College Curriculum Committee

Meeting Agenda Package

October 22, 2024

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael Vanoverbeck / **Time Keeper:** TBD
Date: October 22, 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: Victoria Martinez__; Ahmad Manzoor__; Michael Vanoverbeck__; Mayela Rodriguez__; Stefani Baez__; Susan Johnson__; Arneshia 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__.

<u>**AGENDA**</u>**:**
1. **Approval of Agenda:** October 8, 2024.

2. **Approval of Minutes:** September 24, 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) *Courses Revised for Common Course Numbering –*
      POLS C1000 – American Government and Politics (formerly POLI 101)
      POLS C1000H – American Government and Politics – Honors (formerly POLI 101H)
      PSYC C1000 – Introduction to Psychology (formerly PSYC 101)
      PSYC C1000H – Introduction to Psychology – Honors (formerly PSYC 101H)
      STAT C1000 – Introduction to Statistics (formerly MATH 150)

b) *Course Inactivations*
   SLAN 101 – Individualized American Sign Language Laboratory
   SLAN 120 – Fingerspelling and Numerical Concepts
   SLAN 200 – Principles of Sign Language Interpreting

5. **Action Item(s):**
   a) New Course – 1st Read – ESTU 108 – Chicana and Latina Feminism

6. **Discussion Item(s):**
   a) To be determined

7. **Informational Items:**
   a) *College Curriculum Committee Vacancies*: STEM (1).
   b) Reminder to attend/sign-in/email chair if absent

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:** None
Date: October 8, 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__; Ahmad Manzoor_X_; Michael VanOverbeck_X_; Stefani Baez_X_; Susan Johnson_X_; Arneshia Bryant-Horn _X_; Shay Brown_X_; Jose Martinez__; Kendahl Radcliffe __; Nathan Lopez_X_; Paul Flor _X_; David McPatchell_X_; Noemi Monterosso_X_; Jesse Mills _X_; Bradfield Conn _X_; Lynn Chung _X_;
     Non-Voting Members:
         Melain McIntosh__; Sheri Berger_X_; Juan Tavaraz _X_

AGENDA:

Call to order at 2:03
 	
    10. Approval of Agenda: October 8, 2024.
      • **Susan J. motioned to approve the amended agenda. Michael V. seconded. Unanimously approved.**
 	
    11. Approval of Minutes: September 24, 2024
      • **Michael V. motioned to approve the minutes. Lynn C. seconded. Unanimously approved.**
 	
    12. Reports and Follow-up Questions from Attendees:

- **Michael V. motioned to open reports and follow-up questions 3a-3e. Noemi M. seconded.**
  - f) Vice President, Academic Affairs
      - a. Course revision for common course numbering discussion.
      - b. *Curriculum Training – Time Certain – 2:15 pm*
          - i. Received mandatory curriculum committee training.
  - g) Curriculum Analyst
  - h) Articulation Officer
  - i) Distance Education Faculty Coordinator
  - j) SLO Coordinator
- **Michael V. motioned to close reports 3a-3e. Shay B. seconded.**

13. **Consent Agenda Item(s):**
    - **Michael V. motioned to approve consent agenda items 4a-c. David M. seconded. Unanimously approved.**
    - c) *Courses Revised for Common Course Numbering*
      COMM C1000 – Intro. To Public Speaking (formerly COMS 100)
      ENGL: C1000 – Academic Reading and Writing (formerly ENGL 101)
      ENGL: C1000E – Academic Reading and Writing (formerly ENGL 101E)
      ENGL: C1000H – Academic Reading and Writing - Honors(formerly ENGL 101H)
      ENGL: C1001 – Critical thinking and Composition (formerly ENGL 103)
      ENGL: C1001H – Critical Thinking and Composition - Honors (formerly ENGL 103H)

    - d) *Course Review – SLO Update; Distance Education Addendum*

      ENGL 240 – American Literature I

    - e) *Course Review- Articulation/Transfer Review; Update Conditions of Enrollment/Requisites*

      PSYC 120 – Introduction to Statistics and Data Analysis for the Behavioral Sciences

14. **Action Item(s):**
    - b) None

15. **Discussion Item(s):**
    - b) None

16. **Informational Items:**
    - c) *College Curriculum Committee Vacancies*: STEM (1).

17. **College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):**
    - b) CCC representatives may provide a comment or future agenda item recommendation(s).

- **None**

18. Public Comment(s):
   b) Public comments may be presented by any person not on the CCC roster in attendance.
   - **None**

Meeting ended at 2:42pm

New Course (1st Read) – ESTU 108

Course Information

Course Discipline: ESTU
Course Division: Social Sciences
Course Number: 108
Full Course Title: Chicana and Latina Feminism
Short Title: Chicana & Latina Feminism
TOP Code: 220300 - Ethnic Studies
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 students with introductory understanding of the Chicana/Latina in contemporary society. Emphasis is placed on establishing a framework from which to view the historical development and treatment of Chicanas and women of color in modern society. Students will analyze selected issues such as gender identity, cultural representation, labor, and activism.

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:

Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Letter grade only

Course Content

Lecture
Outline
The Social Construction of Sex and Gender: Influences and Structures: investigates the social construction of sex and gender, focusing on how various institutions, such as the media, church, and schools, play a critical role in shaping societal notions of masculinity and femininity. Examine the power dynamics inherent in these institutions, exploring how they reinforce traditional gender norms and expectations while often marginalizing alternative identities. Identify and discuss the social structures contributing to gender formation, including family dynamics, colonialism, economic systems, and cultural narratives, which collectively influence individual perceptions of gender roles.
Approximate Time In Hours
6.00

Lecture
Outline
Intersectionality of Race, Class, and Gender: Examine the contemporary status of Chicanas and Latinas as working-class women of color, highlighting the intersectionality of race, class, and gender in understanding their marginalized position within society. Analyze how these intersecting identities contribute to unique challenges faced by Chicanas and Latinas, including economic disparities, limited access to education, and systemic discrimination in the workplace.
Approximate Time In Hours
6.00

Lecture
Outline

Chicana Feminist Theory: Discourse and Lived Experiences: Introduces Chicana feminist theory and discourse, focusing on its fundamental tenets, such as the emphasis on intersectionality, cultural identity, and social justice. Utilize a Chicana feminist framework to assess the "lived experiences" of Chicanas and Latinas, highlighting how their unique identities shape their perspectives and challenges. Analyze the work and research of renowned Chicana scholars like Cherríe Moraga, Gloria Anzaldúa, and Norma Alarcón, examining how their contributions have enriched the discourse on gender, race, and identity within the Chicana/o/x community.
Approximate Time In Hours
6.00

Lecture
Outline
Chicana Activism: Historical Contributions and Transformative Resistance: Highlight the historical contributions of Chicanas and Latinas to the struggle for social equality, emphasizing the vital role of their activism. Explore Chicana agency as a form of transformative resistance, showcasing how Chicanas have historically challenged systemic inequalities and fought for their rights. Compare the Chicana Feminist Movement with the broader Chicano Movement and the American Women's Movement from the 1960s and 70s to the present, analyzing their distinct goals, strategies, and intersections.
Approximate Time In Hours
6.00

Lecture
Outline
Chicanas and the Arts: Self-Expression and Social Commentary: Examine Chicana art across literary, visual, and audio forms as powerful vehicles for self and social expression. Identify and explore the works of leading Chicana artists, assessing their contributions and the social, political, and cultural significance of their art. Assess how Chicana artists address themes of identity, resistance, and empowerment, reflecting the lived experiences and struggles of the Chicana community. Highlight the importance of artistic expression in advocating for social change and fostering cultural pride within the Chicana/o/x experience.
Approximate Time In Hours
3.00

Lecture
Outline
Cultural Narratives and Feminist Perspectives: Examine the role of Chicana archetypes within the Mexican and Chicana/o/x communities, emphasizing the need to reconceptualize cultural and historical allegories from a Chicana feminist standpoint. Analyze popular Mexican legends and myths, such as La Llorona, La Malinche, and La Virgen de Guadalupe, exploring their significance and the complex roles they play in shaping cultural identity. Assess storytelling and counter-storytelling as forms of hegemony and resistance, highlighting how these narratives can both reinforce and challenge societal norms.
Approximate Time In Hours
6.00

Lecture
Outline

Gender and Cultural Norms in Mexican and Chicana/o/x Culture: Explore patriarchal practices and beliefs within the Catholic Church, examining how these structures relate to gender and cultural norms within the Mexican and Chicano community. Evaluate the impact of the Spanish Catholic Church on the historical development of Mexican/Chicano culture, considering how its teachings and practices have shaped societal views on gender roles and family dynamics. Analyze Liberation Theology and its role in challenging traditional power structures and advocating for social justice, particularly among marginalized communities.
Approximate Time In Hours
3.00

Lecture
Outline
Machismo in Mexican and Chicana/o/x Culture: Examine the manifestations of machismo within Chicano and Mexican culture, contrasting it with the dominant culture's understanding of masculinity. Analyze societal attitudes and beliefs toward women in general, with a particular focus on Chicanas and Latinas, highlighting the unique challenges they face within these cultural frameworks. Explore the historical development of machismo and sexism, tracing their roots within existing social structures and how they continue to influence contemporary relationships and gender dynamics.
Approximate Time In Hours
6.00

Lecture
Outline
Class and Labor: Assess the socioeconomic status of Chicanas and Latinas, highlighting the challenges they face in the labor market and the implications for their overall economic well-being. Contextualize Chicana labor and class within the framework of a global, transnational economy, examining how factors such as immigration, labor rights, and economic policies affect their opportunities and experiences. Examine the societal structures that contribute to class differences both in the U.S. and internationally, exploring how systemic inequalities perpetuate disparities in wealth and access to resources.
Approximate Time In Hours
6.00

Outline
Crimes Against Women: Address crimes against women, focusing on the risk factors that contribute to sexual and physical violence. Explore various social, cultural, and economic elements that increase vulnerability, including systemic inequality, gender norms, and immigration, prison, and community violence. Evaluate different models of education aimed at preventing violence and promoting awareness, emphasizing the role of feminist and anti-violence education in fostering safer environments for women.
Approximate Time In Hours
3.00

Outline
Chicana and Latina Health and Healthcare: Explore the health and healthcare experiences of Chicanas and Latinas, focusing on the cultural factors that contribute to their overall well-being—encompassing physical, mental, emotional, and spiritual health. Examine how cultural beliefs, traditions, and practices influence health behaviors, access to healthcare, and the perception of wellness within the Chicana and

Latina communities. Highlight the impact of social determinants such as socioeconomic status, immigration status, and systemic barriers to healthcare access.
Approximate Time In Hours
3.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    1. 2 – Social and Behavioral Sciences

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Latina and Latino American (Chicana/o) Studies.

Lecture
Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Latina and Latino (Chicana/o) American communities.

Lecture
Apply theory and knowledge produced by Latina and Latino (Chicana/o) American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

Lecture
Analyze the societal factors contributing to the physical and sexual violence perpetrated against women. Identify violence intervention and prevention programs.

Lecture
Examine the cultural, social, and economic factors impacting Chicana/Latina health. Review teen pregnancy, folk healing, and health education programs.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. Critically evaluate the ways in which Chicana/Latina feminist theory challenges and disrupts traditional gender norms, patriarchy, and machismo within both Chicano/Mexican and broader societal contexts.

2. Describe and analyze the historical, political, social and cultural turning points in the experiences of Chicanas and Latinas in the United States both past and present with an emphasis on self-determination

and social justice.

3. Develop and present an argument on how Chicana activism uniquely addresses issues of race, gender, sexuality, class, ethno-centrism, eurocentrism, imperialism, settler colonialism, immigration, and social struggles.

Methods of Instruction

Demonstration
Discussion
Field trips
Group Activities
Guest Speakers
Internet Presentation/Resources
Lecture
Multimedia presentations
Role Play

Methods of Evaluation

Substantial writing assignments
Exams/Quizzes

Typical Assignments

Writing Assignments:
In a five-page paper, examine how Chicana/Latina feminist theory challenges traditional gender norms within Chicano/Mexican culture as well as in mainstream society. Select at least two feminist scholars or activists (i.e., Gloria Anzaldúa, Cherríe Moraga) and discuss how their work disrupts conventional narratives about gender. How do their perspectives offer alternative ways of understanding femininity and masculinity within Chicana/Latina communities?

—

In a five-page paper, identify and analyze a significant historical, political, social, or cultural turning point in the experiences of Chicanas/Latinas in the United States. Discuss how this event or movement contributed to advancing self-determination and social justice for Chicanas/Latinas. How did this turning point shape the community's quest for identity, equity, and representation?

Other Assignments:
Develop a ten-minute presentation that explores how Chicana activism uniquely addresses the issues of race, gender, sexuality, class, and immigration. In your analysis, consider how Chicana activists confront structures of ethno-centrism, eurocentrism, imperialism, and settler colonialism. Provide specific examples of movements, actions, or individuals who have engaged in this work, and evaluate the impact of their activism on broader social struggles.

Course Materials

Author: Natalia Deeb-Sossa, Yvette G. Flores. Angie Chabram
Title: Testimonios of Care: Feminist Latina/x and Chicana/x perspectives on caregiving praxis.
Publisher: University of Arizona Press
Year: 2024
Or Equivalent: No

Author: Marisela R. Chavez
Title: Chicana Liberation: women and Mexican American politics in Los Angeles, 1945 1981
Publisher: University of Illinois Press
Year: 2024
Or Equivalent: No

Author: Aida Hurtado
Title: Intersectional Chicana Feminisms: sitios y lenguas
Publisher: University of Arizona Press
Year: 2020
Or Equivalent: No

Author: Solorzano, Torres, and Hernandez
Title: Chicana Studies: An Introduction, Vol. 1
Publisher: Kendall Hunt
Year: 2010
Or Equivalent: No

Author: Cherie Moraga
Title: Cherríe Moraga, Native Country of the Heart: A Memoir
Publisher: Farrar, Strauss, and Giroux
Year: 2019
Or Equivalent: No

Author: Laura E. Perez
Title: Chicana Art: the politics of spiritual and aesthetic alterities
Publisher: Duke University Press
Year: 2007
Or Equivalent: No

Author: Aida Hurtado
Title: Voicing Chicana Feminisms: young women speak out on sexuality and identity
Publisher: NYU Press
Year: 2003
Or Equivalent: No

Author: Gloria Anzaldua
Title: Borderlands/La Frontera: the new mestiza.
Publisher: Aunt Lute Books

Year: 2012
Or Equivalent: No

Author: Cherrie Moraga and Gloria Anzaldua
Title: This Bridge Called My Back, fortieth anniversary edition: Writings by Radical women of color
Publisher: State University of New York Press
Year: 2021
Or Equivalent: No

Author: Patricia Zavella, Gabriela Arredondo, Aida Hurtado, Norma Klahn, and Olga Najera-Ramirez
Title: Chicana Feminisms: a critical reader.
Publisher: Duke University Press
Year: 2003
Or Equivalent: No

Author: Maylei Blackwell
Title: Chicana Power!: contested histories of feminism in the Chicano movement.
Publisher: University of Texas Press
Year: 2011
Or Equivalent: No

Author: Dionne Espinoza, Maria Eugenia Cotera, Maylei Blackwell
Title: Chicana Movidas: New Narratives of Activism and Feminism in the Movement Era
Publisher: University of Texas Press
Year: 2018
Or Equivalent: No

Author: Alma M. Garcia
Title: Chicana Feminist Thought: the basic historical writings
Publisher: Routledge
Year: 1997
Or Equivalent: No

Minimum Qualification
1. Ethnic Studies

Course Revision (CCN): POLS C1000 (formerly POLI 101)

Course Information

Course Discipline: POLS
Course Division: Social Sciences
Course Number: C1000
Full Course Title: American Government and Politics
Short Title: American Gov and Politics
TOP Code: 220700 - Political Science
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.

Course Description

This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology.

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:

Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Letter grade only

Course Content

Lecture
Outline
The purpose of government and nature of democratic governance a. Political philosophies that underlie democratic government b. Comparison of representative and direct democracy c. The value of, influences on, and consequences of participation and non-participation in democratic government
Approximate Time In Hours
6.00

Lecture
Outline
The U.S. and California Constitutions as frameworks for government a. Political philosophies of the framers and critics of the U.S. Constitution b. Processes for amending and interpreting the U.S. and California Constitutions
Approximate Time In Hours
6.00

Lecture
Outline
The theory and practice of federalism in the United States, focusing on California a. The framework and operation of federal, state, and local relations b. Interaction between the federal government and Native American tribes and entities
Approximate Time In Hours

6.00

Lecture
Outline
The structure and contemporary operations of federal, state, and local governing institutions in the United States and California including the a. Executive branch b. Legislative branch c. Judicial branch
Approximate Time In Hours
6.00

Lecture
Outline
Civil liberties and civil rights of individuals and groups a. Civil liberties and rights as articulated in the U.S. and California Constitutions and federal and state court decisions b. Contemporary and historical interactions between government and marginalized populations within the United States based on factors such as race, ethnicity, sex, gender and gender expression, sexual orientation, class, ability status, age, citizenship status, language, religion, and/or other forms of identity
Approximate Time In Hours
6.00

Lecture
Outline
Individual and group behaviors within the context of the U.S. and California constitutions, including a. Elections, campaigns, and voting b. Political parties c. Interest groups d. Social movements
Approximate Time In Hours
6.00

Lecture
Outline
Factors that shape politics and policymaking including a. Political culture b. Political socialization c. Political ideologies d. Public opinion e. Media
Approximate Time In Hours
6.00

Lecture
Outline
Political issues and public policies a. Domestic b. Economic c. Foreign
Approximate Time In Hours
6.00

Lecture
Outline
Introductory research methods used in political science including a. qualitative tools and techniques b. quantitative tools and techniques
Approximate Time In Hours
6.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    1. 2 – Social and Behavioral Sciences
2. **CSU GE:**
    1. D - Social Sciences
3. **IGETC GE:**
    1. 4 - Social and Behavioral Sciences
4. **Transfer and Articulation:**
    1. **C-ID:** POLS110
5. **UC TCA:**
    1. UC-B Social and Behavioral Sciences

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

Lecture
Explain the founding and development of the U.S. and California Constitution.

Lecture
Critique governing institutions and political processes within the United States and California.

Lecture
Employ introductory political science research methods to contextualize contemporary political issues and operations in the United States and California.

Lecture
Assess civil liberties and civil rights of individuals and groups as articulated in the U.S. and California Constitutions and subsequent court decisions.

Lecture
Investigate the role of identity and political ideology in shaping public opinion and public policy in the United States and California.

Lecture
Analyze how to effectively participate in politics at the national, state, county, and/or city levels.

Student Learning Outcomes
Upon completion of this course, the student should be able to:
1. Demonstrate knowledge of basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California.

2. Demonstrate an understanding of how political parties and interest groups serve as channels for popular participation, and compare/contrast the techniques they use to do so.

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3. Demonstrate an understanding of the dynamic interplay between the President, Congress, the courts, and the California Governor in shaping policy by explaining the powers they have, the limits on those powers, and how they influence each other in the policy-making process.

Methods of Instruction

Discussion
Group Activities
Guest Speakers
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Exams/Quizzes
If you selected "Other", please provide details.
Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, essays, field journals, projects, critical analysis papers, service learning, simulations, research demonstrations, etc. Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

Typical Assignments

Some assignments require critical thinking:
CALIFORNIA CONSTITUTION:

Identify the principal components of the California Constitution, and its amendments, from the time of California's admission to the Union in 1850 to the present. In a three- to five-page essay, compare and contrast the legislative, executive, and judicial characteristics of the California and United States Constitutions. Trace and assess the role of direct democracy in California's political system, and the constitutional amendment process.

THE RELATIONSHIPS OF STATE AND LOCAL GOVERNMENTS WITH THE FEDERAL GOVERNMENT:

In a two- to four-page essay, analyze the types of federal grants-in-aid for states, counties, and cities. Distinguish between categorical and block grants in the context of devolution since the 1980s and 1990s. Evaluate the relative merits of categorical and block grants in reference to federal/state control of these grants and their intended purpose.

Writing Assignments:
Analyze a legislative proposal in light of elite theory, pluralism and hyperpluralism. Papers should examine each theory and document which facts surrounding the bill support each theory (if applicable). The paper should take a stand on which theory best describes the bill overall.

Other Assignments:

Read the chapter in your textbook covering the views of John Locke and Thomas Hobbes on the state of nature and the social contract. In a three- to five-page essay, evaluate the scope of government presented in each of these views and compare and contrast the two types of government each of these two views would produce.

Course Materials

Author: Krutz and Waskiewicz
Title: American Government 3e. OpenStax (OER)
Edition: 3rd
Publisher: OpenStax
Year: 2024
Or Equivalent: No

Author: Sidlow and Henschen
Title: GOVT 12: Principles of American Government
Edition: 12th
Publisher: Cengage
Year: 2025
Or Equivalent: No

Author: Reti, Steven
Title: Introduction to California Government and Politics. (OER)
Publisher: LibreTexts
Year: 2023
Or Equivalent: No

Author: Van Vechten
Title: California Politics: A Primer
Edition: 6th
Publisher: CQ Press
Year: 2021
Or Equivalent: No

Author: Patterson
Title: We the People
Edition: 15th
Publisher: McGraw Hill
ISBN-13: 9781265026684
Year: 2024
Or Equivalent: No
Other:
May also include supplementary materials such as, but not limited to, primary sources (e.g. The Federalist Papers), readers, etc.

Minimum Qualification

1. Political Science

Course Revision (CCN): POLS C1000H (formerly POLI 101H)

Course Information
Course Discipline: POLS
Course Division: Social Sciences
Course Number: C1000H
Full Course Title: American Government and Politics - Honors
Short Title: American Gov&Politics-Honors
TOP Code: 220700 - Political Science
SAM Code: E - Non-Occupational
Transfer Status A - Transferable to both UC and CSU.

Course Description
This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology. This is an honors course.

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

Min/Max Units:
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Total Hours:
54.000
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Approximate Time In Hours
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Lecture
Outline
Individual and group behaviors within the context of the U.S. and California constitutions, including a. Elections, campaigns, and voting b. Political parties c. Interest groups d. Social movements
Approximate Time In Hours
6.00

Lecture
Outline
Factors that shape politics and policymaking including a. Political culture b. Political socialization c. Political ideologies d. Public opinion e. Media
Approximate Time In Hours
6.00
Lecture
Outline
Political issues and public policies a. Domestic b. Economic c. Foreign
Approximate Time In Hours
6.00

Lecture
Outline
Introductory research methods used in political science including a. qualitative tools and techniques b. quantitative tools and techniques
Approximate Time In Hours
6.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
   1. 2 – Social and Behavioral Sciences
2. **CSU GE:**
   1. D - Social Sciences
3. **IGETC GE:**
   1. 4 - Social and Behavioral Sciences
4. **Transfer and Articulation:**
   1. **C-ID:** POLS 110
5. **UC TCA:**
   1. UC-B Social and Behavioral Sciences

Course Objectives
Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Explain the founding and development of the U.S. and California Constitution.

Lecture
Critique governing institutions and political processes within the United States and California.

Lecture
Employ introductory political science research methods to contextualize contemporary political issues and operations in the United States and California

Lecture
Assess civil liberties and civil rights of individuals and groups as articulated in the U.S. and California Constitutions and subsequent court decisions.

Lecture
Investigate the role of identity and political ideology in shaping public opinion and public policy in the United States and California.

Lecture
Analyze how to effectively participate in politics at the national, state, county, and/or city levels.

Student Learning Outcomes
Upon completion of this course, the student should be able to:
1. Demonstrate knowledge of basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California.

2. Demonstrate an understanding of how political parties and interest groups serve as channels for popular participation, and compare/contrast the techniques they use to do so.

3. Demonstrate an understanding of the dynamic interplay between the President, Congress, the courts, and the California Governor in shaping policy by explaining the powers they have, the limits on those powers, and how they influence each other in the policy-making process.

Methods of Instruction
Discussion
Group Activities
Guest Speakers
Lecture
Multimedia presentations

Methods of Evaluation
Substantial writing assignments
If you selected "Other", please provide details.
Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, essays, field journals, projects, critical analysis papers, service learning, simulations, research demonstrations, etc. Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

Typical Assignments
Some assignments require critical thinking:
Although Federalism in constitutional terms refers only to the relationship between the national government and the states, public policy-making is also influenced by local governments. In most policy areas there is ongoing interaction among all 3 levels of government. Select a policy area (such as welfare, education, environmental regulation, transportation, etc.) and write an 8-10 page paper in which you assess the current state of American federalism by using that policy area as an example. Consider the roles played by each level of government, whether any one level of government is dominant, and whether our federal system ought to be changed. You should probably start with a brief explanation of your understanding of contemporary federalism and a brief overview of what has happened recently in the policy area of your choice.

By establishing separate legislative and executive branches, the founders seem to have set up an opportunity, some would say an invitation, for conflict between the president and congress. This has seemed especially true when it comes to foreign policy. In an 8-10 page paper please address the following questions: What do you understand the foreign policy responsibilities of congress and those of the president? Is the relationship between the branches only one of conflict, or are there instances of cooperation? What explains why there might be cooperation instead of conflict? Conclude your paper with an evaluation of which branch ought to be more dominant in foreign policy.

Writing Assignments:

Analyze a legislative proposal in light of elite theory, pluralism and hyperpluralism. Papers should examine each theory and document which facts surrounding the bill support each theory (if applicable). The paper should take a stand on which theory best describes the bill overall.

Other Assignments:
Ross Perot's effort to create a new political party was another in a line of third party efforts in American Politics. None of these efforts has succeeded in capturing the presidency within the last several decades, although the ideas advanced by some minor parties have had significant impacts. How do you explain the transitory nature of third parties and their inability to capture important offices during the twentieth century? Write a 6-8 page paper in which you address this question as well as provide an analysis and evaluation of the roles played by third parties in recent and contemporary politics.

Course Materials
Author: Krutz and Waskiewicz
Title: American Government 3e. OpenStax (OER)
Edition: 3rd
Publisher: OpenStax
Year: 2024
Or Equivalent: No

Author: Sidlow and Henschen
Title: GOVT 12: Principles of American Government
Edition: 12th
Publisher: Cengage
Year: 2025
Or Equivalent: No

Author: Reti, Steven
Title: Introduction to California Government and Politics. (OER)
Publisher: LibreTexts
Year: 2023
Or Equivalent: No
Author: Van Vechten
Title: California Politics: A Primer
Edition: 6th
Publisher: CQ Press
Year: 2021
Or Equivalent: No

Author: Patterson
Title: We the People
Edition: 15th
Publisher: McGraw Hill
ISBN-13: 9781265026684
Year: 2024
Or Equivalent: No

Other:
May also include supplementary materials such as, but not limited to, primary sources (e.g. The Federalist Papers), readers, etc.

Minimum Qualification

1. Political Science

Course Revision (CCN): PSYC C1000 (Formerly PSYC 101)

Course Information

Course Discipline: PSYC
Course Division: Social Sciences
Course Number: C1000
Full Course Title: Introduction to Psychology
Short Title: Introduction to Psychology
TOP Code: 200100 - Psychology, 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.

Course Description

This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations.

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:

Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Letter grade only

Course Requirements

Recommended Prep - Other
Non Course Requirements
Eligibility for college-level writing (C-ID ENGL 100) and reading (a course with an existing skill of ability to read a college level text)

Course Content

Lecture
Outline
1. Cover at least two topics within each of the following major areas, addressing both theory and application: • BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness); • COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence); • DEVELOPMENT (e.g., Learning, Lifespan Development, Language); • SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality); • MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)
Approximate Time In Hours
25.00

Lecture
Outline
2. Incorporate psychology's seven integrative themes throughout the course: a. How psychological science relies on evidence and critical thinking, adapting as new data develop; b. How psychology explains general principles that govern behavior while recognizing individual differences; c. How psychological, biological, social, and cultural factors influence behavior and mental processes; d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society; e. How our perceptions and biases

filter our experiences of the world through an imperfect personal lens; f. How applying psychological principles can change our lives, organizations, and communities in positive ways; g. How ethical principles guide psychology research and practice
Approximate Time In Hours
25.00

Lecture
Outline
3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas: a. while recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and b. to counter unsubstantiated statements, opinions, or beliefs.
Approximate Time In Hours
2.00

Lecture
Outline
4. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.
Approximate Time In Hours
2.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
     1. 2 – Social and Behavioral Sciences
2. **CSU GE:**
     1. D - Social Sciences
3. **IGETC GE:**
     1. 4 - Social and Behavioral Sciences
4. **Transfer and Articulation:**
     1. **C-ID:** PSY 110
5. **UC TCA:**
     1. UC-B Social and Behavioral Sciences

Course Objectives
Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.
Lecture
2. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.
Lecture

3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.
Lecture
4. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions or beliefs.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. SLO #1: Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.

2. SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.

3. SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).

Methods of Instruction

Discussion
Group Activities
Lecture
Multimedia presentations
Role Play

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)
Skills demonstrations
Exams/Quizzes
If you selected "Other", please provide details.
Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Typical Assignments

Some assignments require critical thinking:

It might be fun to have ESP, especially before a tough exam or blind date. However, it's one thing to wish ESP existed and another to conclude that it does. In a two- to three-page paper, describe what kinds of evidence would convince you that ESP is real, and what kinds of evidence are just wishful thinking.

You have learned about classical conditioning and operant conditioning theories. In a two- to three-page paper, summarize the basic concepts and principles of one of these types and give a specific example of how you would use one of this type of conditioning to teach an organism (for example: an animal, a child, or an adult) a specific behavior.

Other Assignments:
Describe how each of the following brain structures might be active while you are driving a car. You can be creative in terms of what type of car you are driving, if you are with someone, where you are going, what happens while you are driving, and so on. The objective is to create examples that demonstrate your understanding of the functions of these brain structures. Write a two- to three-sentence description for each brain structure.

1. Cerebellum
2. Reticular formation
3. Hypothalamus
4. Amygdala
5. Hippocampus
6. Frontal Lobe - Association Area
7. Frontal Lobe - Motor Cortex
8. Broca's area
9. Wernicke's area
10. Parietal Lobe
11. Occipital lobe
12. Temporal lobe

Describe an experiment of your choice. Review your notes from chapter two to help you with your answer. To answer the question and receive full credit, you must include the following:
a.   Hypothesis:
b.   Independent & Dependent Variables:
c.   Control/Experimental Group:
d.   Ethics (5) in research:
e.   Be sure to describe how you would do this experiment, such as who the subjects are, ages, gender, where , etc.

Course Materials
Author: Spielman, Jenkins, & Lovett
Title: Psychology
Edition: 2e
Publisher: OpenStax
ISBN-13: 9781975076443
Year: 2020

Or Equivalent: No

Author: Weiten
Title: Themes and Variations in Psychology
Edition: 11
Publisher: Cengage
ISBN-13: 13: 9780357374825
Year: 2022
Or Equivalent: No

Author: Feldman
Title: Understanding Psychology
Edition: 14th
Publisher: McGraw-Hill
ISBN-13: 13: 9781260829013
Year: 2021
Or Equivalent: No

Author: Grison & Gazzaniga
Title: Psychology in Your Life
Edition: 4th
Publisher: Norton
ISBN-13: 9780393877533
Year: 2022
Or Equivalent: No

Author: Wade, C., Tavris, C., Sommers, S., and Shin, L.
Title: Psychology
Edition: 14th
Publisher: Pearson
ISBN-13: 9780137988082
Year: 2023
Or Equivalent: No

Author: Licht, D., Hull, M., and Ballantyne, C.
Title: Scientific American: Psychology
Edition: 3rd
Publisher: Worth Publishers (MacMillan)
ISBN-13: 9781319190767
Year: 2020
Or Equivalent: No

Author: Huffman & Sanderson
Title: Psychology in Action
Edition: 13th
Publisher: Wiley

ISBN-13: 9781394241453
Year: 2024
Or Equivalent: No

Author: Ciccarelli & White
Title: Psychology
Edition: 7th
Publisher: Pearson
ISBN-13: 9780138162665
Year: 2025
Or Equivalent: No

Author: Madson
Title: Psychology for Everyday Life
Edition: 6th
Publisher: Kendall Hunt
ISBN-13: 9798765796092
Year: 2025
Or Equivalent: No

Author: Diener & Biswas-Diener
Title: Discover Psychology 2.0: A Brief Introductory Text
Edition: 2022
Publisher: Noba
Year: 2022
Or Equivalent: No

Author: Kassin, Privitera & Clayton
Title: Essentials of Psychology
Edition: 1st
Publisher: Sage
ISBN-13: 9781544348438
Year: 2021
Or Equivalent: No

Minimum Qualification
1. Psychology

Course Revision (CCN): PSYC C1000H (Formerly PSYC 101H)

Course Information
Course Discipline: PSYC
Course Division: Social Sciences
Course Number: C1000H
Full Course Title: Introduction to Psychology - Honors
Short Title: Intro to Psychology-Honors
TOP Code: 200100 - Psychology, 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.

Course Description
This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations. This is an honors course.

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:

Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Letter grade only

Course Requirements

Recommended Prep - Other
Non Course Requirements
Eligibility for college-level writing (C-ID ENGL 100) and reading (a course with an existing skill of ability to read a college level text)

Course Content

Lecture
Outline
1. Cover at least two topics within each of the following major areas, addressing both theory and application: · BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness); · COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence); · DEVELOPMENT (e.g., Learning, Lifespan Development, Language); · SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality); · MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)
Approximate Time In Hours
25.00

Lecture
Outline
2. Incorporate psychology's seven integrative themes throughout the course: a. How psychological science relies on evidence and critical thinking, adapting as new data develop; b. How psychology explains general principles that govern behavior while recognizing individual differences; c. How psychological, biological, social, and cultural factors influence behavior and mental processes; d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society; e. How our perceptions and biases

filter our experiences of the world through an imperfect personal lens; f. How applying psychological principles can change our lives, organizations, and communities in positive ways; g. How ethical principles guide psychology research and practice.
Approximate Time In Hours
25.00

Lecture
Outline
3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas: a. while recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and b. to counter unsubstantiated statements, opinions, or beliefs.
Approximate Time In Hours
2.00

Lecture
Outline
4. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.
Approximate Time In Hours
2.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
     1. 2 – Social and Behavioral Sciences
2. **CSU GE:**
     1. D - Social Sciences
3. **IGETC GE:**
     1. 4 - Social and Behavioral Sciences
4. **Transfer and Articulation:**
     1. **C-ID:** PSY 110
5. **UC TCA:**
     1. UC-B Social and Behavioral Sciences

Course Objectives
Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.

Lecture
2. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.

Lecture
3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.

Lecture
4. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions, or beliefs.

Student Learning Outcomes

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

1. SLO #1: Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.

2. SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.

3. SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).

Methods of Instruction

Discussion
Group Activities
Lecture
Multimedia presentations
Role Play
Simulation

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)
Skills demonstrations
Exams/Quizzes
If you selected "Other", please provide details.
Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Typical Assignments

Some assignments require critical thinking:

Regardless of how diligent psychologists may be in designing and conducting their research, journalists may make their own interpretations of the findings. Media articles may confuse correlation and causation, and may provide very little information about how the study was conducted. Choose one of the media articles from the list provided in class, and use your knowledge of research methodology both to critique the media article and to consider possible limitations of the research study itself.

In a four - to six-page double-spaced essay, consider the following:

1. Identify and briefly describe the article you have chosen.

2. Is the title of the article causal or correlational? In the text of the article, are the results described as causal or correlational?

3. Does the article offer any alternative explanations for why the two variables are correlated (third variables, direction of causality, etc)? If so, describe them and provide any additional explanations that come to mind. If not, what alternative explanations could you make?

4. Does the article provide enough information about how the study was conducted to give readers the chance to evaluate the study methodology? If so, describe and critique the methodology. If not, explain what you would need to know about the study in order to evaluate the methodology.

5. In what ways, if any, might a reader who lacks knowledge about scientific methodology be misled by this article? Explain.

6. Using your knowledge of scientific methodology, briefly describe how you would design another study to test the same hypothesis.

Writing Assignments:

Using Compton College's Library databases, locate six empirical research articles investigating the same topic in psychological science. Create an annotated bibliography in APA format, providing each reference followed by a 250-300 word description and evaluation of the study.

Include the following in each annotation:

Summarize the study method and results, including strengths and weaknesses
Compare and/or contrast this article with at least one other article you have cited
Describe how this article advances your understanding of your topic

Write a Literature Review of a topic investigated by psychological scientists, using six empirical research articles. The paper must be five- to seven pages in length, double-spaced, and must be in APA format.

The text of your paper begins with the introduction, where you describe your topic and explain why it is important. The introduction should narrow down to the last sentence or two, where you identify the specific topic you will focus on in your paper and summarize the main issues you will be discussing this research.

The body of your paper will be the most lengthy section, consisting of several paragraphs. This is the section that you must organize according to the themes, controversies, methodological issues, etc., that have arisen in the research you have reviewed. Be sure to describe and evaluate each of your studies.

In the conclusion of your literature review, summarize your main points briefly. Provide your interpretation of the findings in this area of research to date, and consider potential future directions for the research. Finally, consider the broader implications of this research.

Course Materials

Author: Spielman, Jenkins, & Lovett
Title: Psychology
Edition: 2e
Publisher: OpenStax
ISBN-13: 9781975076443
Year: 2020
Or Equivalent: No

Author: Weiten
Title: Themes and Variations in Psychology
Edition: 11th
Publisher: Cengage
ISBN-13: 9780357374825
Year: 2022
Or Equivalent: No

Author: Feldman
Title: Understanding Psychology
Edition: 14th
Publisher: McGraw-Hill
ISBN-13: 9781260829013
Year: 2021
Or Equivalent: No

Author: Grison & Gazzaniga
Title: Psychology in Your Life
Edition: 4th
Publisher: Norton
ISBN-13: 9780393877533
Year: 2022
Or Equivalent: No

Author: Wade, C., Tavris, C., Sommers, S., and Shin, L.
Title: Psychology
Edition: 14th
Publisher: Pearcon
ISBN-13: 9780137988082
Year: 2023
Or Equivalent: No

Author: Licht, D., Hull, M., and Ballantyne, C.
Title: Scientific American: Psychology
Edition: 3rd
Publisher: Worth Publishers (MacMillan)
ISBN-13: 9781319190767
Year: 2020
Or Equivalent: No

Author: Huffman & Sanderson
Title: Psychology in Action
Edition: 13th
Publisher: Wiley
ISBN-13: 9781394241453
Year: 2024
Or Equivalent: No

Author: Ciccarelli & White
Title: Psychology
Edition: 7th
Publisher: Pearson
ISBN-13: 9780138162665
Year: 2025
Or Equivalent: No

Author: Madson
Title: Psychology for Everyday Life
Edition: 6th
Publisher: Kendall Hunt
ISBN-13: 9798765796092
Year: 2025
Or Equivalent: No

Author: Diener & Biswas-Diener
Title: Discover Psychology 2.0: A Brief Introductory Text
Edition: 2022
Publisher: Noba
Year: 2022
Or Equivalent: No

Author: Kassin, Privitera & Clayton
Title: Essentials of Psychology
Edition: 1st
Publisher: Sage
ISBN-13: 9781544348438
Year: 2021
Or Equivalent: No

Minimum Qualification

1. Psychology

Course Revision (CCN): STAT C1000 (formerly MATH 150)

Course Information
Course Discipline: STAT
Course Division: Science, Technology, Engineering, and Mathematics (STEM)
Course Number: C1000H
Full Course Title: Introduction to Statistics
Short Title: Intro to Statistics -
TOP Code: 170100 - Mathematics, General
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable

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

Course Standards
Lecture Hours:
72.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:

144.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
72.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
144.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
4.000
Total Hours:
72.000
Grading Method:
Letter grade only

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

General Education/Transfer

1. **Local GE/Graduation Requirements:**
   1. 4B – Language and Rationality – Communication and Analytical Thinking
   2. 6 – Mathematics Competency
2. **CSU GE:**
   1. B4 - Mathematics/Quantitative Reasoning
3. **IGETC GE:**
   1. 2A - Mathematical Concepts & Quantitative Reasoning
4. **UC TCA:**
   1. UC-M Mathematical Concepts and Quantitative Reasoning

Course Objectives
Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data

Lecture

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

Lecture

Describe and apply probability concepts and distributions.

Lecture

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

Lecture

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

Lecture

Evaluate ethical issues in statistical practice.

Student Learning Outcomes

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

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

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

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

4. Compute the con

fidence intervals and conduct hypothesis testing for a variety of parameters, and perform nonparametric hypothesis testing.

Methods of Instruction

Demonstration
Discussion
Group Activities
Guest Speakers
Lecture
Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)
Exams/Quizzes
If you selected "Other", please provide details.
Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Typical Assignments

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

Private Schools
x = 110
s = 15
n = 60

Public Schools
x =104
s = 18
n = 120

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

Other Assignments:
A random sample of 49 shoppers showed that they spent an average of $23.45 per visit at a grocery store. The standard deviation of the sample was $2.80. Decide what type of confidence interval is appropriate to

estimate the true mean and justify your choice. Then find a 90% confidence interval estimate of the true mean.

Course Materials

Author: Jose Villalobos
Title: Math 150 - Workbook
Edition: 1st
Publisher: LAD Custom Publishing
ISBN-13: 9798331613037
Year: 2024
Or Equivalent: No

Author: M.F. Triola
Title: Elementary Statistics
Edition: 14th
Publisher: Pearson
ISBN-13: 978-0134462455
Year: 2022
Or Equivalent: No

Author: Cetinkaya-Rundle
Title: Introduction to Modern Mathematics
Edition: 2e
Publisher: OpenIntro
Year: 2024
Or Equivalent: No

Author: Peck, Case
Title: Statistics: Learning From Data
Edition: 3e
Publisher: Cengage
Year: 2024
Or Equivalent: No

Author: Illowsky.dean
Title: Introductory Statistics
Edition: 2e
Publisher: OpenStax
Year: 2023
Or Equivalent: No

Author: The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin
Title: Introductory Statistics: Analyzing Data with Purpose
Edition: !st

Minimum Qualification

1. Mathematics

Course Revision (CCN): STAT C1000H (formerly MATH 150)

Course Information
Course Discipline: STAT
Course Division: Science, Technology, Engineering, and Mathematics (STEM)
Course Number: C1000H
Full Course Title: Introduction to Statistics
Short Title: Intro to Statistics -
TOP Code: 170100 - Mathematics, General
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable

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

Course Standards
Lecture Hours:
72.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:

144.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
72.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
144.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
4.000
Total Hours:
72.000
Grading Method:
Letter grade only

Course Requirements

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

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    1. 4B – Language and Rationality – Communication and Analytical Thinking
    2. 6 – Mathematics Competency
2. **CSU GE:**
    1. B4 - Mathematics/Quantitative Reasoning
3. **IGETC GE:**
    1. 2A - Mathematical Concepts & Quantitative Reasoning
4. **UC TCA:**
    1. UC-M Mathematical Concepts and Quantitative Reasoning

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data

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

Lecture
Describe and apply probability concepts and distributions.

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

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

Lecture
Evaluate ethical issues in statistical practice.

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

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

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

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

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

Methods of Instruction
Demonstration
Discussion
Group Activities
Guest Speakers
Lecture
Multimedia presentations

Methods of Evaluation
Problem solving demonstrations (computational or non-computational)

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Exams/Quizzes

If you selected "Other", please provide details.

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

Typical Assignments

Some assignments require critical thinking:

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

Private Schools
x = 110
s = 15
n = 60

Public Schools
x =104
s = 18
n = 120

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

Other Assignments:

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

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Or Equivalent: No

Author: The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin
Title: Introductory Statistics: Analyzing Data with Purpose
Edition: !st
Publisher: The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin
Year: 2021
Or Equivalent: No

Minimum Qualification

1. Mathematics

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

<table>
<tr><td colspan="3">Curriculum Committee Meeting Schedule
2024-2025</td></tr>
<tr><td>Date</td><td>Time</td><td>Location—In Person</td></tr>
<tr><td>1. ~~Sept 10, 2024~~</td><td>~~2:00 p.m. 3:30 p.m.~~</td><td>~~VT-124~~</td></tr>
<tr><td>2. ~~Sept 24, 2024~~</td><td>~~2:00 p.m. 3:30 p.m.~~</td><td>~~VT-124~~</td></tr>
<tr><td>3. ~~Oct 8, 2024~~</td><td>~~2:00 p.m. 3:30 p.m.~~</td><td>~~VT-124~~</td></tr>
<tr><td>4. Oct 22, 2024</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>5. Nov 12, 2024</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>6. Nov 26,2024</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>7. Dec 10, 2024</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>8. Feb 25, 2025</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>9. Mar 11, 2025</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>10. Mar 25, 2025</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>11. Apr 8, 2025</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>12. Apr 22, 2025</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>13. May 13, 2025</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>14. May 27, 2025</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
<tr><td>15. Jun 10, 2025</td><td>2:00 p.m. – 3:30 p.m.</td><td>VT-124</td></tr>
</table>