrate functions in polar and parametric form.

Student Learning Outcomes

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

1. Evaluate definite, indefinite, and improper integrals using standard integration techniques.

2. Use integration to solve problems related to geometric calculations, applications in physics, and other issues involving the total change of a function.

3. Evaluate limits that involve indeterminate forms.

4. Utilize calculus to graph and analyze curves represented in polar and parametric forms.

5. Determine whether sequences and series converge or diverge, and derive power series representations for functions.

Methods of Instruction

Discussion

Instructor will have students discuss with each other and also with the whole group on how to solve problems.

Group Activities

Instructor will have students work in small groups to work on activities related to course work.

Lecture

Instructor will use lecture as a means of direct instruction.

Multimedia presentations

Instructor will use technology to show students how to find area between curves, volumes, arc length, surface area, and graphs of parametric and polar equations.

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

If you selected "Other", please provide details.

Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems. Examples of potential methods of evaluation include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations. Methods of evaluation are at the discretion of local faculty.

Assignment Examples

Reading Assignments:

Students will have regular written assignments that require them to analyze and critique the accuracy and logical correctness of their mathematical arguments or solutions to problems. Essay assignments will ask students to utilize deductive logic and critical thinking skills, such as explaining the process of finding the volume of a solid of revolution or proving results related to infinite series. Additionally, there will be regular homework involving word problems and applications where students must demonstrate their ability to apply course topics to other fields, such as physics, biology, and economics. Finally, there will be a comprehensive written final examination to assess students' proficiency in integration techniques and applications, including evaluating limits involving indeterminate forms, polar representations of curves, and analyzing the convergence of sequences and series.

Writing Assignments:

Find the volume of the solid generated by rotating the region bounded by $y=4x-x^2$ and $y=0$ about the line $x=-2$. Use disks, washers, or cylindrical shells, whichever is most appropriate.

Outside-of-Class Assignments:

Determine the radius and interval of convergence for the following power series:

$$\sum [(x-2)^n / (4^n)]$$

Calculate the slope of the tangent line to the given polar curve at the point specified:

$$r = \cos(\theta) + \sin(\theta), \theta = \pi/4$$

Some assignments require critical thinking:

Determine the radius and interval of convergence for the following power series:

$$\sum [(x-2)^n / (4^n)]$$

Calculate the slope of the tangent line to the given polar curve at the point specified:

$$r = \cos(\theta) + \sin(\theta), \theta = \pi/4$$

Course Materials

Author: Strang, G., Herman, E., et al.

Title: Calculus Volume 2

Publisher: OER: OpenStax

Year: 2025

Or Equivalent: No

Author: Stewart, J., et al.

Title: Calculus: Single Variable Calculus Early Transcendentals

Edition: 9th

Publisher: Cengage

Year: 2021

Or Equivalent: No

Author: Briggs, W., et al.

Title: Calculus: Early Transcendentals

Edition: 3rd

Publisher: Pearson

Year: 2019

Or Equivalent: No

Author: Hass, J., et al.

Title: Thomas' Calculus: Early Transcendentals

Edition: 15th

Publisher: Pearson

Year: 2023

Or Equivalent: No

Minimum Qualification

1. Mathematics

Condition



Standard Course Review – No Changes – HDEV 101 – Orientation to College and Educational Planning

Course Information

Course Discipline: HDEV

Course Division: Health and Public Services

Course Number: 101

Full Course Title: Orientation to College and Educational Planning

Short Title: Orientation College/Ed Planning

TOP Code: 493010 - Career Guidance and Orientation

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 2023

Board of Trustees Approval Date:

2023-06-20

Course Description

This course provides students with the information, skills, and resources necessary for successful educational experiences. Students will become aware of their responsibilities as students in a diverse college setting, develop an understanding of their individual learning styles, create realistic and obtainable educational and career goals, develop skills in managing time to achieve goals, and learn how to create a support network using college resources and services.

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:

Letter grade only

Course Content

Lecture

Outline

Course Overview A. Qualities of Successful Students B. Introduction to Higher Education

Approximate Time In Hours

2.00

Lecture

Outline

Transitioning to College A. Accepting Personal Responsibility B. The Power of Choice C. Value of Higher Education D. Mission of El Camino College E. Student Rights and Responsibilities F.

College Culture and Customs G. Registration Procedures

Approximate Time In Hours

3.00

Lecture

Outline

Increasing Self-Awareness A. Assessing Personality Styles B. Recognizing Strengths, Limitations, and Learning Styles C. Understanding Diversity D. Developing Tolerance

Approximate Time In Hours

3.00

Lecture

Outline

Decision-Making and Goal-Setting A. Discovering Self-Motivation B. Qualities of Successful Goals C. Goal Setting Tools D. Options and Choices at College 1. Certificate(s) 2. Associate in Arts Degree 3. Associate in Science Degree 4. Transfer 5. Major Requirements E. Developing an Educational Plan

Approximate Time In Hours

3.00

Lecture

Outline

Mastering Self-Management A. Time Management Tools and Systems B. Schedules and Planners C. Developing Self-Discipline

Approximate Time In Hours

3.00

Lecture

Outline

Developing Interdependence A. Creating a Support Network B. Academic Support Services C. Student Support Services

Approximate Time In Hours

4.00

Course Objectives

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

Lecture

Analyze the personal qualities and skills associated with success in a diverse college setting.

Lecture

Examine individual learning styles and personality types and determine how they apply to student success in college.

Lecture

Identify and implement the components of successful goal setting.

Lecture

Assess and develop personal, educational, and professional goals.

Lecture

Identify strategies for effective time management and develop a time management plan.

Lecture

Evaluate the components necessary to create an individual educational plan.

Lecture

Identify and access available resources and support services.

Student Learning Outcomes

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

1. Students will identify and apply resources, tools and procedures to create educational goals and an educational plan.
2. Students will analyze personal qualities and skills necessary for success in college and demonstrate how to apply these to achieving academic goals.
3. Students will be able to identify resources and apply strategies for cultivating an effective support network on a college campus.

Methods of Instruction

Discussion

Group Activities

Lecture

Multimedia presentations

Simulation

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

The Educational Planning Assignment helps students understand the process of creating a clear pathway towards their academic and career goals. In this project, students complete an Education Planning Worksheet where they research prerequisites, general education, and major courses, and organize them into a semester-by-semester plan. Students must meet with their counselor to review their goals and receive an official education plan that outlines recommended courses for the entirety of their education at Compton College. Once this is completed, then they will write a three-paragraph essay, 1–2 pages, on their process of understanding the Educational Planning Assignment.

Writing Assignments:

Identify and list the courses needed to graduate with an Associate in Arts or an Associate in Science degree, and/or transfer in a particular major. Develop an educational plan to meet this goal. This assignment has a one-page handout for the courses needed to graduate with an Associate's degree. The educational plan is to meet with a counselor to help them provide the plan to earn their Associate's Degree.

Outside-of-Class Assignments:

In a two- to three-page typed essay, analyze each of the four colors in the True Colors Personality System and then describe your color spectrum, beginning with your primary color. This description must include examples of typical perceptions, beliefs, and behaviors consistent with your primary color and an explanation of how these characteristics generate esteem or stress for someone with this color spectrum.

Some assignments require critical thinking:

Create a plan which includes short-term and long-term educational and career goals. Assess these goals to determine whether they meet the DAPPS Rule: Dated, Achievable, Personal, Positive, and Specific. Make any necessary revisions to your plan based upon your assessment.

Course Materials

Author: Jenica Alvarez

Title: Crush Your Freshmen Year

Edition: 1st Edition

Publisher: Independently Published

ISBN-13: 979-8336488944

Year: 2024

Or Equivalent: No

Other:

Current Compton College Catalog

Minimum Qualification

1. Education

Condition

2. Counseling

Condition



Standard Course Review – No Changes – HDEV 105 – Career and Life Planning

Course Information

Course Discipline: HDEV

Course Division: Health and Public Services

Course Number: 105

Full Course Title: Career and Life Planning

Short Title: Career Planning

TOP Code: 493010 - Career Guidance and Orientation

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 2023

Board of Trustees Approval Date:

2023-06-20

Course Description

This course provides an introduction to career and life planning, including an exploration of core values, skills, personality traits, life stages and experiences. Students will develop a career and life plan by applying career planning techniques and decision-making strategies. Emphasis will be placed on awareness of psychological, sociological satisfaction, and physiological factors related to career and life.

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:

Letter grade only

Course Content

Lecture

Outline

Introduction and Overview of Career and Life Planning A. Theories of Human and Career Development B. Career Development Across the Life Span C. Factors Influencing Career Satisfaction

Approximate Time In Hours

3.00

Lecture

Outline

Self-Awareness A. Assessment of Personality Traits and Characteristics 1. Identification of Skills, Strengths, and Interests 2. Clarification of Work Values 3. Influence of Personality Traits on Communication and Learning Styles

Approximate Time In Hours

4.00

Lecture

Outline

Information Gathering and Research A. Career Research Tools 1. Campus-Based Career Resources 2. Web-Based Career Resources B. Informational Interviewing

Approximate Time In Hours

4.00

Lecture

Outline

Decision Making Process A. Psychological and Sociological Factors Influencing Career Choice B. Models for Decision Making C. Strategies for Personal and Career Success Across the Life Span D. Identification of Career Options and College Majors for a Diverse Work Environment

Approximate Time In Hours

4.00

Lecture

Outline

Career and Life Action Plan A. Integration and Analysis of Personality Profile, Career Research, and Decision Making B. Short-Term and Long-Term Goals C. Personal Mission Statement

Approximate Time In Hours

3.00

Course Objectives

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

Lecture

Identify theories of human and career development as they relate to career and life planning.

Lecture

Distinguish individual differences in personality traits and characteristics.

Lecture

Examine and match core values, skills, personal interests and personality styles to career choices.

Lecture

Evaluate and compare personality traits and assess their relationship to work environments, communication and learning styles.

Lecture

Identify psychological, sociological, and physiological influences on decision making.

Lecture

Apply decision-making models and strategies for determining wise choices.

Lecture

Research, analyze and evaluate occupational information resources.

Lecture

Evaluate career options in a diverse and changing society.

Lecture

Develop a career and life plan that identifies long and short-term goals.

Lecture

Identify the characteristics of an effective resume and create a professional resume.

Lecture

Describe the components of the interviewing process and perform an effective interview.

Student Learning Outcomes

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

1. Students will create a plan that identifies individual strengths and weaknesses, college majors and career plans.
2. Students will examine individual learning styles and personality types and assess how these styles relate to student success in college and careers.
3. Students will be able to identify and utilize current career research tools and resources, in order to make informed decisions related to career planning.

Methods of Instruction

Discussion

Group Activities

Guest Speakers

Lecture

Multimedia presentations

Role Play

Simulation

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

Students are to write a two-page essay about their goals in their future occupation. They need to write what they want to do in their career and life goals.

Writing Assignments:

In a two-page typed essay, analyze each of the four colors in the *True Colors Personality System*. Describe your True Colors spectrum beginning with your primary color. This description must include examples of beliefs and behaviors associated with your primary and secondary colors. Identify your weaknesses and challenges associated with your third and fourth colors.

Outside-of-Class Assignments:

Research careers and college majors by utilizing the Career Center and online resources. In a three- to five-page essay, complete an in-depth analysis of five occupations by reporting on the following: required skills, abilities, and knowledge; duties and responsibilities; work context and values; required education and training; expected earnings; and projected labor trends for the immediate future (the next 1-5 years) and in the long term (the next 5-10 years). Identify specific sources and references used to conduct your research.

Conduct an informational interview with a professional employed in a career of your interest. In a two-page typed essay, provide a description of this professional's career path, typical workday, qualifications, work environment, opportunities for advancement and professional development, and assessment of the job market. Based on what you learn, evaluate the career

as it compares to what you have learned about your personality traits, work values, and career goals.

Some assignments require critical thinking:

Research careers and college majors by utilizing the Career Center and online resources. In a three- to five-page essay, complete an in-depth analysis of five occupations by reporting on the following: required skills, abilities, and knowledge; duties and responsibilities; work context and values; required education and training; expected earnings; and projected labor trends for the immediate future (the next 1-5 years) and in the long term (the next 5-10 years). Identify specific sources and references used to conduct your research.

Conduct an informational interview with a professional employed in a career of your interest. In a two-page typed essay, provide a description of this professional's career path, typical workday, qualifications, work environment, opportunities for advancement and professional development, and assessment of the job market. Based on what you learn, evaluate the career as it compares to what you have learned about your personality traits, work values and career goals.

Course Materials

Author: Isabelle Wells

Title: Career Planning for College Students: A Comprehensive Guide to Essential Skills for Career Exploration and Development for Young Adults in the Digital Age

Edition: 1st

Publisher: Independently Published

ISBN-13: 979-8320597638

Year: 2024

Or Equivalent: No

Other:

Current Compton College Catalog

Minimum Qualification

1. Education

Condition

2. Counseling

Condition



Standard Course Review – No Changes – HDEV 107 – Navigating the Transfer Process

Course Information

Course Discipline: HDEV

Course Division: Health and Public Services

Course Number: 107

Full Course Title: Navigating the Transfer Process

Short Title: Navigating Transfer Process

TOP Code: 493013 - Academic Guidance

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 2023

Board of Trustees Approval Date:

2023-06-20

Course Description

This course introduces students to the process of transferring to a university. Students will be provided with information necessary to evaluate educational and career goals, compare universities, and review university admissions and major preparation requirements. Emphasis will be placed on the development of educational plans, financial aid opportunities, and available programs and services at universities.

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:

Letter grade only

Course Content

Lecture

Outline

Introduction to Institutions of Higher Education

Approximate Time In Hours

1.00

Lecture

Outline

Factors to Consider When Choosing a University: Assessing Individual Goals and Expectations

Approximate Time In Hours

1.00

Lecture

Outline

Transfer Services and Programs Orientation A. Transfer Center Orientation B. Honors Transfer Program C. Transfer Admission Guarantees D. Study Skills Resources

Approximate Time In Hours

1.00

Lecture

Outline

Academic Requirements, Policies and AssessmentA. Associate in Arts (AA) and Associate in Science (AS) Degree RequirementsB. Academic Board PoliciesC. Understanding Academic Transcripts 1. Calculating Grade Point Average 2. Forecasting Grades to Improve Grade Point Average

Approximate Time In Hours

2.00

Lecture

Outline

Transfer Requirements and ResourcesA. University of California (UC) 1. Admissions Requirements: Eligibility Versus Selection 2. IGETC Versus Campus Breadth and Other General Education Patterns 3. University of California Website 4. University of California Publications for Transfer StudentsB. California State University (CSU) 1. Admissions Requirements 2. IGETC Versus California State University General Education 3. Impacted Campuses, Impacted Majors 4. California State University Mentor WebsiteC. Independent, Out-of-State, Historically Black Colleges (HBCU) 1. Association of Independent California Colleges and Universities (AICCU) Guide and Website 2. University of Southern California (USC) Website and Transfer Publications 3. Historically Black Colleges (HBCU) Resources 4. Admissions Requirements, Costs, Preparation

Approximate Time In Hours

5.00

Lecture

Outline

Transfer StrategiesA. Course Selection and Major PreparationB. Using the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) WebsiteC. Timing the Completion of Coursework

Approximate Time In Hours

1.00

Lecture

Outline

Developing an Educational Plan

Approximate Time In Hours

1.00

Lecture

Outline

Financial Aid and Scholarships

Approximate Time In Hours

1.00

Lecture

Outline

The University Application ProcessA. Preparation 1. Personal Statements 2. Letters of RecommendationB. Application WebsitesC. Meeting Deadlines

Approximate Time In Hours

2.00

Lecture

Outline

Adjusting to the College and the University EnvironmentA. University Life: Housing and DormsB.

Transfer ShockC. University Support Services 1. Study Groups 2. Tutoring Programs

Approximate Time In Hours

2.00

Lecture

Outline

University Tour Preparation

Approximate Time In Hours

1.00

Course Objectives

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

Lecture

Explore and evaluate opportunities available in American higher education.

Lecture

Understand and discuss the requirements for obtaining an Associate's degree.

Lecture

Conduct a university search using educational resources.

Lecture

Identify and analyze factors to be considered in selecting a university.

Lecture

Assess options and major requirements available for transfer in the student's area of study.

Lecture

Distinguish among University of California, California State University, California independent university, and university systems, compare and contrast information regarding costs, general education, transfer policies, and admissions requirements.

Lecture

Create a two-to-three year educational plan.

Lecture

Calculate a transferable grade point average and identify components of an academic transcript including units attempted, units earned, and grade points.

Lecture

Identify and describe community college campus services and resources useful for transfer preparation and adjustment to college life.

Lecture

Complete an admissions application and personal statement for at least one University of California, California State University, or independent university.

Student Learning Outcomes

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

1. 1. Students will be able to identify and apply information and resources for selecting appropriate transfer institutions.
2. 2. Students will identify educational and career goals and create a plan for eligible transfer to an appropriate institution.
3. 3. Funding Students will be able to assess costs associated with transfer and identify appropriate sources of funding to assist with their educational goals.

Methods of Instruction

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

The assignment is to write a two-page essay on how to transfer and learn which courses to take to obtain a degree and to transfer to a four-year university.

Writing Assignments:

In a two-page essay compare and contrast the program offered in your major area of study at a University of California campus, a California State University campus, and an independent or out-of-state university in terms of admissions requirements, major preparation (prerequisites), financial costs, and housing opportunities for transfer students.

Outside-of-Class Assignments:

Identify general education courses needed to meet the University of California admission requirements and then develop an educational plan to meet these requirements.

Analyze and review the application process at three universities. Incorporate two successful components of a model essay into your own one-page sample personal statement and complete a practice application to the college or university of your choice. Upon completion of this assignment, work with another student and then critique each other's personal statement and application, offering suggestions for improvement.

Some assignments require critical thinking:

Identify general education courses needed to meet the University of California admission requirements and then develop an educational plan to meet these requirements.

Analyze and review the application process at three universities. Incorporate two successful components of a model essay into your own one-page sample personal statement and complete a practice application to the college or university of your choice. Upon completion of

this assignment, work with another student and then critique each other's personal statement and application, offering suggestions for improvement.

Course Materials

Author: Jose R. Deal Real Viramontes & Marissa C. Vasquez

Title: Community College and Beyond

Edition: 1st Edition

Publisher: Information Age Publishing

ISBN-13: 979-8887303598

Year: 2025

Or Equivalent: No

Other:

Current Compton College Catalog

Other:

None required. Students will access information from various sources, such as: the Internet, university transfer publications, university catalogs, Compton College Catalog and Schedule of Classes, resources in the Transfer/Career Center, and articles and supplementary materials provided by the instructor.

Minimum Qualification

1. Education

Condition

2. Counseling

Condition



Standard Course Review – No Changes – HDEV 110 – Strategies for Creating Success in College

Course Information

Course Discipline: HDEV

Course Division: Health and Public Services

Course Number: 110

Full Course Title: Strategies for Creating Success in College and in Life

Short Title: Strat for Creating Success

TOP Code: 493013 - Academic Guidance

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 2023

Board of Trustees Approval Date:

2023-06-20

Course Description

This course provides an exploration of cognitive, psychological, social and physical factors influencing success in college and in life. Topics include personal responsibility, critical thinking, motivation, self-efficacy, self-awareness, lifelong learning, self-management, health and wellness, interpersonal communication in a diverse world, and educational planning.

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

Lecture

Outline

Accepting Personal Responsibility A. Beliefs, Attitudes, and Values B. Effects of Beliefs, Attitudes, and Values on Behaviors and Outcomes C. Choices and Consequences D. Wise Choice Process E. Qualities of Successful Students

Approximate Time In Hours

6.00

Lecture

Outline

Discovering Self-Motivation A. Life Roles B. Values and Expectations C. Goal Setting and Decision Making D. Visualization E. Life Planning

Approximate Time In Hours

6.00

Lecture

Outline

Health and Well-Being A. Physiological Implications of Stress B. Impact of Limiting Beliefs and Negative Emotions on Health C. Strategies for Maintaining Physical, Cognitive, and Socio-Emotional Well-Being D. Emotional Intelligence E. Sexual Health

Approximate Time In Hours

6.00

Lecture

Outline

Self-Awareness A. Core Beliefs and Attitudes B. Identification of Inner Scripts C. Individual Cognitive, Emotional, and Behavioral Patterns D. Self-Defeating Choices and Habits E.

Unconscious Influences on Cognitive, Emotional, and Behavioral Patterns

Approximate Time In Hours

6.00

Lecture

Outline

Interdependence A. Awareness and Appreciation of Diversity B. Collaborative Work Processes C. Support Networks D. Development of Mutually Supportive Relationships E.

Active Listening F. Assertive Communication

Approximate Time In Hours

6.00

Lecture

Outline

Lifelong Learning A. Human Brain and Learning B. Critical Thinking and Strategies for Active Learning C. Assessment of Individual Learning Styles D. Adapting Learning Styles to Educational Environments

Approximate Time In Hours

6.00

Lecture

Outline

Self-Management A. Concepts of Urgency and Importance and their Influence on Self-Management Strategies B. Tools and Strategies for Effective Time Management C. Influence of Focus, Persistence, and Self-Discipline on Achievement of Goals

Approximate Time In Hours

6.00

Lecture

Outline

Campus Resources A. Understanding the Educational Environment B. Campus Cultures and Customs C. Identifying and Understanding College Resources and Services D. Information Technology Literacy

Approximate Time In Hours

6.00

Lecture

Outline

Educational Planning A. History and Philosophy of Higher Education B. Values of College Outcomes and Experiences C. Prerequisites, General Education, and Major Courses D.

Educational Planning Tools and Resources E. Process for Developing an Educational Plan

Approximate Time In Hours

6.00

General Education/Transfer

Local GE/Graduation Requirements:

7 - Health and Physical Education

Course Objectives

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

Lecture

Assess the role of personal responsibility and choice in determining outcomes for success in college, work, and life.

Lecture

Analyze how personal beliefs, attitudes and values influence behaviors, create consequences and affect desired outcomes.

Lecture

Examine the functions of life roles and apply the goal-setting process to formulate personal and educational goals within primary life roles.

Lecture

Analyze the impact of limiting beliefs and negative emotions on health and propose strategies for maintaining balance, reducing stress, and creating wellness.

Lecture

Analyze core beliefs underlying self-defeating patterns of thought, emotion, and behavior and design a plan of action for reaching desired goals and outcomes.

Lecture

Examine the dimensions of diversity and demonstrate the importance of social interaction skills by working effectively in groups.

Lecture

Compare and contrast individual learning styles and propose appropriate strategies to maximize critical thinking and learning in a variety of academic settings.

Lecture

Evaluate the consequences of choices within life roles and implement appropriate self-management tools to enhance self-discipline, focus, and persistence.

Lecture

Identify and describe campus resources and services and assess how these support student success.

Lecture

Analyze the educational planning process by applying the appropriate tools to formulate an educational plan which includes personal, educational, and professional goals.

Lecture

Apply critical thinking skills in utilizing technology as a resource.

Student Learning Outcomes

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

1. Identify student challenges to success and apply critical thinking problem solving strategies to address psychological, cognitive, social, physical, and/or financial struggles which can hinder student success.

2. Articulate the components of a comprehensive educational plan in order to reach the student goals of certificate completion, degree completion, and/or transfer with GE certification.

3. Compose a life plan that demonstrates an understanding of how to create and achieve authentic life goals that reflect the diverse needs, culturally relevant interests, and strengths of the student.

Methods of Instruction

Discussion

We discuss the transition from high school or work to college.

Group Activities

The scavenger hunt activity has students finding all of the student services on campus. They work in groups of three and each member has a role that they work together and accomplish the task.

Lecture

As the instructors lecture such topics as motivation, self responsibility, self-management as well as having a whole group discussion with in class activity that relates to the topic.

Multimedia presentations

We watch Ted videos and YouTube based on topics in class. We also use PPT for the lectures.

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

Exams

Assignment Examples

Reading Assignments:

The Educational Plan Assignment is designed to help students comprehend their academic, transfer, and career goals. In this five-paragraph, 2–3 page, essay, students will identify their major, explore transfer universities and articulate their short-term and long-term goals at Compton College and their long-term career aspirations. This assignment encourages students to think intentionally about their educational journey while connecting their current coursework to future opportunities. This assignment will allow students to have a clear sense of direction and a personalized plan to guide their success in college and beyond.

Writing Assignments:

The Scavenger Hunt is an out-of-classroom assignment designed to familiarize students with essential support services available at Compton College. Students complete a series of 24 guided questions that require them to locate, explore, and engage with key campus resources such as counseling, tutoring, financial aid, and student support services. This assignment promotes student independence, resource awareness, and self-initiative behaviors by encouraging students to actively navigate their campus environment. By completing this activity, students gain practical knowledge of where and how to access support services, contributing to their overall academic success and sense of belonging.

Outside-of-Class Assignments:

The *Guiding Wise Choice* is a two-page assignment that aligns with critical thinking by requiring students to analyze a real-life problem, evaluate multiple possible solutions, and make intentional, informed decisions. Through the structured Wise Choice Process, students move beyond reactive thinking and engage in higher-order thinking skills such as problem identification, goal setting, evaluation of consequences, and reflective decision-making. Students must assess both internal and external obstacles, distinguish between perceived and actual challenges, and take personal responsibility for their choices. This process promotes self-awareness, logical reasoning, and the ability to apply critical thinking skills to real-world situations, supporting both academic success and personal growth.

Some assignments require critical thinking:

The *Guiding Wise Choice* is a two-page assignment that aligns with critical thinking by requiring students to analyze a real-life problem, evaluate multiple possible solutions, and make intentional, informed decisions. Through the structured Wise Choice Process, students move beyond reactive thinking and engage in higher-order thinking skills such as problem identification, goal setting, evaluation of consequences, and reflective decision-making. Students must assess both internal and external obstacles, distinguish between perceived and actual challenges, and take personal responsibility for their choices. This process promotes self-awareness, logical reasoning, and the ability to apply critical thinking skills to real-world situations, supporting both academic success and personal growth.

Course Materials

Author: Amy Baldwin

Title: College Success Concise

Edition: 1st

Publisher: Openstax

ISBN-13: 978-1951693664

Year: 2023

Or Equivalent: No

Other:

Current Human Development 110 Course Packet

Other:

Calendar and/or planner

Other:

Current Compton College Catalog

Minimum Qualification

1. Counseling

Condition

2. Education

Condition



Standard Course Review – No Changes – HDEV 115 – Career Development Across the Lifespan

Course Information

Course Discipline: HDEV

Course Division: Health and Public Services

Course Number: 115

Full Course Title: Career Development Across the Lifespan

Short Title: Career Dev

TOP Code: 493010 - Career Guidance and Orientation

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 2023

Board of Trustees Approval Date:

2023-06-20

Course Description

This course offers a comprehensive approach to career development across the lifespan. Theories of career and life development provide a framework for understanding vocational choice, work satisfaction, and career transition. Psychological and sociological factors influencing education, career and personal decision-making, career assessment tools for identifying college majors and careers, as well as the knowledge, skills and personal qualities necessary for success in a diverse workplace will be discussed. The course also reviews changing global environments, labor market trends, career research, and job search strategies.

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

Lecture

Outline

Course Introduction and OverviewA. Assessment of Career Awareness and Maturity B. Overview of Career Development C. Introduction of Campus Academic and Support Services D. Establishment of Course Learning Goals

Approximate Time In Hours

2.00

Lecture

Outline

Theoretical Frameworks for Understanding Career Development Across the Lifespan A. John Holland: Theory of Vocational Choice 1. RIASEC Skills List and Their Impact on Career

Development 2. Analysis of Transferable Skills B. Donald Super: Life Span, Life Space Theory 1. Stages of Personal Development 2. Career Development Tasks C. John Krumboltz: Social-Learning Theory 1. Influences on Career Decisions 2. Self-Observation and Strategies for Addressing Self-Defeating Beliefs

Approximate Time In Hours

4.00

Lecture

Outline

Self-Awareness: Values Clarification A. Role of Self-Awareness in Career Satisfaction B. Abraham Maslow: Hierarchy of Needs C. Frederick Herzberg: Theory of Motivation D. Assessment and Clarification of Career Values E. Influence of Values on Career Development

Approximate Time In Hours

4.00

Lecture

Outline

Self-Awareness: Personality, Interests and Skills A. Understanding Personality B. Identification of Skills, Interests and Abilities C. Tools for Developing Self-Awareness 1. Self-Assessments 2. Online Resources

Approximate Time In Hours

6.00

Lecture

Outline

Career Exploration A. Knowledge of the World of Work 1. Global Environments 2. Labor Market Trends 3. Technological Changes B. Occupational Research 1. Print and Electronic Resources 2. Information Interviews 3. Identification of Preferred Occupations 4. Internships and Volunteer Work

Approximate Time In Hours

6.00

Lecture

Outline

Decision-Making and Goal-Setting A. Career Decision-Making 1. Examination of Models for Decision-Making 2. Application of Decision-Making Models to Career Choice B. Factors Affecting Vocational Choice and Opportunity 1. Sociological 2. Psychological 3. Effective Problem-Solving C. Goal Setting for Career Development 1. Exploration of Models for Goal Setting 2. Applying Goal Setting to Career Development 3. Development of Action Plans

Approximate Time In Hours

4.00

Lecture

Outline

Elements of an Effective Job Search Plan A. Effectively Employing Interdependence 1. Principles of Networking and Mentoring 2. Professional Organizations 3. Job Search Professionals B. Creating an Effective Resume 1. Types and Purposes of Resumes: Chronological, Functional, Combination, Targeted 2. Elements of Resumes: Career Objectives, Education, Experience, Skills 3. Criteria for Assessing Resume Effectiveness C. Developing a Competitive Job Application 1.

Cover Letter 2. Letters of Recommendation 3. Supporting Materials D. Conducting Successful Employment Interviews 1. Pre-Interview Preparation 2. Common Interview Questions 3. Strategies for Effective Interviewing 4. Interview Follow-Up

Approximate Time In Hours

6.00

Lecture

Outline

Career Success in Diverse Work Environments A. Aligning Personal Values and Workplace Values B. Adapting to Company Culture C. Effective Approaches to Cultural Difference D. Supporting Equal Opportunity in the Workplace E. Managing Organizational Change F. Compensation and Benefits G. Rights and Responsibilities in the Workplace

Approximate Time In Hours

4.00

Lecture

Outline

Stress and Time Management A. Effectively Using Time in the Workplace 1. Models for Time Management 2. Time Management Tools 3. Managing Career and Life Balance B. Stress Management 1. Physiological, Psychological, and Behavioral Aspects of Stress 2. Positive Versus Negative Stress 3. Stress Reduction Strategies

Approximate Time In Hours

4.00

Lecture

Outline

Developing Effective Communication Skills for the Workplace A. Elements of Effective Communication B. The Impact of Conflict on Performance C. Constructive Criticism and Performance Evaluation Feedback

Approximate Time In Hours

4.00

Lecture

Outline

Professional Growth and Career Life Plans A. Long-Range Career Planning 1. Elements of an Effective Career Life Plan 2. Building Capital Through Learning Opportunities 3. Revising Career Life Plans B. Lifelong Learning 1. Professional Development and Training 2. Continuing Education C. Community Involvement

Approximate Time In Hours

6.00

Lecture

Outline

Managing Career Transitions A. Career Change 1. Factors Influencing Career Change 2. Models for Effective Career Change B. Job Change and Promotion 1. Voluntary Job Changes 2. Unemployment C. Issues Related to Life Role and Life Stage 1. Retirement 2. Family and Community Responsibilities

Approximate Time In Hours

4.00

General Education/Transfer

Local GE/Graduation Requirements:

7 - Health and Physical Education

Course Objectives

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

Lecture

Identify and evaluate psychological and sociological influences on education, career, and personal decision-making.

Lecture

Assess personal characteristics such as values, skills, interests, and personality and explain how they relate to education planning and success in diverse work environments.

Lecture

Compare and contrast positive and negative decision-making strategies and apply the principles of effective decision-making to the formulation of life goals.

Lecture

Examine trends and issues in the changing global workplace and appraise how they may affect career planning and occupational outlook.

Lecture

Identify, utilize, and evaluate face-to-face, print-based and electronic resources for educational and occupational information.

Lecture

Identify the components of a job search action plan, incorporating techniques for effective networking and for developing a professional cover letter and resume.

Lecture

Describe the components of the interviewing process and perform an effective interview.

Lecture

Examine the knowledge, skills and personal qualities necessary for success in diverse work environments.

Lecture

Identify the physiological and psychological indicators of stress in the workplace and construct strategies for maintaining self-esteem and wellness.

Lecture

Identify opportunities for professional growth and develop an action plan for career advancement, reaching long-term goals and effective career transitions.

Student Learning Outcomes

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

1. Career Research & Planning: Student will apply active learning to research and evaluate educational and career options and develop a comprehensive career plan that incorporates consideration of life stages.

2. Critical Thinking & Career Planning: Students will exhibit critical thinking by articulating their interests, personality, skills and or work values and integrating these with education planning

and career decision-making for success in diverse work environments.

3. Interdependence & Decision-Making: Students will develop interdependence and employ strategies for establishing effective and supportive relationships for effective decision-making regarding career and life planning.

Methods of Instruction

Discussion

Having a discussion of how we brand ourselves in the workforce. We write out our images, strengths, and strategies on getting to our dream roles.

Internet Presentation/Resources

We use PPT from the textbook as our lecture to understand various contents & topics of career theories. Then we use various sites to work on our research for careers.

Lecture

Multimedia presentations

For this course, students log-on to view OC Career Café site on watching clips on various topics from entering college to mentorship and entering the work force.

Methods of Evaluation

Substantial writing assignments

Skills demonstrations

Exams/Quizzes

Assignment Examples

Reading Assignments:

For their first time goal assignment, students will develop clarity and purpose in their academic and personal lives. Through guided instructions and in-class activities, students engage in a structured goal-setting process that encourages them to reflect on their short-term, mid-range, and long-term goals, identify actionable steps, and evaluate their level of commitment. Students then synthesize their ideas into a five-paragraph or 2–3-page essay, that articulates their goals, priorities, and plans for success. The assignment promotes self-awareness, intentional decision-making, and the ability to connect personal aspirations with academic and career pathways.

Writing Assignments:

Using a model for creating an effective resume, identify and categorize your skills, abilities, education, experiences and accomplishments. Create a one-page professional resume and one page cover letter for your dream positions in the future. Then we will be doing a mock interview, as I will be the HR of the company of their dreams and students will be interviewed for the position.

Outside-of-Class Assignments:

In one of their early stages of assignments, students will be working on identifying their values and passions. I will be lecturing on chapter 2 on Values, which is the importance of picking career choices and their passions and values. Then, students will be working on the 5-page packet. We will then view their input in class.

Some assignments require critical thinking:

In one of their early stages of assignments, students will be working on identifying their values and passions. I will be lecturing on chapter 2 on Values, which is the importance of picking career choices and their passions and values. Then, students will be working on the 5-page packet. We will then view their input in class.

Course Materials

Author: Lindsay Pollak

Title: Getting from College to Career

Edition: 3rd Edition

Publisher: Harper Business

ISBN-13: 978-0063349384

Year: 2024

Or Equivalent: No

Other:

Supplemental readings may include but are not limited to print and electronic resources related to occupational research.

Other:

Course requires that students maintain a portfolio consisting of career research, self-assessments, materials for an effective job search plan and a career life plan.

Minimum Qualification

1. Education

Condition

2. Counseling

Condition



Standard Course Review – No Changes – HIST 111 – The African American in the United States from 1877 to the Present

Course Information

Course Discipline: HIST

Course Division: Business and Industrial Studies

Course Number: 111

Full Course Title: The African American in the United States from 1877 to the Present

Short Title: African American in US, 1877-Present

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:

2021-10-19

Course Description

This course is a survey of the history of the United States from 1877 to the present with particular emphasis on the role of African Americans in shaping American society. The contributions of African Americans to American society as a whole will also be examined.

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

Lecture

Outline

Introduction to United States History A. The Historical Method B. Interpreting American History from an African American Perspective

Approximate Time In Hours

3.00

Lecture

Outline

The Emergence of a Modern Industrial Order A. Aftermath of Reconstruction B. The Birth of Jim Crow and Second Class Citizenship C. Economic Changes: Growth of Railroads, Steel and Oil Industries D. Social Darwinism, the Gospel of Wealth and Laissez Faire Capitalism E. Social Consequences of Industrialization

Approximate Time In Hours

6.00

Lecture

Outline

Politics During the Gilded Age A. Spoils System B. Western Politics and Racial Minorities C. Plessey Versus Ferguson: Separate but Equal

Approximate Time In Hours

6.00

Lecture

Outline

Impact of Demographic Change 1877-1910 A. Urban Versus Rural America B. Immigration and Migration C. Big Business and White Collar Workers D. African Americans in the Urban Labor Force E. Union Movements F. Cultural Developments

Approximate Time In Hours

6.00

Lecture

Outline

The Politics of Populism to Progressivism, 1880-1920 A. Agrarian Unrest: Populist Movement B. Labor Unrest in Rural and Urban America C. Progressive Movement: Reform Efforts in Urban America D. The Pre-Civil Rights Movement: Social Reform 1. Booker T. Washington and Economic Nationalism 2. W.E.B. Dubois: The Souls of Black Folk 3. National Association for the Advancement of Colored People

Approximate Time In Hours

3.00

Lecture

Outline

American Foreign Policy, 1898-1918 A. Spanish American War and the Emergence of an American World Empire B. World War I: from Neutrality to Military Involvement 1. Role of Racial Minorities in the War Effort 2. Role of Women in the War Effort C. Treaty of Versailles and the League of Nations

Approximate Time In Hours

6.00

Lecture

Outline

Modern America: Life in the 1920s A. Isolationist Policy, Business and Government B. Mass Cultural Developments C. Racial and Ethnic Minorities in Rural and Urban American Life

Approximate Time In Hours

3.00

Lecture

Outline

The Great Depression and the New Deal, 1929-1941 A. The Crash B. Franklin Delano Roosevelt and The New Deal C. Political and Economic Reform D. Life in the 1930s: Minorities, Women and the Family

Approximate Time In Hours

6.00

Lecture

Outline

World War II, 1941-1945 A. Military Conflict in Europe and the Pacific B. The Home Front: Minorities and Women 1. African Americans and the Military 2. Rosie the Riveter and the Workforce 3. Popular Culture C. Defeat of the Axis Powers and the Birth of Atomic Warfare

Approximate Time In Hours

3.00

Lecture

Outline

Post World War II America, 1945-1960 A. Desegregation of American Armed Forces B. Cold War Politics: Soviet-United States Relations, United Nations, Conservative Ideals and the Space Frontier C. The Korean War D. Domestic Life: Baby Boom Generation E. Brown versus the Board of Education

Approximate Time In Hours

6.00

Lecture

Outline

Social Unrest, 1960s-1970s A. The Kennedy, Johnson and Nixon Years B. The Civil Rights Movements: Origins, Goals, Leadership, Federal Legislation C. Viet Nam War and Social Revolt and the Role of African Americans

Approximate Time In Hours

3.00

Lecture

Outline

The New Conservatism, 1968 to the Present A. The End of the Cold War and the Rise of the Middle East Conflict B. Globalization, Economic Prosperity and Collective Security C. New Immigration Trends D. The Status of African Americans, Women and Ethnic Groups in American Life.

Approximate Time In Hours

3.00

General Education/Transfer

Local GE/Graduation Requirements:

4 - Social and Behavioral Sciences

Cal-GETC:

3B: Humanities

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:

Lecture

Explain and assess the different methods of inquiry and theoretical models used by historians in interpreting American history and the African American experience.

Lecture

Discuss the political, economic and social climate of American society in the aftermath of Reconstruction and evaluate the status of African Americans.

Lecture

Describe the economic changes that occurred in the late nineteenth and early twentieth centuries, and analyze the political, economic and social impact of industrialization.

Lecture

Assess the political developments of the Gilded Age including the Spoils System and policies towards racial minorities.

Lecture

Identify and evaluate the demographic changes that took place in the late nineteenth and early twentieth centuries including the impact of immigration and migration.

Lecture

Compare and contrast changes in rural and urban life at the end of the nineteenth and early twentieth centuries.

Lecture

Identify and assess the political and social basis for reform movements at the end of the nineteenth century including the pre-Civil Rights movement.

Lecture

Assess the significance of the Spanish American War to the development of American foreign policy.

Lecture

Examine the reasons for the United States' entry into World War I and analyze the role played by Americans in the war including the contributions of racial minorities and women and men in the war effort.

Lecture

Assess the strengths and weaknesses of the Treaty of Versailles and evaluate the United States' policy of isolationism after the war.

Lecture

Identify major social and cultural developments of the 1920s, and discuss the lives of urban and rural racial and ethnic minorities.

Lecture

Explain why the stock market crashed in 1929, and compare and contrast the role of government during the Roaring Twenties and the Great Depression eras in addressing economic and social issues.

Lecture

Analyze the origins of World War II and the reasons the United States entered the conflict, and discuss the American war effort including the roles of African Americans in the military and women and men in the work force.

Lecture

Compare and contrast the domestic changes produced by World War I and World War II in race relations, the work force, the status of women and men, family values and material culture.

Lecture

Identify the origins of the Cold War and analyze its impact on American foreign policy and domestic politics.

Lecture

Explain the origins and evaluate the accomplishments of the Civil Rights Movements of the 1960s and 1970s.

Lecture

Discuss the origins and course of the Viet Nam War and assess the role played by African Americans in the war and Social Revolt of the 1960s and 1970s.

Lecture

Evaluate recent trends that have influenced legislation and attitudes towards women, immigrants and people of color, and assess the major issues confronting the United States in the aftermath of the Cold War.

Student Learning Outcomes

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

1. Upon completion of The African American in the United States from 1877 to the Present, 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 African Americans in history from 1877 to the present 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 discussion will follow a prompt that addresses the content objectives and SLO.

Lecture

History 111 lectures will follow the content objectives and the SLO's of the course.

Multimedia presentations

Smart classrooms will accommodate PowerPoints, closed captioned video, podcasts, an overhead projector, and maps.

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

Read the assigned chapters on the Harlem Renaissance in your textbook. In a four-page essay, identify and evaluate historical, cultural, and religious factors that contributed to the emergence of this movement among African Americans.

Writing Assignments:

In a seven-page essay, trace and critically analyze the African American march of freedom from 1945 to 1975. Include in your essay a discussion of the significance of the Brown vs. Board of

Education decision, and compare and contrast the philosophies, programs and strategies of Martin Luther King and Malcolm X.

Outside-of-Class Assignments:

In a seven-page essay, trace and critically analyze the African American march of freedom from 1945 to 1975. Include in your essay a discussion of the significance of the Brown vs. Board of Education decision, and compare and contrast the philosophies, programs and strategies of Martin Luther King and Malcolm X.

Some assignments require critical thinking:

In a seven-page essay, trace and critically analyze the African American march of freedom from 1945 to 1975. Include in your essay a discussion of the significance of the Brown vs. Board of Education decision, and compare and contrast the philosophies, programs and strategies of Martin Luther King and Malcolm X.

Course Materials

Author: Ashley D. Farmer

Title: Remaking Black Power: How Black Women Transformed an Era

Edition: 1st

Publisher: The University of North Carolina Press

Year: 2019

Rationale for older textbook:

Dr. Farmer is a leading expert in the field of Black Women's history with a focus on activism and Black liberation. This book is the first comprehensive study of black women's intellectual production and activism in the Black Power era. Remaking Black Power was a finalist for the Stone Book Award and the runner-up for the Darlene Clark Hine Award from the Organization of American Historians.

Or Equivalent: No

Author: Gerald Horne

Title: Revoltin' Capital: Racism & Radicalism in Washington, D.C., 1900-2000

Edition: 1st

Publisher: International Publishers

Year: 2023

Or Equivalent: No

Author: Deborah Gray White, Mia Bay, Waldo Martin Jr.

Title: Freedom on My Mind, Volume Two: A History of African Americans, with Documents

Edition: 3rd

Publisher: MacMillian Learning

Year: 2021

Or Equivalent: No

Author: John Hope Franklin, Evelyn Higginbotham

Title: From Slavery to Freedom: A History of African Americans

Edition: 10th

Publisher: McGraw-Hill

ISBN-13: 9780073513348

Year: 2021

Or Equivalent: No

Other:

W.E.B. DuBois. *The Souls of Black Folk*, Bedford/St. Martin's, 1997.

Other:

Booker T Washington. *Up from Slavery*, Tribeca Books, 2012.

Other:

Brown vs the Board of Education. Alan Pierce, ABDO Publishing, 2005.

Minimum Qualification

1. History

Condition

2. Ethnic Studies

Condition



Standard Course Review – No Changes – HIST 183 – Introduction to African History, Prehistory to 1885

Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 183

Full Course Title: Introduction to African History, Prehistory to 1885

Short Title: Intro Africn Hist Prehst-1885

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:

2021-10-19

Course Description

This course is a survey of Africa from human evolution to the eve of colonial rule. Emphasis is given to the political, economic, and social development of the African continent. Topics include African trade relations with Europe and the world, the influences of Christianity and Islam in Africa, the Transatlantic slave trade, the African Diaspora, and early European incursions.

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

Lecture

Outline

Introduction A. Historical Concepts and Methodologies Related to the Study of Africa B. Major Geographical Features of the African Continent

Approximate Time In Hours

3.00

Lecture

Outline

Human Evolution and African Prehistory A. Earliest Hominids B. Human Evolution C. Stone Age Culture 1. Paleolithic 2. Mesolithic 3. Neolithic

Approximate Time In Hours

3.00

Lecture

Outline

Iron Age A. Impact of Iron on Northeast and West Africa B. Bantu Migrations

Approximate Time In Hours

3.00

Lecture

Outline

Ancient Empires A. Egypt B. Kush C. Meroe

Approximate Time In Hours

3.00

Lecture

Outline

North Africa and Empires of the Sahel A. Trans-Saharan Trade B. The Berbers C. Ghana D. Mali E.

Songhay F. Impact of Islam

Approximate Time In Hours

6.00

Lecture

Outline

West African States A. Yoruba States B. Asante C. Dahomey D. Hausa States E. Mossi-Dagomba F.

Islam in West Africa

Approximate Time In Hours

6.00

Lecture

Outline

East African Trading States A. East Coast City-States B. Islam in East Africa

Approximate Time In Hours

3.00

Lecture

Outline

South African States A. Zimbabwe B. Monomotapa C. Zulu Empire

Approximate Time In Hours

6.00

Lecture

Outline

The African Slave Trade A. Slavery in Africa B. Arab Slave Trade in East Africa C. Transatlantic

Slave Trade D. Slavery in the Americas

Approximate Time In Hours

6.00

Lecture

Outline

Consequences of the African Slave Trade A. Political, Economic, Social and Cultural Impact of the
Slave Trade on African Development B. African Diaspora

Approximate Time In Hours

3.00

Lecture

Outline

Christianity in Pre-Colonial Africa A. Coptic Church 1. North Africa 2. Ethiopia B. West Africa 1. Benin 2. Kongo

Approximate Time In Hours

3.00

Lecture

Outline

Development of African States in the Eighteenth and Nineteenth Centuries A. North and Northeast Africa 1. Muhammad Ali and the Modernization of Egypt B. West Africa 1. Decline of the Atlantic Slave Trade 2. Expansion of International Trade 3. Palm Oil and Other Commodities C. Islamic Revival and State Building in the Sudan: Sokoto Caliphate D. Expansion of Islam in East Africa: Sayyid Said of Oman and Zanzibar E. South Africa: Conflict and State Building

Approximate Time In Hours

6.00

Lecture

Outline

European Exploration, Settlements and Colonies in Africa Prior to 1885

Approximate Time In Hours

3.00

General Education/Transfer

Local GE/Graduation Requirements:

4 - Social and Behavioral Sciences

Cal-GETC:

3B: Humanities

4: Social and Behavioral Sciences

UC TCA:

UC-B Social and Behavioral Sciences

Course Objectives

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

Lecture

Evaluate historical evidence and differing interpretations of the African past.

Lecture

Identify the major geographical features of Africa and assess their significance to the development of African societies.

Lecture

Explain the process of human evolution through an analysis of fossil evidence found in Africa.

Lecture

Discuss the development of African societies during the course of the Paleolithic, Mesolithic and Neolithic periods.

Lecture

Assess the importance of iron metallurgy to the development of Northeast and West Africa as well as its role in the Bantu migrations.

Lecture

Identify and evaluate the achievements of the ancient Nile Empires.

Lecture

Analyze the significance of the Trans-Saharan trade to the development of North Africa and the Sahel empires.

Lecture

Explain the emergence of powerful West African states and analyze their political, economic and social organization.

Lecture

Discuss the significance of the Indian Ocean trade to the development of East African coastal city-states.

Lecture

Discuss and assess the impact of Islam on the evolution of African societies.

Lecture

Compare and contrast the political, economic and social institutions of the major states of South Africa.

Lecture

Identify the differing practices found within the institution of slavery that existed in Africa, the Middle East and the Americas.

Lecture

Discuss the nature of the African slave trade and analyze the role of Africans in the Arab and Transatlantic slave trades.

Lecture

Assess the political, economic, social, and cultural impact of slavery and the slave trade on the development of Africa.

Lecture

Explain what is meant by the African Diaspora and give examples of African contributions to various world cultures.

Lecture

Analyze the influence of Christianity in the development of African societies.

Lecture

Evaluate the impact of the abolition of the Transatlantic slave trade on West African states.

Lecture

Assess the significance of Muhammad Ali's attempts to modernize Egyptian political, military and economic institutions.

Lecture

Evaluate the importance of the revival and expansion of Islam in the eighteenth and nineteenth centuries to West and East Africa's political and cultural development.

Lecture

Discuss the process of state building in South Africa during the eighteenth and nineteenth centuries.

Lecture

Identify and assess the extent of European incursions into Africa on the eve of the Berlin Conference of 1884-1885.

Student Learning Outcomes

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

1. Upon completion of Introduction to African History, Prehistory to 1885, 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 African history to 1885 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 discussion will follow a prompt that addresses the content objectives and SLO.

Lecture

History 183 lectures will follow the content objectives and the SLO's of the course.

Multimedia presentations

Smart classrooms will accommodate PowerPoints, closed captioned video, podcasts, an overhead projector, and maps.

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

In a three- to five-page paper, analyze the development of African knowledge systems, intellectual traditions, and cultural contributions. Your paper should offer a clear and well-organized analysis of the lectures by Ron Eglash and Saki Mufandikwa. Using the lectures and relevant primary sources, develop an argument that examines the concept of African “fractals” and their relationship to design, mathematics, science, and modern technology. In addition, consider whether African American language demonstrates patterns of mathematical continuity. Conclude by reflecting on how learning about these contributions may influence how people of color understand themselves in relation to education, intellectual history, and the broader world.

Writing Assignments:

View the videos Slave Kingdoms and Swahili Coast from the Wonders of Africa series. In a three-page essay analyze the major points and arguments of each. How do you think this series enhances interest in studying African history?

Outside-of-Class Assignments:

Discuss the origins and organization of the Hausa states of West Africa and the rise of the Dahomey and Asante in the eighteenth century. In a three- to four page-essay answer the following questions: What common elements, such as political leadership, warfare, trade, wealth, and Islam, do you find in the development of these states? What differences do you find? Are there any general statements that we can make about the development of West African states in the eighteenth century?

Choose a book focusing on the history of East Africa, West Africa, or South Africa. In a four- to five-page essay briefly summarize the book, analyze the author's positions regarding the specific

themes, ideas or problems of the region's history. Do you agree with the author's position?
Would you assign this book for a course in African history? Why or why not?

Some assignments require critical thinking:

Discuss the origins and organization of the Hausa states of West Africa and the rise of the Dahomey and Asante in the eighteenth century. In a three- to four page-essay answer the following questions: What common elements, such as political leadership, warfare, trade, wealth, and Islam, do you find in the development of these states? What differences do you find? Are there any general statements that we can make about the development of West African states in the eighteenth century?

Choose a book focusing on the history of East Africa, West Africa, or South Africa. In a four- to five-page essay briefly summarize the book, analyze the author's positions regarding the specific themes, ideas or problems of the region's history. Do you agree with the author's position?
Would you assign this book for a course in African history? Why or why not?

Course Materials

Author: Badawi, Zainab

Title: An African History of Africa: From the Dawn of Humanity to Independence

Publisher: WH Allen

Year: 2024

Or Equivalent: No

Author: Kevin Shillington

Title: History of Africa

Edition: 4th

Publisher: Palgrave Macmillan

Year: 2018

Or Equivalent: No

Author: Basil Davidson

Title: The African Slave Trade (Discipline Standard)

Publisher: Back Bay Books

Year: 1988

Or Equivalent: No

Minimum Qualification

1. History

Condition



Course Review —Revised Conditions of Enrollments/SLO Update – CSCI 108 – Foundation of Data Science

Course Information

Course Discipline: CSCI

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

Course Number: 108

Full Course Title: Foundation of Data Science

Short Title: Data Science

TOP Code: 070600 - Computer Science (Transfer)

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

This course examines the foundation of data science from three perspectives: inferential thinking, computational thinking, and real-world relevance. The course combines programming skills and statistical inference to ask questions and explore problems encountered in real-world datasets, from multiple fields of study, career paths, and everyday life. It also delves into social and legal issues surrounding data analysis, including issues of privacy and data ownership.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

54.000

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:

54.000

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:

1.000

Min/Max Units:

4.000

Total Hours:

108.000

Grading Method:

Letter grade only

Requisites

Recommended Prep - Courses

Subject MATH - Mathematics

Requisite Course MATH 130 - College Algebra (Active)3.000 - 3.000

Condition or

Other

Non Course Requirements

Intermediate Algebra with a minimum grade of C or assessment and placement by multiple measures.

Condition or

Course Content

Lecture

Outline

Statistics A. Mean B. Variability C. The Normal Distribution D. Sample Means

Approximate Time In Hours

6.00

Lecture

Outline

Experiments A. Establishing Causality. B. Randomization.

Approximate Time In Hours

1.00

Lecture

Outline

Programming in Python A. Expressions B. Names C. Call Expressions D. Tables

Approximate Time In Hours

1.50

Lecture

Outline

Predictions A. Correlations B. Linear Regression C. Least Squares D. Residuals

Approximate Time In Hours

6.00

Lecture

Outline

Regression Inferences A. Regression Models B. True Slope Inference C. Prediction intervals

Approximate Time In Hours

2.00

Lecture

Outline

Data Types A. Numbers B. Strings C. String Methods D. Comparisons

Approximate Time In Hours

1.50

Lecture

Outline

Sequences A. Arrays B. Ranges

Approximate Time In Hours

1.00

Lecture

Outline

Classification A. Nearest Neighbors B. Classifiers C. Decisions

Approximate Time In Hours

6.00

Lab

Outline

Experiments A. Establishing Causality B. Randomization

Approximate Time In Hours

1.00

Lecture

Outline

Tables A. Building Tables B. Selecting Rows C. Selecting Columns

Approximate Time In Hours

3.00

Lecture

Outline

Visualization A. Categorical Distributions B. Numerical Distributions C. Overlaid Graphs

Approximate Time In Hours

3.00

Lab

Outline

Programming in Python A. Expressions B. Names C. Call Expressions D. Tables

Approximate Time In Hours

1.50

Lab

Outline

Data Types A. Numbers B. Strings C. String Methods D. Comparisons

Approximate Time In Hours

1.50

Lecture

Outline

Functions A. Applying Functions to Columns B. Groups C. Joins

Approximate Time In Hours

3.00

Lecture

Outline

Randomness A. Conditional Statements B. Iterations C. Simulation D. Finding Probabilities

Approximate Time In Hours

3.00

Lab

Outline

Sequences A. Arrays B. Ranges

Approximate Time In Hours

1.00

Lab

Outline

Tables A. Building Tables B. Selecting Rows C. Selecting Columns

Approximate Time In Hours

3.00

Lecture

Outline

Sampling and Empirical Distributions A. Sampling B. Models.

Approximate Time In Hours

3.00

Lecture

Outline

Hypothesis Testing A. Comparing Distributions B. Decisions and uncertainty C. A/B Testing.

Approximate Time In Hours

5.00

Lab

Outline

Visualization A. Categorical Distributions B Numerical Distributions C. Overlaid Graphs

Approximate Time In Hours

3.00

Lab

Outline

Functions A. Applying function to columns B. Groups C. Joins

Approximate Time In Hours

6.00

Lecture

Outline

Casualty A. A/B testing B. Comparing two samples

Approximate Time In Hours

3.00

Lecture

Outline

Estimation A. Percentiles B. Confidence intervals C. Interpreting Confidence

Approximate Time In Hours

3.00

Lecture

Outline

Estimation A. Percentiles B. Confidence intervals C. Interpreting Confidence

Approximate Time In Hours

3.00

Lab

Outline

Randomness A. Conditional Statements B. Iteration C. Simulation D. Finding probabilities

Approximate Time In Hours

3.00

Lab

Outline

Sampling and Empirical Distributions A. Sampling B. Models

Approximate Time In Hours

3.00

Lab

Outline

Hypothesis Testing A. Comparing Distributions B. Decisions and uncertainty C. A/B Testing

Approximate Time In Hours

5.00

Lab

Outline

Causality A. A/B Testing B. Comparing two Samples

Approximate Time In Hours

3.00

Lab

Outline

Estimation A. Percentiles B. Confidence Intervals C Interpreting Confidence

Approximate Time In Hours

3.00

Lab

Outline

Statistics A. Mean B. Variability C. The Normal Distribution D. Sample Mean

Approximate Time In Hours

6.00

Lab

Outline

Predictions A. Correlations B. Linear Regressions C. Least Squares D. Residuals

Approximate Time In Hours

6.00

Lab

Outline

Regression Inference A. Regression Models B. True Slope Inference C. Prediction Intervals

Approximate Time In Hours

2.00

Lab

Outline

Classification A. Nearest Neighbors B. Classifiers D. Decisions

Approximate Time In Hours

6.00

General Education/Transfer

Local GE/Graduation Requirements:

2 - Mathematical Concepts and Quantitative Reasoning

Course Objectives

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

Lecture

Explain and justify conclusions about data and draw robust conclusions based on incomplete information.

Lab

Develop written computer code, demonstrating computational thinking and skills, for visualizing and analyzing data.

Lecture

Make and justify predictions based on machine learning

Lecture

Interpret and communicate data and results using a vast array of real-world examples

Student Learning Outcomes

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

1. SLO #1. Develop small programs that effectively manipulate and combine data sets while implementing iterative procedures to enhance functionality.
2. SLO #2. Provide a detailed analysis and summary of specific statistical measures for a designated dataset, such as mean, median, mode, variance, standard deviation, and range.
3. SLO #3. Conduct statistical analyses, including confidence intervals and hypothesis tests, and draw correct conclusions.
4. SLO #4. Explain the benefits and weaknesses of computing technology for data analysis and solving problems.
5. SLO #5. Use regression and classification techniques to make accurate predictions.
6. SLO #6. Assess the accuracy and variability of a prediction.

Methods of Instruction

Laboratory

Students will write correct computer code that will produce appropriate visualization and analysis of data

Lecture

Experiments: A. Establishing causality B. Randomization

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

If you selected "Other", please provide details.

Homework, Programming assignments

Assignment Examples

Reading Assignments:

Students will complete written reports that demonstrate their ability to make inferences about populations from random sample data generated using computational techniques such as iteration. Additionally, they will submit written assignments showcasing their proficiency in using various statistical procedures and machine learning tools to analyze data and make predictions. A comprehensive final examination will require students to create original visualizations, conduct inferential statistics based on simulations, utilize linear regression models, apply relevant machine learning tools, and interpret the results.

Writing Assignments:

Data visualization

In this project, you will explore data from Gapminder.org, a website dedicated to providing a fact-based view of the world and how it has changed. That site includes several data visualizations and presentations, but also publishes the raw data that will use in this project to recreate and extend some of their most famous visualizations

Using code perform the following operation:

Create a table called `b_pop` that has two columns labeled `time` and `populatio_total`. The first column should contain the years from 1970 through 2015 (including both 1970 and 2015) and the second should contain the population of a city in each of those years.

Some assignments require critical thinking:

Probability and Sampling

Suppose you work at a company that produces syringes, and you are responsible for ensuring the syringes work well. After studying the manufacturing process for the syringes, you have a hunch that they have a 1 % failure rate. That is, you suspect that 1% of syringes won't work when a doctor uses them to inject a patient with medicine.

To test your hunch, you would like to find at least one faulty syringe. You hire an expert consultant who can test a syringe to check whether it is faulty. But the expert's time is expensive, so you need to avoid checking more syringes that you need to.

Question 1. Suppose there is indeed a 1% failure rate among all syringes. If you check 20 syringes chosen at random from among all syringes, what is the chance that you find at least 1 faulty syringe

Course Materials

Author: Ault, Liao, & Musolino

Title: Principles of Data Science

Edition: 1st

Publisher: OER

ISBN-13: 979-8-3851-6185-0

Year: 2025

Or Equivalent: No

Author: Udayan Das, Aubrey Lawson, Chris Mayfield & Narges Norouzi

Title: Introduction to Python Programing

Edition: 1st

Publisher: Openstax

ISBN-13: 978-1-961584-45-7

Year: 2024

Or Equivalent: No

Minimum Qualification

1. Mathematics

Condition

2. Computer Science Condition



Course Review —Revised Conditions of Enrollments/SLO Update – ENGL 150 – Survey of British Literature I

Course Information

Course Discipline: ENGL

Course Division: Fine Arts, Communication and Humanities

Course Number: 150

Full Course Title: Survey of British Literature I

Short Title: Survey Eng Lit

TOP Code: 150100 - English

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 2024

Board of Trustees Approval Date:

2024-04-16

Course Description

This course is a survey of British literature from the Anglo-Saxon period through the 18th century. Particular attention will be given to tracing the growth of English, Irish, Scottish, and Welsh culture and identity in relation to the literature. The selections may include "Beowulf," "The Tain" and "Everyman," as well as readings from Chaucer, Julian of Norwich, Kempe, Spenser, Lanyer, Shakespeare, Cary, Donne, Milton, Cavendish, Dryden, Behn, Pope, Swift, Johnson, and Sheridan.

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

Requisites

Other

Non Course Requirements

Prerequisite: Eligibility for college-level composition (ENGL C1000, ENGL C1000E, or ENGL C1000H) or assessment and placement by multiple measures.

Course Content

Lecture

Outline

An introduction to critical methodologies, including one or more of the following: New Historicist Post-colonial Poststructuralist Feminist Gender Studies Reader Response

Psychoanalytic

Approximate Time In Hours

1.00

Lecture

Outline

An introduction to the Middle Ages before the Norman Conquest; discussion of epic and elegiac poetry; analysis of works such as: Selections of Old English texts such as "Beowulf," "Judith," "The Dream of the Rood," "The Wanderer," "Wulf and Eadwacer" and "The Wife's Lament" Old Irish literature such as the "Táin Bó Cúailnge," and early Irish verse like "To Crinog" and "The Voyage of Máel Dúin" Selections from the Welsh poet Taliesin

Approximate Time In Hours

7.00

Lecture

Outline

The Middle Ages after the Norman Conquest; analysis of works such as the following: "Sir Gawain and the Green Knight" Chaucer's "The Canterbury Tales" Langland's "Piers Plowman" "Everyman" Other selections, which may include Julian of Norwich and Margery Kempe's mystical writings, and the poetry of Dafydd ap Gwilym and William Dunbar

Approximate Time In Hours

10.00

Lecture

Outline

Introduction to the Early Modern period (literary, historical, political, social aspects of the humanist renaissance and early modern society); analysis of selections from: Wyatt's verse More's "Utopia" Spenser's "The Fairie Queene" Shakespeare's Sonnets and plays (such as "The Tragedy of Othello" or "The Tempest") Other drama, which may include Cary's play "Mariam: The Fair Queen of Jewry," Jonson's "The Alchemist," or Marlowe's "The Tragical History of Dr. Faustus"

Approximate Time In Hours

12.00

Lecture

Outline

Evaluation of the poetic response of Early Modern poets such as: Lanyer Jonson Donne Herbert Lovelace Marvell Phillips Milton's verse, especially "Paradise Lost"

Approximate Time In Hours

10.00

Lecture

Outline

Introduction to the Restoration and Eighteenth Century; analysis and evaluation of the work of poets such as: Cavendish Dryden Behn Swift Pope Montagu Gray

Approximate Time In Hours

6.00

Lecture

Outline

Analysis of prose selections such as: Pepys' "The Diary" Behn's "Oroonoko" Bunyan's "Pilgrim's Progress" Swift's "Gulliver's Travels" and "A Modest Proposal" Johnson's essays Sheridan's "The School for Scandal"

Approximate Time In Hours

8.00

General Education/Transfer

Local GE/Graduation Requirements:

3 - Arts and Humanities

Cal-GETC:

3B: Humanities

Transfer and Articulation:

C-ID: ENGL 160

UC TCA:

UC-H Arts and Humanities

Course Objectives

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

Lecture

Recognize, define, and identify the various literary genres (such as epic, romance, sonnet, and satire).

Lecture

Analyze elements of literature such as poetic meter and rhyme scheme, plot, character, setting, style and theme.

Lecture

Demonstrate knowledge of passages selected from the Middle Ages, the Early Modern Period, the Restoration and the 18th century.

Lecture

Recognize and analyze the literary devices and conventions used in the literary texts (such as extended metaphor, metaphysical conceit, in medias res, and alliteration).

Lecture

Examine the political and socioeconomic backgrounds of the periods and how they shape and are shaped by literature.

Lecture

Analyze the literature with respect to its historicity by discerning and articulating how historical periods differ in philosophical and ethical stances from our own.

Lecture

Evaluate and synthesize material from secondary sources that approach the literature from a critical perspective, including one or more of the following methodologies: New Historicist, Post-colonial, Poststructuralist, Feminist, Gender Studies, Reader Response, and Psychoanalytic.

Student Learning Outcomes

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

1. SLO #1 Upon completion of the course, students will identify representative works of major British authors from Medieval, Early Modern, Restoration, and the 18th Century periods, and

examine their literary genres, devices, conventions, and poetic elements

2. SLO #2 Upon completion of the course, students will perform literary analysis on representative works from the periods covered by the course, interpreting linguistic or formal features, and displaying awareness of relevant cultural and historical backgrounds.

3. SLO #3 Upon completion of the course, students will research, evaluate, and synthesize secondary material, and incorporate that material into a term paper that interprets a work of British literature from the Anglo-Saxon period through the 18th century.

Methods of Instruction

Discussion

Students will engage in discussions of various works of literature

Group Activities

Students will work together during discussions and other in-class activities.

Lecture

Lectures on various works of literature, history, etc.

Multimedia presentations

Films, songs, and other representations of literature may be included

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

Exam

Assignment Examples

Reading Assignments:

Topic: The Renaissance

Choose ONE of the following options:

Write a comparison argument about *Leviathan* and *Utopia*. You will need to have a purpose (argument) for the comparison, and you may need to read more of both texts.

Write an analysis of ONE of the poems that includes at least ONE outside source.

This source must be a scholarly journal about literature.

You will turn in a copy of the source with your essay

Apply Queer Theory to ONE of Shakespeare's sonnets to young man.

Write an analysis of Doctor Faustus.

You may use one of the reading response questions or the skill check as a starting place (this includes comparing the play to a previous work).

Include context from the background material and/or a scholarly source.

If you use an outside source, you must turn in a copy of the source with your essay.

Write 5 pages/1250 words

A creative option:

Write a Shakespearean Sonnet. These have clear rules for the format.

The topic of your sonnet is up to you.

After you write your sonnet, you need to write at least 750 words/3 pages that explain what you have learned about sonnets, why your sonnet topic fits into the style of the Shakespearean sonnets, and what you have learned about poetry, specifically Poetic Forms. Include quotations from the material on sonnets in your essay.

Writing Assignments:

In a five-to-seven page written essay, examine similarities and/or differences between William Shakespeare's "The Tragedy of Othello, The Moor of Venice" and Elizabeth Cary's "The Tragedy of Mariam, The Fair Queen of Jewry."

Outside-of-Class Assignments:

Write a five-to-seven page essay on "The Canterbury Tales" in which you evaluate Chaucer's view of courtly love through analysis of "The Knight's Tale" and "The Franklin's Tale," as well as through examining "The Miller's Tale" as a critique of the conventions of courtly love. Explore how the treatment of social class and status informs the view of courtly love expressed in the three tales.

Considering how scholars have used biographical and feminist critical approaches to interpret the poems, write a five-to-seven page essay in which you analyze Jonathan Swift's "The Lady's Dressing Room" for its construction of women, and examine the way in which Lady Mary Wortley Montagu's "The Reasons that Induced Dr. S. to write a Poem called "The Lady's Dressing Room" satirizes Swift's poem.

Some assignments require critical thinking:

Write a five-to-seven page essay on "The Canterbury Tales" in which you evaluate Chaucer's view of courtly love through analysis of "The Knight's Tale" and "The Franklin's Tale," as well as through examining "The Miller's Tale" as a critique of the conventions of courtly love. Explore how the treatment of social class and status informs the view of courtly love expressed in the three tales.

Considering how scholars have used biographical and feminist critical approaches to interpret the poems, write a five-to-seven page essay in which you analyze Jonathan Swift's "The Lady's Dressing Room" for its construction of women, and examine the way in which Lady Mary Wortley Montagu's "The Reasons that Induced Dr. S. to write a Poem called "The Lady's Dressing Room" satirizes Swift's poem.

Course Materials

Author: Ame Maloney

Title: Survey of British Literature I

Edition: 1

Publisher: LibreText/SkyLine College

ISBN-13: N/A

Year: 2025

Or Equivalent: No

Author: Damrosch, et al.

Title: The Longman Anthology of British Literature, Volume 1 (A, B, and C)

Edition: 4th

Publisher: Longman

ISBN-13: 9780205655304

Year: 2009

Rationale for older textbook:

This is the latest edition of the textbook and is a course standard.

Or Equivalent: Yes

Author: Greenblatt, et al.

Title: The Norton Anthology of English Literature, Volume 1: The Middle Ages through the Restoration

Edition: 11

Publisher: Norton

ISBN-13: 978-1-324-06295-0

Year: 2024

Or Equivalent: Yes

Minimum Qualification

1. English

Condition



Course Review —Revised Conditions of Enrollments/SLO Update – ENGL 152 – Survey of British Literature II

Course Information

Course Discipline: ENGL

Course Division: Fine Arts, Communication and Humanities

Course Number: 152

Full Course Title: Survey of British Literature II

Short Title: Survey Brit Lit II

TOP Code: 150100 - English

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:

2020-09-08

Course Description

This course is a survey of British literature by English, Irish, Scottish, and Welsh writers that begins with the Romantic Age and continues to the present. The course includes selections from major Romantic, Victorian, Modern, and Postmodern authors, which may include Equiano, Burns, Blake, the Wordsworths, Coleridge, Byron, the Shelleys, Keats, Tennyson, the Brownings, the Brontes, Arnold, Hardy, Yeats, Conrad, Joyce, Eliot, Woolf, Lawrence, Beckett, Heaney, Pinter, and others.

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

Requisites

Recommended Prep - Other

Non Course Requirements

Eligibility for college-level composition (ENGL C1000, ENGL C1000E or ENGL C1000H) or assessment and placement by multiple measures.

Course Content

Lecture

Outline

An introduction to critical methodologies, including one or more of the following: New Historicist Post-colonial Poststructuralist Feminist Gender Studies Reader Response

Psychoanalytic Marxist

Approximate Time In Hours

1.00

Lecture

Outline

Romanticism Literary, historical, political, and social backgrounds A presentation of the complexity of Blake's "Songs of Innocence and Experience" and an overview of the major apocalyptic works Revolution and the abolition of slavery, with discussion of excerpts from narratives by writers such as Equiano and Prince, and Sowerby's anti-slavery sonnets

Approximate Time In Hours

4.00

Lecture

Outline

An introduction to epic autobiographical poetry An analysis of sections of "The Prelude" A focus on other works such as "Tintern Abbey" and "Resolution and Independence," including discussion of Dorothy Wordsworth's journals

Approximate Time In Hours

4.00

Lecture

Outline

Analysis of poetry in terms of structure, metaphor, and allusion Coleridge's "Rime of the Ancient Mariner" Other poems such as "Christabel," "Kubla Kahn," and "This Lime-Tree Bower My Prison"

Approximate Time In Hours

4.00

Lecture

Outline

Second Generation Romantic Poets The poetic modes, philosophical content, and stylistic approaches of the following authors: Byron Shelley Keats

Approximate Time In Hours

7.00

Lecture

Outline

Introduction to the Victorian Age (literary, historical, political, social aspects of Victorianism) with emphasis on the following: The Crisis of Faith Imperialism The Woman Question Analysis of selections from Tennyson and E.B. Browning

Approximate Time In Hours

8.00

Lecture

Outline

Victorian Literature Evaluation and connection of the poetic response of Browning, Arnold, Hardy, and others such as C. Rossetti and Hopkins with the concerns of the age Discussion of the Victorian novel and serialization Victorian drama, aestheticism, and the Decadence

Approximate Time In Hours

10.00

Lecture

Outline

Modernism World War I poetry Introduction to modernism and its major elements and themes
The works of Joyce, Yeats, and Eliot are critiqued for design, approach, and aesthetic perspective

Approximate Time In Hours

10.00

Lecture

Outline

Analysis of other twentieth-century and post-World War II authors such as Woolf, Forster, Lawrence, Thomas, Auden, and Heaney, along with a continued discussion of relevant themes such as: World war The end of empire The New Woman Sexuality Postmodernism

Approximate Time In Hours

6.00

General Education/Transfer

Local GE/Graduation Requirements:

3 - Arts and Humanities

Cal-GETC:

3B: Humanities

Transfer and Articulation:

C-ID: ENGL 165

UC TCA:

UC-H Arts and Humanities

Course Objectives

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

Lecture

Recognize, identify, and analyze the literary forms, elements, styles, and concerns of major British authors from the Romantic, Victorian, Modern, and Postmodern (post-1945) periods.

Lecture

Demonstrate knowledge of passages selected from the Romantic, Victorian, Modern, and Postmodern periods.

Lecture

Research and interpret the historical and literary milieu of the eighteenth century as the background to interpret the historical and literary changes in the Romantic Age.

Lecture

Assess the relationships between the works of earlier and later Romantic Age authors.

Lecture

Analyze the Victorian background as it developed from the Romantic by comparing and contrasting the treatment of themes and the use of literary devices such as symbol, metaphor, and myth in works by Victorian authors.

Lecture

Compare and evaluate the emerging themes and techniques pioneered by modernist and post-World War II authors.

Lecture

Interpret and evaluate a major prose work from the Romantic, Victorian, Modern, or Postmodern periods.

Lecture

Examine the political and socioeconomic backgrounds of the periods and how they shape and are shaped by literature.

Lecture

Analyze the literature with respect to its historicity by discerning and articulating how historical periods differ in philosophical and ethical stances from our own.

Lecture

Evaluate and synthesize material from secondary sources that approach the literature from a critical perspective, including one or more of the following methodologies: New Historicist, Post-colonial, Poststructuralist, Feminist, Gender Studies, Reader Response, and Psychoanalytic.

Student Learning Outcomes

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

1. SLO #1 Upon completion of the course, students will identify representative works of major British authors from the Romantic, Victorian, Modern, and Postmodern (post-1945) periods and their literary forms, elements, styles, and concerns.

2. SLO #2 Upon completion of the course, students will analyze representative works from the periods covered by the course in terms of relevant cultural and historical backgrounds and literary, linguistic, and formal features.

3. SLO #3 Upon completion of the course, students will research, evaluate, and synthesize secondary sources, and incorporate these sources into a term paper that interprets a work of British literature from the late 18th century through the present.

Methods of Instruction

Discussion

Students will engage in discussions of various works of literature

Group Activities

Students will work together during discussions and other in-class activities.

Lecture

Lectures on various works of literature, history, etc.

Multimedia presentations

Films, songs, and other representations of literature may be included

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

Exam

Assignment Examples

Reading Assignments:

Topic: Write a *complex, literary analysis* about **ONE** of the poems we read in this Unit.

Your analysis must make a claim, contain evidence, and be complex.

What you must include

1250 words/5-pages (minimum)

Extensive quotations from the poem you are writing about (multiple per body paragraph).

Quotations **from two additional sources**

Your sources Outside research must be **from scholarly literary journals and no more than 15 years old.**

Use the library databases, not Google

Writing Assignments:

Read a novel on the supplemental reading list or syllabus and a minimum of at least two critical analyses of the novel from one or more literary critical approaches (biographical, historical, psychoanalytic, cultural, etc.). Compose a five-to-seven page written essay in which you evaluate the scholars' approach(es) and incorporate the literary criticism into your own analysis of the novel, examining a theme or theme(s) relevant to the period in which it was written (Romantic, Victorian, or Twentieth Century).

Outside-of-Class Assignments:

Robert Louis Stevenson's "The Strange Case of Dr. Jekyll and Mr. Hyde" as well as Oscar Wilde's "The Importance of Being Earnest" form interesting commentary on Victorian manners and mores. In a five-to-seven page written essay, examine how these stories seem to uphold, while simultaneously critique, the society that produced them. Illustrate your responses by selecting specific citations from the texts.

Compare the criticism of imperialism made by Joseph Conrad's "Heart of Darkness" with that of E. M. Forster's "The Life to Come" and Virginia Woolf's "A Room of One's Own." In a five-to-seven page written essay, analyze the way in which the narration, character construction, and symbolism in the texts demonstrate evidence of anti-imperialist sentiments, as well as how the issues of sexuality and gender construction inform the critique of imperialism. Choose specific textual evidence to illustrate your responses

Some assignments require critical thinking:

Robert Louis Stevenson's "The Strange Case of Dr. Jekyll and Mr. Hyde" as well as Oscar Wilde's "The Importance of Being Earnest" form interesting commentary on Victorian manners and mores. In a five-to-seven page written essay, examine how these stories seem to uphold, while simultaneously critique, the society that produced them. Illustrate your responses by selecting specific citations from the texts.

Compare the criticism of imperialism made by Joseph Conrad's "Heart of Darkness" with that of E. M. Forster's "The Life to Come" and Virginia Woolf's "A Room of One's Own." In a five-to-seven page written essay, analyze the way in which the narration, character construction, and symbolism in the texts demonstrate evidence of anti-imperialist sentiments, as well as how the issues of sexuality and gender construction inform the critique of imperialism. Choose specific textual evidence to illustrate your responses.

Course Materials

Author: Bonnie J. Robinson

Title: British Literature: Romantic Era to the Twentieth Century and Beyond

Edition: 1

Publisher: University of Georgia

ISBN-13: 978-1-940771-11-3

Year: 2018

Rationale for older textbook:

Discipline classic

Or Equivalent: No

Author: Greenblatt, Stephen, et al.

Title: The Norton Anthology of English Literature: The Major Authors, Volume B

Edition: 10th

Publisher: Norton

ISBN-13: 978-1-324-06298-1

Year: 2024

Or Equivalent: No

Author: Damrosch, David, et al.

Title: The Longman Anthology of British Literature, Volume 2 (A, B, and C)

Edition: 5th

Publisher: Longman

ISBN-13: 9780205223169

Year: 2012

Rationale for older textbook:

Disciple standard

Or Equivalent: No

Other:

A novel by a major author from a list provided in the syllabus or provided in or with the Norton Anthology or the Longman Anthology. Examples might include Frankenstein by Mary Shelley, The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson, Jane Eyre by Charlotte Brontë, Heart of Darkness by Joseph Conrad, Dubliners by James Joyce, and To the Lighthouse by Virginia Woolf.

Minimum Qualification

1. English

Condition



Course Review —Revised Course Description Update/SLO Update – THEA 175 – Student Performance/Production Workshop

Course Information

Course Discipline: THEA

Course Division: Fine Arts, Communication and Humanities

Course Number: 175

Full Course Title: Student Performance/Production Workshop

Short Title: Student Perform Workshop

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:

2019-08-24

Course Description

This course is a theatre workshop in which students participate in a production under faculty supervision as directors or performers. All experience levels are welcome, and no prerequisites are required. However, current or prior enrollment in THEA 113 and/or THEA 114 is recommended. Students will demonstrate their theatrical skills and be ranked on their acting and/or directorial abilities in a live theatrical performance through participation in the American College Theater Festival (ACTF) competition. This course is repeatable.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

54.000

Outside-of-Class Hours:

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

Lecture Hours:

Activity Hours:

Lab Hours:

54.000

Outside-of-Class Hours:

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

Lecture Units:

Activity Units:

Lab Units:

1.000

Min/Max Units:

1.000

Total Hours:

54.000

Grading Method:

Letter grade only

Requisites

Recommended Prep - Courses

Subject THEA - Theatre

Requisite Course THEA 113 - Introduction to Acting (Active)0.000 - 0.000

Condition or

Recommended Prep - Courses

Subject THEA - Theatre

Requisite Course THEA 114 - Fundamentals of Acting (Active)0.000 - 0.000

Condition or

Course Content

Lab

Outline

I. Auditions and callbacks

Approximate Time In Hours

3.00

Lab

Outline

II. Rehearsals A. script analysis B. character exploration and development C. staging D. in-depth scene exploration E. run-through and notes

Approximate Time In Hours

42.00

Lab

Outline

III. Performances pick-up rehearsals

Approximate Time In Hours

6.00

Lab

Outline

IV. Critiques

Approximate Time In Hours

3.00

Course Objectives

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

Lab

In the role of the director, identify a play appropriate for community theatre, and justify that choice.

Lab

To demonstrate the skills necessary to successfully pass the audition at an introductory or advanced level.

Lab

To show improvement in acting, and/or technical prowess throughout the rehearsal process.

Lab

To analyze the script and develop a character.

Lab

Identify, apply, and model acting behaviors such as discipline, following direction, learning lines, and developing character histories.

Lab

Articulate a clear production concept in terms of genre, approach, design principles, and theme.

Lab

Apply the production concept to all activities including staging, pacing, polishing, and clearly defined rising and falling action.

Lab

Present the various skills of both performance and technical support to a public audience.

Lab

Demonstrate theatrical skills and insight through participation in the American College Theater Festival (ACTF) competition.

Student Learning Outcomes

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

1. Upon successful completion of this course, students will be able to apply skills learned and developed in performing or in stagecraft to the preparation and production of a theater piece for a public performance.

Methods of Instruction

Demonstration

Discussion

Field trips

Group Activities

Guest Speakers

Laboratory

Role Play

Simulation

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Assignment Examples

Reading Assignments:

Students will produce a written character analysis that explores objectives, motivations, and stakes for their character. Students will produce a written script analysis that explores the major themes of the play and author's true intentions.

Writing Assignments:

Memorize and interpret dramatic text for a selected play for the purposes of a live performance.

Outside-of-Class Assignments:

Demonstrate the ability to create a dramatic theatrical character for a given script in a live production.

Some assignments require critical thinking:

Demonstrate the ability to properly use effective vocal techniques and phrasing including breathing/projection, articulation, residents, and phrasing for the purposes of delivering dialogue in a live production.

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:

Theatrical make-up kit

Other:

Production script supplied by the college

Minimum Qualification

1. Drama/Theater Arts

Condition



Course Review —Revised Course Description Update/SLO Update – THEA 189 – Costuming for the Stage

Course Information

Course Discipline: THEA

Course Division: Fine Arts, Communication and Humanities

Course Number: 189

Full Course Title: Costuming for the Stage

Short Title: Costuming for the Stage

TOP Code: 100600 - Technical Theater

SAM Code: C - Clearly 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 surveys theatrical costuming as a craft and design art. It introduces pattern and construction techniques, sewing equipment usage and maintenance, and the functions of costume personnel in production work. Topics include: costuming organization, equipment usage, costuming storage techniques, and functions of costume personnel in production work. Students must attend selected theatre events offered at Compton College and/or the community.

Course Standards

Lecture Hours:

36.000

Activity Hours:

0.000

Lab Hours:

54.000

Outside-of-Class Hours:

72.000

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

Lecture Hours:

36.000

Activity Hours:

0.000

Lab Hours:

54.000

Outside-of-Class Hours:

72.000

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

Lecture Units:

2.000

Activity Units:

0.000

Lab Units:

1.000

Min/Max Units:

3.000

Total Hours:

90.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Script Analysis and Costume Design Identifying the various needs of a given play Analyzing reasons for producing a play in a certain style Interpreting costume styles, silhouettes, historical considerations and thematic concepts applicable to a given play

Approximate Time In Hours

5.00

Lab

Outline

Script Analysis and Costume Design Identifying the various needs of a given play Analyzing reasons for producing a play in a certain style Interpreting costume styles, silhouettes, historical considerations and thematic concepts applicable to a given play

Approximate Time In Hours

10.00

Lecture

Outline

Costume History Identifying the various types of "styles" of costume for given historical plays Reasons for designing the costumes for a play in a particular historical style Advanced research techniques including published sources, internet, and actual clothing.

Approximate Time In Hours

10.00

Lab

Outline

Costume History Identifying the various types of "styles" of costume for given historical plays Reasons for designing the costumes for a play in a particular historical style

Approximate Time In Hours

5.00

Lecture

Outline

Design Theory Design theory and approach for the purposes of choosing a production style for a given play

Approximate Time In Hours

5.00

Lecture

Outline

Drawing and Rendering Preparing costume renderings Selecting the medium, watercolor, acrylic, color pencil, for the purposes of creating costume design renderings

Approximate Time In Hours

7.00

Lab

Outline

Drawing and Rendering Preparing costume renderings Selecting the medium, watercolor, acrylic, color pencil, for the purposes of creating costume design renderings

Approximate Time In Hours

8.00

Lab

Outline

Pattern Making Preparing, designing and constructing patterns for garments not available in the current marketplace

Approximate Time In Hours

5.00

Lecture

Outline

Fabrics Selecting the various colors and kinds of fabrics for a given play

Approximate Time In Hours

2.00

Lab

Outline

Fabrics Selecting the various colors and kinds of fabrics for a given play

Approximate Time In Hours

8.00

Lecture

Outline

Basic Sewing Types of stitches and sewing techniques used in the theatre

Approximate Time In Hours

5.00

Lab

Outline

Basic Sewing Types of stitches and sewing techniques used in the theatre

Approximate Time In Hours

10.00

Lecture

Outline

Crafts and Construction Assembling fabrics and crafts for costumes

Approximate Time In Hours

2.00

Lab

Outline

Crafts and Construction Assembling fabrics and crafts for costumes

Approximate Time In Hours

8.00

Course Objectives

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

Describe and identify the needs of a given play.

Discuss and interpret several costume styles, silhouettes, historical considerations and thematic concepts applicable to a given play.

Compare and analyze reasons for producing a play in a certain style.

Identify the various types of styles of costume for given historical plays.

Analyze the artistic and practical reasons for designing the costumes for a play in a particular style.

Critique the design theory and approach selected for the purposes of choosing a production style for a given play.

Devise a plan of action to effect the design concept including the preparation of renderings, making and/or altering patterns, and fabric selection to be used in a costume design.

Evaluate the use of color renderings in the construction of costumes.

Select the medium, (watercolor, acrylic, or color pencil), for the purposes of creating costume design renderings.

Select the various colors and kinds of fabrics for a given play.
Prepare, design and construct patterns for garments not available in the current marketplace.
Identify, interpret, and employ several types of stitches and sewing techniques utilized in basic sewing projects.

Assemble fabric cut by the cutter for costumes designed by costume designer.

Analyze advanced research techniques used in the designs of costumes.

Student Learning Outcomes

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

1. Demonstrate a working knowledge of the costume designer's duties, including artistic collaboration with the production team.
2. Demonstrate the application of basic sewing skills as they apply to the construction of stage costumes.
3. Recognize, label, define, and describe the basic tools, equipment, and techniques used in the construction of stage costumes.

Methods of Instruction

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Laboratory

Lecture

Multimedia presentations

Simulation

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Assignment Examples

Reading Assignments:

Students will write in-depth character analysis to justify costume design choices that align with the character, major themes of the play, and/or director's vision.

Writing Assignments:

Present a display of fabric choices and line/silhouette for potential use in a student production of "Taming of the Shrew."

Outside-of-Class Assignments:

Present a rendering of one man and one woman in upper-middle class clothing typifying the most obvious silhouette representative of a selected historical period.

Some assignments require critical thinking:

Prepare a critical review focusing on the costume elements presented in a production by a local venue. The review should be at least two-to-four pages, typewritten, double spaced, and with

proper margins. Offer supportive evidence as to why and how the costume design worked or did not work for the production.

Course Materials

Author: Continuing Education

Title: The Costume Designer's Handbook: Expert Tips, Tools and Techniques for Designing Costumes in Film and Theatre

Edition: 1st

Publisher: Independently published

ISBN-13: 979-8306471945

Year: 2025

Or Equivalent: No

Other:

Smooth finish sketchpad

Other:

drawing pencils

Other:

colored pencils and/or ink and/or watercolors

Other:

colored markers

Other:

fabric scissors

Minimum Qualification

1. Drama/Theater Arts

Condition

2. Stagecraft

Condition



Active Course TOP/CIP Code Alignment

(Please see document at end of agenda)



New Program – 1st Read – Biology 2.0 – A.S. Degree for Transfer (AS-T)

New Program: Biology 2.0 - A.S. Degree for Transfer (AS-T) Program Goals and Objectives

1. Apply and explain core biological principles including cell biology, genetics, evolution, ecology, and physiology across diverse organisms and systems.
2. Apply scientific inquiry to biological questions through observation, experimental design, data analysis, and interpretation of biological data and scientific literature.

Catalog Description

The Biology 2.0 Associate in Science for Transfer (AS-T) Degree provides a foundation in the biological sciences including biochemistry, cell biology, genetics, evolution, ecology, physiology, and diversity of organisms. The program emphasizes integrated lecture-laboratory coursework and develops skills in scientific inquiry, experimental design, data analysis, and scientific communication. Upon completion, students are prepared to pursue a bachelor's degree in biology or a related field, as well as careers in healthcare, environmental science, and biological research.

The Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing the AS-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn the AS-T degree, students must complete:

- Complete 60 semester units or 90 quarter units that are eligible for transfer to the California State University.

- Completion of the California General Education Transfer Curriculum (Cal-GETC).
- A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
- Obtainment of a minimum overall grade-point average of 2.0.
- Minimum grade of “C” (or “P”) or better in all courses required for the major or area of emphasis.

Note: Students interested in transfer should consult with a Compton College counselor to discuss transfer requirements and credit limitations which vary by institution.

Program Requirements

Required Core: Complete all courses

	Units: 25.0
<i>BIOL 101 or 101H</i>	5.0
BIOL 101 Principles of Biology I	5.0
OR BIOL 101H Honors Principles of Biology I	5.0
<i>BIOL 102 or 102H</i>	5.0
BIOL 102 Principles of Biology II	5.0
OR BIOL 102H Honors Principles of Biology II	5.0
CHEM 150 General Chemistry I	5.0
CHEM 152 General Chemistry II	5.0
<i>MATH 165 or 190</i>	5.0
MATH 165 Calculus for Business and Social Sciences	5.0
OR MATH 190 Single Variable Calculus and Analytic Geometry I	

	5.0
List A: Complete one course	
	Units: 3.0-5.0
BIOL 103 Fundamentals of Molecular Biology	
	3.0
PHYS 101 Physics for Engineers and Scientists I	
	5.0
PHYS 120 General Physics	
	4.0
	Total: 28.0-30.0
Projected Annual Completers 10.00	
Place of program in curriculum/similar programs at college This is an Associate Degree for Transfer.	
Similar programs at other colleges in service area This is an Associate Degree for Transfer.	
Transfer Preparation	
Career Technical Education No	
Transfer Yes	
Other No	



New Program – 1st Read – Chicana/o Studies, Latina/o Studies – A.A. Degree for Transfer (AA-T)

Academic Affairs: Chicana/o Studies, Latina/o Studies - A.A. Degree for Transfer (AA-T)
Program Goals and Objectives

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

1. Analyze how race, ethnicity, gender, class, sexuality, and intersectionality shape Chicana/o individual and community outcomes across social, economic, political, and historical contexts.
2. Evaluate how power is constructed and contested by critiquing historical and contemporary issues and assessing Chicana/o resistance through liberatory anti-colonial and social justice frameworks.
3. Synthesize and Create research, knowledge, and leadership practice by producing scholarship on space, place, and belonging, and designing/implementing civic engagement and activism that reflects diversity within Chicana/o communities.
4. Analyze and apply Chicana/o epistemologies and research methods to critically engage with community issues, producing evidence-based interpretations and actionable insights.

Catalog Description

The Chicana/o Studies AA-T offers a transfer-focused degree that explores the lived realities, histories, and cultural production of Chicana/o communities through an intersectional lens. Students examine how systems like racism, patriarchy, classism, heteronormativity, and settler colonialism shape everyday life, public policy, and community formation. Coursework emphasizes scholarly and community based critical inquiry and liberatory critique by tracing struggles for self-determination, labor rights, educational justice, gender and sexual liberation, and broader movements for social transformation. Students also engage in debates about borders and migration, neighborhood change, land and space, identity, and belonging across diverse Chicana/o experiences. The program connects classroom learning to community engagement through civic participation, activism opportunities, and campus and local initiatives.

The Associate in Arts for Transfer (AA-T/AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn the AA-T degree, students must complete:

- Complete 60 semester units or 90 quarter units that are eligible for transfer to the California State University.
- Completion of the California General Education Transfer Curriculum (Cal-GETC).
- A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
- Obtainment of a minimum overall grade-point average of 2.0.
- Minimum grade of "C" (or "P") or better in all courses required for the major or area of emphasis.

Note: Students interested in transfer should consult with a Compton College counselor to discuss transfer requirements and credit limitations which vary by institution.

Program Requirements
Required Core (9 Units)

Units: 9.0

ESTU 103

The Chicano in Contemporary United States Society	3.0
ESTU 108 Chicana and Latina Feminism	3.0
HIST 116 Chicana/o/x History: 1848 to the Present	3.0
List A: Select one course (3 Units)	Units: 3.0
<i>ESTU 101 or ESTU 101H</i>	3.0
ESTU 101 Introduction to Ethnic Studies	3.0
OR ESTU 101H Honors Introduction to Ethnic Studies	3.0
List B: Select two courses (6 Units)	Units: 6.0
ART 207 Art History of Mexico and Central and South America	3.0
ENGL 242 Chicano and Latinx Literature	3.0
ESTU 105 Chicano Culture	3.0
HIST 115 Chicana/o/x History to 1850	3.0
	Total: 18.0
Projected Annual Completers 5.00	
Place of program in curriculum/similar programs at college This is an Associate Degree for Transfer.	
Similar programs at other colleges in service area This is an Associate Degree for Transfer.	
Transfer Preparation	
Career Technical Education No	
Transfer Yes	
Other No	



New Program – 1st Read – Elementary Teacher Education: Integrated Programs – A.A. Degree for Transfer (AA-T)

New Program: Elementary Teacher Education: Integrated Programs - A.A. Degree for Transfer (AA-T)

Program Goals and Objectives

- Demonstrate competence of disciplines taught in elementary schools.
- Demonstrate reading, writing, and critical thinking skills, specifically in relation to liberal arts and education.
- Develop a career path in education and gain experience by working in TK-8th grade school settings.

Catalog Description

The program is designed for students who wish to earn a multiple-subject teaching credential authorizing them to teach in grades TK-8. Students will study a broad range of subjects to prepare them for teaching, including English, mathematics, science, social science, visual and performing arts, and human development. Upon successful completion of the program, students will be prepared to transfer to a CSU and major in Liberal Studies. Competencies will be assessed regularly through projects, examinations, laboratory experiments, and presentations.

The Associate in Arts for Transfer (AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a California State University (CSU) campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but

not to a particular campus or major. In order to earn the AA-T degree, students must complete:

- 60 semester units or 90 quarter units of degree-applicable courses that are eligible for transfer to the California State University (CSU)
- California General Education Transfer Curriculum (Cal-GETC)
- A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district
- A minimum overall grade point average of 2.0
- Minimum grade of “C” (or “P”) or better in all courses required for the major or area of emphasis.

Note: Students interested in transfer should consult with a Compton College counselor to discuss transfer requirements and credit limitations, which vary by institution.

Program Requirements

Required Course: Complete 26-27 Units

Units: 26.0-27.0

BIOL 100 or BIOL 100H

4.0

BIOL 100

Fundamentals of Biology

4.0

OR

BIOL 100H

Honors Fundamentals of Biology

4.0

CDEV 103

Child Growth and Development

3.0

COMM C1000

Introduction to Public Speaking

3.0

EDUC 201

Foundations in Education

3.0

ENGL C1000 or ENGL C1000E or ENGL C1000H

4.0-5.0

ENGL C1000H

Academic Reading and Writing - Honors

4.0

OR

ENGL C1000E Academic Reading and Writing	5.0
OR ENGL C1000 Academic Reading and Writing	4.0
<i>ENGL 102 or ENGL 102H or ENGL 227 or HIST 140</i>	3.0
ENGL 102 Literature and Composition	3.0
OR ENGL 102H Honors Literature and Composition	3.0
OR ENGL 227 Children's Literature	3.0
OR HIST 140 History of Early Civilizations	3.0
<i>HIST 101 or HIST 101H</i>	3.0
HIST 101 United States History to 1877	3.0
OR HIST 101H Honors United States History to 1877	3.0
<i>POLS C1000 or POLSC1000H</i>	3.0
POLS C1000 American Government and Politics	3.0
OR POLS C1000H American Government and Politics - Honors	3.0
List A: Complete 3-4 Units	Units: 3.0-4.0
<i>GEOL 101 AND GEOL 103</i>	4.0

GEOL 101 Physical Geology	3.0
AND	
GEOL 103 Physical Geology Laboratory	1.0
GEOL 106 Earth Science in Education	4.0
PSCI 125 Exploring Physical Sciences	3.0
LIST B: Complete one course (3 units)	Units: 3.0
ART 101 Art and Visual Culture: A Global Perspective	3.0
DANC 101 Dance Appreciation	3.0
MUSI 111 Music Appreciation Survey	3.0
THEA 103 Theatre Appreciation	3.0
	Total: 32.0-34.0
Projected Annual Completers 8.00	
Place of program in curriculum/similar programs at college This is an Associate Degree for Transfer	
Similar programs at other colleges in service area This is an Associate Degree for Transfer	
Transfer Preparation	
Career Technical Education No	
Transfer Yes	
Other No	



New Program – 1st Read – Physics 2.0 – A.S. Degree for Transfer (AS-T)

New Program: Physics 2.0 - A.S. Degree for Transfer (AS-T)

Description

The Physics program provides students with the ability to use and develop problem-solving strategies that apply to physical concepts involving mechanics, thermodynamics, sound, light, electricity and magnetism, and modern physics. Laboratory activities establish a foundation in measurement and analysis techniques necessary to test, understand, and apply physical concepts. Competency will be assessed by evaluating the student's ability to quantitatively and qualitatively determine the results of physical situations.

The Physics 2.0 Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing AS-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn the AS-T degree, students must complete:

Complete 60 semester units or 90 quarter units that are eligible for transfer to the California State University (CSU).

Completion of the California General Education Transfer Curriculum (Cal-GETC).

A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.

Obtainment of a minimum overall grade-point average of 2.0.

Minimum grade of "C" (or "P") or better in all courses required for the major or area of emphasis.

Note: Students interested in transfer should consult with a Compton College counselor to discuss transfer requirements and credit limitations, which vary by institution.

Program Learning Outcomes

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

Trace the development of a scientific idea from gathering of data through development of a hypothesis to testing a prediction.

Make scientific measurements and demonstrate the difference between disagreement and error.

Read a simple graph or diagram and interpret the results appropriately.

Degree Requirements

Required Core: Complete all courses

Units: 29.0

CSCI 101

Problem Solving and Program Design Using C++

4.0

MATH 190

Single Variable Calculus and Analytic Geometry I

5.0

MATH 191

Single Variable Calculus and Analytic Geometry II

5.0

MATH 220

Multi-Variable Calculus

5.0

MATH 270

Differential Equations with Linear Algebra

5.0

PHYS 101

Physics for Engineers and Scientists I

5.0

PHYS 102

Physics for Engineers and Scientists II

0.0

PHYS 103

Physics for Engineers and Scientists III

0.0



New Course – 1st Read – BUS 95 – Work Experience Education

Course Information

Course Discipline: BUS

Course Division: Business and Industrial Studies

Course Number: 95

Full Course Title: Work Experience Education

Short Title: Work Experience Education

TOP Code: 050600 - Business Management

SAM Code: C - Clearly Occupational

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

Transfer Status B - Transferable to CSU only.

Effective Term: Summer 2026

Course Description

Through a set of learning objectives established by the student, supervisor, and instructor, each student will work with and learn from experts in the Business field. These experiences will enable students to improve job skills, analyze career opportunities and requirements, and compare them to personal abilities and career expectations. Note: Transfer limitations apply.

Note: The total units earned for Work Experience Education may not exceed 16 units.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

54.000 - 216.000

Outside-of-Class Hours:

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

Lecture Hours:

-

Activity Hours:

-

Lab Hours:

54.000 - 216.000

Outside-of-Class Hours:

- 216.000

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

-

Lecture Units:

-

Activity Units:

-

Lab Units:

1.000 - 4.000

Min/Max Units:

1.000 - 4.000

Total Hours:

54.000 - 216.000

Grading Method:

Letter grade only

Requisites

Other

Non Course Requirements

Employment or volunteer work in a position related to the student's major or career goal by the second week of the semester. Completion of, or current enrollment in, one course in the major is recommended.

Course Content

Lab

Outline

Credit for four units of work experience is 216 hours.

Approximate Time In Hours

216.00

Lab

Outline

Credit for three units of work experience is 162 hours.

Approximate Time In Hours

162.00

Lab

Outline

Credit for two units of work experience is 108 hours.

Approximate Time In Hours

108.00

Lab

Outline

Credit for one unit of work experience is 54 hours.

Approximate Time In Hours

54.00

Course Objectives

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

Develop new knowledge and job skills that contribute to occupational and/or educational business oriented goals.

Complete work-based projects involving problem solving and the application of academic business theory, skills and knowledge while undertaking new or expanded workplace responsibilities.

Articulate how the process and content of business curriculum are relevant to the solution of practical problems on the job.

Student Learning Outcomes

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

1. To build professional, as well as academic, contacts and begin the process of networking and support for student's future career in the workforce.
2. To increase student understanding of what is expected in the job market and what their standard of performance should be.
3. To provide on-the-job experience in a professional setting that requires communication skills.

Methods of Instruction

Laboratory

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Assignment Examples

Reading Assignments:

Write a 2-page paper about your experience working in the field and your future career goals.

Writing Assignments:

Complete on-the-job measurable learning objectives that you have developed with your supervisor and that have been approved by the instructor. These learning objectives must include new or expanded skills or information that is directly related to your work or volunteer experience.

Some assignments require critical thinking:

Look at a problem you have encountered on the job, dissect it, and think of possible solutions and/or improvements. Describe any potential problems or roadblocks. If you were in charge, what suggestions would you make to the person doing your job? Present your findings in a written essay. The length of this assignment will be determined by the instructor.

Course Materials

Author: Carl Z. Chen

Title: Career Assessment for Working Professionals: Discover Jobs That Align with Your Strengths, Clarify Your Career Path, and Reignite Your Professional Purpose

Publisher: Independently published

ISBN-13: 979-8270458034

Year: 2025

Or Equivalent: No

Other:

Cooperative Work Experience Student Handbook and Working Papers, El Camino College, 2008.

Other:

As assigned by individual instructors, such readings as job search and career development books, trade journals, or company publications.

Minimum Qualification

1. Business

Condition



New Course – 1st Read – FILM 117 – Screenwriting I

Course Information

Course Discipline: FILM

Course Division: Fine Arts, Communication and Humanities

Course Number: 117

Full Course Title: Screenwriting I

Short Title: Screenwriting I

TOP Code: 061220 - Film Production

SAM Code: D - Possibly Occupational

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

Transfer Status B - Transferable to CSU only.

Effective Term: Fall 2026

Course Description

A course that targets the analysis, examination, and writing of scripts focusing on film and television writing. The creative process from the proposal of a script idea to its completed shooting form will be discussed, including concept, characterization, and format, with an emphasis on structure.

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:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Screenplay formatting and structure.

Approximate Time In Hours

3.00

Lecture

Outline

The full outline. Finding a job in the industry.

Approximate Time In Hours

3.00

Lecture

Outline

Comedy writing.

Approximate Time In Hours

3.00

Lecture

Outline

Pixar's story rules and their applicability to your script.

Approximate Time In Hours

3.00

Lecture

Outline

Animation storytelling.

Approximate Time In Hours

3.00

Lecture

Outline

Nonfiction and experimental subjects. The documentary outline.

Approximate Time In Hours

3.00

Lecture

Outline

The world of your story.

Approximate Time In Hours

3.00

Lecture

Outline

Building characters from the ground up. Character biographies.

Approximate Time In Hours

3.00

Lecture

Outline

Titles, loglines, and the pitch.

Approximate Time In Hours

3.00

Lecture

Outline

Andrew Stanton and Michael Arndt's story elements.

Approximate Time In Hours

3.00

Lecture

Outline

The act and habit of writing. Mythology and making the personal story into the universal.

Approximate Time In Hours

3.00

Lecture

Outline

Editing the screenplay and self-evaluation.

Approximate Time In Hours

3.00

Lecture

Outline

Writing character desire and the raising of stakes.

Approximate Time In Hours

3.00

Lecture

Outline

Writing subplots and considering character duality.

Approximate Time In Hours

3.00

Lecture

Outline

Screenplay case studies and script breakdowns.

Approximate Time In Hours

3.00

Lecture

Outline

Writing character specificity and addressing rewrites.

Approximate Time In Hours

3.00

Lecture

Outline

Writing integrated elements and discovering premise.

Approximate Time In Hours

3.00

Lecture

Outline

Writing character spine and character relationships.

Approximate Time In Hours

3.00

Course Objectives

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

Lecture

Exhibit foundational knowledge of and skills in film production (screenwriting).

Lecture

Apply basic knowledge of and skills in film analysis and criticism.

Lecture

Practice professional values and behaviors of the field (deadline adherence, effective communication, collaboration, etc.).

Student Learning Outcomes

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

1. Demonstrate technical proficiency in the writing of short screenplays

2. Create screenplays with originality and aesthetic depth
3. Analyze and critique screenplays
4. Apply ethical principles in the production and analysis of screenplays

Methods of Instruction

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Skills demonstrations

Exams/Quizzes

Assignment Examples

Reading Assignments:

Write multiple drafts of a short screenplay with no dialogue that includes a conflict between two characters and is a complete, self-contained story (2-3 pages).

Write multiple drafts of a short screenplay with dialogue that includes dialogue and is a complete, self-contained story (5-6 pages).

Write multiple drafts of a short screenplay that follows a character's full emotional arc through the film's plot and theme and is a complete, self-contained story (7-10 pages).

Writing Assignments:

Watch a film currently in theaters and complete a 7-10 page analysis of its story structure for the class. Outline the film's hook, inciting incident, central question, answer to the central question, first big step forward, midpoint twist, achievement of the plot goal, low point, and conclusion.

Outside-of-Class Assignments:

Possible outside-of-class assignments can include but are not limited to:

Film Analysis/Beat Outline: Watch a film, break it down into a beat sheet including an analysis of the film's three-act structure. Identify the film's hook, inciting incident, break into act two, midpoint, false ending, low point, and conclusion.

Scene Transcription: Transcribe a short scene from a film/TV show to study pacing and subtext.

Character Bio: Write a detailed backstory and motivations for an original character(s).

Script Coverage Assignment: Read a fellow student's script and write professional-style feedback/coverage.

Adaptation Exercise: Adapt a short story or personal anecdote into a scene.

Logline & Pitch: Develop loglines and a (verbal) pitch for an original idea.

Collaborative Screenwriting: Co-write a scene/entire short script with a classmate. Focus on process and communication.

Some assignments require critical thinking:

In 7-10 pages, analyze a critically acclaimed film for the class. Outline the film's hook, inciting incident, central question, answer to the central question, first big step forward, midpoint twist, achievement of the plot goal, low point, and conclusion. Answer in detail why it appeals to audiences and critics alike.

Course Materials

Author: Austin Bunn

Title: Short Film Screenwriting: A Craft Guide and Anthology

Publisher: Bloomsbury Academic

Year: 2024

Or Equivalent: No

Author: Richard Walter

Title: Essentials of Screenwriting

Publisher: Penguin Publishing Group

Year: 2010

Rationale for older textbook:

Still a core text regarding the writing of screenplays.

Or Equivalent: No

Author: David Trottier

Title: Screenwriter's Bible

Publisher: Silman-James Pr

Year: 2019

Rationale for older textbook:

Teaches screenplay formatting.

Or Equivalent: No

Author: Blake Snyder

Title: Save the Cat

Publisher: Michael Wiese Productions

Year: 2005

Rationale for older textbook:

Still a core text regarding the writing of screenplays.

Or Equivalent: No

Minimum Qualification

1. Film and Media Studies

Condition

2. Media Production

Condition



New Course – 1st Read – ESL 10B – Beginning ESL 2

Course Information

Course Discipline: ESL

Course Division: Fine Arts, Communication and Humanities

Course Number: 10B

Full Course Title: Beginning ESL 2

Short Title: Beginning ESL 2

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 High Beginning course helps you move from beginning to intermediate English. You will practice speaking, listening, reading, and writing about daily activities, jobs, health, and community life. By the end of the class, you will be able to understand longer conversations, ask and answer questions, read short passages, and write simple paragraphs with more confidence.

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:

90.000

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

Speaking/ Listening (role plays, dialogues, survival conversations)

Approximate Time In Hours

21.00

Lecture

Outline

Writing Skills (paragraphs, notes, short messages)

Approximate Time In Hours

21.00

Lecture

Outline

Reading and Comprehension (short passages, schedules, ads)

Approximate Time In Hours

12.00

Lecture

Outline

Functional Vocabulary (workplace, community, health, shopping)

Approximate Time In Hours

18.00

Lecture

Outline

Grammar: Present, Past, Future (simple tenses)

Approximate Time In Hours

18.00

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-level writing skills.

Lecture

Expand grammar and vocabulary for everyday and workplace contexts.

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) with 80% accuracy

2. Students will use present, past, and future tense to describe experiences with 75% accuracy.

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

Methods of Instruction

Demonstration

Discussion

Lecture

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Assignment Examples

Reading Assignments:

Writing Assignment: "A Busy Day in My Life"

Level: High Beginning

Length: 8–12 sentences

Grammar Focus: Simple Present & Time Expressions

Writing Type: Descriptive Paragraph

Objective

Students will write a paragraph describing their daily routine using:

Simple present tense

Time expressions (first, then, after that, in the morning, at night, etc.)

Sequencing words

Writing Assignments:

Talk to someone outside of class and tell them about your day. Here are a few sentence frames you can use to start your conversations:

Sentence Frames :

I wake up at _____.

In the morning, I _____.

Then, I _____.

After that, I _____.

In the afternoon, I _____.

In the evening, I _____.

At night, I _____.

Course Materials

Author: Bitterlin, Johnson, Price, Ramirez

Title: Ventures 1 Workbook

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108450539

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, Johnson, Price, Ramire

Title: Ventures 1

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108449557

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 – 1st Read – ESL 10D – Intermediate ESL 2

Course Information

Course Discipline: ESL

Course Division: Fine Arts, Communication and Humanities

Course Number: 10D

Full Course Title: Intermediate ESL 2

Short Title: Intermediate ESL 2

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 High Intermediate English course helps students prepare for advanced English and academic work. You will practice reading longer articles, giving presentations, and writing short essays. Grammar lessons will focus on advanced verb tenses and sentence structure. By the end of the class, you will be able to read and understand detailed information, share your ideas in speaking and writing, and use English more confidently in school or work settings.

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:

90.000

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

Study/Academic Skills (note-taking, research strategies)

Approximate Time In Hours

10.00

Lecture

Outline

Speaking (presentations, debates, interviews)

Approximate Time In Hours

2.00

Lecture

Outline

Writing (essays, workplace documents, reports)

Approximate Time In Hours

20.00

Lecture

Outline

Reading Skills (articles, reports, workplace/academic texts)

Approximate Time In Hours

20.00

Lecture

Outline

Grammar (conditionals, reported speech, passive)

Approximate Time In Hours

20.00

Course Objectives

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

Lecture

Will develop and use independent learning and study strategies.

Lecture

Demonstrate improve advanced grammar and vocabulary with 80% accuracy in real contexts with.

Lecture

Students will be prepared for academic and workplace English tasks.

Student Learning Outcomes

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

1. Students will read and evaluate workplace or academic documents with 80% accuracy.

2. Students will give a 5-minute presentation using visuals.

3. Students will write a 3-paragraph essay with introduction, body, and conclusion.

Methods of Instruction

Demonstration

Discussion

Lecture

Methods of Evaluation

Skills demonstrations

If you selected "Other", please provide details.

Students will be evaluated based on daily homework assignments, performance in class discussions and exercises, writing assignments, and quizzes and exams. This is a sample of a short, 5 minute oral and written conversation quiz between two students. They are instructed to complete the conversation orally with the simple past tense. Then they must write affirmative or negative short answers, and then switch roles in the conversation and repeat. 1. A: Did you finish your homework? B: _____. I finished it before dinner. 2. A: Did they go to the movies? B: _____. They stayed home and watched TV. 3. A: Did I call too late? B: _____. I am usually up at this hour. 4. A: Did we get any mail? B: _____. We got our tickets to King Lear. 5. A: Did the package arrive? B: _____. It just came. 6. A: Did you buy the DVD? B: _____. I plan to buy it next weekend. 7. A: Did she lose her phone? B: _____. She thinks she left it on the bus.

Assignment Examples

Reading Assignments:

Write about an important turning point in your life.

This could be:

Moving to a new country

Changing careers

Starting or ending a relationship

Becoming a parent

Overcoming a challenge

Making a difficult decision

Requirements

Your essay must include:

A clear introduction (What happened? When?)

A detailed body paragraph (What challenges did you face? How did you feel?)

A reflection (What did you learn? How did it change you?)

At least 5 transition words

Correct use of past tenses

Useful Transition Words:

Time & sequence

At first

Eventually

After that

Meanwhile

In the end

Contrast

However

Although

On the other hand

Reflection

As a result

Because of this

Since then

Structure Guide

Paragraph 1 – Introduction

What was the situation?

When did it happen?

Why was it important?

Paragraph 2 – Details

What problems or challenges happened?

How did you feel?

What actions did you take?

Paragraph 3 – Reflection

What did you learn?

How did it change your life?

What advice would you give someone in the same situation?

Writing Assignments:

Sherryl Woods is a best-selling romance and mystery writer. She has written more than 100 books that are available in over 20 countries. Read the interview with Sherryl below and take turns role-playing the interviewer (I) and the author (SW). For this 5-minute conversation, complete the questions with the words in the parentheses using the correct past tense form.

I: (When / you / write) _____ your first book?

SW: In 1980. It came out in 1982.

I: (you / always / want) _____ to be a writer?

SW: No, I didn't. For many years I wanted to be a graphic artist.

I: (be / you) _____ always good at writing?

SW: Well, my first grade teacher wrote "Sherryl is good at everything except making up stories."

I: (you / like) _____ your first grade teacher?

SW: I can't remember.

I: (when / you / start) _____ to write?

SW: After I graduated from college, I became a journalist.

I: (how long / you / work) _____ as a journalist?

SW: I worked for newspapers for 14 years.

I: (why / you / start) _____ writing romance novels?

SW: Romances were new when I started. I read one and said "I can do this, too!"

I: (who / help / you) _____ the most?

SW: My agent did. She was there for me from the beginning.

I: (how / you / feel) _____ when your books became popular?

SW: I felt terrific. I remember the first time I saw someone with my book. I said, "That's my book." The woman looked at me and said "No, it's mine." I said "No, no, no, it's my book. I wrote it."

Course Materials

Author: Bitterlin, Johnson & Savage

Title: Ventures 4 Student Book

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108449588

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: 9781108450621

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

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)	Selene Aguirre	Spring 2026	Spring 2029
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

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