



College Curriculum Committee

Meeting Agenda Package

February 25, 2025

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael Vanoverbeck / Time Keeper: TBD
Date: February 25, 2025 / Time: 2:00 p.m. - 3:30 p.m.
Location: VT-124

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

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

Attendees: Victoria Martinez __; Ahmad Manzoor __; Michael Vanoverbeck __; Mayela Rodriguez __; Stefani Baez __; Susan Johnson __; Armeshia Bryant-Horn __; Shay Brown __; Jose Martinez __; Kendahl Radcliffe __; Nathan Lopez __; Paul Flor __; 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: February 25, 2025.
2. Approval of Minutes: December 10, 2024.
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) Articulation/Transfer Course Review: Update Course Description; SLO Update; DE Addendum
• ART 104 - History of Western Art - 19th Century to Contemporary Times

- b) **Articulation/Transfer Course Review: Update Course Description**
 - ESTU 103- The Chicano in Contemporary United States Society

- c) **Articulation/Transfer Review Course Review: Update Conditions of Enrollment**
 - PE 275 - Sport Psychology

- d) **Articulation/Transfer Course Review- No Proposed Changes**
 - CHEM 104H - Honors Beginning Chemistry

- e) **Standard Course Review- No proposed changes; DE Addendum- EFOMA**
 - PE 113 - Volleyball
 - PE 119 - Intermediate Boxing
 - PE 131 - Intermediate Soccer
 - PE 138 - Circuit Training

5. Action Item(s):

a) **Program Revision**

- English - A.A. Degree for Transfer (AA-T)

b) **New Course – 1st Read**

- ENGL 245 - Asian Pacific American Literature
- HIST 115 - Chicana/o/x History to 1850

6. Discussion Item(s):

- a) TBD

7. Informational Items:

- a) College Curriculum Committee Vacancies: STEM (1).

8. 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).

9. Public Comment(s):

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

College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael VanOverbeck / Time Keeper: Victoria Martinez

Date: December 10, 2024 / Time: 2:00 p.m. - 3:30 p.m.

Location: VT-124

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:

Curriculum Committee Chair (Vote only to break tie):

Charles Hobbs X;

Voting Members:

Victoria Martinez X; Ahmad Manzoor ; Michael VanOverbeck X; Stefani Baez X; Susan Johnson X; Arneshia Bryant-Horn X; Shay Brown X; Jose Martinez X; Kendahl Radcliffe ; Nathan Lopez X; Paul Flor X; David McPatchell ; Noemi Monterosso X; Jesse Mills X; Bradfield Conn X; Lynn Chung X;

Non-Voting Members:

Melain McIntosh X; Sheri Berger X

AGENDA:

Call to order at 2:10pm

10. Approval of Amended Agenda: December 10, 2024.
 - **Michael V. motioned to approve the amended agenda. Stefani B. seconded. Unanimously approved.**

11. Approval of Minutes: November 26, 2024.
 - **Victoria M. motioned to approve the minutes. Noemi M. seconded. Unanimously approved.**

12. Reports and Follow-up Questions From Attendees:
 - **Michael V. motioned to open Reports 3a-e. Noemi M. seconded.**
 - f) Vice President, Academic Affairs
 - o CurricUNET update
 - g) Curriculum Analyst
 - h) Articulation Officer

- We are submitting Cal-GETC requests due this Friday, December 13.
- The UCOP notes that any change to the COR is a substantial change, therefore all 6 CCN Phase I courses must be reviewed.
- If you will be submitting new courses, please launch as soon as Spring 2025 begins in time for April Board of Trustees Meeting.
- i) Distance Education Faculty Coordinator
- j) SLO Coordinator
 - Reminder to do SLOs
 - SLOs will now be looking at individual data for success rates.
 - SAOs working on getting a similar process
- **Noemi M. Motioned to close reports 3a-e. Shay B. Seconded.**

13. Consent Agenda Item(s):

- **Michael V. motioned to approve consent agenda items 4a and 4b. Stefani B. Seconded. Unanimously approved.**

f) *Course Review; Articulation/Transfer Review*
CHEM 104 – Beginning Chemistry

g) *Course Review: CTE Two-Year Course Review – No proposed Changes*
COSM 110 - Intermediate Cosmetology
COSM 112 - Advanced Cosmetology
COSM 118 - Preparation for the State Board of Barbering and Cosmetology Practical Exam
COSM 125 - Cosmetology Applications
COSM 126 - Cosmetology Applications and Theory

14. Action Item(s):

- **Michael V. motioned to open action item 5a. Victoria M. Seconded.**
 - a) *New Course – 1st Read*
HIST 115 – Chicana/o/x History to 1850
- **Noemi M. motioned to close action item 5a. Susan J. seconded.**

15. Discussion Item(s):

b) TBD

16. Informational Items:

- **Michael V. Motioned to open informational item 7a. Shay B. seconded.**
- b) *College Curriculum Committee Vacancies: STEM (1).*
- **Michael V. motioned to close informational item 7a. Shay B. seconded.**

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

- **Susan J. motioned to open 8a. Stefani B. seconded.**

- b) CCC representatives may provide a comment or future agenda item recommendation(s).
 - Future agenda item to discuss approval of new courses during first read.

- **Noemi M. motioned to close 8a. Shay B. seconded.**

18. Public Comment(s):

- **Stefani B. motioned to open the floor to public comment. Jesse M. seconded.**

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

- Request to include items from GE workgroup as next agenda item in Spring.

- **Jesse M. motioned to close the floor for public comment. Noemi M. seconded.**

Meeting ended at 2:47pm



Articulation/Transfer Course Review; Update Course Description; SLO Update; DE Addendum:
ART 104 – History of Western Art – 19th Century to Contemporary Times

Course Information

Course Discipline: ART

Course Division: Fine Arts, Communication and Humanities

Course Number: 104

Full Course Title: History of Western Art - 19th Century to Contemporary Times

Short Title: Hist West Art 19 Cent-Contemp

TOP Code: 100200 - Art

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 2014

Board of Trustees Approval Date:

2016-07-18

Course Description

This course is a survey of the history, development, and evolution of painting, sculpture, architecture, photography, and related art forms of Western Europe and the United States from the mid-nineteenth century to the early-twenty first century. Artworks, art movements, and art styles are studied in relation to relevant social, political, philosophical, and technological factors, and the accelerating changes that

characterize the modern era. Students will see how the aesthetic of newness, originality, anti-academicism, and radical formal invention characteristic of avant-garde modernism was rooted in the deep-seated societal changes and values that defined modernity. Students will be introduced to fundamental methods of analysis that will assist them in understanding art and aesthetic human activities.

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

Introduction general art history terminology art and context: how social, political, and technological factors influence the production and style of art methods of analysis survey of European art prior to the French Revolution

Approximate Time In Hours

3.00

Lecture

Outline

Realism French Realism Industrial Revolution social changes invention of photography philosophies of Positivism, Socialism, Marxism, and Anarchism

Approximate Time In Hours

6.00

Lecture

Outline

Neoclassicism government patronage and the Academy The Age of Enlightenment and the Age of Reason Effects of the French Revolution on art Neoclassicism in America Romanticism Causal factors Political, philosophical, literary, and musical developments France Spain Comparisons between French and Spanish Romanticism Nature and Culture America The concepts of Manifest Destiny and the Noble Savage

Approximate Time In Hours

4.50

Lecture

Outline

French Impressionism Transformation from Realism to Impressionism The influence of science and photography The opening of Japan and the influence of Japanese imports (Japonisme)

Approximate Time In Hours

3.00

Lecture

Outline

The "Other" in 19th Century American Art Representations of racial difference and stereotypes Non-white artists practicing in the European tradition Indigenous, folk and hybrid practices

Approximate Time In Hours

1.50

Lecture

Outline

Postimpressionism Rational/Scientific approaches Expressionistic approach The influence of African, Oceanic, and other colonial encounters (Primitivism)

Approximate Time In Hours

6.00

Lecture

Outline

Proto-Expressionism Symbolism Art Nouveau Fauvism

Approximate Time In Hours

1.50

Lecture

Outline

German Expressionism Precursors: Munch and Ensor Die Brucke and the Blaue Reiter Vienna Secession

Approximate Time In Hours

3.00

Lecture

Outline

Architecture at the Turn of the 20th Century the Chicago School the Bauhaus

Approximate Time In Hours

1.50

Lecture

Outline

Cubism and Abstraction Analytic Cubism Synthetic Cubism Abstraction and its connection to science and the machine age the influence of primitive art Russian and Dutch Schools of Non-Objective Art

Approximate Time In Hours

6.00

Lecture

Outline

Post World War I Social conditions, philosophy, Freudian psychology Dadaism Surrealism

Approximate Time In Hours

3.00

Lecture

Outline

Art in America art and Revolution in Latin America American Regionalism the Harlem Renaissance

Approximate Time In Hours

3.00

Lecture

Outline

Post World War II Abstract Expressionism Pop Art Op Art Minimal Art Performance, Video and Conceptual Art Earth Art

Approximate Time In Hours

4.50

Lecture

Outline

Postmodernism Digital technology and globalization

Approximate Time In Hours

4.50

Lecture

Outline

Social justice, reactions to colonialism, trans-national artists and border crossing

Approximate Time In Hours

3.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - 3 – Humanities
2. **CSU GE:**
 - C1 - Arts
3. **IGETC GE:**
 - 3A - Arts
4. **UC TCA:**

- UC-H Arts and Humanities

Course Objectives

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

Lecture

Identify major art works of each period by visual recognition.

Lecture

Analyze and discuss the major artists and art works in relation to relevant social, philosophical, political, and technological factors.

Lecture

Identify elements of style that characterize a work as a product of a specific artist and/or period, movement, or school.

Lecture

Demonstrate the proper usage of art terminology.

Lecture

Analyze and evaluate styles, goals, and innovations of artists of the 19th, 20th, and 21st centuries according to the standards and values of their respective eras.

Lecture

Compare artists of different periods by examining their motivations and styles in relation to socio-political contexts.

Lecture

Access Internet web site material for research purposes relevant to the art of the 19th, 20th, and 21st centuries.

Lecture

Interpret artworks as cultural constructs of race, class, and gender through various methods of analysis.

Student Learning Outcomes

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

1. Students will be able to demonstrate the ability to comprehend and critique early 19th century to contemporary art works in terms of form, medium, and style.
2. Students will be able to demonstrate analysis of content through the historical, geographical and chronological context of 19th century to contemporary art.
3. Students will demonstrate the ability to effectively communicate ideas about 19th century to contemporary art verbally or by written methods.

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.

Substantial Writing Assignments: Essay exams Research papers

Typical Assignments

Some assignments require critical thinking:

In a typed three- to five-page essay discuss the attributes of modernism as they manifest in three different styles or movements with three different artists of your choosing.

In a three-page essay, discuss the impact of a specific social movement (that we study this semester on the art of a specific period or artist (of your choice). in terms of both style and content.

Reading Assignments:

Read an artist's manifesto or other artist-written essay about art and write a 1-page response to what you read. You may also create an artwork in response to the writing if that is more appropriate to that specific piece of writing.

Writing Assignments:

Topic: Post-Impressionism.

For our discussion, please select a work of art from the readings or online material, 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 artwork, 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 100-200 words in length, reflecting on the prompt above.
- Reply to at least two classmates' posts. Your response to your classmate's discussion should be around 50 words (each) and add to the discussion (i.e. reflecting on their response, asking questions, etc.).

Other Assignments:

In a typed three- to five-page essay, analyze the art of Edgar Degas, noting his innovations and stylistic changes in comparison with the art of earlier artists. Comment on how these changes may have been influenced by photography and Japonisme.

Course Materials

Author: Edward Lucie-Smith

Title: Movements in Art Since 1945

Edition: 4

Publisher: Thames & Hudson

ISBN-13: 978-0500204535

Year: 2020

Or Equivalent: No

Author: Fred S. Kleiner

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

Edition: 16

Publisher: Cengage

ISBN-13: 9780357370438

Year: 2021

Or Equivalent: No

Author: H.H. Arnason and Elizabeth C. Mansfield

Title: History of Modern Art

Edition: 7th

Publisher: Pearson

ISBN-13: 9780205259472

Year: 2013

Rationale for older textbook:

Classic in the field.

Or Equivalent: No

Other:

Reframing Art History Smarthistory <https://smarthistory.org/reframing-art-history/> 2023 with ongoing updates and additions

Minimum Qualification

1. Art History



Articulation/Transfer Course Review; Update Course Description:
ESTU 103 – The Chicano in Contemporary United States Society

Course Information

Course Discipline: ESTU

Course Division: Social Sciences

Course Number: 103

Full Course Title: The Chicano in Contemporary United States Society

Short Title: The Chicano in Contmpry U.S.

TOP Code: 220300 - Ethnic Studies

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:

2021-01-19

Course Description

This course explores the diversity of Chicano life in the United States, and the effects of American values on Mexican American identity. Students will examine American political, economic, social, cultural and educational influences on Chicano communities, focusing on self-determination, social justice, and the impact of social movements.

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 and Framework of AnalysisA. Theoretical Models1. Cultural Nationalism2. Cultural Pluralism3. Accommodation-Assimilation-Melting Pot Theory4. Radical: Third Worldism, Socialist, Internationalist5. Post ColonialismB. Historical Overview: From the Chicano Movement to the Present

Approximate Time In Hours

6.00

Lecture

Outline

Group Typologies: Diversity of Behavioral TypesA. Race and Self-Identity IssuesB. Self-Identity LabelsC. StereotypesD. Alienation and Negative Self-Images: "Marginal Man" Concept

Approximate Time In Hours

6.00

Lecture

Outline

Cultural and Intellectual Influences on the Chicano and Chicana World ViewsA. Hispano-Mexicanism: ThesisB. Americanism: AntithesisC. Chicanismo: SynthesisD. Post Colonialism

Approximate Time In Hours

3.00

Lecture

Outline

Role of Religion as a Cultural Factor in Contemporary Chicano SocietyA. Historical FoundationsB. Roman Catholicism1. Thee Dimensional World View2. Attitudes Towards Life and DeathC. Influence of American Way of Life 1. Secular Humanism2. Individualism, Materialism, One World View

Approximate Time In Hours

6.00

Lecture

Outline

The Role of The Family in SocializationA. Mexican Influences: Indigenous and SpanishB. American InfluencesC. Chicano Structure TodayD. Role Playing and SocializationE. Marriage Patterns, Childrearing and the Role of the Extended FamilyF. Gender Views and Cultural Influences

Approximate Time In Hours

6.00

Lecture

Outline

MachismoA. Myths and Misconceptions : Mexican, Chicano, Chicana, and American PerceptionsB. Positive Versus Negative MachismoC. Relativity and Degrees of MachismoD. Contemporary Images of Machismo by American, Mexican and Chicano and Chicanas

Approximate Time In Hours

3.00

Lecture

Outline

FeminismA. Categories of Feminism 1. Barrio Feminist Focus: Collectivistic2. Non-Barrio Feminism: IndividualisticB. Brown Feminist Thought in the Academy

Approximate Time In Hours

3.00

Lecture

Outline

Education and the Chicano ExperienceA. Philosophy of the American Educational SystemB. Socialization Role of Public Schools Versus Parochial SchoolsC. Consequences of De-Mexicanization Process in EducationD. Educational Issues1. Drop-Out Rates2. Marginalization of Adolescents3. Social Deviancy: Gang Behavior4. Bilingual-Bicultural Education Debate

Approximate Time In Hours

6.00

Lecture

Outline

Higher EducationA. Mission of Ethnic StudiesB. Philosophy for Chicano Studies: Plan De Santa BarbaraC. Professional Chicanos and Chicanas in the Academy

Approximate Time In Hours

3.00

Lecture

Outline

PoliticsA. Theoretical Models of AnalysisB. Historical Legacy of Political PowerlessnessC. Influence of Chicano Movement on Political Empowerment1. La Raza Unida Party2. Southwestern Voter Registration Project3. Emergence of Political Leaders4. Community and Church-Based Politics

Approximate Time In Hours

6.00

Lecture

Outline

Community and Group RelationsA. Interactions with Majority Society1. Police2. City and County Agencies3. State and Federal GovernmentB. Relations with Immigrants and Other Minorities in the United StatesC. Health Issues

Approximate Time In Hours

3.00

Lecture

Outline

EconomicsA. The Chicano Working ClassB. Barrio Economic LifeC. The Mexican American Middle Class

Approximate Time In Hours

3.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - 2C – Social and Behavioral Sciences – General
 - 2 – Social and Behavioral Sciences
2. **CSU GE:**
 - D3 - Ethnic Studies
 - D - Social Sciences
3. **IGETC GE:**
 - 4C - Ethnic Studies
 - 4 - Social and Behavioral Sciences
4. **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 and describe the theoretical frameworks used to interpret and analyze Chicano experiences, emphasizing the impact of historical forces such as colonization, racialization, and systemic dehumanization in the United States.

Lecture

Critically evaluate the cultural and racial labels applied to and used among Chicanos and Chicanas, linking these to broader concepts of race, ethnicity, self-determination, and identity as influenced by intersecting social factors as a means of self-empowerment.

Lecture

Analyze the intellectual traditions shaping Chicano and Mexican American identity including the influence of colonization, self-affirmation, and community-based resistance in pursuit of self-determination.

Lecture

Evaluate the "Borderlands" concept – both real and figurative - as it relates to the contemporary Mexican American experiences of migration, diaspora, and cultural hybridity.

Lecture

Analyze how the "American Mainstream" affects Chicano family structures and religious values considering the pressures of assimilation, racialization, and the preservation of cultural sovereignty.

Lecture

Discuss the evolving characteristics of Mexican American families, focusing on intersections of race, gender, and immigration status on family dynamics, kinship, and extended family ties as resistance to systemic marginalization.

Lecture

Examine Chicana Feminism in the United States emphasizing historical, intellectual and cultural influences while addressing intersections of race, gender, and class as they shape this feminist perspective.

Lecture

Analyze the development and significance of Joteria and Queer Studies within Chicano Studies, focusing on how these movements challenge hierarchies of race, gender, and sexuality and foster identity affirmation, resilience, and social justice.

Lecture

Critique perceptions of machismo within Chicano communities, considering its racialized and gendered dimensions and the influences of Eurocentrism and cultural resilience.

Lecture

Analyze the historical role of the American educational system in the forced de-Mexicanization of Chicano Studies, considering its lasting impacts on cultural identity and resistance.

Lecture

Examine the social factors that contribute to gang behavior among Mexican American adolescents, analyzing how these issues intersect with systemic inequality and affect family and community life in the barrios.

Lecture

Discuss the role of Ethnic Studies programs as a path to academic success and cultural empowerment for Chicano students, recognizing the field's origins in social justice movement and its contributions to concepts of identity and community affirmation.

Lecture

Evaluate the political empowerment of Chicanos since the 1970s, including the influence of the Chicano Civil Rights Movement, labor rights movement, and legislative changes on the local, state, and national levels.

Lecture

Analyze Chicano relations with immigrants and other communities of color, emphasizing shared economic and political issues, as well as challenges and solidarity in fighting systemic inequalities.

Lecture

Assess how economic disparities affect education and health outcomes for Chicanos, situating these issues within broader critiques of systemic oppression, labor exploitation, and socioeconomic inequality.

Student Learning Outcomes

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

1. Describe and analyze the development of the discipline of Chicano Studies.
2. Describe and analyze the historical, political, social and cultural turning points in the experiences of Chicanos and Chicanas in the United States both past and present with an emphasis on self-determination and social justice.
3. Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status, and ability as it relates to hierarchy, oppression, and/or empowerment as it relates to Chicanos and Chicanas in the United States.

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

Typical Assignments

Some assignments require critical thinking:

In a five-page paper, evaluate the impact of the Chicano Civil Rights Movement, ethnic studies programs, and political activism on the empowerment of Mexican American communities from the 1970s to today. Discuss how these movements have contributed to the development of Chicano Studies and the ongoing fight for social justice. In what ways do these efforts address challenges of racialization, assimilation, and economic disparity within the Chicano community?

In a five-page paper, discuss the historical and cultural roots of Chicana feminism and analyze its impact on the Chicano community's understanding of gender, race, and identity. How has Chicana feminism addressed issues unique to Chicanas, such as cultural expectations, family roles, and intersectional challenges within both the Chicano movement and the broader feminist movements? In what ways has Chicana feminism influenced concepts of self-determination and empowerment for Chicanas in the United States?

Writing Assignments:

In a three to five page paper, examine how Chicano communities have demonstrated resistance and resilience in response to systemic challenges such as racial discrimination, economic inequality, and cultural assimilation. Consider examples from social movements, family dynamics, educational advocacy, and cultural practices. How do these acts of resistance help maintain cultural identity and strengthen community bonds? Discuss how resilience within Chicano communities contributes to a legacy of self-determination and empowerment.

Research how the intersections of race, gender, and cultural identity shape the experiences of Chicanas and Chicanos in the United States. Focus on a specific aspect, such as Chicana feminism, the concept of machismo, or the development of Jotería (queer Chicano/a) studies. Analyze how these intersecting identities influence perceptions of self, community roles, and resistance to societal expectations. Consider how these identities contribute to both challenges and empowerment within Chicano/a communities, and reflect on the broader implications for social justice and cultural resilience.

Other Assignments:

Student Project

Students will develop an e-zine in which they research or collaborate with local community organizations, schools, or community centers to explain how community service facilitates anti-racist and anti-colonial education within Chicano communities. The project's goal is to raise awareness about historical and ongoing issues of racial and colonial oppression as experienced by people of color, and to highlight community-led practices, movements, and solutions that advocate for equity, cultural resilience, and self-determination.

Course Materials

Author: Arturo Amaro-Aguilar, Matt Espinoza Watson

Title: Introduction to Mexican American Studies: Story of Aztlan and La Raza: A Chicano-Chicana Perspective

Edition: 3rd

Publisher: Kendall-Hunt

ISBN-13: 978-1524903626

Year: 2016

Rationale for older textbook:

Discipline standard.

Or Equivalent: No

Author: Amber Rose González, Mario Alberto Viveros Espinoza-Kulick, Melissa Moreno, Lucha Arévalo, Eddy Francisco Alvarez Jr.

Title: New Directions in Chicanx and Latinx Studies.

Publisher: LibreTexts
Year: 2023
Or Equivalent: No
Author: Mario T Garica and Ellen McCracken
Title: Rewriting the Chicano Movement: New Histories of Mexican American Activism in the Civil Rights Era
Publisher: University of Arizona Press
Year: 2021
Or Equivalent: No
Author: Chon A. Noriega, Eric Avila, Karen Mary Davalos, Chela Sandoval, Rafael Pérez-Torres and Charlene Villaseñor Black
Title: The Chicano Studies Reader: an anthology of Aztlan, 1970-2019
Edition: 4th
Publisher: UCLA Chicano Studies Research Center Press
Year: 2020
Or Equivalent: No
Author: Alma M. Garcia (ed)
Title: Chicana Feminist Thought: The basic historical writings
Publisher: Routledge
Year: 1997
Rationale for older textbook:
Discipline standard.
Or Equivalent: No
Author: Juan Gómez-Quiñones and Irene Vásquez Eds.
Title: Making Aztlán: Ideology, and Culture of the Chicana and Chicano Movement, 1966-1977
Publisher: University of New Mexico Press
Year: 2014
Rationale for older textbook:
Discipline standard.
Or Equivalent: No
Author: Oscar J. Martinez
Title: Mexican-Origin People in the United States: A Topical History
Publisher: University of Arizona Press
Year: 2001
Rationale for older textbook:
Discipline standard.
Or Equivalent: No
Author: Richard Delgado and Jean Stefancic
Title: Critical Race Theory: an introduction
Edition: 3rd
Publisher: NYU Press
Year: 2017
Rationale for older textbook:
Discipline standard.
Or Equivalent: No
Author: Juan Gomez-Quiñones and Irene Vasquez

Title: Making Aztlán: Ideology and Culture of the Chicana and Chicano Movement, 1966-1977
Publisher: University of New Mexico Press
Year: 2014
Rationale for older textbook:
Discipline standard.
Or Equivalent: No
Author: Arturo J. Aldama and Fredrick Luis Aldama
Title: Decolonizing Latinx Masculinities
Publisher: University of Arizona Press
Year: 2020
Or Equivalent: No
Author: Enrique C. Orozco
Title: The Chicano Labyrinth of Solitude: A Study in the Making of the Chicano Mind and Character
Edition: 2nd
Publisher: Kendall Hunt Publishing Company
Year: 2013
Or Equivalent: No
Author: Ignacio M. Garcia
Title: Chicanismo: The Forging of a Militant Ethos Among Mexican Americans
Publisher: University of Arizona Press
Year: 2011
Or Equivalent: No
Author: Luis Alvarez
Title: Chicana Utopias: Pop Culture and the Politics of the Possible
Publisher: University of Texas Press
Year: 2022
Or Equivalent: No

Minimum Qualification

1. Ethnic Studies
Condition

2. History
Condition



Articulation/Transfer Course Review; Update Conditions of Enrollment: PE 275: Sport Psychology

Course Information

Course Discipline: PE

Course Division: Health and Public Services

Course Number: 275

Full Course Title: Sport Psychology

Short Title: Sport Psychology

TOP Code: 127000 - Kinesiology

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 2023

Board of Trustees Approval Date:

2020-06-16

Course Description

This course is a scientific study of the psychological factors associated with participation and performance in sport activities. Emphasis will be placed on how psychological principles and research can be used to understand and enhance sport performance. Topics will include historical and theoretical perspectives of sport psychology, research methods, and the relationship between sport performance and various personality, motivational, and social psychological variables. Gender and age issues, as well as the effects and management of unhealthy behaviors, will be discussed.

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 sport psychology Definitions of sport psychology and related terms Historical perspectives on sport psychology Psychological theoretical perspectives of sport psychology Research methods in sport psychology

Approximate Time In Hours

6.00

Lecture

Outline

Personality and sport A. Understanding personality from psychological theoretical perspectives 1. Freud's psychodynamic/psychoanalytic theory 2. Other psychodynamic theories 3. Behavioral theories 4. Cognitive theories B. The relationship between personality characteristics and sport performance

Approximate Time In Hours

9.00

Lecture

Outline

Motivation, emotion, and sport A. Motivation 1. Psychological perspectives on motivation 2. Applying motivational principles to understand and enhance sport performance B. Emotion 1. Psychological perspectives on emotion 2. Anxiety and related emotional states a. The psychobiology of anxiety, attention, arousal, and stress b. Connecting anxiety, attention, arousal, and stress to sport performance 3. Applying knowledge of emotion to enhance sport performance

Approximate Time In Hours

9.00

Lecture

Outline

The behavioral/learning perspective and sport A. Learning theories 1. Classical conditioning 2. Operant conditioning 3. Social learning theories B. Applying the principles of learning to understand and enhance sport performance 1. Reinforcement and punishment 2. Observational learning 3. Other principles

Approximate Time In Hours

6.00

Lecture

Outline

The social psychology of sport A. The impact of collectivistic versus individualistic cultural orientations on individual and team sport performance B. The "self" 1. Understanding self-concept, self-esteem, and related concepts 2. Applying knowledge of the "self" to enhance sport performance C. Social and group influence in sport 1. Psychological perspectives on social and group influences a. The social psychology of spectators b. The social psychology of athletic teams 2. Applying social psychological perspectives to understand and enhance team sport performance D. Aggression 1. Understanding aggression a. Psychological theoretical perspectives b. Morality and aggression 2. The consequences of aggression in sport 3. Reducing aggression in sport

Approximate Time In Hours

9.00

Lecture

Outline

Other applications of sport psychology principles and research Enhancing coaching Developing effective training strategies Managing weight problems

Approximate Time In Hours

6.00

Lecture

Outline

Special topics in sport psychology A. Gender issues in sport B. Psychological aspects of youth sport C. Gerontology and the aging athlete D. Competitive sport and the physically challenged athlete E. Burnout F. Athletic injuries and psychology G. Addictive and unhealthy behaviors

Approximate Time In Hours

6.00

Lecture

Outline

Careers in sport psychology A. Educational preparation B. Opportunities

Approximate Time In Hours

3.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - 5 – Health and Physical Education
2. **CSU GE:**
 - E - Lifelong Learning and Self-Development

Course Objectives

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

Lecture

Examine and discuss historical and psychological perspectives of sport psychology.

Lecture

Analyze and describe research methods used in sport psychology.

Lecture

Compare and contrast psychological perspectives of personality and illustrate how personality concepts can be applied to understanding and enhancing sport performance.

Lecture

Examine the ways in which concepts and principles of motivation can be used to enhance sport performance.

Lecture

Compare and contrast psychological perspectives on emotional states and how they relate to sport performance.

Lecture

Describe the psychobiology of anxiety and related emotional states and assess how knowledge of these states can be used to enhance sport performance.

Lecture

Compare and contrast various learning theories and determine how the principles of these theories can be employed to enhance sport performance.

Lecture

Analyze social psychological topics that are related to sport psychology such as cultural perspectives, the "self", social and group influences, and aggression.

Lecture

Compare and contrast basic social psychological principles and concepts relative to individual and team sport performance.

Lecture

Apply the principles, concepts, and research of sport psychology to formulate plans to enhance coaching, develop effective training strategies, and manage weight problems.

Lecture

Assess and discuss issues relevant to sport psychology such as gender, age, disability, burnout, injuries, and addictions.

Lecture

Compare the educational requirements of various professions within the field of sport psychology and identify career opportunities.

Student Learning Outcomes

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

1. SLO#1 Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to sports psychology.
2. SLO#2 Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with sports psychology.
3. SLO#3 Students will be able to demonstrate the ability to articulate positions orally and in writing.

Methods of Instruction

Discussion

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Typical Assignments

Some assignments require critical thinking:

In a 2-3 page paper, each student will conduct a review of research relating to a particular mental skill or topic discussed in class.

Complete three 1-2 page written assignment on aggression, social reinforcement and physical relaxation and answer a series of questions examining those topics.

Writing Assignments:

In a 2-3 page paper, compare and contrast the concepts of "hostile" and "instrumental" aggression in competitive sports. Determine the methods athletes could employ to reduce their tendencies to engage in hostile aggression and increase the use of effective and instrumental forms of aggression competition.

Other Assignments:

After interviewing a coach or exercise leader, write a 2-3 page paper discussing their methods and rationale for developing mental skills used during performance.

Select and research a current issue in competitive sports involving special populations of athletes, such as the physically challenged athlete, the older athlete, or the female athlete. Then write a 4-5 page paper outlining the challenges these individuals face. Include recommendations and strategies that will allow these individuals to overcome the obstacles.

Course Materials

Author: Weinberg & Gould

Title: Foundations of Sport and Exercise Psychology

Edition: 8th

Publisher: Human Kinetics

Year: 2023

Or Equivalent: No

Author: August Hoffman

Title: Understanding Sport Psychology and Human Behavior

Publisher: Pearson Custom

Year: 2005

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Minimum Qualification

1. Physical Education

Condition

2. Psychology

Condition



Articulation/Transfer Course Review; No Proposed Changes:
CHEM 104H – Honors Beginning Chemistry

Course Information

Course Discipline: CHEM

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

Course Number: 104H

Full Course Title: Honors Beginning Chemistry

Short Title: Honors Beginning Chemistry

TOP Code: 190500 - Chemistry, 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 2022

Board of Trustees Approval Date:

2021-06-15

Course Description

This honors course, intended for students in the Honors Transfer Program, introduces the principles of chemistry, modern concepts of atomic structure and periodicity as a basis for understanding bonding, chemical formulas, chemical equations and chemical reactions, states of matter, important elements and their compounds, solutions, acid-base theories and reactions, net ionic equations, oxidation-reduction, kinetics, and chemical equilibrium, chemical nomenclature, and calculations. Historical and current chemical concepts will be investigated in a required research paper. In the laboratory, emphasis is on

observations, measurements, and elementary quantitative experiments with an introduction to qualitative analysis.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

108.000

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:

108.000

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:

2.000

Min/Max Units:

5.000

Total Hours:

162.000

Grading Method:

Letter grade only

Course Requirements

Other

Non Course Requirements

Prerequisite: Completion of intermediate algebra or equivalent.

Course Content

Lecture

Outline

Matter and Energy a) The Scientific Method b) Physical and Chemical Properties c) Physical and Chemical Changes d) Elements, Compounds, and Mixtures e) Laws of Conservation of Mass and Energy

Approximate Time In Hours

3.00

Lecture

Outline

Measurements a) The Metric System of Units for Length, Mass and Volume b) Units of Temperature b) Dimensional Analysis and Conversion Factors c) Significant figures in measurements and calculations.

Approximate Time In Hours

3.00

Lecture

Outline

Atomic Structure and Periodicity a) Historical Development of the Atom: Dalton to Rutherford b) Quantum Mechanical Model and Quantum Numbers n, l, m, s c) Orbitals, Orbital Energy Diagrams, and Electron Configurations d) Periodicity

Approximate Time In Hours

3.00

Lecture

Outline

Chemical Bonding a) Ionic Bonds b) Covalent Bonds c) Lewis Structures d) Geometry of molecules e) Polarity of Molecules

Approximate Time In Hours

6.00

Lecture

Outline

Inorganic Nomenclature a) Binary Compounds b) Salts c) Acids and Bases

Approximate Time In Hours

3.00

Lecture

Outline

Chemical Formula Concepts a) Mole Concept b) Molar Mass c) Percent Composition d) Determination of Empirical and Molecular Formulas

Approximate Time In Hours

4.00

Lecture

Outline

Chemical Reactions, Equations, and Stoichiometry a) States of Matter b) Balancing Equations c) Classification of Reactions (Combination, Decomposition, Complete Oxidation, Single Replacement and Double Replacement) d) Stoichiometry, Percent Yield, and Limiting Reactant e) Thermochemical Equations

Approximate Time In Hours

6.00

Lecture

Outline

Gases a) Gas Laws: Boyle, Charles, Avogadro, Combined, Ideal b) Kinetic Molecular Theory c) Dalton's Law of Partial Pressures d) Gas Stoichiometry

Approximate Time In Hours

3.00

Lecture

Outline

Liquids and Solids a) Properties b) Intermolecular Forces c) Dynamic Equilibrium d) Types of Crystalline Solids e) Energy and Phase Changes

Approximate Time In Hours

3.00

Lecture

Outline

Solutions a) Characteristics b) Solution Concentrations (Molarity, Molality, Weight Percent) c) Factors Influencing Solubility d) Solution Stoichiometry e) Colligative Properties Including Molar Mass Determinations

Approximate Time In Hours

4.00

Lecture

Outline

Net Ionic Equations a) Strong, Weak and Non-Electrolytes b) Prediction of Products c) Writing Net Ionic Equations

Approximate Time In Hours

3.00

Lecture

Outline

Acid-Base Theory and Reactions a) Properties b) Acid-Base Theories (Arrhenius, Bronsted-Lowry, Lewis) c) Bronsted-Lowry Reactions d) Lewis Acid and Bases e) pH and pOH

Approximate Time In Hours

5.00

Lecture

Outline

Oxidation and Reduction Reactions a) Oxidation Numbers b) Relative Strengths of Oxidizing and Reducing Agents c) Balancing Redox Reactions d) Electrochemical Cells

Approximate Time In Hours

3.00

Lecture

Outline

Chemical Equilibrium and Kinetics a) Introduction to Kinetics i) Factors that Affect the Speed of a Reaction c) Introduction to Equilibrium i) Le Chatelier's Principle ii) Equilibrium Constant Expressions

Approximate Time In Hours

3.00

Lecture

Outline

Nuclear Chemistry a) Alpha and Beta Particles b) Applications of Nuclear Chemistry

Approximate Time In Hours

2.00

Lab

Outline

Students will receive instruction in laboratory procedures, safety, and first aid for chemical burns; included but not limited to properly wear safety goggles and other personal protective equipment. Laboratory Experiments and Exercises (Select 13 or more Experiments/Exercises Including all Starred Ones) a) *Laboratory Safety (Labster simulation and/or safety presentation) b) The Laboratory Burner c) *Measurement and the Metric System d) *Observations of Reactions in Aqueous Solutions e) Rates of Chemical Reactions f) *Percent Water in an Unknown Hydrate g) *Common Chemical Reactions h) Charles Law i) *Determination of the Universal Gas Constant, R j) *Acid-Base Titrations (1 or 2 lab periods) k) *Conductivity (demonstration) l) *Qualitative Analysis (2 lab periods) m) Oxidation-Reduction Reactions (demonstration) n) Solution Concentration and Properties o) Nomenclature p) *Lewis Structures and Molecular Models q) NIE exercise

Approximate Time In Hours

108.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - o 1 – Natural Sciences
2. **CSU GE:**
 - o B1 - Physical Sciences
 - o B3 - Laboratory Activity
3. **IGETC GE:**
 - o 5A - Physical Science with Lab
 - o 5A - Physical Science
 - o 5C - Lab
4. **UC TCA:**
 - o UC-S Physical and Biological Sciences

Course Objectives

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

Lecture

Utilize the language of chemistry, including vocabulary, symbols, formulas, and equations.

Lab

Compare and contrast physical properties, physical changes, chemical properties and chemical changes.

Lecture

Analyze and solve quantitative problems, including stoichiometry, percent yield, energy and change of temperature, gas laws, the ideal gas equation, Dalton's law of partial pressures, percent abundance of isotopes, density, solution concentration, and colligative properties.

Lecture

Compare and contrast ionic and covalent compounds. Evaluate bonding based on the chemical formula, and then correlate compound properties with the structure and types of bonding present.

Lecture

Given one or the other, generate names or formulas for elements, ions, and compounds.

Lab

Differentiate between five reactions types: combination, decomposition, single replacement, double replacement, and complete oxidation. Given a set of reactants, diagnose the reaction type and predict the products.

Lecture

Solve problems and express answers in scientific and decimal notation with correct units and significant figures. Use logarithms to convert among pH, pOH, $[H^+]$, and $[OH^-]$.

Lecture

Correlate spontaneity of oxidation-reduction reactions with standard reduction potentials of reactants.

Lecture

Predict the direction of equilibrium shift in equilibrium processes, given a change in concentration, temperature, or volume of substances involved.

Lab

Demonstrate basic laboratory skills, including properly follow all safety rules, making, recording, and evaluating observations of chemical systems.

Lab

Evaluate volumetric laboratory glassware for the correct significant place to be read and record volumes correctly. Evaluate quantitative experimental data, and infer the presence or absence of specific ions in an unknown mixture.

Student Learning Outcomes

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

1. on a written exercise, given the names of chemical compounds, write the correct reactant formulas, states of matter (when required), identify reaction type, predict the product formulas and balance the chemical equation.
2. create (via molecular models or drawings) accurate representations of compounds. The representations will contain appropriate bonds, lone pairs, and geometry.
3. adhere to safety protocol in the laboratory regarding eye protection. Students will follow the proper procedure regarding wearing goggles in the laboratory, and keeping them on to protect their eyes.

Methods of Instruction

Laboratory

In laboratory, students will be able to react chemicals and be able to predict products.

Lecture

In lecture, students are introduced to oxidation reduction reactions and can balance half reactions.

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Explain from the particulate point of view (kinetic molecular theory) why the pressure of a fixed amount of gas at constant temperature decreases when the volume increases in a 300 to 500 word essay.

Write a three to five page research paper with a minimum of five sources on the element of your choice. One source must be the Chemical Rubber Company (CRC) Handbook of Chemistry and Physics. Discuss the element's discovery, historical and economic importance, common uses, chemical and physical properties, as well as environmental and/or biological significance.

Writing Assignments:

This assignment is a research paper on chemical compounds found in common household materials.

Other Assignments:

Solder is an alloy of lead and tin. Nitric acid is used to treat 4.77 g of solder, causing the tin to react: $\text{Sn}(s) + 4 \text{HNO}_3(aq) \rightarrow \text{SnO}_2(s) + 4 \text{NO}_2(g) + 2 \text{H}_2\text{O}(l)$. The NO_2 gas produced has a volume of 1.94 L at 691 torr and 19°C . Calculate the grams of tin that reacted.

Course Materials

Author: LibreTexts

Title: Introductory Chemistry

Publisher: LibreTexts

ISBN-13: https://chem.libretexts.org/Bookshelves/Introductory_Chemistry/Introductory_Chemistry

Year: 2024

Or Equivalent: No

Author: Khodaghlian, Coti, Valenzuela

Title: Chem 104 Supplement and Laboratory Manual

Publisher: Bookstore

Year: 2025

Or Equivalent: No

Author: Cracolice and Peters

Title: Introductory Chemistry

Edition: 7th

Publisher: Cengage

Year: 2021

Or Equivalent: No

Other:

scientific calculator, safety goggles

Minimum Qualification

1. Chemistry

Condition



Standard Course Review; No Proposed Changes; DE addendum -
EFOMA: PE 113 – Volleyball

Course Information

Course Information

Course Discipline: PE

Course Division: Health and Public Services

Course Number: 113

Full Course Title: Volleyball

Short Title: Volleyball

TOP Code: 083500 - Physical Education

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 2013

Board of Trustees Approval Date:

2019-08-20

Course Description

This course provides instruction and practice in the skills of volleyball. Skill progressions of serving, passing, setting, spiking, digging and blocking are taught. Game strategies as applied to two person, four person and six person teams will be covered. Offensive and defensive systems as well as formations and line-ups are included. Tournaments are also included in this course, allowing the students to execute the skills in a competitive environment. The rules of both the indoor and outdoor games will be covered. Specific conditioning for the game of volleyball is also incorporated.

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

Course Content

Lab

Outline

Orientation to course and group testing to determine compatible groupings according to skill and experience

Approximate Time In Hours

2.00

Lab

Outline

Serving Overhead contact Arm motion and foot positioning

Approximate Time In Hours

2.00

Lab

Outline

Setting Hand positioning Contact point Follow through technique

Approximate Time In Hours

2.00

Lab

Outline

Passing Arm positioning Hand grip Body positioning Footwork Overhead passing Hand positioning and finger motion Follow through Body positioning

Approximate Time In Hours

6.00

Lab

Outline

Spiking and Attacking Footwork Arm motion Contact point Body position Follow through

Approximate Time In Hours

6.00

Lab

Outline

Blocking Footwork Arm/hand positioning Reacting to the attack

Approximate Time In Hours

3.00

Lab

Outline

Digging Body position and arm position Relation to attack Athletic stance Footwork Overhand digging Hand position Footwork

Approximate Time In Hours

4.00

Lab

Outline

Offensive Strategies Understanding team strengths Understanding team weaknesses Utilizing personnel

Offensive formations Two player games Four player games Six player games

Approximate Time In Hours

2.00

Lab

Outline

Defensive Strategies Defensive systems Defensive formations Two player games Four player games Six player games

Approximate Time In Hours

2.00

Lab

Outline

Outdoor and Indoor Rules Similarities Differences

Approximate Time In Hours

2.00

Lab

Outline

Conditioning for Volleyball Footwork agility drills Jump training Stretching

Approximate Time In Hours

8.00

Lab

Outline

Games/Scrimmages Two, four and six person games with instruction

Approximate Time In Hours

15.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - 5 – Health and Physical Education
2. **CSU GE:**
 - E - Lifelong Learning and Self-Development

Course Objectives

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

Lab

Employ proper technique in the skills of serving, passing, setting, spiking, blocking and digging.

Lab

Formulate effective defensive and offensive strategy for competitive situations.

Lab

Compare and contrast the rules and court set-up for indoor and outdoor volleyball.

Lab

Design a conditioning program specific to the demands of the sport of volleyball.

Lab

Employ proper formation in two, four or six player teams.

Student Learning Outcomes

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

1. SLO #1 Passing -The student will demonstrate accuracy in volleyball passing off the serve.
2. SLO #2 Hitting Approach -Student will demonstrate and explain the basic fundamentals of a hitting approach.
3. SLO #3 Rules and Strategies-Students will identify and explain rules and strategies associated with the game of volleyball.

Methods of Instruction

Demonstration

Student will demonstrate and explain the basic fundamentals of a hitting approach and students will identify and explain rules and strategies associated with the game of volleyball.

Group Activities

Volleyball is a team sport played with a ball and a net. There are teams on each side of the net. One team hits the ball over the net and into the other team's court, the other team must then hit the ball back over the net and in bounds within three tries without letting the ball touch the ground.

Laboratory

The goal of volleyball is to try to ground the ball on the other team's side of the court while preventing them from grounding the ball on your side.

Methods of Evaluation

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Analyze and verbally explain the defensive weaknesses of your opponent and make appropriate strategic changes to enhance your ability to score points.

Demonstrate with verbal explanation the fundamental skills necessary to execute an effective pass known as a dig.

Other Assignments:

Demonstrate for the instructor, the correct techniques for passing. Include proper positioning on the court as it applies to defense and serve reception.

Course Materials

Author: 978-1492567295

Title: Volleyball Fundamentals

Publisher: Human Kinetics

ISBN-13: 978-1492567295

Year: 2018

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Minimum Qualification

1. Physical Education

Condition

DE Addendum Report

Course Review: PE 113 - Volleyball

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Emergency Fully Online by Mutual Agreement Statement

A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms. The District and the assigned faculty shall mutually agree upon the implementation of the fully online course(s).

If the course is Hybrid - Internet with 1% - 99% on-campus, please fill out the following information.

% face-to-face meetings

% online

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Activity

Online Hours

Face-to-Face hours (hybrid only)

Total hours per semester 0

Need Justification

The reason(s) that this course is being considered for distance learning is/are:

Other reason No

Explanation:

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites

- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Explanation:

Assignments No

Explanation:

Assessment No

Explanation:

General Information

Have all faculty in department been notified of this DE petition/status?

Explain

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

This item was discussed at our division meeting on Nov 5, 2024.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

None

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

Describe/explain

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

Describe/explain

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

Describe/explain

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters

(such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation?

Yes

Describe/explain

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

Describe/explain

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

Describe/explain

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Describe/explain

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Describe/explain

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Describe/explain

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Describe/explain

DE Modality

***Online:** A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online.*

***Hybrid:** A course that replaces some, but not all, face-to-face class time with web-based tools; see college DE Handbook for scheduling guidelines.- Streaming Video.*

For fully online classes, will proctored face-to-face tests be included?

I understand that students in fully online classes are not required to take proctored tests on the college campus; alternative locations must be arranged.

I understand that dates and times of exams must be listed in the Schedule of Classes.

Yes

Select the appropriate hybrid configuration(s) for this course:

Communication Methods and Frequency

***Instructor-Initiated Contact:** Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.*

***Frequency:** DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and*

should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

How will students receive feedback on their work? Check all that apply:

Student-Initiated Contact



Standard Course Review; No Proposed Changes; DE addendum -
EFOMA: PE 119 – Intermediate Boxing

Course Information

Course Information

Course Discipline: PE

Course Division: Health and Public Services

Course Number: 119

Full Course Title: Intermediate Boxing

Short Title: Intermediate Boxing

TOP Code: 083500 - Physical Education

SAM Code: E - Non-Occupational

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

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2019

Board of Trustees Approval Date:

2019-08-20

Course Description

This course expands on the skills and knowledge of beginning boxing. Students will advance from basic boxing fundamentals to intermediate level techniques and sparring, while enhancing balance, cardiorespiratory endurance, core and strength training.

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

Course Content

Lab

Outline

Technical Elements of boxing (during sparring sessions) Stance Weight distribution Positioning Upper body Lower body (emphasis power on hips and legs) Hand Head

Approximate Time In Hours

5.00

Lab

Outline

Defensive tactics Shoulder roll Elbow tuck Weave Bob/slip Catch and parry Counter punching Working off the ropes

Approximate Time In Hours

9.00

Lab

Outline

Offensive tactics Jab Double jab 1-2 combos 3-punch combo Intermediate hand skills Cross Hook

Uppercut

Approximate Time In Hours

9.00

Lab

Outline

Footwork Weaker side forward (power foot and hand always behind) On the balls of the feet Always move and push to the opposite side (walk forward, push with the back leg, etc) Never cross feet in movement (able to lose balance when getting hit)

Approximate Time In Hours

4.00

Lab

Outline

Body control Keeping balance at all times Step in - step back step/slide left and right Duck and jab Bob / slip and weave

Approximate Time In Hours

4.00

Lab

Outline

Intermediate cardiovascular training Track work Push-ups and pull-ups Endurance training: preparation for multiple 2-minute rounds with 30-second recovery periods Plyometric training

Approximate Time In Hours

6.00

Lab

Outline

Intermediate core training Medicine ball Russian twists Bicycle Woodchoppers Planks Mountain Climbers Leg raises

Approximate Time In Hours

6.00

Lab

Outline

Foot speed Speed ladder Jump rope Bleachers Hurdles

Approximate Time In Hours

4.00

Lab

Outline

Proficiency and utilization of boxing equipment Gloves Mouthguard Headgear Groin protector Speed bag Heavy bag

Approximate Time In Hours

5.00

Lab

Outline

California State Athletic Commission (CSAC) professional boxing rules and scoring

Approximate Time In Hours

2.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - 5 – Health and Physical Education
2. **CSU GE:**
 - E - Lifelong Learning and Self-Development

Course Objectives

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

Lab

Demonstrate an Intermediate level of proficiency while executing the: Double jab, jab, cross, hook, uppercut, cross-cover-cross, jab-cross-bob (slip) and weave-uppercut-hook- fake back (step) cross.

Lab

Demonstrate knowledge of professional boxing scoring criteria for the state of California.

Lab

Execute boxing combinations with defensive elements such as bobbing and weaving, slipping and parrying punches.

Lab

Exhibit proficiency and utilization of boxing equipment.

Lab

Execute proper footwork utilized in boxing for lower body mobility.

Lab

Develop cardiovascular fitness appropriate to boxing competition.

Lab

Demonstrate proficiency in a left lead (orthodox) stance as well as in a right lead (southpaw) stance.

Lab

Demonstrate competency in defensive boxing tactics and offensive boxing techniques while sparring to the body and head.

Student Learning Outcomes

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

- 1) Apply intermediate boxing techniques and fundamentals.
- 2) Execute competitive attacks, defenses, and counter-attacks for different styles of boxing.
- 3) Apply offensive and defensive strategies in sparring.

Methods of Instruction

Demonstration

Discussion

Group Activities

Guest Speakers

Laboratory

Multimedia presentations

Methods of Evaluation

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Counter Hook Routine: Demonstrate to the instructor the following routine with a selected partner. Incorporate blocking and punches appropriately.

Jab, Cross, Hook (weave after the partner throws a hook to their head) uppercut, hook, step back/forward and cross.

Back and Forth Routine: Demonstrate to the instructor the following routine with a selected partner.

First person will Jab, Cross, Hook (to the body), then the partner will step in hook to the body, step back/forward cross to the face.

Other Assignments:

Demonstrate to instructor proper offensive and defensive sparring techniques while wearing proper head gear and mouthguard when sparring with your opponent. Techniques will be relative to head position, hand position, footwork, movement, as well as punching and blocking.

Course Materials

Author: Andrew Hudson
Title: Boxing - From Chump to Champ
Publisher: Independently Published
ISBN-13: 9798664197617
Year: 2020
Or Equivalent: No

Minimum Qualification

1. Physical Education
Condition

2. Kinesiology
Condition

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Emergency Fully Online by Mutual Agreement Statement

A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms. The District and the assigned faculty shall mutually agree upon the implementation of the fully online course(s).

If the course is Hybrid - Internet with 1% - 99% on-campus, please fill out the following information.

% face-to-face meetings

% online

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Activity

Online Hours

Face-to-Face hours (hybrid only)

Total hours per semester 0

Need Justification

The reason(s) that this course is being considered for distance learning is/are:

Other reason No

Explanation:

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Explanation:

Assignments No

Explanation:

Assessment No

Explanation:

General Information

Have all faculty in department been notified of this DE petition/status?

Explain

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

This item was discussed at our division meeting on Nov 5, 2024.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

None

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.

Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

Describe/explain

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

Describe/explain

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

Describe/explain

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Describe/explain

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

Describe/explain

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

Describe/explain

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Describe/explain

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Describe/explain

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Describe/explain

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Describe/explain

DE Modality

Online: *A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online.*

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For fully online classes, will proctored face-to-face tests be included?

I understand that students in fully online classes are not required to take proctored tests on the college campus; alternative locations must be arranged.

I understand that dates and times of exams must be listed in the Schedule of Classes.

Yes

Select the appropriate hybrid configuration(s) for this course:

Communication Methods and Frequency

Instructor-Initiated Contact: *Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.*

Frequency: *DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week*

and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

How will students receive feedback on their work? Check all that apply:

Student-Initiated Contact



Standard Course Review; No Proposed Changes; DE addendum -
EFOMA: PE 131 – Intermediate Soccer

Course Information

Course Information

Course Discipline: PE

Course Division: Business and Industrial Studies

Course Number: 131

Full Course Title: Intermediate Soccer

Short Title: Intermediate Soccer

TOP Code: 083500 - Physical Education

SAM Code: E - Non-Occupational

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

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2019

Board of Trustees Approval Date:

2019-08-20

Course Description

This course will provide instruction for soccer players who have reached the intermediate level of technical competency on the soccer field. Emphasis will be placed on four areas of the game: technical ability, tactical understanding, physical fitness, and the mental approach necessary to compete successfully. In addition there will be further discussion on the Laws of the Game, equipment, etiquette, flexibility and fitness.

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

Course Requirements

Recommended Prep - Courses

Subject PE - Physical Education

Requisite Course PE 130 - Beginning Soccer (Active)1.000 - 1.000

Course Content

Lab

Outline

ORIENTATION Equipment and field Laws of soccer Warm-up exercises

Approximate Time In Hours

2.00

Lab

Outline

SKILL TRAINING Dribbling: fakes/feints, change of direction, starts/stops Passing and ball control Shooting: striking, placement, bending Heading: offensive, defensive Tackling

Approximate Time In Hours

12.00

Lab

Outline

GOALKEEPING SKILLS Positional play Setting defensive wall Angle to approach an attacking player

Approximate Time In Hours

4.00

Lab

Outline

OFFENSE STRATEGIES Players involved and positional roles Forwards - target area and lateral movement Offensive players getting behind the opponents defense Midfielders - attacking from the wings, attacking from the center Fullbacks - outside backs, stopper, sweeper; role of each Offensive tactics

Defensive tactics

Approximate Time In Hours

20.00

Lab

Outline

DEFENSIVE STRATEGIES Individual and small group defending Team defending in your own half High pressure defending Low pressure defending Group defending One-on-one marking Zonal marking Counter attacking from defensive situations

Approximate Time In Hours

16.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - 5 – Health and Physical Education
2. **CSU GE:**
 - E - Lifelong Learning and Self-Development

Course Objectives

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

Lab

Demonstrate intermediate level for passing, shooting, and controlling the soccer ball.

Lab

Demonstrate soccer skills and practices to improve fitness

Lab

Demonstrate the difference between one-on-one and zonal defending in a variety of game situations.

Lab

Demonstrate different team formations and strategies for contrasting offensive and defensive styles of play.

Student Learning Outcomes

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

1. 1) Understand, appreciate and apply soccer skills to a team concept of offensive and defensive strategies through lecture and discussion
2. 2) Develop a refinement in tactical soccer skills needed to play team soccer through demonstration and discussion.
3. 3) Comprehend and apply soccer rules to the game by officiating through lecture and discussion.

Methods of Instruction

Demonstration

Discussion

Laboratory

Multimedia presentations

Methods of Evaluation

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

During a soccer game, differentiate between high pressure and low pressure play relative to the game situation and skill of the opposing players. If necessary, make suitable adjustments to defensive pressure.

During a soccer game, analyze methods to break down an opponent's off-side trap. Demonstrate to instructor, by using their fellow teammates, the method that is best for the team.

Other Assignments:

Demonstrate during game play, the ability to beat an opponent one-on-one in the attacking third of the field.

Course Materials

Author: Colin E. Schmidt

Title: Advanced Soccer Drills

Publisher: Human Kinetics

ISBN-13: 9780880116145, 0880116145

Year: 1997

Rationale for older textbook:
Industry standard
Or Equivalent: No

Minimum Qualification

1. Physical Education
Condition

2. Kinesiology
Condition

DE Addendum Report

Course Review: PE 131 - Intermediate Soccer

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

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% face-to-face meetings

% online

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Activity

Online Hours

Face-to-Face hours (hybrid only)

Total hours per semester 0

Need Justification

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Explanation:

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Explanation:

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Describe/explain

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

Describe/explain

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

Describe/explain

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

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Describe/explain

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Yes

Describe/explain

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Yes

Describe/explain

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Describe/explain

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Yes

Describe/explain

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Describe/explain

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Describe/explain

DE Modality

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I understand that dates and times of exams must be listed in the Schedule of Classes.

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Communication Methods and Frequency

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I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

How will students receive feedback on their work? Check all that apply:

Student-Initiated Contact



Standard Course Review; No Proposed Changes; DE addendum -
EFOMA: PE 138 – Circuit Training

Course Information

Course Information

Course Discipline: PE

Course Division: Health and Public Services

Course Number: 138

Full Course Title: Circuit Training

Short Title: Circuit Training

TOP Code: 083500 - Physical Education

SAM Code: E - Non-Occupational

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

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2019

Board of Trustees Approval Date:

2019-08-20

Course Description

This course focuses on the concept of circuit training: a sequence of exercises performed with minimal rest periods between exercise stations. Emphasis is placed on the development of cardiorespiratory endurance, muscular endurance, core conditioning and body composition. Assessments of fitness components will be used to develop exercise prescriptions.

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

Course Content

Lab

Outline

Course Orientation Course Syllabus Warm up Exercises Equipment Orientation

Approximate Time In Hours

3.00

Lab

Outline

Physical Assessments Body Composition Aerobic Capacity Muscle Endurance

Approximate Time In Hours

3.00

Lab

Outline

Monitoring Muscle Endurance and Cardiorespiratory Endurance Ratings of Perceived Exertion (RPE)
Scale Training Exercise Heart Rate Formula Exercise Recovery Heart Rate Formula

Approximate Time In Hours

6.00

Lab

Outline

Circuit Training Conditioning Mode of Exercise Exercise Stations Exercise Techniques Corresponding
Muscle Groups with Exercises Recording of Training Data Active Rest and Recovery

Approximate Time In Hours

30.00

Lab

Outline

Continuous Aerobic Conditioning Mode of Exercise Exercise Stations Recording of Training Data Active
Rest and Recovery

Approximate Time In Hours

12.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - 5 – Health and Physical Education
2. **CSU GE:**
 - E - Lifelong Learning and Self-Development

Course Objectives

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

Lab

Identify and define the basic fitness components relating to muscular endurance and cardiorespiratory fitness.

Lab

Differentiate between the modes of activity that specifically improve muscular endurance and cardiorespiratory fitness.

Lab

Evaluate improvement in cardiorespiratory fitness, muscle endurance, and body composition through use of personal fitness profiles.

Lab

Demonstrate correct techniques for monitoring exercise intensity.

Lab

Calculate training intensity target zones and list the benefits of exercising within their parameters.

Lab

Identify basic muscle groups and describe basic functions related to endurance exercise performance.

Lab

Set up a personalized circuit training fitness workout based on the individual's fitness profile.

Lab

Explain correct exercise technique utilized in various resistance and cardiorespiratory training modes.

Lab

Evaluate the values and limitation of interval verses continuous endurance exercise training.

Student Learning Outcomes

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

1. SLO #1 CV Improvement-Students will demonstrate improvement of the cardiovascular system through the use of fat burning circuit training.
2. SLO #2 Aerobic vs Anaerobic-Students will distinguish the differences between the aerobic and anaerobic energy systems.
3. SLO #3 Target Heart Rate-Students will calculate their aerobic target heart rate.

Methods of Instruction

Demonstration

Circuit training is a workout technique involving a series of exercises performed in rotation with minimal rest, often using different pieces of apparatus.

Group Activities

Circuit training is understanding what constitutes good performance in a range of fitness tests. Understand the principles of training and training methods used to improve muscular strength and endurance, power, speed, flexibility and cardiovascular

Laboratory

Methods of Evaluation

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Evaluate your muscular conditioning circuit training program regarding, sequence of exercises, exercise technique, training intensity and duration, and overall effectiveness towards your personalized fitness goals. Discuss your findings with your instructor during class participation.

Appraise the cardiorespiratory effects and benefits of a continuous training mode when compared to an interval training mode. Discuss your findings with the instructor during class participation.

Other Assignments:

The student will demonstrate a series of muscular endurance and cardiorespiratory training movements to the instructor. The instructor will evaluate the performance of the student based on competence for using the fitness equipment, proper technique, and a verbal explanation of the muscles being trained.

Course Materials

Author: Naina K. Khatri

Title: Circuit Training For Complete Beginners

Publisher: Independently published

ISBN-13: 979-8864612811

Year: 2023

Or Equivalent: No

Author: Lawrence, Debbie

Title: The Complete Guide to Circuit Training

Edition: 2nd

Publisher: A & C Black Publishers Ltd

Year: 2012

Or Equivalent: No

Minimum Qualification

1. Physical Education

Condition



Program Revision – English – AA Degree for Transfer (AA-T)

Program Goals and Objectives

1. Equip students with excellent written communication skills, enabling students to articulate complex ideas related to literature and nonfiction.
2. Develop a foundational understanding of literature including literary elements, authors, and cultural contexts of representational works.
3. Foster critical thinking and analytical skills through engagement with primary and secondary sources related to literature.
4. Develop creative writing skills, including genre conventions, to facilitate student writing and communication beyond the academy.
5. Encourage analysis through intersectional perspectives highlighting the relationships between race, class, gender, religion, LGBTQ identities, nationality, among other identities.

Catalog Description

The English program develops the student's ability to read both prose and poetry with understanding and discernment. The student will acquire competence in writing college-level expository essays and applying research strategies. The student will also develop interpretive and analytical skills through exposure to a wide range of literature. Competencies will be assessed primarily by evaluating the student's critical thinking abilities as demonstrated through written work. Completion of the program prepares the English major for any profession or industry requiring strong communication skills as well as transfer.

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 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 an AA-T degree, students must complete:

- 1) Completion of 60 semester units that are eligible for transfer to the California State University.
- 2) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education - Breadth Requirements.
- 3) A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
- 4) Obtainment of a minimum grade point average of 2.0.
- 5) A grade of "C" or better in all courses required for the major or area of emphasis.

Students who have completed the AA-T will have a strong academic foundation in the field and will be prepared for upper division baccalaureate study at the university. The coursework will satisfy most of the lower-division requirements at many institutions within the California State University system. Students transferring to a UC, private, or out of state university should consult with an El Camino College counselor when planning to complete the degree since transfer requirements may be slightly different than those required for the AA-T.

Program Requirements

Major Requirements Required Core: 6 units

	Units: 6.0
Engl 102 - Literature and Composition ENGL 102 Literature and Composition	3.0
Engl 102H ENGL 102H Honors Literature and Composition	3.0
Engl 103 - Critical Thinking and Composition ENGL 103 Critical Thinking and Composition	3.0
ENGL 103H Honors Critical Thinking and Composition	3.0
List A: 6 units	Units: 6.0
Engl - 152 British Literature II ENGL 152 Survey of British Literature II	3.0
Engl 150 - British Literature I ENGL 150 Survey of British Literature I	3.0
Engl 241 - American Literature II ENGL 241	3.0

American Literature II	3.0
Engl 240 - American Literature I ENGL 240 American Literature I	3.0
List B: 3 units or any course from List A not already selected	Units: 3.0
Engl 227 - Children's Literature ENGL 227 Children's Literature	3.0
Engl 127 - Creative Writing: Introduction to the Craft of Fiction ENGL 127 Creative Writing: Introduction to the Craft of Fiction	3.0
English 123 - Creative Writing: Introduction to Poetry ENGL 123 Creative Writing: Introduction to Poetry	3.0
Engl 243 - African American Literature ENGL 243 African American Literature	3.0
Engl 242 - Chicano and Latinx Literature ENGL 242 Chicano and Latinx Literature	3.0
List C (select one): 3 units or any course from List A or List B not already selected	Units: 3.0
Engl - 244 Multicultural American Literature ENGL 244 Multicultural American Literature	3.0
Engl - 248 Modern Literature of Latin America ENGL 248 Modern Literature of Latin America	3.0
Engl 239 - Literature and Film ENGL 239 Literature and Film	3.0
Engl 238 - Survey of Film: 1950 to the Present ENGL 238 Survey of Film: 1950 to the Present	3.0

Engl 235 - Creative Writing Screenwriting ENGL 235 Creative Writing: Screenwriting	3.0
English 229 - LGBTQ+ Literature ENGL 229 LGBTQ+ Literature	3.0
Engl 228 - Women in Literature ENGL 228 Women in Literature	3.0
English 120 - Introduction to Fiction ENGL 120 Introduction to Fiction	3.0
	Total: 18.0

Projected Annual Completers 5.00

Place of program in curriculum/similar programs at college Every local college offers literature programs. Similar programs at other colleges in service area Cerritos, Long Beach, and El Camino College all offer literature programs.

Transfer Preparation

Career Technical Education No

Transfer Yes

Other No



New Course -- 1st Read : ENGL 246 – Asian Pacific American Literature

Course Information

Course Discipline: ENGL

Course Division: Fine Arts, Communication and Humanities

Course Number: 245

Full Course Title: Asian Pacific American Literature

Short Title: Asian Pacific American Lit

TOP Code: 150100 - English

SAM Code: E - Non-Occupational

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

Transfer Status B - Transferable to CSU only.

Course Description

This course provides a cross-cultural comparative study of the literary fiction and non-fiction works of Asian American authors. Students in the course have the opportunity to examine how literature reflects the experiences of Asian Americans, including issues of assimilation, racial and social justice, and its effects on literary style. Through discussion and analysis of the course texts, the course examines the history, culture, customs, and traditions of at least four of the following Asian American communities: Chinese, Japanese, Korean, Filipino, Vietnamese, Indian, Native Hawaiian, and other southeast Asian and Pacific Island nations. Some theory, such as critical race theory, postcolonial, Marxist, among others.

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

Discuss and define what constitutes Asian Pacific American literature including authorship, characters, subtext, historical context, and critical receptions among varying audiences.

Approximate Time In Hours

6.00

Lecture

Outline

Examine the role of literature, both fictional and non-fictional, as a means of argument or political commentary, education regarding Asian Pacific American histories, claiming or rejection of U.S. cultural citizenship, identity, and/or other historical re-evaluation.

Approximate Time In Hours

6.00

Lecture

Outline

Read and discuss the works of Asian American theorists, such as Lisa Lowe, Frank Chin, Gayathri Spivak, Kandice Chuh, Viet Thanh Nguyen, Haunani Kay-Trask and others. These theories will be applied to works of literature selected by instructor and students.

Approximate Time In Hours

6.00

Lecture

Outline

Identify elements of literature such as genre, poetic meter and rhyme scheme, plot, character, setting, style and theme within a range of Asia Pacific American works of literature.

Approximate Time In Hours

5.00

Lecture

Outline

Analysis of Asian Pacific American poems, short stories, novels, and plays from a range of time periods, ethnic groups, and identities

Approximate Time In Hours

20.00

Lecture

Outline

Read and discuss a variety of theories such as post-colonialism, critical race theory, critical legal theory, Marxism, post-structuralism, or others and apply to the literature.

Approximate Time In Hours

6.00

Lecture

Outline

Read and discuss a variety of texts regarding American military and colonial incursions into the Asian Pacific region, and examine migration and settlement patterns throughout North America and apply to works of literature.

Approximate Time In Hours

5.00

General Education/Transfer

1. Local GE/Graduation Requirements:

- 3 – Humanities

Course Objectives

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

Lecture

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

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

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

Lecture

Analyze the literature with respect to its historicity and/or culture of origin by discerning and articulating how historical periods and/or cultures differ in philosophical and ethical stances from other literatures.

Lecture

Analyze literature as a means of political statement, commentary, and protest.

Student Learning Outcomes

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

1. Upon completion of the course, students will identify representative works of Asian Pacific American literature, either fictional or non-fictional (including autobiography and memoir).
2. Write analytical, unified, text-based essays about Asian Pacific American literary works using the conventions of literary analysis and criticism, and effectively integrating and documenting sources according to MLA guidelines.
3. Describe and analyze major themes and literary techniques of a broad range of Asian Pacific American writers, novelists, playwrights, memoirists, and poets.

Methods of Instruction

Discussion

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

Multi-media demonstrations/presentations

Typical Assignments

Some assignments require critical thinking:

Write a 6-8 page analytical research paper focusing on the influence of American military/economic colonialism on literature from Pacific Islands such as Guam, American Samoa, or Hawaii.

Reading Assignments:

Weekly readings from a variety of Asian Pacific American authors representing a variety of Asian Pacific American and non-Asian Pacific American characters.

Writing Assignments:

Write weekly 2 page character studies based on assigned readings.

Other Assignments:

Present an overview of one of your essays to the class.

Write a review of a guest speaker lecture

Present an internet presentation (using audio/visual) to present a work of literature, a literary argument, or other course work

Course Materials

Author: Frank Chin, Jeffrey Paul Chan, Lawson Fusao Inada

Title: Aiiieeee! An Anthology of Asian American Writers

Edition: 3rd

Publisher: University of Washington Press

ISBN-13: 978-0295746487

Year: 2019

Rationale for older textbook:

Discipline standard

Or Equivalent: Yes

Author: Cathy Park Hong

Title: Minor Feelings: An Asian American Reckoning

Edition: Reprint

Publisher: One World

ISBN-13: 978-1984820389

Year: 2021

Or Equivalent: Yes

Author: Sia Figiel

Title: Where We Once Belonged

Publisher: Kaya Press

ISBN-13: 978-1885030276

Year: 1999

Rationale for older textbook:

Discipline standard

Or Equivalent: Yes

Author: Craig Santos Perez

Title: From Unincorporated Territory: amot

Edition: bilingual

Publisher: Omnidawn

ISBN-13: 978-1632431189

Year: 2023

Or Equivalent: Yes

Minimum Qualification

1. English

Condition



New Course -- 1st Read : HIST 115 – Chicana/o/x History to 1850

Course Information

Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 115

Full Course Title: Chicana/o/x History to 1850

Short Title: Chicana/o/x History to 1850

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

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

Transfer Status B - Transferable to CSU only.

Course Description

This course covers the history of the Americas from pre-Cuauhtemoc civilizations to 1850. It explores the rise of Mesoamerican cultures, the impact of European colonization, and interactions between Indigenous peoples and Europeans. The class also examines the independence movements in the United States and Mexico, along with U.S. expansionism leading to the invasion of Mexico. The course will critically analyze the social, economic, and political effects of the Treaty of Guadalupe Hidalgo.

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

1. First peoples of the Americas a) Olmec to Maya civilizations 2. Rise of Mesoamerica a) Valley of Mexico

Approximate Time In Hours

6.00

Lecture

Outline

1. European thought: 711 – 1492 2. 1492: the invasion of America a) The Tainos and Columbus b)

Moctezuma and Cortes c) Virginia colonies 3. Fall of Tenochtitlan

Approximate Time In Hours

6.00

Lecture

Outline

1. Colonial era a) British colonies i) Colonial feudalism ii) Race-based legislations iii) Social control

through race b) Spain i) Role of the Catholic Church ii) Social control of women iii) Castas system

Approximate Time In Hours

9.00

Lecture

Outline

1. Independence movements a) British colonies movement towards independence b) Spanish colonies movement towards independence

Approximate Time In Hours

6.00

Lecture

Outline

1. Rise of the U.S. a) Slavery b) Industrialization c) Westward movement

Approximate Time In Hours

6.00

Lecture

Outline

1. Mexico's state building a) Wars of reform b) Rise of Santa Anna c) French intervention d) Rise of Porfirio Diaz

Approximate Time In Hours

6.00

Lecture

Outline

1. U.S. Invasion of Mexico a) Texas independence b) Border tensions c) War crimes i) Texas Rangers ii) Battle of Veracruz d) Battle of Mexico City i) San Patricios

Approximate Time In Hours

6.00

Lecture

Outline

1. Treaty of Guadalupe Hidalgo a) Article VIII b) Article IX c) Article X

Approximate Time In Hours

3.00

Lecture

Outline

1. Shifts in the new U.S. southwest a) Race relations b) Gold rush i) Foreign Miners Tax c) Immigration i) Mexican residents ii) American immigrants iii) Asian immigration d) Polk and the U.S. Mint

Approximate Time In Hours

6.00

General Education/Transfer

1. Local GE/Graduation Requirements:

- 2 – Social and Behavioral Sciences

Course Objectives

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

Lecture

Evaluate the contributions of the first peoples of the Americas, focusing on the Olmec and Maya civilizations.

Lecture

Assess the influence of European thought from 711 to 1492 on global empire expansion and colonialism.

Lecture

Critique the 1492 invasion of America by analyzing the interactions between the Tainos and Columbus, Moctezuma and Cortes, and the Virginia colonies.

Lecture

Examine the causes and consequences of the fall of Tenochtitlan and synthesize its significance in shaping the colonial world.

Lecture

Compare and contrast the colonial systems of the British and Spanish empires, focusing on social control through race, feudalism, the Catholic Church, and the Castas system.

Lecture

Evaluate the independence movements in British and Spanish colonies, analyzing their social, political, and economic impacts.

Lecture

Analyze the rise of the U.S. by investigating the roles of slavery, industrialization, and westward expansion in nation-building.

Lecture

Critically assess Mexico's state-building efforts, including the Wars of Reform, the rise of Santa Anna and Porfirio Díaz, and French intervention.

Lecture

Evaluate the U.S. invasion of Mexico by analyzing Texas independence, border tensions, war crimes, and significant battles such as the Battle of Veracruz and the role of San Patricios.

Lecture

Assess the implications of the Treaty of Guadalupe Hidalgo by examining Articles VIII, IX, and X, and their impact on Mexican residents.

Lecture

Analyze shifts in the new U.S. Southwest by examining race relations, the Gold Rush, and immigration patterns, including the Foreign Miners Tax and Asian immigration.

Lecture

Evaluate the economic policies of President Polk and the role of the U.S. Mint in shaping national growth and expansion.

Student Learning Outcomes

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

1. Upon completion of Chicana/o/x History to 1850, 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 Chicano history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

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

Typical Assignments

Some assignments require critical thinking:

Explain how did the Spanish colonial system reshape indigenous identities, economies, and social structures in Nueva España and Mexico?

Give examples of indigenous people's resistance to Spanish colonization, and what strategies did they use to maintain aspects of their cultural identity?

Reading Assignments:

Choose one of the articles listed below and write a 2–3-page (500 -750 words) essay analyzing the ways in which gender and sexuality were understood, regulated, and transformed in both Mesoamerican societies and Nueva España. Use the selected reading to identify the intersection of gender, sexuality, and religion, and the profound shifts brought about by Spanish colonization.

Reading List:

“Trans Misogyny in the Colonial Archive: Re-Membering Trans Feminine Life and Death in New Spain, 1604–1821” by Jamey Jespersen (2023)

"Transforming Gender Roles in the Colonial Andes: Native Andean Female Resistance to Colonial Spanish Constructs of Gender Hierarchy " by Ashley Reeves (2022)

"Testaments of Autonomy: How Women's Social Mobility Transformed Under Nahua and Spanish Influence" by Kiana Polanin (2022)

Writing Assignments:

In a 2–3-page essay (500 -750 words), analyze the Spanish conquest of Mesoamerica. How did the conquest of Mexico mark a significant turning point in the history of the Indigenous peoples of the region?

Other Assignments:

The Cajita Project invites students to reflect on their learning about Chicano history from Mesoamerica to 1850, engage in outside research, and create a diorama that illustrates a significant aspect of this history. Students will create a personal container (Cajita) filled with relevant objects and present their reflections on the broader historical contexts covered in class. This hands-on project allows students to creatively express their understanding and engage with the material in a tangible way.

Key Concepts:

Choose one category to reflect on:

Indigenous civilizations (e.g., Aztecs, Mayans)

The impact of the Mexican War of Independence

The roots of the Mexican American War

The impact of the Treaty of Guadalupe Hidalgo

Course Materials

Author: Juan Pablo Mercado

Title: Voces de Aztlan: A Chicana/o History Reader. Vol. 1

Publisher: Cognella

Year: 2023

Or Equivalent: No

Author: Peter B Villella and Pablo Garcia Loaeza

Title: The Conquest of Mexico: 500 Years of Reinventions

Publisher: University of Oklahoma Press

Year: 2024

Or Equivalent: No

Author: Ian Jacobs

Title: Indigenous Culture and Change in Guerrero, Mexico, 7000 BCE to 1600 CE

Publisher: University of New Mexico Press

Year: 2024

Or Equivalent: No

Author: Joseph Sanchez

Title: El Camino Real de California From Ancient Pathways to Modern Byways

Publisher: University of New Mexico Press

Year: 2022

Or Equivalent: No

Author: Burrough, Bryan, Chris Tomlinson, and Jason Stanford

Title: Forget the Alamo: The Rise and Fall of an American Myth

Publisher: Penguin Press

Year: 2021

Or Equivalent: No

Author: Camila Townsend

Title: Fifth Sun: A New History of the Aztecs

Publisher: Oxford University Press

Year: 2021

Or Equivalent: No

Author: Miguel A. González Quiroga

Title: War and Peace on the Rio Grande Frontier, 1830-1880. New Directions in Tejano History, Vol. 1.

Publisher: University of Oklahoma Press

Year: 2020

Or Equivalent: No

Author: Miguel Leon Portilla

Title: The Broken Spears: The Aztec Account of the Conquest of Mexico.

Publisher: Beacon Press

Year: 2006

Or Equivalent: No

Author: Steven Mintz

Title: Mexican American Voices: A Documentary Reader

Publisher: Wiley-Blackwell

Year: 2009

Or Equivalent: No

Minimum Qualification

1. History

Condition

2. Ethnic Studies

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)	Ahmad Manzoor	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	Fall 2024	Spring 2027
FACH Faculty Member (2)	Susan Johnson	Spring 2023	Fall 2025
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Shay Brown	Spring 2024 2nd term	Fall 2026
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	Paul Flor	Spring 2021 (extended term)	Spring 2025
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 2024-2025		
Date	Time	Location—In Person
1. Sept 10, 2024	2:00 p.m. – 3:30 p.m.	VT-124
2. Sept 24, 2024	2:00 p.m. – 3:30 p.m.	VT-124
3. Oct 8, 2024	2:00 p.m. – 3:30 p.m.	VT-124
4. Oct 22, 2024	2:00 p.m. – 3:30 p.m.	VT-124
5. Nov 12, 2024	2:00 p.m. – 3:30 p.m.	VT-124
6. Nov 26, 2024	2:00 p.m. – 3:30 p.m.	VT-124
7. Dec 10, 2024	2:00 p.m. – 3:30 p.m.	VT-124
8. Feb 25, 2025	2:00 p.m. – 3:30 p.m.	VT-124
9. Mar 11, 2025	2:00 p.m. – 3:30 p.m.	VT-124
10. Mar 25, 2025	2:00 p.m. – 3:30 p.m.	VT-124
11. Apr 8, 2025	2:00 p.m. – 3:30 p.m.	VT-124
12. Apr 22, 2025	2:00 p.m. – 3:30 p.m.	VT-124
13. May 13, 2025	2:00 p.m. – 3:30 p.m.	VT-124
14. May 27, 2025	2:00 p.m. – 3:30 p.m.	VT-124
15. Jun 10, 2025	2:00 p.m. – 3:30 p.m.	VT-124