College Curriculum Committee

Meeting Agenda Package

March 25, 2025

Table of Contents

College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael Vanoverbeck / Time Keeper: TBD
Date: March 11, 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__; 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__.

AGENDA:

1. Approval of Agenda: March 25, 2025.

2. Approval of Minutes: March 11, 2025.

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) Noncredit Course Revision- Update Course Hours; Update Grading Method
      MATH 100 - Supervised Tutoring: Mathematics

   b) Course Inactivation
      PHIL 105H - Honors Critical Thinking and Discourse

PHIL 111 - History of Ancient and Medieval Philosophy
PHIL 112 - History of Modern Philosophy
PHIL 115 – Existentialism

c) Standard Course Review- Update Conditions of Enrollment- Add Prerequisites
ART 145 - Graphic Design I

d) Standard Course Review- No Proposed Changes
PE 122 - Cardio Fitness and Body Sculpting
PE 217 - Sports Officiating
PE 272 - Care and Prevention of Athletic Injuries
PE 277 - Introduction to Kinesiology
PE 290 - Personal Fitness Trainer

5. Action Item(s):
a) **New Course – 2nd Read**
MATH 19C - Support for Calculus I

6. Discussion Item(s):
a) Faculty Service Surveys

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: TBD
Date: March 11, 2025 / Time: 2:00 p.m. - 3:30 p.m.
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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 _X_; 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_X_; Sheri Berger_X_; Juan Tavarez_X ; Maya Medina_X_

AGENDA:

Meeting started at 2:09pm

Victoria M. motioned to approve amended agenda. Shay B. seconded. Unanimously approve.

1. Approval of Agenda: March 11, 2025.

Victoria M. motioned to approve minutes. Brad C. seconded. Unanimously approved.

2. Approval of Minutes: February 25, 2025.

Michael V. motioned to open 3a-e. Victoria M. seconded.

3. Reports and Follow-up Questions From Attendees:
   f) Vice President, Academic Affairs –
      a. Presentation – Common Course Numbering Update Overview
   g) Curriculum Analyst
      a. Started process for reviewing course catalog.
      b. Reminder that we will be moving to the new curriqnet

h) Articulation Officer
i) Distance Education Faculty Coordinator
j) SLO Coordinator
    a. Assessment committee meetings last Wednesdays of the month.

Susan J. motioned to close items 3a-e. Jesse M. seconded.

Michael V. motioned to approve consent agenda item 4a-c. David M. seconded. Unanimously approved.

4. Consent Agenda Item(s):

e) Course Review; Update Course Hours; DE addendum- EFOMA
ART 219 - Watercolor Painting I

f) **CTE Two-Year Course Review- No proposed changes. DE Addendum- Hybrid option**
COSM 114 - Advanced Cosmetology and Introduction to State Board Review

g) GE Workgroup – New Local GE Areas

Michael V. motioned to open action item 5a. David M. seconded.

5. Action Item(s):

a) New Course – 2nd Read
ENGL 245 - Asian Pacific American Literature

Susan J. motioned to close action item 5a. Shay B. seconded.

Susan J. motioned to approve action item 5a. Jesse M. seconded. Unanimously approved.

Jose M. motioned to open action item 5b. Shay B. seconded.

b) New Course – 1st Read
- MATH 19C - Support for Calculus I

Jesse M. motioned to close action item 5b. Susan J. seconded.

6. Discussion Item(s):
b) TBD

Michael V. motioned to open informational item 7a. Noemi M. seconded.

7. Informational Items:
b) *College Curriculum Committee Vacancies*: STEM (1).

Michael V. motioned to close informational item 7a. Noemi M. seconded.

Michael V. motioned to open the floor for committee representative comments. Noemi M. seconded.

8. 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).

Brad C. motioned to close 8a. Shay B. seconded.

Jesse M. motioned to open the floor for public comment. Noemi M. seconded.

9. Public Comment(s):

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

Michael V. motioned to close public comment. Victoria M. seconded.

Meeting ended at 2:36pm

Noncredit Course Revision- Update Course Hours; Update Grading Method – MATH 100 – Supervised Tutoring – Mathematics

Course Information

Course Discipline: MATH
Course Division: Science, Technology, Engineering, and Mathematics (STEM)
Course Number: 100
Full Course Title: Supervised Tutoring: Mathematics
Short Title: Supvd Tutoring: Mathematics
TOP Code: 493009 - Supervised Tutoring
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? N - Non Credit
Transfer Status C - Not transferable
Effective Term: Winter 2025
Board of Trustees Approval Date:
2024-10-15

Course Description

This course provides supervised tutoring for students in all mathematics courses offered at Compton College. The tutoring focuses on applying learning skills, utilizing college resources, and reviewing course content. It also offers personalized and group learning opportunities to help improve academic achievement. Note: This course is repeatable and open for enrollment at registration and any time during the semester.

Course Standards

Lecture Hours:
Activity Hours:
Lab Hours:
72.000
Outside-of-Class Hours:
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
216.000
Lecture Hours:

Activity Hours:

Lab Hours:
72.000
Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
0.000
Lecture Units:

Activity Units:

Lab Units:
1.000
Min/Max Units:
1.000
Total Hours:
72.000
Grading Method:
Ungraded

Course Requirements

Other
Non Course Requirements
Referral by instructor or counselor based on assessed academic need

Course Content

Lab
Outline
SOLVING EQUATIONS & MANIPULATING EXPRESSIONS Coverage of Topics will depend on the level of mathematics the student is taking. This may include, but is not limited to the following. A. Manipulating Expressions Simplifying Arithmetic, Algebraic and Trigonometric Expressions Order of

Operations Properties of Real Numbers B. Solving Equations & Inequalities Methods for Solving Linear Equations and Inequalities Symbolically Balancing Equations Clearing Fractions Isolating Variables Graphically Methods for Solving Quadratic Equations and Inequalities Factoring Completing the Square Quadratic Formula Methods for Solving Other Equations and Inequalities including (but not limited to) Trigonometric Polar Parametric Exponential Logarithmic Rational Radical
Approximate Time In Hours
45.00
Lab
Outline
Solve Application Problems Reading to Understand the Problem Setting up the Problem Drawing an appropriate Diagram, Graph, or Chart Translating from Words to Mathematical Symbols Practice Continuing to Solve Similar Application Problems
Approximate Time In Hours
45.00
Lab
Outline
VISUAL & GRAPHICAL METHODS Coverage of Topics will depend upon the level of mathematics the student is taking. It may include, but is not limited to the following: Creating and Interpreting Graphs including but not limited to Bar Charts Pie Charts Functions Lines Polynomials Trigonometric Functions Exponential & Logarithmic Functions Piece-wise Functions Polar Graph Rational Functions
Approximate Time In Hours
45.00
Lab
Outline
ARTICULATING MATHEMATICAL REASONING The method used to explain mathematical reasoning will depend upon the level of the student. It will be modified to meet individual student needs and ability level. These strategies (or similar strategies) may be employed. Practice Identifying & Explaining a Correct Mathematical Approach Work with a study group or partner. Tutor a student in a lower math class. Rewrite the problems in your own words. Create a formula sheet or study guide. Read and outline the textbook. Copy and highlight lecture notes. Create a Mock Exam.
Approximate Time In Hours
45.00
Lab
Outline
LEARNING STRATEGIES Methods for Studying Math Review the material after class Preview material before class Repeated practice Ask Questions Explain what you know Flash Cards for Formulas Identify learning resources available for students at El Camino College and appropriate to the student's needs, including Tutorial services in the Math Study Center, the Library/Learning Resources Center, and other college locations Computer-assisted instruction Faculty consultation Supplemental Instruction (SI) MESA and ASEM
Approximate Time In Hours
36.00

Course Objectives

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

Lab
Apply learning strategies appropriate to course content and course skills.
Lab
Locate learning resources that will provide information related to curricular needs.
Lab
Employ learning strategies, learning resources, and tutoring assistance to aid in the acquisition of course content and course skills.
Lab
Demonstrate the use of appropriate methods for solving application problems.
Lab
Manipulate numbers and/or variables in an expression in order to simplify the expression.
Lab
Manipulate numbers and/or variables in an equation, in order to solve the equation.
Lab
Create a chart or graph to represent data or an equation.
Lab
Explain the method used to solve a problem.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. The student success center will implement a survey to be administered to students throughout the semester in order to assess the following Service Area Outcomes (SAOs). Problem-solving skills will be enhanced through interactions with tutors at the student success center, as evaluated by a student survey.

2. Students will receive quality service delivered by student success center tutors and will be assessed based on feedback from a student survey.

3. Students will exhibit effective time management strategies during tutoring sessions, as indicated by their survey responses.

4. The student success center will implement a survey to be administered to students throughout the semester in order to assess the following Service Area Outcomes (SAOs). Students will ask clarifying questions and actively engage in tutoring sessions, as measured by a student survey.

Methods of Instruction

Demonstration
Discussion
Group Activities
Laboratory
Multimedia presentations
Simulation

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Typical Assignments

Other Assignments:
Exam Review Plan of Action: Two weeks prior to a class exam, create a plan of action that includes at least two meetings with a supervised tutor before the exam. Create a list of skills and concepts needed in order to do well on the exam and prioritize them based on which are most important or problematic. The plan should also include at least one meeting with a supervised tutor after the exam has been graded and returned, in order to review how well your exam review plan worked.

Minimum Qualification

1. Mathematics

Course Inactivation – PHIL 105H – Honors Critical Thinking and Discourse

Course Information

Course Discipline: PHIL
Course Number: 105H
Full Course Title: Honors Critical Thinking and Discourse
Short Title: Hnrs Crtcl Thnkng & Discourse
TOP Code: 150900 - Philosophy
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 2018
Board of Trustees Approval Date:
2018-09-11

Course Description

This honors course, intended for students in the Honors Transfer Program, focuses on the study and development of critical reasoning and effective argumentation. Emphasis is placed on the application of critical thinking skills to the production of clear, well-argued position and advocacy papers and to the linguistic and logical analysis of the writings of others. Students' papers and other writings will total a minimum of 6,000-8,000 words. This course is enriched through extensive rigorous reading, writing, and research assignments. Note: Students may either take Philosophy 105 or Philosophy 105H. Duplicate credit will not be awarded.

Course Standards

Lecture Hours:
54.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
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:

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

Lecture Units:

Activity Units:

Lab Units:

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

Course Requirements

Prerequisite
Subject ENGL - English
Requisite Course ENGL 101 - Reading and Composition (Active)4.000 - 4.000
Prerequisite
Subject ENGL - English
Requisite Course ENGL 101H - Honors Reading and Composition (Active)4.000 - 4.000

Course Content

Lecture
Outline

Argumentative LanguageA. Identify ArgumentsB. Distinguish Arguments C. Analyze Evaluative and Expressive LanguageD. Definitions: Ambiguity and VaguenessE. Recognize and Complete Enthememetic MaterialF. Analyze Rhetorical Elements of Argumentative WritingG. Develop Précis
Approximate Time In Hours
8.00
Lecture
Outline
How to Produce Effective Written ArgumentationA. Major Thesis of PaperB. Elements of the Extended ArgumentC. Language of Argumentative WritingD. Presentation of Facts and OpinionsE. Author Credibility and CredentialsF. Author Bias
Approximate Time In Hours
6.00
Lecture
Outline
The Logic of ArgumentA. Premise, Conclusion, and InferenceB. Deduction and InductionC. Validity and Truth, Soundness and CogencyD. Fallacious Reasoning
Approximate Time In Hours
6.00
Lecture
Outline
FallaciesA. FormalB. InformalC. Inductive 1. Causal 2. Statistical/Generalizations 3. Analogy
Approximate Time In Hours
9.00
Lecture
Outline
Evidence in ArgumentationA. Observation and InferenceB. Fact Versus Judgement and Knowledge Versus BeliefC. Sufficiency and Relevance of EvidenceD. Different Modes of InquiryE. Credibility and Source Material (Including Media and the Internet)
Approximate Time In Hours
8.00
Lecture
Outline
Refining Argumentative Writing SkillsA. Developing/Clarifying ThesisB. Audience AwarenessC. Research and Presentation of EvidenceD. Avoidance of FallaciesE. Argument Strategies and PurposesF. Analysis of Propaganda Techniques
Approximate Time In Hours
3.00
Lecture
Outline
Application of Argumentative Writing Skills on Current Topical IssuesA. Moral and Legal ReasoningB. Assessing Strange and Unusual/Weird ClaimsC. Synthesizing the Relationships of Logic, Thought, Language and CultureD. Construction of Position on Current IssuesE. Analyzing the Position of Others
Approximate Time In Hours
9.00
Lecture
Outline

Analysis of AdvertisingA. Bias and ExpertiseB. Appeals to the SubconsciousC. Appeals to EmotionsD. Deceitful Claims: Ambiguity, Concealed Facts, Exaggerations and LiesE. PufferyF. Loss of Autonomy
Approximate Time In Hours
3.00
Lecture
Outline
Interpretation of Passages and TextsA. ContextB. Translations from Other LanguagesC. Exceptions to RulesD. ContradictionsE. Evaluation in Light of Scientific and Other KnowledgeF. The Problems with the Claim of Basing One's Moral and Other Views on a Literal Reading of the Constitution, Bible, or Other Religious Texts
Approximate Time In Hours
2.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    1. 4B – Language and Rationality – Communication and Analytical Thinking
2. **CSU GE:**
    1. A3 - Critical Thinking
3. **IGETC GE:**
    1. 1B - Critical Thinking-English Composition

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Identify and analyze arguments representing multicultural views and perspectives with an emphasis on the role of language in argumentation.
Analyze arguments in logical terms.
Demonstrate the basics of writing an argumentative essay.
Distinguish fact/knowledge from judgement/opinion.
Distinguish knowledge and beliefs obtained from sensory evidence from both ethics and metaphysics.
Evaluate the credibility and effectiveness of written argumentaion in various domains of inquiry, with particular attention to the expertise and bias of speakers and writers.
Evaluate the credibility of evidence source materials.
Locate, analyze, and synthesize sources, evidence, and reasons in argumentative writing.
Analyze the written arguments of others.
Identify and analyze fallacies, analogies, statistics, studies, and surveys.
Interpret passages of texts, such as the Constitution and the Bible, paying close attention to problems of context, translations from other languages, contradictions, and exceptions to rules.
Analyze the myriad kinds of advertising, including being able to recognize and identify the fallacies, biases, and persuasive techniques used by advertisers.
Conduct scholarly research independently to enrich multiple reading and writing tasks.

Methods of Instruction
Discussion
Group Activities
Lecture

Methods of Evaluation
Substantial writing assignments

Typical Assignments
Some assignments require critical thinking:
Write an eight- to ten-page essay that analyzes the language of the attached essay for emotive content, ambiguity/vagueness, and other persuasive devices. Determine what, if any, cognitive value the essay has beyond such devices.

Write an eight- to ten-page essay that criticizes or defends medical experimentation on animals from a utilitarian perspective.

Other Assignments:
In an eight- to ten-page essay, describe the problems that have been expressed with respect to the theory of evolution. Defend or critique this theory, using the criteria for good explanations that we have discussed in class.

Course Materials
Author: Lewis Vaughn
Title: The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims
Publisher: Oxford University Press
Year: 2015
Or Equivalent: No
Author: Brooke Noel Moore, Richard Parker
Title: Critical Thinking (Loose-leaf)
Publisher: McGraw-Hill Education
Year: 2016
Or Equivalent: No
Other:
Newspapers and magazines for student choice of argumentative material

Minimum Qualification
1. Philosophy
Condition

Course Inactivation – PHIL 111 – History of Ancient and Medieval Philosophy

Course Information

Course Discipline: PHIL
Course Division: Fine Arts, Communication and Humanities
Course Number: 111
Full Course Title: History of Ancient and Medieval Philosophy
Short Title: Hist Ancnt/Medvl/Philsphy
TOP Code: 150900 - Philosophy
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:
2014-12-15

Course Description

This course offers a chronological examination of Western philosophical thought developed between 600 B.C.E. and 1300 C.E., including the principal ancient and medieval philosophies of this time period. Topics include Greek and Roman thought, and the rise and development of Christianity.

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:

Activity Units:

Lab Units:

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

Course Content

Lecture
Outline
Introduction A. Definition of Philosophy B. The Religious and Ethical Backgrounds of Greek Philosophy
Approximate Time In Hours
2.00
Lecture
Outline
The Cosmological Period A. Ionian Natural Philosophy 1. Thales 2. Anaximander 3. Anaximenes 4. Xenophanes 5. Heraclitus B. Eleatic Philosophy 1. Parmenides 2. Zeno 3. Melissus C. Pythagoreanism 1. Dionysian and Orphic Mystery Religions 2. Number and Cosmos D. Later Natural Philosophy 1. Empedocles 2. Anaxagoras 3. Leucippus 4. Democritus
Approximate Time In Hours
14.00
Lecture

Outline
The Anthropological Period A. The Search for Universal Knowledge 1. Sophistic Philosophy 2. Socratic Philosophy B. Platonic Philosophy 1. Theory of Forms 2. Dialectic 3. Natural Philosophy 4. Ethics 5. Politics C. Aristotelianism 1. Metaphysics 2. Logic 3. Natural Philosophy 4. Ethics 5. Politics
Approximate Time In Hours
18.00
Lecture
Outline
The Period of Systems A. Stoicism 1. Metaphysics 2. Logic 3. Ethics B. Epicureanism 1. Metaphysics 2. Ethics C. Skepticism
Approximate Time In Hours
7.00
Lecture
Outline
Hellenistic Theological Philosophy A. Heresies B. Neo-Platonism
Approximate Time In Hours
4.00
Lecture
Outline
The Rise of Christian Philosophy A. The First Century C.E.: The New Testament B. The Late Patristic Period: After 325 C.E.: Augustinian Philosophy 1. Concept of God 2. Metaphysics 3. Evil 4. Ethics 5. Science 6. History C. Scholasticism 1. Nominalism Versus Realism D. Peripatetic Scholasticism: Thomas Aquinas 1. Philosophy and Revelation 2. Proofs for the Existence of God 3. Physics 4. Theology 5. Psychology 6. Ethics 7. Politics 8. Grace E. Decline of Scholasticism
Approximate Time In Hours
9.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    1. 3 – Humanities
2. **CSU GE:**
    1. C2 - Humanities
3. **IGETC GE:**
    1. 3B - Humanities
4. **Transfer and Articulation:**
    1. **C-ID:** PHIL 130

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Analyze the philosophical ideas of the individual Greek pre-Socratic philosophers beginning with Thales and ending with the Sophists.
Compare and contrast the classical Greek philosophies of Socrates, Plato, and Aristotle.
Compare and contrast the philosophies of the Graeco-Roman period, including the Epicureans, the Stoics, the Skeptics, the neo-Platonists, and other selected schools of thought.

Analyze the factors which led to the rise of Christianity, the philosophical contributions of such early Christian apologists as Justin Martyr, Origen, and Irenaeus, and the first real philosophical articulation of Christian thought in the work of St. Augustine.
Identify and articulate the central philosophical problems of the early Middle Ages, including the nature of Scholasticism, the problem of universals, and other selected ideas of the Medieval Weltanschauung.
Analyze the great synthesis achieved by St. Thomas Aquinas during the apogee of Scholasticism in the thirteenth century.
Identify and assess the ideas that contributed to the decline of Scholasticism and the dawn of the modern era.
Evaluate the apparent reasons for the rise of scientific and rationalistic aspects within Western thought.
Trace the historical development and continuity of the ideas that constitute the Western spiritual heritage from the early mystery religions and Judaism to their fruition in the philosophies of Augustine and Aquinas.
Assess selected philosophical presuppositions that undergird and constitute the intellectual heritage of Western civilization.
Evaluate some of the roles of philosophical ideas both in the history of Western civilization as well as in the student's own personal life.

Methods of Instruction

Discussion
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Typical Assignments

Some assignments require critical thinking:
In a three- to five-page essay, compare and contrast Plato's and Aristotle's theories of the Forms. Begin with a brief presentation of the theories of both philosophers.

In a three- to five-page essay, using Plato's *Divided Line*, analyze the relationships among each segment of Plato's ontology and epistemology. Illustrate how, for each level of being, there is a corresponding level of mental awareness.

Other Assignments:
In a three- to five-page essay, analyze and critique Parmenides' argument that there cannot be any change in reality; that is, change is impossible. Be sure to begin with an exposition of his argument.

Course Materials

Author: Wallace I. Matson
Title: A New History of Philosophy, Volume I: From Thales to Ockham
Publisher: Cengage
Year: 2000
Rationale for older textbook:
Discipline Standard
Or Equivalent: No

Author: Forrest E. Baird
Title: Philosophic Classics, Volume I Ancient Philosophy
Publisher: Pearson
Year: 2011
Or Equivalent: No
Author: Louis Pojman, Editor
Title: Classics of Philosophy, Volume I: Ancient and Medieval
Publisher: Oxford University Press
Year: 1997
Rationale for older textbook:
Discipline Standard
Or Equivalent: No

Minimum Qualification

1. Philosophy
Condition

Course Inactivation – PHIL 112 – History of Modern Philosophy

Course Information

Course Discipline: PHIL
Course Division: Fine Arts, Communication and Humanities
Course Number: 112
Full Course Title: History of Modern Philosophy
Short Title: History of Modern Philosophy
TOP Code: 150900 - Philosophy
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

Course Description

This course addresses 16th through 18th century Western philosophy with an emphasis on broad epistemological and metaphysical developments in philosophical thought from Descartes to Kant, and may include some precursors and successors. Some of the concepts explored include empiricism, rationalism, idealism, the limits of knowledge, skepticism, the nature of reality, and arguments for and against the existence of God.

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:

Activity Units:

Lab Units:

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

Course Content

Lecture
Outline
Precursors to Modern PhilosophyA. Medieval PhilosophyB. Philosophy of the RenaissanceC. Protestant ReformationD. Scientific Revolution
Approximate Time In Hours
4.00
Lecture
Outline
DescartesA. Methodological SkepticismB. EmpiricismC. Degrees of CertaintyD. Arguments for God's Existence
Approximate Time In Hours
8.00
Lecture
Outline
HobbesA. Social ContractB. Secular Political PhilosophyC. Ethical Egoism
Approximate Time In Hours
4.00

Lecture
Outline
SpinozaA. His MethodB. RationalismC. Questioning God's AttributesD. Argument for God's ExistenceE. The Nature of SubstanceF. The Nature of Human Beings
Approximate Time In Hours
6.00
Lecture
Outline
LockeA. EmpiricismB. Primary Versus Secondary QualitiesC. Political Theory: Constitutional Government in the Interests of the GovernedD. Political Theory: Social Contract
Approximate Time In Hours
6.00
Lecture
Outline
LeibnizA. Religion: Best of All Possible WorldsA. Mechanistic WorldB. Principle of Sufficient ReasonC. Monads and True RealityD. Necessity, Contingency, and Freedom
Approximate Time In Hours
6.00
Lecture
Outline
BerkeleyA. Idealism/Immaterialism
Approximate Time In Hours
4.00
Lecture
Outline
HumeA. EmpiricismB. Problem of InductionC. CausationD. Determinism Versus Free WillE. Mitigated SkepticismF. Attack on Metaphysics and ReligionG. Arguments Against God's ExistenceH. MiraclesI. Virtue EthicsJ. Personal Identity
Approximate Time In Hours
8.00
Lecture
Outline
KantA. Reason and Its LimitsB. Things in ThemselvesC. Knowledge Limited to AppearancesD. Idealism, or Not?E. Free Will Versus DeterminismF. Arguments For and Against "God"G. Deontological EthicsH. Human Autonomy
Approximate Time In Hours
8.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    1. 3 – Humanities
2. **CSU GE:**
    1. C2 - Humanities
3. **IGETC GE:**

    1. 3B - Humanities
4. **Transfer and Articulation:**
    1. **C-ID:** PHIL 140

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Demonstrate mastery of critical philosophical skills based on readings of primary texts by accurately presenting and interpreting the positions of 16th and 18th century Western philosophers.
Critically analyze and evaluate arguments, assumptions, principles, and methods of 16th and 18th Century Western philosophers.
Identify the ways in which the Protestant Reformation and the early Scientific Revolution influenced Modern philosophers.
Explain and compare empiricism and rationalism, and identify the Modern philosophers associated with each.
Describe and compare the different types of skepticism, including Descartes' methodological skepticism and Hume's mitigated skepticism.
Explain the beliefs and evaluate the arguments of the various Modern philosophers about both the existence or nonexistence of God and the nature and attributes of God.
Describe, compare, and contrast the different concepts of idealism developed by Berkeley and Kant.
Describe and compare the various epistemological positions of the Modern philosophers, especially Hume and Kant, regarding the limits of human knowledge and of reason.
Assess the nature of reality according to the different Modern philosophers.
Describe how the Modern philosophers laid the groundwork for many of the issues later explored by Contemporary philosophers, such as the meaning of life and moral relativism versus moral objectivism.

Methods of Instruction

Discussion
Group Activities
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Typical Assignments

Some assignments require critical thinking:
In a three- to four-page essay, compare and contrast the epistemological views of Kant and Hume regarding metaphysics, i.e. what does each philosopher think are the limits of human knowledge regarding the existence of metaphysical things such as God, and why does he think so? Which view do you find more persuasive and why?

In a three-page essay, compare and contrast the views of empiricism and rationalism. Which do you find more persuasive and why? Which of the Modern philosophers support your views?

Other Assignments:
Summarize Hume's famous Problem of Induction. Can this problem be solved? In a two- to three-page essay explain why or why not.

Course Materials

Author: Roger Ariew and Eric Watkins
Title: Modern Philosophy, An Anthology of Primary Sources
Edition: 2nd
Publisher: Hackett Publishing Company, Inc.
Year: 2009
Or Equivalent: No

Author: Louis Pojman
Title: Modern and Contemporary Philosophy, Classics of Philosophy Volume II
Edition: 1st
Publisher: Oxford University Press
Year: 1998
Or Equivalent: No

Author: Forrest E. Baird
Title: Modern Philosophy, Volume III
Edition: 6th
Publisher: Prentice Hall
Year: 2011
Or Equivalent: No

Author: Robert Cummins and David Owens
Title: Central Reading in the History of Modern Philosophy
Edition: 2nd
Publisher: Wadsworth Publishing Company
Year: 1999
Or Equivalent: No

Minimum Qualification

1. Philosophy
Condition

Course Inactivation – PHIL 115 – Existentialism

Course Information

Course Discipline: PHIL
Course Division: Fine Arts, Communication and Humanities
Course Number: 115
Full Course Title: Existentialism
Short Title: Existentialism
TOP Code: 150900 - Philosophy
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:
2014-12-15

Course Description

This course will examine the philosophical thought of the two strands of existentialist writers: the religious existentialists such as Kierkegaard, Dostoevsky, and Heidegger, and the atheistic existentialists such as Nietzsche, Camus, and Sartre. Issues that will be examined include authenticity, free will, responsibility for one's character and actions, the essence, possibilities and limits of human beings, and the meaning of life.

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:

Activity Units:

Lab Units:

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

Course Content

Lecture
Outline
What is Existentialism? A. The Questions, Ideas, and Themes Existentialists Have in Common B. The Earlier Historical Movements and Philosophers Existentialism is Reacting to and Building Upon 1. The Enlightenment/Age of Reason 2. Romanticism 3. Hegel
Approximate Time In Hours
3.00
Lecture
Outline
Soren Kierkegaard A. Subjective Truth B. Possible Lifestyles and Their Consequences C. The Importance of Passion in One's Lfe D. The Primacy of the Individual E. How Choices Determine Who We Are F. The Dangers of Following the Herd/Society G. The Limits of Science H. Leaps of Raith I. The Meaning of Being a Christian
Approximate Time In Hours

7.00
Lecture
Outline
Feodor Dostoevsky A. The Burdens and Opportunities That Come with Free Will B. The Importance of the Irrational and Non-Rational Parts of a Person 1. Lack of Authenticity 2. Lack of Humanness 3. Self-Righteous Violence C. Criticisms of the Atheist 1. Lack of Faith 2. Lack of Meaning and Purpose
Approximate Time In Hours
4.00
Lecture
Outline
Friedrich Nietzsche A. The Importance of Honoring Our Human Instincts, Emotions, and Appetites B. The Problems of Christianity, Western Morality, and Most Religions 1. Reliance on Inflexible Rules 2. Focus on the Afterlife Instead of this Life 3. Too Much Stress on Suffering, Guilt and Sin 4. The Suppression of the Instincts to be Powerful and Dominant 5. The Suppression of Desires and Emotions C. The Necessity of Tragedy and Challenges in One's Life D. The Will to Power E. Creativity and Myth F. Guilt and the Bad Conscience G. Master Versus Slave Morality H. Perspectivism and Moral Relativism I. Nietzsche's Account of Religious Nihilism J. Nietzsche's Own Brand of Nihilism K. The Lack of Objective Truth L. Eternal Recurrence M. The Attributes of the Ubermensch: Sovereign Individual or Superior Person
Approximate Time In Hours
8.00
Lecture
Outline
Herman Hesse A. Evaluation and Criticisms of Nietzsche B. Metaphor of an Onion for the Analysis of Personhood C. The Dangers of Being Too Independent and Free D. The Dangers of Excessive Questioning or Condemning of Society E. The Importance of Personal Relationships
Approximate Time In Hours
3.00
Lecture
Outline
Martin Heidegger A. The Aspects of a Human Being B. Facticity Versus Existenz C. Authenticity Versus Inauthenticity D. The Significance of Living in a World with Others E. The Role the Public Plays in the Life of the Individual F. The Significance of One's Ever-Looming Impending Death
Approximate Time In Hours
7.00
Lecture
Outline
Albert Camus A. The Absurdities of Life B. Solutions to the Absurdities 1. Revolt Against the Absurdities 2. Passionately Living a Long and Full Life C. The Consequences of the Reflective and Unreflective Life
Approximate Time In Hours
4.00
Lecture
Outline
Jean-Paul Sartre A. Free Will Versus Determinism B. Radical Individual Freedom C. Existence Precedes Essence D. Bad Faith E. Full Personal Responsibililty F. The Aspects of a Person 1. Being in Itself 2. Being for Oneself 3. Being for Others 4. Facticity 5. Transcendenc

Approximate Time In Hours
9.00
Lecture
Outline
Maurice Merleau-Ponty A. Free Will Without Full Responsibility B. The Factors that Shape, Mold, Restrict and Affect Our Freedom 1. The Environment 2. Our Bodies 3. Our Interests 4. Our Motives 5. Our Character 6. The Specific Situations in Which We Find Ourselves C. Criticisms of Sartre's Philosophy that Man is Radically Free to Discard His Past and to Instantly Transform or Change His Character and Actions
Approximate Time In Hours
3.00
Lecture
Outline
Simone de Beauvoir A. The Similarities Between Men and Women 1. Bodily Features 2. Transcendence a. One's Possibilities b. Autonomy as a Desire to Engage in Freely Chosen Projects B. Feminism 1. Woman as the Other and the Lesser 2. Woman as an Object Rather than a Subject 3. Woman as Defined by Men 4. Woman as a Deficient Version of Man
Approximate Time In Hours
3.00
Lecture
Outline
Other Writers Associated with Existentialism A. Franz Kafka and the Absurd B. Gabriel Marcel and the Lack of Freedom in Capitalistic Societies C. Karl Jaspers 1. The Goal of Self-Realization Achieved Through Communication with Others 2. The Path to Authenticity by Broadening One's World Orientation D. Viktor Frankl and Logotherapy 1. A Therapy Aimed at the Future 2. A Therapy to Find Meaning in Life
Approximate Time In Hours
3.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    1. 3 – Humanities
2. **CSU GE:**
    1. C2 - Humanities
3. **IGETC GE:**
    1. 3B - Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Identify the common questions, ideas and themes of Existentialism.
Describe the earlier historical/philosophical movements and philosophers to which Existentialism responds.
Differentiate the two major strands of Existentialism, Religious and Atheistic Existentialism, and identify the philosophers associated with each type.
Examine and analyze what it is to be an authentic person.

Describe and examine the dangers of following the herd or society, and explain the challenges of questioning society's ideas and values while still being a part of that society.
Assess and analyze the significance of living authentically in a world with others.
Describe and analyze the concepts of perspectivism, objective truth and subjective truth, and moral relativism.
Examine and discuss the dangers of reliance on inflexible rules and restrictions.
Assess the importance of one's non-rational or irrational sides, including one's emotions, appetites and instincts, and their relevance to authenticity.
Discuss and differentiate Existentialist philosophers' criticisms of religion in general and Christianity in particular.
Assess the impact of free will and choice on one's actions, ideas, character, and life, focusing on the degree of responsibility one has for what one does and who one is.
Compare and analyze the similarities and differences between men and women, and describe the influence of existentialist philosophy on raising consciousness of gender issues.
Describe and discuss the view of the philosophers who hold that life is absurd and evaluate their solutions to those absurdities.
Compare and contrast the philosophers who hold the position that life has no inherent meaning or purpose, and the impact of their position on what one does with one's life.

Methods of Instruction

Discussion
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Typical Assignments

Some assignments require critical thinking:
EXISTENTIALISM COMPARISON: Compare and contrast the views of two philosophers we have studied regarding authenticity and inauthenticity. In a two- to three-page essay, give your opinion as to which viewpoint you like best and your reasons why. Examine the viewpoint of each of the two philosophers you have chose, and list the similarities and differences between them. For example, what does each philosopher mean by authenticity? Since the philosophers you choose may not have used the words authenticity and inauthenticity, you need to explain the meaning of whatever words they use. For example, Sartre uses the concept of *bad faith* in place of inauthenticity.

MEANING OF LIFE ASSIGNMENT: Imagine you have died at the age of 75. Identify specific ways you would want to be able to describe your life. Pretend your parents have already died, and there is nobody to judge you and how you have lived your life. Assume that once you are dead, you will not hear other people’s reactions to your death. You will not hear or ever know what others said or thought about you, nor will you care because you will be gone from existence forever.

In a three- to five-page essay, address the following: 1) What does the significance of your death mean for living your life? 2) What kind of life would you have chosen to have lived? 3) What will you have experienced, what will you have done with your life, what will you have accomplished in your time on earth and what types of relationships will you have had? 4) Lastly, what you have learned about yourself as a result of this exercise?

Other Assignments:
EXISTENTIALISM AUTHENTICITY EXERCISE: Pick a traditional or conservative issue which you strongly believe (which others may disagree with), such as abortion, capital punishment, gay marriage, legalization of drugs.

Address the following in a three- to four-page essay: 1) What are the reasons someone might disagree with your view and take the opposite position? Try to take their perspective and point of view. 2) Do you think you would feel the way you do on this issue if you had grown up in a different family or in a different place or country? If not, what does this tell you about your belief? 3) Is your view in any way better than the contrary view, or is it just your view due to your upbringing? 4) Are you willing to seriously consider changing your view? Why or why not? 5) Will you now be more tolerant of others' views on this topic? Why or why not? 6) Have you learned anything (about yourself or otherwise) from this exercise, and if so, what?

Course Materials

Author: Robert Solomon
Title: Existentialism
Edition: 2nd
Publisher: Oxford University Press
Year: 2005
Rationale for older textbook:
Discipline Standard
Or Equivalent: No
Author: Charles Guignon, Derk Pereboom
Title: Existentialism, Basic Writings
Edition: 2nd
Publisher: Hackett Publishing Company, Inc.
Year: 2001
Or Equivalent: No
Author: Linda E. Patrik
Title: Existential Literature, An Introduction
Publisher: Wadsworth/Thomson Learning
Year: 2001
Or Equivalent: No

Minimum Qualification

1. Philosophy
Condition

Standard Course Review – Update Conditions of Enrollment – Add Prerequisites – ART 145 – Graphic Design I

Course Information

Course Discipline: ART
Course Division: Fine Arts, Communication and Humanities
Course Number: 145
Full Course Title: Graphic Design I
Short Title: Graphic Design I
TOP Code: 061460 - Computer Graphics and Digital Imagery
SAM Code: C - Clearly Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status B - Transferable to CSU only.
Effective Term: Spring 2024
Board of Trustees Approval Date:
2023-11-21

Course Description

This course is an introduction to the theory and practice of graphic design. Topics include design theory, design history, branding, compositional layout, typography, and industry best practices. Throughout the course, students will conceptualize and produce original design solutions using Adobe Photoshop, Illustrator, and InDesign.

Course Standards

Lecture Hours:

36.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
36.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
2.000
Activity Units:
0.000
Lab Units:
1.000
Min/Max Units:
3.000
Total Hours:
90.000
Grading Method:
Letter grade only

Course Requirements

Prerequisite
Subject ART - Art
Requisite Course ART 141 - Digital Art Fundamentals (Active)3.000 - 3.000
Prerequisite
Subject ART - Art
Requisite Course ART 130 - Two-Dimensional Design I (Active)3.000 - 3.000

Course Content

Lecture
Outline

Hardware and System Software Concepts: A. Opening and closing software programs and files B. Saving, save as, copying and renaming files C. Project folders, naming and organizing files, file extensions D. Removable media, backing up work, saving to hard drive, saving to removable media, and copying files between the two E. Keyboard shortcuts such as Save, Print, Copy, Cut and Paste F. Safely handle and maintain Digital Imaging hardware materials
Approximate Time In Hours
2.00
Lecture
Outline
Elements of graphic design & gestalt principles: Line, shape, value, texture, scale, color, positive/negative space, figure/ground relationships, symmetry, asymmetry, pattern, focal point, balance, unity; similarity, continuation, closure, proximity, figure/ground, and symmetry & order
Approximate Time In Hours
2.00
Lab
Outline
Elements of graphic design & gestalt principles: Line, shape, value, texture, scale, color, positive/negative space, figure/ground relationships, symmetry, asymmetry, pattern, focal point, balance, unity; similarity, continuation, closure, proximity, figure/ground, and symmetry & order
Approximate Time In Hours
4.00
Lecture
Outline
Create Artwork in Adobe Illustrator: A. Line 1. Using pen tool: create and edit lines and curves 2. Using different stroke colors and weights 3. Creating and combining mechanical, calligraphic, and brushstroke lines in compositions B. Shape 1. Utilizing tools to create open and closed shapes 2. Arranging shapes in overlapping layers using tools to send to back and bring to front, using layers to rearrange overlapping objects 3. Select, move, delete, copy, and combine objects 4. Using transformation tools to scale, rotate, reflect, distort objects 5. Creating complex shapes by modifying and combining simple shapes C. Value, Color, and Fills 1. Filling shapes with solid colors, tints, gradients and patterns 2. Using blends to create highlights, midtones and shadows 3. Defining new spot and process colors, creating custom palettes, loading palettes from palette library D. Organizing the drawing process 1. Using layers, guides, and grid 2. Using templates for tracing E. Typography 1. Specifying and changing font, size, and style of type 2. Creating outlines from type to alter, combine, and create new letterforms. Differences between type and outlines 3. Creating text boxes, type on a path. F. Importing and Exporting Files 1. Importing raster file for use as template and image element. Limitations of working with raster image within a vector program. Identifying Links created between raster file and vector file. 2. Rasterizing and manipulating a vector file in a raster program
Approximate Time In Hours
2.00
Lab
Outline
Create Artwork in Adobe Illustrator: A. Line 1. Using pen tool: create and edit lines and curves 2. Using different stroke colors and weights 3. Creating and combining mechanical, calligraphic, and brushstroke lines in compositions B. Shape 1. Utilizing tools to create open and closed shapes 2. Arranging shapes in overlapping layers using tools to send to back and bring to front, using layers to rearrange overlapping

objects 3. Select, move, delete, copy, and combine objects 4. Using transformation tools to scale, rotate, reflect, distort objects 5. Creating complex shapes by modifying and combining simple shapes C. Value, Color, and Fills 1. Filling shapes with solid colors, tints, gradients and patterns 2. Using blends to create highlights, midtones and shadows 3. Defining new spot and process colors, creating custom palettes, loading palettes from palette library D. Organizing the drawing process 1. Using layers, guides, and grid 2. Using templates for tracing E. Typography 1. Specifying and changing font, size, and style of type 2. Creating outlines from type to alter, combine, and create new letterforms. Differences between type and outlines 3. Creating text boxes, type on a path. F. Importing and Exporting Files 1. Importing raster file for use as template and image element. Limitations of working with raster image within a vector program. Identifying Links created between raster file and vector file. 2. Rasterizing and manipulating a vector file in a raster program
Approximate Time In Hours
4.00
Lecture
Outline
Typography: A. Kerning and Ledding B. Understanding theories and concepts around typefaces and font families C. The emotional qualities of typefaces D. Heirarchy and laying out type E. Typographic contrast F. Whitespace G. Color and type H. Handlettering
Approximate Time In Hours
4.00
Lab
Outline
Typography: A. Kerning and Ledding B. Understanding theories and concepts around typefaces and font families C. The emotional qualities of typefaces D. Heirarchy and laying out type E. Typographic contrast F. Whitespace G. Color and type H. Handlettering
Approximate Time In Hours
8.00
Lecture
Outline
Branding and logo design: 1. Practice interpreting creative project brief 2. Branding design conceptualization 3. Logo mark design 4. Branding color theory 5. Vectorizing artwork 6. Practice designing a suite of identified branded items (business cards, stationary, product stickers, etc.) 7. Printing best practices
Approximate Time In Hours
6.00
Lab
Outline
Branding and logo design: 1. Practice interpreting creative project brief 2. Branding design conceptualization 3. Logo mark design 4. Branding color theory 5. Vectorizing artwork 6. Practice designing a suite of identified branded items (business cards, stationary, product stickers, etc.) 7. Printing best practices
Approximate Time In Hours
10.00
Lecture
Outline

Raster Image Processing in Photoshop: A. Scanning 1. Using formulas based on final image output to determine correct resolution when scanning 2. Basic tonal and sharpening corrections on scanned images 3. Altering image size and resolution 4. Scanning line art and full color images B. Image Editing 1. Using selection tools to select portions of images, transforming selections, copying and pasting selections, saving selections 2. Using layers, merging layers, flattening images 3. Using painting and editing tools to manipulate images C. Color 1. Changing color modes from RGB to CMYK and Grayscale 2. Differences in bit depth and their effect on color quality and file size 3. Color limitations of different media (Web, multimedia, print)
Approximate Time In Hours
2.00
Lab
Outline
Raster Image Processing in Photoshop: A. Scanning 1. Using formulas based on final image output to determine correct resolution when scanning 2. Basic tonal and sharpening corrections on scanned images 3. Altering image size and resolution 4. Scanning line art and full color images B. Image Editing 1. Using selection tools to select portions of images, transforming selections, copying and pasting selections, saving selections 2. Using layers, merging layers, flattening images 3. Using painting and editing tools to manipulate images C. Color 1. Changing color modes from RGB to CMYK and Grayscale 2. Differences in bit depth and their effect on color quality and file size 3. Color limitations of different media (Web, multimedia, print)
Approximate Time In Hours
4.00
Lecture
Outline
Create Artwork in Adobe InDesign: A. Multi-page Layout design B. Using parent designs C. Inserting Images using frames D. Formatting designs for print E. Linking files into document F. Packaging Files G. Digital Publishing
Approximate Time In Hours
4.00
Lab
Outline
Create Artwork in Adobe InDesign: A. Multi-page Layout design B. Using parent designs C. Inserting Images using frames D. Formatting designs for print E. Linking files into document F. Packaging Files G. Digital Publishing
Approximate Time In Hours
6.00
Lecture
Outline
Multipage Digital Publication Design: A. Page heirarchy & cayout design B. Design consistency C. Branding a publication D. Interpreting a creative brief E. Mixing typography and photography F. Page rhythm G. Cover design H. Table of content design
Approximate Time In Hours
6.00
Lab
Outline

Multipage Digital Publication Design: A. Page heirarchy & cayout design B. Design consistency C. Branding a publication D. Interpreting a creative brief E. Mixing typography and photography F. Page rhythm G. Cover design H. Table of content design
Approximate Time In Hours
10.00
Lecture
Outline
Client Management: A. Consultations and interpreting client needs B. Project timelines C. Project managment D. Submitting proofs E. Making edits to work F. Final file handoff
Approximate Time In Hours
4.00
Lab
Outline
Client Management: A. Consultations and interpreting client needs B. Project timelines C. Project managment D. Submitting proofs E. Making edits to work F. Final file handoff
Approximate Time In Hours
4.00
Lecture
Outline
Portfolio: A. What is a blog, samples of blogs and porfolio sites B. Setting up the site, creating pages and posts, uploading images and galleries, creating links
Approximate Time In Hours
4.00
Lab
Outline
Portfolio: A. What is a blog, samples of blogs and porfolio sites B. Setting up the site, creating pages and posts, uploading images and galleries, creating links
Approximate Time In Hours
6.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Examine and describe vocabulary specific to graphic design, digital art, branding, typography, production, and printing.
Lecture
Examine and describe contemporary approaches, theory, language, aesthetics and emerging media in graphic design and branding.
Lecture
Identify how the elements and principles of art and design are integrated into the creation and production of original graphics.
Lab
Analyze design briefs to design creative solutions for branded assets and multi-page documents through various digital media input and output methods using vector, raster, and layout software.
Lab

Understand and implement the production process for printed and digital design collateral.
Lab
Utilize class critique to assess, discuss, and inform creative output.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. **SLO #1 Software Confidence** Students will use digital illustration software, digital layout software, and photo manipulation software to design and produce a variety of print and digital design assets.

2. **SLO #2 Professional Workflow** Students will demonstrate critical thinking and problem-solving skills to plan, design, and create a professional graphic design workflow from concept to execution.

3. **SLO #3 Graphic Design Concepts** Students will apply graphic design principles in the execution of original print and digital art projects to communicate clearly in visual, verbal, and written forms using techniques appropriate for the intended audience.

4. **SLO #4 Graphic Design Teamwork:** Students will participate as team members to make collaborative decisions toward shared objectives with civility, interpersonal skills, and professionalism.

Methods of Instruction

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

Methods of Evaluation

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

Typical Assignments

Some assignments require critical thinking:
Students will have out of class reading and workshop assignments to practice specific design concepts and techniques discussed in class. Additionally, throughout the course, students will respond to design briefs for imaginary and/or real-world clients articulating specific visual communication needs. Students will present their final design solutions in critique settings.

SAMPLE DESIGN BRIEFS

1. Branding Project: *A local bakery named "Sarai's Sweets" needs a new suite of branded materials. Using Adobe Illustrator and Photoshop you will design 1) a vector logo, 2) a 3.5" x 2.0" business card (CMYK), 3) a 15"x10" window decal (CMYK), and 4) a 1920px x 1080px landing page (RGB)*

2. Infographic Project: *Compton College needs help creatively showing statistics and data about their school's population in an easy to understand and engaging format. Using Adobe Illustrator, create a 12"x18" printable infographic that brings these statistics and data points to life.*

3. Layout Project: *A local magazine wants to refresh their digital layout. Using Adobe InDesign and Photoshop, design a 12-page digital publication that is 1024 px. by 768 px and in an RGB color space.*

Other Assignments:
At the end of the semester, students will create an online portfolio highlighting the design work they created in the class. Additionally, students will learn best practices for advertising their services to get clients. As such, students will practice writing about their work and their approach as a graphic designer; this writing will be showcased in their portfolios.

Course Materials

Author: Wayne Collins, Alex Hass, Ken Jeffery, Alan Martin, Roberto Medeiros, Roberto Medeiros
Title: Graphic Design and Print Production Fundamentals
Edition: 2.01
Publisher: Graphic Communications Open Textbook Collective
Year: 2019
Or Equivalent: No

Author: Aaris Sherin
Title: Introduction to Graphic Design: A Guide to Thinking, Process & Style
Edition: 2nd
Publisher: Bloomsbury Visual Arts
ISBN-13: 9781350232242
Year: 2023
Or Equivalent: No

Author: Gavin Ambrose, Paul Harris, Nigel Ball
Title: The Fundamentals of Graphic Design
Edition: 2nd
Publisher: Bloomsbury Visual Arts
ISBN-13: 978-1474269971
Year: 2019
Or Equivalent: No

Author: David Dabner, Sandra Stewart, Abbie Vickress
Title: Graphic Design School: The Principles and Practice of Graphic Design
Edition: 7th

Publisher: Wiley
Year: 2020
Or Equivalent: No

Software

Title: Adobe Photoshop
Edition/Version: CC
Publisher/Manufacturer: Adobe

Title: Adobe Illustrator
Edition/Version: CC
Publisher/Manufacturer: Adobe

Title: Adobe InDesign
Edition/Version: CC
Publisher/Manufacturer: Adobe

Minimum Qualification

1. Art
Condition

2. Multimedia
Condition

Standard Course Review – No Proposed Changes – PE 112 – Cardio Fitness and Body Sculpting

Course Information

Course Information

Course Discipline: PE
Course Division: Health and Public Services
Course Number: 122
Full Course Title: Cardio Fitness and Body Sculpting
Short Title: Cardio Fitn & Body Sculpting
TOP Code: 083550 - Intercollegiate Athletics
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2020
Board of Trustees Approval Date:
2020-06-16

Course Description

This course focuses on the basic principles of cardiorespiratory conditioning and body sculpting. Emphasis is placed on exercise techniques and the development of cardiorespiratory endurance, muscle endurance, flexibility, and body composition. Fitness assessments are used to develop personalized self-paced workouts.

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
Principles of Cardioresipoiratory Fitness Intensity Target Zones Perceived Exertion Training Heart Rate Recording Methods
Approximate Time In Hours
4.00
Lab
Outline
Asssessments Releated to Fitness 12 Minute Aerobic Test Body Composition Flexibility
Approximate Time In Hours
2.00
Lab

Outline
Body Sculpting Training Core exercises Light resistance exercises for arms Light resistance exercises for legs
Approximate Time In Hours
16.00
Lab
Outline
Cardiorespiratory Endurance Training Continuous Mode Interval Mode Circuit Training
Approximate Time In Hours
30.00
Lab
Outline
Components of Physical Fitness Body Composition Flexibilitiy Muscle Endurance Aerobic Capacity Major Muscle Groups
Approximate Time In Hours
2.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    1. 5 – Health and Physical Education
2. **CSU GE:**
    1. 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.
Lab
Differentiate between modes of activity that specifically improve the basic components of 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 cardio workout based on the individual's fitness profile.
Lab
Demonstrate correct exercise technique utilized in various types of exercises.
Lab

Assess changes in resting, training and recovery heart rates as they relate to the aerobic conditioning process.
Lab
Evaluate the values and limitations of interval versus continuous endurance exercise training.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. **SLO #1 -** Students will evaluate their own results from standard tests of health related fitness using reference values for age and gender.

2. **SLO#2** Students will describe and apply the three components of fitness: strength, endurance, flexibility of body sculping.

3.
SLO#3 Students will learn advanced techniques for body sculpting using various free weights, bands, tubing, benches, and mat exercises.

Methods of Instruction

Demonstration
This course utilizes body sculpting techniques to achieve cardiovascular fitness, muscle toning and endurance.
Laboratory
Exercise bands, free exercise on mats, weights, stability balls, medicine balls, and other activities are used for a total body workout.

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:
During class participation, measure the intensity of your workout uisng the Rating of Perceived Exertion (RPE) scoring system and correlate it with your exercise heart rate. Analyze and discuss your findings with instructor.

Explain to your instructor environmental and/or other variables that typically increase one's Rating of Perceived Exertion (RPE) score when compared to earlier exercise sessions where the intensity and duration of exercise were the same.

Other Assignments:

Given the Hirofumi Tanaka age adjusted maximum heart rate formula, determine your training exercise heart rate that is relative with your current level of fitness. Record this training exercise heart rate in your journal.

Course Materials

Author: Alfredo E. Hoyos (Author), Peter M. Prendergast
Title: High Definition Body Sculpting
Publisher: Springer Heidelberg
ISBN-13: 978-3642548901
Year: 2014
Rationale for older textbook:
Discipline standard
Or Equivalent: No

Minimum Qualification

1. Physical Education
Condition

2. Dance
Condition

3. Kinesiology
Condition

Standard Course Review – No Proposed Changes – PE 217 – Sports Officiating

Course Information

Course Discipline: PE
Course Division: Health and Public Services
Course Number: 217
Full Course Title: Sports Officiating
Short Title: Sports Officiating
TOP Code: 127000 - Kinesiology
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2023
Board of Trustees Approval Date:
2021-12-07

Course Description

This course provides instruction in the basic principles and applications of sports officiating. A range of topics including officiating objectives, conduct, communication skills, conflict management, fitness, legal rights and responsibilities, and career development will be discussed. *Note: Some UC transferable courses have credit limitations. For details, see a counselor, the Transfer Center adviser, or the articulation officer.

Course Standards

Lecture Hours:

36.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
36.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
2.000
Activity Units:

Lab Units:

Min/Max Units:
2.000
Total Hours:
36.000
Grading Method:
Letter grade only

Course Content

Lecture
Outline
ORIENTATION Basic officiating styles
Approximate Time In Hours
5.00
Lecture
Outline
FITNESS AND NUTRITION Basic nutrition and fitness principles Application of a fitness and nutrition plan
Approximate Time In Hours
5.00
Lecture
Outline

PSYCHOLOGY OF OFFICIATING Conflict resolution Communication skills Decision-making skills
Approximate Time In Hours
5.00
Lecture
Outline
RULES AND PROCEDURES Football Baseball Soccer Basketball
Approximate Time In Hours
11.00
Lecture
Outline
MANAGING PROFESSIONAL RESPONSIBILITIES Understanding your legal responsibilities Knowing your legal rights Time management
Approximate Time In Hours
5.00
Lecture
Outline
ASSOCIATIONS AND GOVERNING BODIES Working with associations Career officiating State high school associations Other governing bodies
Approximate Time In Hours
5.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Describe the four primary responsibilities of officiating.
Lecture
Compare and contrast the different styles of officiating with reasons for their application.
Lecture
Analyze the effect that appropriate style and mechanics of officials have on game administration.
Lecture
Examine the components of communication as they relate to officiating.
Lecture
Categorize the essential elements that go into making appropriate officiating decisions.
Lecture
Evaluate the signs of potential conflict from game situations and the importance of having a conflict management plan.
Lecture
Examine the components of physical fitness and nutrition and how they affect your officiating performance.
Lecture
Discuss the judicial system's rules on official game calls and on officials' liabilities and rights.
Lecture
Compare and contrast the advantages of officiating at the different levels of competition.
Lecture
Examine and explain the rules and signals for each sport.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. SLO #1 Identify the qualifications and duties required for becoming a sports official. . Develop a personal philosophy guided by rules, ethics, and etiquette necessary to be an effective official.

2. SLO#2 Apply the basic rules and mechanics of officiating for a variety of sports. Demonstrate officiating mechanics and techniques in a variety of sports and games for appropriate age and skill level.

3. SLO #3 Evaluate a sports official and be able to provide detailed feedback/critique regarding the performance of that individual. Identify governing bodies of various sports and procedures for becoming an official.

Methods of Instruction

Demonstration
Discussion
Group Activities
Guest Speakers
Lecture
Multimedia presentations
Role Play

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:
In a short essay, contrast the Rule-Book, Laissez-Faire, and Advantage/Disadvantage style of officiating in deciding to make a call in a football interference call and an offside situation in a freshman football game.

Conflict with coaches is a common problem in officiating. By focusing on the rules within a sport that allow for a visual warning to the coach for inappropriate behavior, how is further conflict forestalled? Present your analysis orally to the class.

Other Assignments:
Given the following situation: A ball is pitched across the plate to the catcher while a batter is standing in the batter's box. Analyze if the pitch is legal, what the appropriate call would be (ball or strike) and why. Present your analysis orally to the class.

Course Materials

Author: Shawn D. Madden

Title: How to Become a Better Referee and Umpire
Edition: 1st
Publisher: Graphic Design
Year: 2019
Rationale for older textbook:
Discipline standard
Or Equivalent: No

Author: Jerry Grunska, Editor
Title: SUCCESSFUL SPORTS OFFICIATING
Edition: 2nd
Publisher: Illinois, Human Kinetics
Year: 2011
Rationale for older textbook:
This textbook is an industry classic. The basic information about officiating is still relevant. Discipline standard
Or Equivalent: No

Minimum Qualification

1. Recreation Administration
Condition

2. Physical Education
Condition

Standard Course Review – No Proposed Changes – PE 272 – Care and Prevention of Athletic Injuries

Course Information

Course Information

Course Discipline: PE
Course Division: Health and Public Services
Course Number: 272
Full Course Title: Care and Prevention of Athletic Injuries
Short Title: PE 272
TOP Code: 127000 - Kinesiology
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2023
Board of Trustees Approval Date:
2019-08-20

Course Description

This course provides the future athletic trainer, as well as coach and health care professional, the concepts surrounding the profession of athletic training. Emphasis is placed on the principles, techniques, and ethics in the prevention and care of athletic injuries. Study areas include the sports medicine team, legal issues, risk management, pathology of injury, management skills, and specific sports injuries and conditions.

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:
0.000
Lab Units:

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

Course Content

Lecture
Outline
Overview of The Athletic Training Profession Job market Educational requirements
Approximate Time In Hours
2.00
Lecture
Outline
The Athletic Health Care Team The athletic trainer and the sports medicine team National Athletic Trainers Association code of ethics
Approximate Time In Hours

3.00
Lecture
Outline
The Law of Sports Injury Legal concerns and health care administation in athletic training Insurance issues in athletics
Approximate Time In Hours
3.00
Lecture
Outline
Sports-Injury Prevention Training and conditioning techniques for the active individual Psychology of Injury Nutritional considerations in athletics
Approximate Time In Hours
4.00
Lecture
Outline
Pathology of Sports Injury Mechanisms and characteristics of sports trauma Tissue response to injury
Approximate Time In Hours
3.00
Lecture
Outline
Risk Management Environmental considerations Protective sports equipment Guidelines and precautions for bloodborne pathogens
Approximate Time In Hours
4.00
Lecture
Outline
Management Skills Psychosocial interventions for injuries and illnesses Guidelines and precautions for bloodborne pathogens Acute care and emergency procedures Spinal injury management and helmet removal guidelines Off-the-field injury evaluation
Approximate Time In Hours
11.00
Lecture
Outline
Clinical Aspects in Athletic Training Specific issues to athletic training operation in clinic, hospital, corporate or industrial settings Record keeping The computer as a tool for the athletic trainer Injury data
Approximate Time In Hours
3.00
Lecture
Outline
Clinical Practices in Athletic Training Basic guidelines for taping techniques Guidelines for use of therapeutic modalities Guidelines for use of therapeutic exercise
Approximate Time In Hours
7.00
Lecture
Outline

Musculoskeletal Conditions Establish basis of evaluation, treatment and management of upper extremity injuries in athletics: Shoulder Elbow Forearm, wrist, hand and fingers Establish basis of evaluation, treatment and management of lower extremity injuries in athletics: Foot Ankle and lower leg Knee Thigh, hip groin and pelvis Establish basis of evaluation, treatment and management of the spine
Approximate Time In Hours
10.00
Lecture
Outline
General Medical Conditions Establish basis of evaluation, treatment and management of skin disorders Establish basis of evaluation, treatment and management of other health conditions in athletics
Approximate Time In Hours
4.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Evaluate the role of the certified athletic trainer as a health care provider.
Lecture
Examine basic skills and knowledge concerning the roles and esponsibilities of an athletic trainer.
Lecture
Debate the legal concepts and insurance issues in athletics.
Lecture
Analyze the need for interaction and cooperation among faculty, staff, coaches, athletes, health care professionals and parents/guardian in the implementation of effective injury and illness prevention programs.
Lecture
Categorize the mechanisms and characteristics of athletic injuries.
Lecture
Differentiate between key anatomical structures in the body such as muscles, ligaments and tendons.
Lecture
Describe the importance of sound nutrition to enhancing performance and aid in the prevention of injuries.
Lecture
Examine the proper universal bloodborne precautions established by OSHA.
Lecture
Distinguish medical terms as they relate to athletic training.
Lecture
Recognize the clinical signs of physiological stresses caused by excessive exposure to heat, humidity, cold, altitude, and other environmental considerations in athletics.
Lecture
Evaluate specific nutritional and hydration recommendations as they relate to athletic competition.
Lecture
Compare and contrast theories and applications of therapeutic modalities.
Lecture
Differentiate between proper and improper protective gear and sports equipment.

Lecture
Evaluate the psychological impact of athletic injuries.
Lecture
Examine the components of a comprehensive emergency medical plan.
Lecture
Recognize and demonstrate proper ways to splint and transport the injured athlete.
Lecture
Choose the appropriate baselines for pre-participation physicals.
Lecture
Examine the need for proper injury management skills in athletics.
Lecture
Demonstrate appropriate bandaging and taping skills.
Lecture
Identify specific sports injuries and conditions in athletics.
Lecture
Analyze proper therapeutic modalities for the care and rehabilitation of athletic injuries.
Lecture
Choose proper treatment of various skin disorders.
Lecture
Examine appropriate knowledge of common health conditions observed in an athletic setting.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. 1. Students will demonstrate appropriate bandaging and taping skills for upper and lower extremities This course is designed for the student entering a profession dealing with athletes or individuals performing physical activity. The course will cover training and conditioning, nutritional and environmental considerations, therapeutic techniques, tissue trauma response, and specific injuries to the extremities, torso, and head. The student will be able to: ***a.*** Describe mechanisms of tissue trauma ***b.*** Demonstrate understanding of the anatomy of shoulder, hip, knee, ankle and vertebral joints of the body ***c.*** Describe common injuries associated with particular body parts ***d.*** Describe conditioning methods of rehabilitation and injury prevention ***e.*** Describe nutritional, pharmacological and therapeutic methods of injury rehabilitation ***f.*** Understanding environmental conditions that are conducive to injury

2. SLO#2. Explain and justify common management techniques for athletic injuries.

3. SLO#3 Design and rehearse an emergency action plan.

Methods of Instruction

Demonstration
Care and Prevention of Athletic Injuries. Designed to provide knowledge related to prevention, care and rehabilitation of athletic injuries.
Discussion
Prevention of athletic injuries and methods of massage, taping, and bandaging
Group Activities

Athletic trainers are trained in: Prevention, evaluation and rehabilitation of orthopedic injuries such as ACL sprains and cartilage tears in the knee. Manual therapy. Concussion management. Cardiac arrest. Heat stroke. Cervical spine injury.

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Typical Assignments

Some assignments require critical thinking:
Compose and implement an emergency medical plan for the treatment of a heat-related illness. Examine the signs and symptoms and devise an emergency plan. The plan should include appropriate management measures and appropriate response times.

Assess an acute laceration that might occur in an athletic performance setting. Propose and implement appropriate management techniques for the care of this wound as well as provisions for dealing with bloodborne pathogens.

Other Assignments:
Identify appropriate anatomical structures involved in an acute musculoskeletal injury. Implement basic assessment techniques and immediate care procedures.

Course Materials

Author: Douglas N. Graham
Title: Prevention & Care of Athletic Injuries
Publisher: Foodnsport
ISBN-13: 978-1893831124
Year: 2013
Rationale for older textbook:
Discipline standard
Or Equivalent: No

Author: William Prentice
Title: Arnheim's Principles of Athletic Training: A Competency-Based Approach
Edition: 14th
Publisher: McGraw-Hill
Year: 2011
Or Equivalent: No
Other:
Purchasing of general taping supplies.

Minimum Qualification

1. Physical Education
Condition

2. Athletic Training
Condition

Standard Course Review – No Proposed Changes – PE 277 – Introduction to Kinesiology

Course Information

Course Information

Course Discipline: PE
Course Division: Health and Public Services
Course Number: 277
Full Course Title: Introduction to Kinesiology
Short Title: Intro to Kinesiology/Phys Ed
TOP Code: 127000 - Kinesiology
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2023
Board of Trustees Approval Date:
2019-12-10

Course Description

This course is an introduction to the interdisciplinary approach to the study of human movement. It provides an overview of the importance of the sub-disciplines of kinesiology including the historical, professional, and philosophical foundations. Specialties such as exercise science, biomechanics, athletic training, physical therapy, fitness, teaching, coaching, sport psychology, and adapted physical education are surveyed for their scope and career options.

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:
0.000
Lab Units:

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

Course Content

Lecture
Outline
HISTORICAL FOUNDATION OF KINESIOLOGY A. Exercise with Greek and Roman influences B. Contributions from Europe in the modern era C. Contributions from United States from 1607 to present
Approximate Time In Hours
3.00
Lecture
Outline
INTRODUCTION TO DISCIPLINES OF KINESIOLOGY A) Physical education B) Exercise physiology C) Biomechanics D) Sport sociology E) Motor learning/control F) Sport psychology G) Sport nutrition

Approximate Time In Hours
5.00
Lecture
Outline
SOCIAL AND PSYCHOLOGICAL FOUNDATIONS A) Leadership B) Cultural expression C) Ethnic and racial relations
Approximate Time In Hours
3.00
Lecture
Outline
ETHICAL AND PHILOSOPHICAL FOUNDATIONSA. Understanding the mind and body connectionB. Values and principlesC. Gender/racial equity
Approximate Time In Hours
12.00
Lecture
Outline
SCIENTIFIC CONCEPTS OF MOVEMENT A. Exercise physiology B. Motor learning/controlC. Biomechanics 4. movements in aquatics 1. movements in dance 2. movements in sport 3. movements in exercise
Approximate Time In Hours
10.00
Lecture
Outline
TEACHING AND ANALYSIS OF ACTIVITY SKILLS A. Lesson plans B. Teaching activities C. Identifying and correcting biomechanical errors D. Motor learning and development
Approximate Time In Hours
6.00
Lecture
Outline
CAREER OPPORTUNITIES A. Athletic training B. Adapted physical education C. Sport psychology D. Sport sociology E. Sport management F. Sport media G. Coaching H. Teaching I. Personal trainer J. Physical/occupational therapy
Approximate Time In Hours
10.00
Lecture
Outline
BASIC SPORT/FITNESS NUTRITION A) Sources of energy 1.Definine macronutrients and micronutrients 2. Importance of macronutrients and micronutrients B) Activity related nutritional needs 1. Energy balance equation 2. Strength vs. Endurance training C) Hydration requirements
Approximate Time In Hours
5.00

General Education/Transfer

1. **CSU GE:**
    1. E - Lifelong Learning and Self-Development
2. **Transfer and Articulation:**

1. C-ID: KIN 100

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Describe the historical contexts of physical education, sport and kinesiology.
Lecture
Develop personal philosophies in specialty areas of kinesiology.
Lecture
Analyze career opportunities in kinesiology, exercise physiology, biomechanics, athletic training, fitness, and sport psychology.
Lecture
Analyze career options in physical education including teaching, coaching, and adapted physical education.
Lecture
Identify the fundamental concepts of basic movements related to physical activity and sport.
Lecture
Integrate knowledge of exercise science and sport psychology with teaching and coaching.
Lecture
Assess and evaluate the emerging role of exercise science as a primary prevention for degenerative diseases.
Lecture
Explain how theories in kinesiology and physical education may be applied to diverse cultures.
Lecture
Ascertain the education and credentialing requirements for specific careers in kinesiology.
Lecture
Identify the realtionship between performance in the movement forms of sport, dance, and exercise and the conceptual foundations of each.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. SLO #1 Identify and describe the pathways and requirements for career opportunities in the field of Kinesiology or related field.

2. SLO #2 Identify and describe the historical, ethical and philosophical foundations of Kinesiology.

3. SLO#3 Identify and describe the basic concepts of Kinesiology.

Methods of Instruction

Discussion
Introduction to Kinesiology provides basic and essential information for students embarking on their study of kinesiology, and this updated fifth edition prepares them for future courses and further study.
Group Activities

The text features the three-section structure that has always been a strength of this leading introductory textbook. Part I examines the diversity of physical activity and kinesiology and summarizes the importance of knowledge gained through physical activity experiences. Part II delves into the seven major subdisciplines of kinesiology, with an overview of major historical events, research methods, professional work and application, and ideas for career advancement in each. Part III elaborates on professionalism and then examines five main areas for career opportunities.
Guest Speakers
Internet Presentation/Resources
The fifth edition features a completely revitalized web study guide that encourages students to apply classroom content to real-world activities and better prepare for exams. .
Lecture
The study guide integrates reading assignments with gradable activities so that instructors can better monitor student progress, test understanding of key concepts, and adjust classroom discussions and pace.

Methods of Evaluation

Substantial writing assignments
If you selected "Other", please provide details.
Exams and Quizzes

Typical Assignments

Some assignments require critical thinking:
Use the teaching methodologies discussed in class to demonstrate and teach a simple activity skill to a class member. Analyze and critique the student's performance of this skill. Submit a 2-3 page written report including the lesson plan and biomechanical analysis of the skill performed.

Taking into account cultural differences and current participation statistics, design a method to implement fitness related programs directed at a population historically underserved or at risk because of low participation rates. Present it in a two-page paper.

Other Assignments:
After choosing a specialty area in kinesiology or physical education, prepare a 2-3 page written project that examines career opportunities, educational requirements, and typical job functions for that specialty.

Course Materials

Author: Duane V Knudson; Shirl Hoffman
Title: Introduction to Kinesiology:
Edition: 6th
Publisher: Human Kinetics
ISBN-13: 978-1718202733
Year: 2021
Or Equivalent: No

Author: Duane V Knudson; Shirl Hoffman

Title: Introduction to Kinesiology With Web Study Guide-: Studying Physical Activity
Edition: 5th Edition
Publisher: Kinesiology Books Publisher
ISBN-13: 9781492549925
Year: 2017
Rationale for older textbook:
Discipline Standard
Or Equivalent: No
Other:

F.W. Booth, S.E. Gordon, C.J. Carlson, M.T. Hamilton, J Appl. WAGING WAR ON MODERN CHRONIC DISEASES: PRIMARY PREVENTION THROUGH EXERCISE BIOLOGY, Physiology, Feb. 2000 (Discipline Standard)
Other:

F.W. Booth, M.V. Chakravarthy, S.E. Gordon, E.E. Spangenburg, J Appl. WAGING WAR ON PHYSICAL INACTIVITY: USING MODERN MOLECULAR AMMUNITION AGAINST AN ANCIENT ENEMY, Physiology, July 2002 (Discipline Standard)

Minimum Qualification

1. Physical Education
Condition

2. Health
Condition

Standard Course Review – No Proposed Changes – PE 290 – Personal Fitness Trainer

Course Information

Course Information

Course Discipline: PE
Course Division: Health and Public Services
Course Number: 290
Full Course Title: Personal Fitness Trainer
Short Title: Persnl Fit Trainr
TOP Code: 083520 - Fitness Trainer
SAM Code: D - Possibly Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2023
Board of Trustees Approval Date:
2020-06-16

Course Description

This course provides the scientific foundations and practical experience required by Personal Fitness Trainers for certification by agencies such as American College of Sports Medicine (ACSM), National Strength Coaches Association (NSCA), National Academy of Sports Medicine (NASM), and others. The course is broad-based, with topical areas including basic exercise physiology, biomechanics, fitness assessments, exercise prescriptions, fitness training principles, nutrition, weight management, and work with special populations. The business aspects of Personal Training are also reviewed.

Course Standards

Lecture Hours:
36.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
36.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
2.000
Activity Units:
0.000
Lab Units:
1.000
Min/Max Units:
3.000
Total Hours:
90.000
Grading Method:
Both - Letter with Pass/No Pass Option

Course Content

Lecture
Outline
Health History Appraisal and Risk Factor Identification A. Medical and exercise history B. Cardiovascular, pulmonary, and metabolic disease risk factors, signs, and symptoms C. Measurement of resting heart rate and blood pressure D. Risk stratification
Approximate Time In Hours
6.00

Lecture
Outline
Basic Exercise Physiology A. Cardiovascular System B. Pulmonary system C. Musculoskeletal system D. Nervous system E. Endocrine system F. Metabolism
Approximate Time In Hours
10.00
Lab
Outline
Acute Responses to Exercise A. Endurance exercise B. Resistance exercise C. Speed training
Approximate Time In Hours
6.00
Lecture
Outline
Adaptations to Chronic Endurance and Resistance Exercise Training A. Cardiovascular B. Pulmonary C. Musculoskeletal D. Endocrine E. Metabolic
Approximate Time In Hours
3.00
Lab
Outline
Assessing Cardiorespiratory Fitness A. Laboratory testing B. Field testing
Approximate Time In Hours
8.00
Lab
Outline
Assessing Musculoskeletal Performance A. Muscle strength B. Local muscle endurance C. Muscle power D. Range of motion E. Functional assessments
Approximate Time In Hours
10.00
Lab
Outline
Assessing Anthropometric Variables A. Height, weight, body mass index, waist circumference, muscle girths B. Percent relative body fat, lean body mass, skeletal muscle mass
Approximate Time In Hours
6.00
Lecture
Outline
Developing Individualized Exercise Plans A. Endurance training B. Resistance training C. Speed and agility training D. Balance and stability training E. Applications in special populations
Approximate Time In Hours
9.00
Lab
Outline
Conducting Effective Exercise Training A. Methods of individual and group exercise instruction B. Endurance training techniques C. Resistance training techniques D. Techniques for instructing balance and stability
Approximate Time In Hours

14.00
Lecture
Outline
Nutrition and Weight Management A. Macronutrients B. Micronutrients C. Hydration D. Supplements E. Energy balance
Approximate Time In Hours
5.00
Lab
Outline
Behavior Modification A. Goal setting B. Motivational strategies C. Mindfulness
Approximate Time In Hours
10.00
Lecture
Outline
Business Aspects of Personal Training A. Identifying the target client B. Customer service C. Marketing and selling services D. Developing a business plan
Approximate Time In Hours
3.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Appraise health history by obtaining information on past and present health and exercise experiences.
Lecture
Evaluate health history data with respect to assessment selection, exercise training considerations, or referral to other health professionals.
Lecture
Recognize the major risk factors associated with cardiovascular, respiratory, and metabolic diseases.
Lecture
Predict the expected cardiovascular, respiratory, and neuromuscular responses to acute incremental and constant rate exercise.
Lab
Recognize the expected cardiovascular, respiratory, and neuromuscular adaptations to the effects of specific exercise training.
Lab
Identify the major muscle groups of the human and specific resistance training exercises for each.
Lab
Administer appropriate tests to assess cardiopulmonary fitness, body composition, muscular strength/power/endurance, and flexibility.
Lab
Interpret the results of typical assessments for cardiopulmonary fitness, body composition, muscular strength/power/endurance, and flexibility.
Lab

Individualize an effective exercise training plan to improve cardiopulmonary fitness, muscular performance, flexibility, and body composition when appropriate health history and assessment data are provided.
Lab
Discuss biomechanical considerations in weight lifting and other exercise techniques.
Lab
Evaluate the quality and quantity of key macro- and micro-nutrients obtained from a 3-day diet log.
Lab
Structure an appropriate nutritional plan based on a 3-day diet history.
Lecture
Integrate exercise training, nutrition, and behavior modification strategies in the design of a weight management program.
Lab
Give examples of assessment and training considerations that must be addressed when working with special populations.
Lab
Outline the necessary steps in establishing a Personal Trainer business.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. SLO #1 Student will demonstrate proper resistance training technique. Students will apply and demonstrate basic weight training techniques and styles.

2. SLO#2 Students will achieve certification or knowledge equivalency in Personal Fitness Training from an accredited agency.

3. SLO#3 Student will achieve improvement in upper and lower body strength. Students will design and apply intermediate level exercises to develop a safe and progressive program to improve strength and conditioning

Methods of Instruction

Demonstration
Laboratory
Lecture
Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Using results from the NASM squat assesment, the student will diagnose the muscles that are likely overactive and create a 30 day flexibilty program. This program will be written on the NASM flexibility program template.

During a laboratory session, the student will evaluate their performace of the Rockport Step Test. Heart rate will be measured at the end of the test and then analayzed via the Step Test chart in the text. The student will use this knowledge to diagnose the ideal intensity for a cardiorespiratory workout.

Other Assignments:
Using the one month NASM program design template, the student will create an effective endurance exercise training program for a 40 year old. The client is a sedentary male with a goal of weight loss, increased aerobic fitness, and the reduction of cardiopulmonary disease risk factors.

Course Materials

Author: NASM
Title: NASM Essentials of Personal Fitness Training
Edition: 7th
Publisher: Lippincott Williams and Wilkins
ISBN-13: 978-1284160086
Year: 2020
Or Equivalent: No

Minimum Qualification

1. Physical Education
Condition

New Course – 2nd Read
MATH 19C – Support for Calculus I

Course Information

Course Discipline: MATH
Course Division: Science, Technology, Engineering, and Mathematics (STEM)
Course Number: 19C
Full Course Title: Support for Calculus I
Short Title: Math 19C
TOP Code: 170100 - Mathematics, General
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? C - Credit - Not Degree Applicable
Transfer Status C - Not transferable

Course Description

This course focuses on equipping students with the essential skills, competencies, and concepts required for excelling in Calculus with Analytic Geometry I. It is specifically tailored for students majoring in Science, Technology, Engineering, and Mathematics (STEM) who are simultaneously enrolled in MATH 190 at Compton College. Students will receive additional assistance in areas including algebra, trigonometry, study skills, and technology. The grading system for this course is Pass/No Pass only, and it is not applicable towards a degree.

Course Standards

Lecture Hours:
36.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
36.000
Lecture Hours:
36.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
36.000
Lecture Units:
2.000
Activity Units:

Lab Units:

Min/Max Units:
2.000
Total Hours:
36.000
Grading Method:
Pass/No Pass only

Course Requirements

Co-requisite
Subject MATH - Mathematics
Requisite Course MATH 190 - Single Variable Calculus and Analytic Geometry I (Active)5.000 - 5.000

Course Content

Lecture
Outline
ALGEBRA. (A) Factoring polynomials. (B) Functions. (C) Notation. (D) Composition of functions. (E) Inverse functions. (F) Slope and writing equations of a line. (G) Solving linear equations. (H) Solving

quadratic equations. (I) Solving exponential equations. (J) Solving logarithmic equations. (K) Finding the Domain and Range of the functions. (L) Solving systems of linear. (M) Solving non-linear equations. (N) Finding solutions of linear and nonlinear equations by graphing.
Approximate Time In Hours
15.00
Lecture
Outline
TRIGONOMETRY. (A) Right Triangle Trigonometry. (B) Trigonometry of the Unit circles. (C) Trigonometry Identities. (E) Solving Trigonometric equations. (F) Graphs of Trigonometric Functions (Domain and Range). (G) Inverse Trigonometric Functions.
Approximate Time In Hours
15.00
Activity
Outline
LIMITS. (A) Introduction to Limits. (B) Techniques for Evaluating Limits. (C) The Tangent Line Problem. (D) Limits and Infinity. (E) Limits of Sequences.
Approximate Time In Hours
6.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
The support for calculus I course offers just-in-time instruction and practice on algebra and trigonometry topics to support students taking Calculus 1.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. **Applications:** Apply concepts of polynomial, rational, logarithmic, exponential, and trigonometric functions to help solve application problems.

2. **Algebra:** Solve polynomial, rational, logarithmic, exponential, and trigonometric equations or simplify expressions that contain compositions of functions.

3. **Graphs:** Express graphically the behavior of polynomial, rational, logarithmic, exponential, and trigonometric functions near asymptotes and at infinity using the concept of the limit.

Methods of Instruction

Demonstration
Discussion
Group Activities
Internet Presentation/Resources
Lecture
Multimedia presentations

Methods of Evaluation

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

Course Materials

Author: Jay Abramson
Title: Precalculus
Edition: 2
Publisher: OpenStax
ISBN-13: 978-1-951693-39-8
Year: 2021
Or Equivalent: No

Minimum Qualification

1. Mathematics
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