College Curriculum Committee

Meeting Agenda Package

May 13, 2025

Table of Contents

College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael Vanoverbeck / Time Keeper: TBD
Date: May 13, 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: May 13, 2025.

2. Approval of Minutes: April 22, 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) **Program Inactivation**
   CSU General Education Breadth Certificate of Achievement
   Intersegmental General Education Transfer Curriculum (IGETC) Certificate of Achievement

b) **Standard Course Review – Update Conditions of Enrollment**
CSCI 101 – Problem Solving and Program Design Using C++

c) **Common Course Numbering (CCN) Proposals**
ARTH C1100 – Survey of Western Art from Prehistory through the Medieval Era
ENGL C1002 -- Introduction to Literature
ENGL C1002H -- Introduction to Literature – Honors
ECON C2001 -- Principles of Microeconomics
ECON C2002 -- Principles of Macroeconomics

d) **Two Year CTE Course Review – no proposed changes**
WELD 101 – Introduction to Welding Process

e) **Two Year CTE Course Review – Update Conditions of Enrollment – Add Prerequisites**
CIS 165 – Advanced Application Development Swift

f) **Two Year CTE Course Review – SLO Update**
COSM 116 - Advanced Preparation for State Board Review
COSM 130 - Advanced Cosmetology Applications

5. Action Item(s):

a) New Courses – First Read
CA 100 – Sanitation and Safety
CA 101 – Culinary Arts Orientation and Techniques
CA 102 – Culinary Nutrition
CA 103 – Culinary Skills I
|
b) Program Revision
Studio Arts – A. A. Degree for Transfer (AA-T)
Ethnic Studies – Chicana/o Studies Option – A.A. Degree

c) New Program – Second Read
California General Education Transfer Curriculum (Cal-GETC) – Certificate of Achievement
Social Justice Studies: LGBTQ Studies – A.A. Degree for Transfer (AA-T)
High School Mathematics Certificate of Competency

6. 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).

7. Public Comment(s):
a) Public comments may be presented by any person not on the CCC roster in attendance.

College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael VanOverbeck / Time Keeper: Victoria Martinez
Date: April 22, 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_X_; Ahmad Manzoor__; Michael Vanoverbeck_X_; Mayela Rodriguez_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 __; David McPatchell_X_; Noemi Monterosso_X_; Jesse Mills _X_; Bradfield Conn _X_; Lynn Chung _X_; Melain McIntosh_X_; Sheri Berger_X_; Maya Medina_X_; Shante Mumford__; and Charles Hobbs_X_.

Meeting started 2:03pm

AGENDA:

Michael V. motioned to approve agenda. Jesse M. seconded. Unanimously approved.

1. Approval of Agenda: April 22, 2025.

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

2. Approval of Minutes: April 8, 2025.

Victoria M. motioned to open 3a-e. Shay B. seconded.

3. Reports and Follow-up Questions From Attendees:

f) Vice President, Academic Affairs
   a. Common course numbering phase 1 update.
   b. Common Course Website (https://www.compton.edu/academics/common-course-numbering.aspx)
   c. Phase 2a

g) Curriculum Analyst

h) Articulation Officer

a. Common course numbering
b. Concerns regarding STEM labs needing to be in-person for transferability.

i) Distance Education Faculty Coordinator

j) SLO Coordinator
a. Course reports are due at the end of the Fall semester.

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

Michael V. motioned to approve consent agenda items 4a-d. Noemi M. seconded. Unanimously approved.

4. Consent Agenda Item(s):

g) **Standard Course Review – No Proposed Changes**
HIST 129 – History of Los Angeles

h) **Two Year CTE Course Review – No Proposed Changes – DE Addendum – EFOMA Option**
COSM 140 – Cosmetology Practicum

i) Articulation/Transfer Review
ESTU 101 – Introduction to Ethnic Studies
ESTU 101H – Honors Introduction to Ethnic Studies

j) Common Course Numbering (CCN) Proposals
HIST C1001 - United States History to 1877
HIST C1001H - United States History to 1877 - Honors
HIST C1002 - United States History since 1865
HIST C1002H - United States History since 1865 – Honors

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

5. Action Item(s): -
a) **New Program – First Read**
California General Education Transfer Curriculum (Cal-GETC) – Certificate of Achievement
Social Justice Studies: LGBTQ Studies – A.A. Degree for Transfer (AA-T)
High School Mathematics Certificate of Competency

Shay B. motioned to close action item 5a. Noemi M. seconded.

Noemi M. motioned to open 6a. Shay B. seconded.

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

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

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

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

Noemi M. motioned to close public comment. Brad C. seconded.

Meeting ended at 2:30pm

Program Inactivation – CSU General Education Breadth Certificate of Achievement

Description

The transfer studies certificate provides students with the opportunity to explore diverse methods of inquiry through course work required for fulfilling California State University General Education Breadth requirements or the Intersegmental General Education Transfer Curriculum (IGETC). Students will develop critical thinking skills, learn to communicate effectively in writing, and acquire an understanding of major concepts, issues, and diverse viewpoints. Through course options, students will use mathematical concepts to solve problems, employ methods of scientific inquiry to understand the world around them, and investigate the arts, humanities, and social and behavioral sciences.

A certificate of achievement will be granted to students who complete a minimum of 39 units from category A through E of the CSU general education requirements.

Program Learning Outcomes

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

Degree Requirements

CSU General Education Breadth Requirements

Units: 39.0
Total: 39.0

Program Inactivation –Intersegmental General Education Transfer Curriculum (IGETC) Certificate of Achievement

Description

The transfer studies certificate provides students with the opportunity to explore diverse methods of inquiry through course work required for fulfilling California State University General Education Breadth requirements or the Intersegmental General Education Transfer Curriculum (IGETC). Students will develop critical thinking skills, learn to communicate effectively in writing, and acquire an understanding of major concepts, issues, and diverse viewpoints. Through course options, students will use mathematical concepts to solve problems, employ methods of scientific inquiry to understand the world around them, and investigate the arts, humanities and social and behavioral sciences.

A certificate of achievement will be granted to students who complete a minimum of 34 units to fulfill the IGETC pattern requirements.

Program Learning Outcomes

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

Degree Requirements

IGETC Requirements

Units: 34.0
Total: 34.0

Standard Course Review – Update Conditions of Enrollment -- CSCI 101 – Problem Solving and Program Design Using C++

Course Information

Course Information

Course Discipline: CSCI
Course Division: Science, Technology, Engineering, and Mathematics (STEM)
Course Number: 101
Full Course Title: Problem Solving and Program Design Using C++
Short Title: Program Design C++
TOP Code: 070600 - Computer Science (Transfer)
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status B - Transferable to CSU only.
Effective Term: Summer 2024
Board of Trustees Approval Date:
2024-06-18

Course Description

This course is an introduction to problem-solving and program design using structure, top-down, algorithmic development techniques applied to the solution of numeric and non-numeric problems. Software engineering topics such as analysis, design, implementation, testing of software are discussed.

Course Standards

Lecture Hours:

54.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
3.000
Activity Units:
0.000
Lab Units:
1.000
Min/Max Units:
4.000
Total Hours:
108.000
Grading Method:
Letter grade only

Course Content

Lecture
Outline
Evolution of programming language A. History(first, second, third, and fourth generation language) B. Programming paradigms 0. Machine codes 1. Procedural 2. Object-oriented
Approximate Time In Hours
4.00
Lecture
Outline
Fundamentals of the C++ language A. Basic syntax and semantics of C++ B. Use of the computer and the computer language C. Problem analysis, including the use of algorithms D. Meaning of an algorithm E. Debugging Strategies

Approximate Time In Hours
4.00
Lecture
Outline
Elementary data type, assignment, variable, and operations A. Numerical Data 0. Real 1. Integer B. Character data 0. Char 1. String C. Simple Input and Output
Approximate Time In Hours
5.00
Lecture
Outline
Design with control structures A. Design with decision-making steps: use of if, if-else, nested if, multi-alternative if, and switch statements B. Design with repetitions steps: use of iteration statements
Approximate Time In Hours
9.00
Lecture
Outline
Design with subprograms (block-structured programming style) A. Function with and without parameters/retum value 0. Variable Scope and Lifetime 1. Binding and Visibility B. Use of control structures in the context of subprograms C. Structured (Functional) Decomposition
Approximate Time In Hours
12.00
Lecture
Outline
Input/output file manipulations A. Use of text files 0. arrays 1. creating output files
Approximate Time In Hours
6.00
Lecture
Outline
Design with large block of data in main memory A. Use of structured data-types 0. arrays 1. Strurctures B. Type-Checking C. Operations (such as read, print, search and sort)
Approximate Time In Hours
10.00
Lecture
Outline
Classes and Objects A. Demonstrating design and development B. Use of a use-defined class
Approximate Time In Hours
4.00
Lab
Outline
Fundamentals of the C++ language A. Basic syntax and semantics of C++ B. Use of the computer and the computer language C. Problem analysis, including the use of algorithms D. Meaning of an algorithm E. Debugging Strategies
Approximate Time In Hours
7.00
Lab
Outline

Elementary data type, assignment, variable, and operations A. Numerical Data 0. Real 1. Integer B. Character data 0. Char 1. String C. Simple Input and Output
Approximate Time In Hours
4.00
Lab
Outline
Design with control structures A. Design with decision-making steps: use of if, if-else, nested if, multi-alternative if, and switch statements B. Design with repetitions steps: use of iteration statements
Approximate Time In Hours
9.00
Lab
Outline
Design with subprograms (block-structured programming style) A. Function with and without parameters/retum value 0. Variable Scope and Lifetime 1. Binding and Visibility B. Use of control structures in the context of subprograms C. Structured (Functional) Decomposition
Approximate Time In Hours
12.00
Lab
Outline
Input/output file manipulations A. Use of text files 0. arrays 1. creating output files
Approximate Time In Hours
9.00
Lab
Outline
Design with large block of data in main memory A. Use of structured data-types 0. arrays 1. Strurctures B. Type-Checking C. Operations (such as read, print, search and sort)
Approximate Time In Hours
11.00
Lab
Outline
Classes and Objects A. Demonstrating design and development B. Use of a use-defined class
Approximate Time In Hours
2.00

General Education/Transfer

1. **Transfer and Articulation:**
    - **C-ID:** COMP 112, COMP 122

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
1. Utilize problem analysis and design techniques in developing solutions to programming problems, including the use of algorithms. In particular, break programming problems down into chunks, leading to efficient use of top-dow design in order to create and implement modular solutions.

Lecture
2. Represent data utilizing simple numeric and character data types in a program and use them with input-output process of the particular implementation of C++ being used
Lab
3. Design solutions requiring translation of mathematical and algebraic steps into a C++ program, using appropriate mathematical operators and math library functions of the C++ implementation in use
Lab
4. Design programming solution requiring decision-making, using appropriate C++ selection statements such as if-then,if-then-else and switch
Lab
5. Design programming solutions requiring the use of repeated process using appropiate C++ iteration staments such as for, while and do-while loops
Lab
6. Design, implement and manipulate C++ structure data types in order to store and manipulate data efficiency
Lecture
7. Design programming solutions requiring the storage and manipulation of large amounts of data (with random access ability during execution cycle), using single and multiple-dimensional arrays, such as numerical, string, char, and structure types.
Lab
8. Design implement and manipulate string class data types as objects in order to store string type data
Lab
9. Implement skills required for reading data from and writing results to text files in C++

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. The student will: a) Write a C++ function to find the average of a list of float scores stored array. the array and its size is passed to the array. b) Write C++ code segment to call the function written in part 'a' to find and print the average values stored in an array of float types. Assume the array is filled with data and its size is 25.

2. The student will: a) Declare a float array called Box which has 5 rows and 4 columns. write a function called Boxsum which inputs the "Box" array as a parameter and prints out the sum of numbers in the array.

3. The student will design code, compile, and test programs as described below 1) The user types in any odd number. The program produces a magic square of that size 2) a program reads a class of the student grades into an array of structs and prints out all the students tied for the highest test score.

Methods of Instruction

Laboratory
Design with control structures
Lecture
Input/Output file manipulations

Methods of Evaluation

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

Typical Assignments

Some assignments require critical thinking:
Analyze the problem below and develop an algorithm based on your analysis. Convert the algorithm into a menu-driven C++ program that will read the inventory file of a company and present a menu to the user with the options shown below. Create an inventory report. Update the input file before stopping the program.

The menu options should be the following

Menu Items:

1. Order Products

   Required Features: If the order quantity is below the minimum required, print an error message and allow the user to quit ordering or change the quantity ordered. Allow as many orders as the user likes to be placed. If the order quantity is larger than the supply on-hand, fill the order for the supply on-hand, set the on-hand to zero and indicate a back order for the remaining amount in the end report. After the user orders the products, print the bill.

2. Display Inventory

   Required Features: Print a list of available products, their names and Product IDs.

3. Search for Product Details

   Required Features: Given the product ID, print the quantity on hand, the price, and, the minimum order quantity. Prompt the user for Product ID.

4. Add a New Product

   Required Features: Prompt the user for the information needed to describe the new product. Automatically supply a Product ID.

5. Remove a Product from Inventory

   Required Features: Prompt the user for Product ID.

6. Sort List Based on Product ID
7. Quit

The input file contains information about the products available. The input is from a file (inventory.dat) and the output is to be written to a file (name by the user). A sample input file is provided (and can be downloaded from the class account in the lab) to test your program.

The end report will include the details of items in the inventory in a tabular form. The program calculates the sales of each item, marks for re-ordering those items that have fallen below the re-order amount, and presents the results in a tabular form. The program also calculates and prints the total sales for the day. Finally, the program will update the inventory input file.

Other Requirements:

- You must develop a complete and detailed algorithm.
- You must have a maximum of 50 distinct products.
- You must use an array of strings to store the names of the products. Product names may not exceed 10 characters.
- You must use a two-dimensional array of integers to store the Quantity On- Hand, the Re-Order Quantity, the Minimum Order Quantity, and the Product ID.
- You must use an array of floats to store the price of the products.
- You must have a modular program with many functions. Main will declare the necessary variables and will call the functions to do the work.
- You must prompt the user, when appropriate.
- You must read the input and output file names from the keyboard.
- You must use the following data types:

  - Use int for the Product ID, the Quantity On-Hand, the Re-Order Quantity, and the Minimum Order Quantity.

  - Use float for the Price

  - Use string (maximum 10 characters) for the Product Name.

- You must not use structures, even if you know how to use them. If you do, you will not get credit for this assignment.

Other Assignments:

1. In this assignment you will write two separate programs, so you must create two projects. Both will do the same thing, but they will use different tools. Both programs will request the user to input a line of text. The program must then analyze the text to determine whether or not it is a palindrome. A palindrome reads the same forwards and backwards while ignoring punctuation and spaces. For example, these are all palindromes:

   abba

   abccccba

radar

Dad

Madam, I'm Adam

A man, a plan, a canal, Panama!!!

The letter a is also a palindrome, as is any letter by itself. Finally, using this definition, the empty string is also considered a palindrome. A palindrome is NOT case sensitive. The expression doesn't even need not make any sense, such as with abccccba.

In the first project, you are restricted to using the "string" library- you may not use "cstring". In the second project, the situation is reversed; you may only use "cstring", not "string". No global variables, global constants or global arrays are allowed. (The one exception is that I will allow a global constant for the maximum size of the array, which I have a set at 50). For both programs, you must create a loop that allows the user to test several expressions until the user chooses to quit. However, it must allow for any kind of user response such as y, Y, yes or Yes for the response. Functions are required. One function should test an expression to see if it is a palindrome- it should have the prototypes: bool isPal(const string&) and bool isPal(const char[]), depending on which program you are doing. You should also have a function that removes punctuation from the expression- how you code this is up to you. I will give suggestions each day in class.

After finishing both programs, compare and contrast the two approaches in a short, but well-written paragraph.

2. The program you will write will calculate the perimeter and area of any arbitrary triangle. The user has to choose from among three ways to give the input, namely
    1. the length of all three sides
    2. the lengths of two sides and the measure of the included angle, or
    3. the measures of two angles and the length of the included side.

Once the user has entered the input, the program should perform the proper operations to calculate the lengths of all three sides of the triangle (a, b and c), the measures of all three angles (A, B and C), the perimeter of the triangle, and the area of the triangle. As you see in the diagram, side a lies opposite the angle A, side b lies opposite the angle B, and side c lies opposite the angles C.

You must use functions to implement this program.

Once you have finished, compare the types of inputs offered the user in your program. Which one took the least amount of code to solve? Which one took the greatest amount of code to solve? Write a short paragraph explaining why one approach required more code than the other. Write a second paragraph discussing the strengths and weaknesses inherent in offering user multiple input options.

Course Materials

Author: Tony Gaddis

Title: Starting out with C++ from control structures through objects
Edition: 10th
Publisher: Pearson
ISBN-13: 9780137450626
Year: 2022
Or Equivalent: Yes

Minimum Qualification

1. Computer Science
Condition

2. Engineering
Condition

3. Mathematics
Condition

Common Course Numbering (CCN) – ARTH C1100 - Survey of Western Art from Prehistory through the Medieval Era

Course Information

Course Discipline: ARTH
Course Division: Fine Arts, Communication and Humanities
Course Number: C1100
Full Course Title: Survey of Art from Prehistory to the Medieval Era
Short Title: Survey Art-Prehist to Med Era
TOP Code: 100200 - Art
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Spring 2020
Board of Trustees Approval Date:
2020-05-19

Course Description

This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions.

Course Standards

Lecture Hours:
54.000
Activity Hours:
Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
3.000
Activity Units:

Lab Units:

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

Course Content

Lecture
Outline
This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:
Approximate Time In Hours
0.00
Lecture
Outline
1. Prehistory, visual analysis before writing
Approximate Time In Hours
9.00
Lecture
Outline
2. Mesopotamia
Approximate Time In Hours
6.00

Lecture
Outline
3. Ancient Egypt
Approximate Time In Hours
6.00
Lecture
Outline
4. Ancient Aegean cultures
Approximate Time In Hours
3.00
Lecture
Outline
5. Ancient Greece
Approximate Time In Hours
6.00
Lecture
Outline
6. Etruria
Approximate Time In Hours
3.00
Lecture
Outline
7. Ancient Rome
Approximate Time In Hours
6.00
Lecture
Outline
8. Contextualizing Monotheism a. Judaism b. Early Christianity c. Early Islam
Approximate Time In Hours
9.00
Lecture
Outline
9. Byzantine
Approximate Time In Hours
3.00
Lecture
Outline
10. Medieval
Approximate Time In Hours
3.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    - 3 – Humanities
2. **CSU GE:**
    - C1 - Arts
3. **IGETC GE:**
    - 3A - Arts
4. **Transfer and Articulation:**
    - **C-ID:** ARTH 110

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
1. Identify, examine, and assess representative works of art and architecture from prehistory to the medieval era employing appropriate art historical terminology.
Lecture
2. Analyze works of art and architecture in terms of aesthetic, socio-political, religious, historical, technological, and cultural contexts in which they were created.
Lecture
3. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from prehistory to the medieval era.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. 1. Students will be able to demonstrate analysis of content through historical, geographical, and chronological context of prehistoric through the Middle Ages.

2. 2. Students will be able to demonstrate the ability to comprehend and critique artworks from prehistoric times through the Middle Ages in terms of form, medium, and style.

3. 3. Students will be able to demonstrate the ability to effectively communicate ideas about art from prehistoric time through the Middle Ages verbally or by written methods.

Methods of Instruction

Discussion
Group Activities
Internet Presentation/Resources
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments

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

Typical Assignments

Some assignments require critical thinking:
Write a three- to five-page essay, or deliver an eight to ten minute oral presentation, that critically analyzes the iconography and style of selected examples of art from prehistoric through Gothic periods. Discuss the social factors which may have influenced artistic production.

Using readings from the text as well as from Internet sources, write a three- to five-page paper that compares and contrasts Egyptian art of the Old and New Kingdoms, noting social-political and philosophical factors that resulted in stylistic change.

Writing Assignments:
Write a three- to five-page essay that analyzes and critiques the dictum of the Greek philosopher Protagorus, "Man (is) the measure of all things." How does this philosophy impact and reflect the art of the Classical age?

Other Assignments:
Create a presentation that explores the context of an artwork.

Course Materials

Author: Kleiner, Fred S.
Title: Gardner's Art Through the Ages: The Western Perspective, Volume 1
Edition: 16th
Publisher: Cengage Learning
ISBN-13: 978-0357370384
Year: 2020
Or Equivalent: No
Author: Khan Academy
Title: Smarthistory's
Publisher: Khan Academy
Year: 2024
Or Equivalent: No
Author: Smarthistory
Title: Smarthistory
Publisher: OER Commons
Year: 2024
Or Equivalent: No
Author: Smarthistory
Title: Reframing Art History (global perspectives)
Publisher: OER Commons

Year: 2024
Or Equivalent: No
Author: Gustlin and Gustlin
Title: Introduction to Art History, A World Perspective of Art History
Publisher: Libretexts
Year: 2024
Or Equivalent: No
Author: Met Heilbrunn
Title: Timeline of Art History
Publisher: OER
Year: 2024
Or Equivalent: No
Author: Kleiner, Fred S.
Title: Gardner's Art through the Ages: A Global History, Volume 1
Edition: 15th
Publisher: Thomson Wadsworth
Year: 2016
Or Equivalent: No
Author: Janson, HW
Title: History of Art
Publisher: Pearson
Year: 2001
Or Equivalent: No
Author: Stokstad, Marilyn
Title: Art History, Volume 1
Edition: 5
Publisher: Pearson-Prentice Hall
Year: 2014
Or Equivalent: No

Minimum Qualification

1. Art History
Condition

Common Course Numbering (CCN) – ENGL C1002 – Introduction to Literature

Course Information

Course Discipline: ENGL
Course Division: Fine Arts, Communication and Humanities
Course Number: C1002
Full Course Title: Introduction to Literature
Short Title: Intro to Literature
TOP Code: 150100 - English
SAM Code: E - Non-Occupational
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2025

Course Description

In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature.

Course Standards

Lecture Hours:
54.000

Activity Hours:
Lab Hours:
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
3.000
Activity Units:

Lab Units:

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

Course Requirements

Prerequisite
Subject ENGL - English
Requisite Course ENGL C1000E - Academic Reading and Writing (Active)0.000 - 0.000
Prerequisite
Subject ENGL - English
Requisite Course ENGL C1000 - Academic Reading and Writing (Active)0.000 - 0.000
Prerequisite
Subject ENGL - English
Requisite Course ENGL C1000H - Academic Reading and Writing - Honors (Active)0.000 - 0.000

Course Content

Lecture
Outline

Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.
Approximate Time In Hours
1.00
Lecture
Outline
A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.
Approximate Time In Hours
9.00
Lecture
Outline
Literary terminology, devices, and critical approaches.
Approximate Time In Hours
5.00
Lecture
Outline
Writing and thinking critically about literature, including literary analysis.
Approximate Time In Hours
5.00
Lecture
Outline
Active and critical reading strategies.
Approximate Time In Hours
4.00
Lecture
Outline
Elements of fiction: plot, character, setting, point of view, theme, style, symbolism, and writing about fiction, including interpretation, analysis, evaluation/criticism, and research.
Approximate Time In Hours
10.00
Lecture
Outline
Elements of Drama: plot, character, setting, theme, style, staging conventions, and writing about drama, including interpretation, analysis, evaluation/criticism and research.
Approximate Time In Hours
10.00
Lecture
Outline
Elements of poetry: meter and rhythm, imagery, figurative language, rhyme and rhyme scheme, symbol, character/speaker, tone and mood, theme, forms of poetry, and writing about poetry, including explication, interpretation, analysis, evaluation/criticism, and research.
Approximate Time In Hours
10.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    - 3 – Humanities
2. **CSU GE:**
    - C2 - Humanities
3. **IGETC GE:**
    - 3B - Humanities
4. **Transfer and Articulation:**
    - **C-ID:** ENGL 120
5. **UC TCA:**
    - UC-E English Composition
    - UC-H Arts and Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Interpret and analyze a variety of diverse texts.
Lecture
Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.
Lecture
Define common literary terms and apply them to the analysis of specific texts.
Lecture
Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.
Lecture
Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. Write a formal essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).

2. Integrate primary and secondary sources by applying documentation skills responsibly and effectively.

Methods of Instruction

Demonstration
Discussion
Internet Presentation/Resources
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:
Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty.

Formal writing, including essays.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.

Reading Assignments:
Reading Instructions: Go somewhere quiet and carefully read our assigned story, "Lamb to the Slaughter" by Roald Dahl. Please read the story two or three times, once for fun, and twice for deeper understanding. Be sure to annotate generously while you read, in other words, respond to the text while you're
reading it.

Careful reading and annotation are key for in-depth understanding of the story—please do not read passively. It will be very helpful to read each section a few times, as you'll "get" something different each time.

Response Assignment Instructions: Next, answer *some or all* of the following questions in short paragraph form until you reach at least 700 words.

While you are working, be sure that you have the story open in a separate tab or printed out so you can refer to the text and to your notes. Strive for thoughtful and detailed answers and be sure to quote from the story in MLA format. No outside sources unless otherwise stated, please. I want your analysis, not someone else's ideas.

1. What sort of story did you expect, based on the title, and how did this affect your impression of the events?

2. What initial details demonstrate Mary's feelings about her husband? (Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below)

3. How does the story seem particularly to reflect the time in which it was released, 1952, apart from regional language differences? (Tip: try not to over-generalize about life in the 1950s—so much of what we think we know is due to TV and movies! Remember, people are people, no matter what era, with the same drives, feelings, desires, and human failings.)

4. What are the clues/foreshadowing early in the story that something is different that night? Which of these, in the end, seem most significant?

5. The law makes a distinction between murder and manslaughter. Research these terms. If you were a jury member at Mary's trial, which designation, given all of the circumstances, would be correct, voluntary manslaughter or second-degree murder? Defend your position with specific examples from the story. Be detailed and logical.

6. It is easy to view Mary as a victim at first, but by the end of the story, is she redeemed from that fate, at least in a perverse way? Do you still see her as a victim in the end? Why or why not? (Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below.)

7. Contemporary readers often feel at first that Mary does not care about herself, and believe that the only reason she is covering up the murder is because she is pregnant. In other words, some say that if she wasn't pregnant, she would have confessed. Do you agree or disagree with this based on the story? Explain. Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below)

8. What commentary does this story make about marriage? What does it say about partnership in marriage?

9. What gender stereotypes are reinforced in this story? The author, Dahl, clearly understood these stereotypes. In what ways does he "play" with them?

10. Did you find the story at all funny? Granted, it's an ironic, dark type of humor. Still, could you find anything amusing in it? What, precisely? Be specific.

11. What other messages might today's audience take away from the story that may not have occurred to 1950s readers?

Writing Assignments:
Write a 1,200-word essay that investigates how the *Raisin in the Sun* explores discrimination against women by contrasting a weakened man with towering examples of female strength, supporting the idea that women should not be subordinate to men, that they should have the right to earn the same power and opportunities. Focus here on Mama Lena, Ruth, and especially Beneatha, who represents a future where gender equality is increasingly the goal. Include at least three articles from scholarly websites or the library databases in addition to support from the text.

Other Assignments:
Write a 1500-word (6-page) minimum literary analysis of one story. Your analysis needs to make a claim, contain evidence, and be complex. Include at least **TWO additional sources.** These sources should be critical analyses of the story, scholarly arguments about literary conventions, OR scholarly texts that examine a critical theory. Use appropriate academic level sources (use ProQuest and/or Academic Search Complete).

Course Materials

Author: Delmar Larsen, Lumen Learning
Title: Introduction to Literature
Publisher: OER Commons

Year: 2024
Or Equivalent: No
Author: Mays, Kelly
Title: The Norton Introduction to Literature
Edition: 15th
Publisher: W.W. Norton
ISBN-13: 9781324085898
Year: 2024
Or Equivalent: No
Author: Meyer, Michael
Title: The Bedford Introduction to Literature: Reading, Writing, Thinking
Edition: 11th
Publisher: Bedford/St. Martins
ISBN-13: 9781319002183
Year: 2015
Or Equivalent: No

Author: Barnet, Sylvan, et al.
Title: An Introduction to Literature
Edition: 16
Publisher: Longman
ISBN-13: 9780205633098
Year: 2010
Rationale for older textbook:
classic or legacy
Or Equivalent: No

Author: DiYanni, Robert
Title: Literature, Approaches to Fiction, Poetry, and Drama
Edition: 2nd
Publisher: McGraw-Hill
ISBN-13: 978-0073124452
Year: 2006
Rationale for older textbook:
classic/legacy
Or Equivalent: No
Author: Gardner, Janet
Title: Writing About Literature: A Portable Guide
Edition: 6th
Publisher: Bedford/St. Martins
ISBN-13: 978-0312412821
Year: 2025
Or Equivalent: No
Author: Harmon, William, and C. Hugh Holman
Title: A Handbook to Literature
Publisher: Prentice Hall
ISBN-13: 978-0132347822

Year: 1995
Rationale for older textbook:
classic or legacy
Or Equivalent: No
Author: Joanna Wolfe, Laura Wilder
Title: Digging into Literature
Edition: 1st
Publisher: Bedford/St. Martin's
ISBN-13: 978-1457631306
Year: 2015
Rationale for older textbook:
classic or legacy
Or Equivalent: No
Author: Larson Nella
Title: Passing
Publisher: Penguin Classics
ISBN-13: 978-0142437278
Year: 2003
Rationale for older textbook:
classic or legacy
Or Equivalent: No
Author: Lorraine Hansberry
Title: A Raisin in the Sun
Publisher: Vintage
ISBN-13: 978-0679755333
Year: 2003
Rationale for older textbook:
classic or legacy.
Or Equivalent: No

Minimum Qualification

1. English
Condition

Common Course Numbering (CCN) – ENGL C1002H – Introduction to Literature – Honors

Course Information

Course Discipline: ENGL
Course Division: Fine Arts, Communication and Humanities
Course Number: C1002H
Full Course Title: Introduction to Literature - Honors
Short Title: Intro to Lit - Honors
TOP Code: 150100 - English
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2021
Board of Trustees Approval Date:
2021-06-15

Course Description

In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature. This is an honors course.

Course Standards

Lecture Hours:
54.000
Activity Hours:

Lab Hours:
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

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 Requirements

Prerequisite
Subject ENGL - English
Requisite Course ENGL C1000 - Academic Reading and Writing (Active)0.000 - 0.000
Prerequisite
Requisite Course ENGL C1000E - Academic Reading and Writing (Active)0.000 - 0.000
Prerequisite
Requisite Course ENGL C1000H - Academic Reading and Writing - Honors (Active)0.000 - 0.000

Course Content

Lecture
Outline
Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.
Approximate Time In Hours

1.00
Lecture
Outline
A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.
Approximate Time In Hours
9.00
Lecture
Outline
Literary terminology, devices, and critical approaches.
Approximate Time In Hours
5.00
Lecture
Outline
Writing and thinking critically about literature, including literary analysis.
Approximate Time In Hours
5.00
Lecture
Outline
Active and critical reading strategies.
Approximate Time In Hours
4.00
Lecture
Outline
Elements of Fiction Plot Character Setting Point of view Theme Style Symbolism Writing About Fiction Review of Essay Form Analysis Comparison/Contrast Argument Interpretation Research and Criticism
Approximate Time In Hours
10.00
Lecture
Outline
Drama Elements of Drama Plot Character Setting Theme Style Staging Conventions Writing About Drama Interpretation Analysis Evaluation/Criticism Research and Criticism
Approximate Time In Hours
10.00
Lecture
Outline
Poetry Elements of Poetry Meter and rhythm Imagery Figurative language Rhyme and rhyme scheme Symbol Character/speaker Tone and mood Theme Forms of Poetry Writing about Poetry Explication Interpretation Evaluation Research and Criticism
Approximate Time In Hours
10.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    - 3 – Humanities
    - 4B – Language and Rationality – Communication and Analytical Thinking
2. **CSU GE:**
    - C2 - Humanities
3. **IGETC GE:**
    - 3B - Humanities
4. **Transfer and Articulation:**
    - **C-ID:** ENGL 120
5. **UC TCA:**
    - UC-E English Composition
    - UC-H Arts and Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Interpret and analyze a variety of diverse texts.
Lecture
Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.
Lecture
Define common literary terms and apply them to the analysis of specific texts.
Lecture
Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.
Lecture
Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. 1. Write a formal essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).

2. 2. Integrate primary and secondary sources by applying documentation skills responsibly and effectively.

Methods of Instruction

Demonstration
Discussion
Group Activities
Guest Speakers
Internet Presentation/Resources
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Exams/Quizzes
If you selected "Other", please provide details.
Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty. Formal writing, including essays. Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions). Minimum 5,000 words of writing, which may include a combination of drafts, written peer response, and other forms of writing. Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.

Typical Assignments

Some assignments require critical thinking:
Prepare a 15-minute presentation to teach one of the critical lenses (critical theories) from the list. You may use the resources included in Canvas or include additional resources from the Library Databases. Your presentation must include an overview of the theory (its history and its overall focus), a brief sample applying it to one of the texts we have read, and a list of 5 questions you and your classmates can use to apply it to a work of literature.

Reading Assignments:
Reading Instructions: Go somewhere quiet and carefully read our assigned story, "Lamb to the Slaughter" by Roald Dahl. Please read the story two or three times, once for fun, and twice for deeper understanding. Be sure to annotate generously while you read, in other words, respond to the text while you're
reading it.

Careful reading and annotation are key for in-depth understanding of the story—please do not read passively. It will be very helpful to read each section a few times, as you'll "get" something different each time.

Response Assignment Instructions: Next, answer *some or all* of the following questions in short paragraph form until you reach at least 700 words.

While you are working, be sure that you have the story open in a separate tab or printed out so you can refer to the text and to your notes. Strive for thoughtful and detailed answers and be sure to quote from the story in MLA format. No outside sources unless otherwise stated, please. I want your analysis, not someone else's ideas.

1. What sort of story did you expect, based on the title, and how did this affect your impression of the events?

2. What initial details demonstrate Mary's feelings about her husband? (Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below)

3. How does the story seem particularly to reflect the time in which it was released, 1952, apart from regional language differences? (Tip: try not to over-generalize about life in the 1950s—so much of what we think we know is due to TV and movies! Remember, people are people, no matter what era, with the same drives, feelings, desires, and human failings.)

4. What are the clues/foreshadowing early in the story that something is different that night? Which of these, in the end, seem most significant?

5. The law makes a distinction between murder and manslaughter. Research these terms. If you were a jury member at Mary's trial, which designation, given all of the circumstances, would be correct, voluntary manslaughter or second-degree murder? Defend your position with specific examples from the story. Be detailed and logical.

6. It is easy to view Mary as a victim at first, but by the end of the story, is she redeemed from that fate, at least in a perverse way? Do you still see her as a victim in the end? Why or why not? (Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below.)

7. Contemporary readers often feel at first that Mary does not care about herself, and believe that the only reason she is covering up the murder is because she is pregnant. In other words, some say that if she wasn't pregnant, she would have confessed. Do you agree or disagree with this based on the story? Explain. Please include at least one properly formatted quote from the story to demonstrate your point. Follow the examples below)

8. What commentary does this story make about marriage? What does it say about partnership in marriage?

9. What gender stereotypes are reinforced in this story? The author, Dahl, clearly understood these stereotypes. In what ways does he "play" with them?

10. Did you find the story at all funny? Granted, it's an ironic, dark type of humor. Still, could you find anything amusing in it? What, precisely? Be specific.

11. What other messages might today's audience take away from the story that may not have occurred to 1950s readers?

Writing Assignments:
In a 5-7 page essay, present a clear thesis that makes an interpretive argument about a literary text and is developed through appropriate identification of literary elements. As primary support for the thesis, the paper should include relevant quotations from the literary text and detailed interpretation. At least two secondary sources such as biography, cultural and historical contexts, or literary criticism hould be used as supplemental support. In addition, at least one scholarly source should be used for supplemental support. All sources should be suitable for an academic assignment, such as articles from library databases, books, or credible websites. The essay should use MLA format, and smoothly integrate quotations and paraphrases using signal phrases and analysis, interpretation, or commentary. The paper should be logically organized and focused, and should sustain the interpretive argument, utilize transitions effectively, and use correct grammar, spelling, and punctuation.

Analyze in a 5-page written essay either Henrik Ibsen's *A Doll's House* or William Shakespeare's *Othello*; support an argumentative, interpretive thesis through close reading of several of the following elements of the play: theme, plot and conflict, characterization and motivation, tragedy, comedy, gestures and nonverbal language, setting, imagery, and performance.

Other Assignments:
Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty.

Formal writing, including essays.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Minimum 5,000 words of writing, which may include a combination of drafts, written peer response, and other forms of writing.

Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.

Course Materials

Author: Janet Gardner
Title: Writing About Literature: A Portable Guide
Edition: 5th
Publisher: Bedford/ St. Martins
ISBN-13: 978-0312412821
Year: 2025
Or Equivalent: No
Author: Harmon, William, and C. Hugh Holman
Title: A Handbook to Literature
Publisher: Prentice Hall
ISBN-13: 9780132347822
Year: 1995
Rationale for older textbook:
Disciple standard
Or Equivalent: No
Author: Joanna Wolfe, Laura Wilder
Title: Digging into Literature
Publisher: Bedford/St. Martin's
ISBN-13: 9781457631306
Year: 2015
Rationale for older textbook:
discipline standard
Or Equivalent: No
Author: Larson Nella
Title: Passing
Publisher: Penguin Classics
ISBN-13: 9780142437278
Year: 2003
Rationale for older textbook:
classic or legacy
Or Equivalent: No
Author: Lorraine Hansberry
Title: A Raisin in the Sun
Publisher: Vintage
ISBN-13: 9780679755333
Year: 2003
Rationale for older textbook:

Disciple standard
Or Equivalent: No
Author: Delmar Larsen, Lumen Learning
Title: Introduction to Literature
Publisher: OER Commons
Year: 2024
Rationale for older textbook:
Discipline standard
Or Equivalent: No
Author: Mays, Kelly
Title: The Norton Introduction to Literature
Edition: 15th
Publisher: W.W. Norton
ISBN-13: 9781324085898
Year: 2024
Rationale for older textbook:
Discipline standard
Or Equivalent: No
Author: Meyer, Michael
Title: The Bedford Introduction to Literature: Reading, Writing, Thinking
Edition: 11th
Publisher: Bedford/St. Martins
ISBN-13: 9781319002183
Year: 2015
Rationale for older textbook:
Discipline standard
Or Equivalent: No
Author: Barnet, Sylvan, et al.
Title: An Introduction to Literature
Edition: 16
Publisher: Longman
ISBN-13: 9780205633098
Year: 2010
Rationale for older textbook:
Discipline standard
Or Equivalent: No
Author: DiYanni, Robert
Title: Literature, Approaches to Fiction, Poetry, and Drama
Edition: 2nd
Publisher: McGraw-Hill
ISBN-13: 9780073124452
Year: 2006
Rationale for older textbook:
Discipline standard
Or Equivalent: No
Other:

This Is How You Lose Her, Junot Diaz, Riverhead Trade, 2013.
Other:
The French Lieutenant's Woman, John Fowles, Signet, 1981.
Other:
Palace of Desire, Naguib Mahfouz, Anchor, 1991.
Other:
Stray Birds, Rabindranath Tagore, Wilder, 2008.
Other:
Jude the Obscure, Thomas Hardy, Norton, 1978.
Other:
The Woman Warrior, Maxine Hong Kingston, Vintage, 1989.
Other:
Brother, Yu Hua, Pantheon, 2009.
Other:
The Awakening, Kate Chopin, Avon, 1982.
Other:
Purple Hibiscus, Chimamanda Ngozi Adichie, Anchor, 2004.
Other:
Beloved, Toni Morrison, Vintage, 2004.
Other:
The Sound of Waves, Yukio Mishima, Vintage, 1994.
Other:
Ragtime, E.L. Doctorow, Random House, 2007.
Other:
Four Major Plays of Chikamatsu, Chikamatsu Monzaemon, Columbia UP, 1997.
Other:
The Scarlet Letter, Nathaniel Hawthorne, Penguin, 2002.
Other:
Southland, Nina Revoyr, Akashic Books, 2003.
Other:
Rules for Writers, ECC Edition, Hacker, Bedford/St. Martin's, 2011.

Minimum Qualification

1. English
Condition

Common Course Numbering (CCN) – ECON C2001 – Principles of Microeconomics

Course Information

Course Discipline: ECON
Course Division: Social Sciences
Course Number: C2001
Full Course Title: Principles of Microeconomics
Short Title: Principles of Microeconomics
TOP Code: 220400 - Economics
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2021
Board of Trustees Approval Date:
2021-06-15

Course Description

An introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of government policies.

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 Requirements

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

Course Content

Lecture
Outline
1. Fundamentals of economic thinking a. Scarcity / opportunity costs b. Factors of production / production possibilities c. Specialization and gains from trade d. Marginal analysis e. Rational behavior f. Economic models and research methodology
Approximate Time In Hours

6.00
Lecture
Outline
2. How markets operate a. Definition of a market b. Supply and demand model c. Producer / consumer surplus and efficiency d. Government intervention
Approximate Time In Hours
6.00
Lecture
Outline
3. Elasticity
Approximate Time In Hours
5.00
Lecture
Outline
4. Consumer theory / demand
Approximate Time In Hours
6.00
Lecture
Outline
5. Producer theory a. Production and costs b. Accounting / economic profit c. Short- and long-run production decisions d. Industry structure
Approximate Time In Hours
6.00
Lecture
Outline
6. Market structures a. Perfect competition b. Monopoly c. Monopolistic competition d. Oligopoly and game theory
Approximate Time In Hours
13.00
Lecture
Outline
7. Labor markets
Approximate Time In Hours
5.00
Lecture
Outline
8. Market failure and public policy a. Externalities b. Public goods c. Imperfect competition d. Efficiency vs. equity
Approximate Time In Hours
7.00

General Education/Transfer

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

- 2 – Social and Behavioral Sciences

2. **CSU GE:**
   - D2 - Economics
   - D - Social Sciences
3. **IGETC GE:**
   - 4B - Economics
   - 4 - Social and Behavioral Sciences
4. **Transfer and Articulation:**
   - **C-ID:** ECON 201
5. **UC TCA:**
   - UC-B Social and Behavioral Sciences

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
1. Perform and interpret microeconomic calculations.
Lecture
2. Apply microeconomic models to analyze market outcomes, including market failures and government policies.
Lecture
3. Model how consumers and firms make decisions under a variety of market structures.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. Apply the laws of demand and supply to analyze the market equilibrium price, price ceilings and price supports.

2. Using tools of economic analysis, student will be able to explain how prices and outputs are determined in both perfectly competitive and imperfectly competitive markets

3. Identify positive and negative externalities in our economy and describe how the presence of these externalities can lead to market failure.

Methods of Instruction

Discussion
Discussion topics related to current material will be posted on Canvas under discussion.
Internet Presentation/Resources
Khan academy and marginal revolution university video clips will be used on canvas as a supplement learning tools.
Lecture
There will be live conferzoom lectures. Thise lectures will be recorded then posted under modules for those who want to watch those lectures later.

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)
Exams/Quizzes
If you selected "Other", please provide details.
Assessments for this course will include both formative and summative assignments that may include some or all of the following: Exams and Quizzes containing one or more: • Multiple Choice questions • Short answers • Problem Solving • True/False • Essays Other Assessments: • Problem sets • Online or in-class discussions • Presentations • Group projects • Experiments • Current event analysis • Term papers Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements): • Current event analysis • Discussion boards • Essay questions on exams • Term papers Methods of evaluation are at the discretion of local faculty

Typical Assignments

Some assignments require critical thinking:
In a one- to two page-essay, compare and contrast the equilibrium outcomes in a perfectly competitive product market with the equilibrium outcomes in a monopolistic product market.

Using a demand and supply diagram, illustrate and explain the likely consequences of the imposition of a price ceiling below the equilibrium price on the market for rental housing. Your thoughts should be recorded in a one- to two-page essay.

Other Assignments:
Using a hypothetical demand and supply curve, complete the following assignment:

1. Calculate the price elasticity of demand and price elasticity of supply near the market equilibrium values.
2. Calculate the consumer surplus and producer surplus at market equilibrium.
3. Illustrate the impact of a decrease in demand on the equilibrium price and output.

Course Materials

Author: Coppock, L. & Mateer
Title: Principles of Economics
Publisher: Norton
ISBN-13: 978-1544339443
Year: 2023
Or Equivalent: No
Author: Michael Parkin
Title: Economics
Edition: 14
Publisher: Pearson
ISBN-13: 978-0-13-474447-6
Year: 2023
Or Equivalent: No

Author: Arnold, R., Arnold, D
Title: Economics
Publisher: Cengage
Year: 2023
Or Equivalent: No
Author: Colander, D.
Title: Economics
Publisher: McGraw-Hill Irwin
Year: 2019
Or Equivalent: No
Author: Krugman, P. & Wells, R
Title: Economics
Publisher: Worth
Year: 2024
Or Equivalent: No
Author: Mankiw, G. N
Title: Principles of Economics
Publisher: Cengage
Year: 2024
Or Equivalent: No
Author: McConnell, C. R., Brue, S. L., & Flynn, S. M
Title: Economics: Principles, problems and policies
Publisher: McGraw-Hill Irwin
Year: 2023
Or Equivalent: No
Author: The CORE Econ Team
Title: The Economy 2.0
Publisher: Core Econ
Year: 2024
Or Equivalent: No
Author: Cowen, T., & Tabarrok, A
Title: Modern Principles of Economics
Publisher: New York: Worth
Year: 2021
Or Equivalent: No
Author: Frank, R. H., & Bernanke, B. S
Title: Principles of Economics
Publisher: New York: McGraw-Hill Irwin.
Year: 2024
Or Equivalent: No
Author: Rittenberg, L., & Tregarthen, T.
Title: Principles of economics
Publisher: Flat World Knowledge
Year: 2021
Or Equivalent: No
Author: Schneider, G.

Title: Microeconomic Principles and Problems: A Pluralist Introduction
Publisher: New York: Routledge.
Year: 2024
Or Equivalent: No
Author: Stevenson, B. & Wolfers, J
Title: Principles of Economics,
Publisher: New York: Worth
Year: 2023
Or Equivalent: No
Author: Tucker, I. B.
Title: Economics for today
Publisher: Mason, OH: Cengage Learning.
Year: 2023
Or Equivalent: No
Author: Hubbard, R.G. & O'Brien, A.P.
Title: Economics
Publisher: Pearson
Year: 2024
Or Equivalent: No
Author: Steven A. Greenlaw and David Shapiro
Title: Principles of Microeconomics
Edition: 3
Publisher: Openstax
ISBN-13: 978-1-947172-35-7
Year: 2024
Or Equivalent: Yes

Minimum Qualification

1. Economics
Condition

Common Course Numbering (CCN) – ECON C2002 – Principles of Macroeconomics

Course Information

Course Discipline: ECON
Course Division: Social Sciences
Course Number: C2002
Full Course Title: Principles of Macroeconomics
Short Title: Principles of Macroeconomics
TOP Code: 220400 - Economics
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2021
Board of Trustees Approval Date:
2021-06-15

Course Description

An introductory course using models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic policies.

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 Requirements

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

Course Content

Lecture
Outline
1. Fundamentals of Economic Thinking a. Scarcity / opportunity costs b. Factors of production c. Production possibilities d. Specialization and gains from trade e. Economic models and research methodology
Approximate Time In Hours

6.00
Lecture
Outline
2. How markets operate a. Definition of a market b. Supply and demand model
Approximate Time In Hours
6.00
Lecture
Outline
3. Measuring the economy a. National output and productivity b. Economic growth c. Price level (inflation) d. Business cycle e. Unemployment f. Inequality and Poverty
Approximate Time In Hours
12.00
Lecture
Outline
4. Aggregate Demand / Aggregate Supply model
Approximate Time In Hours
7.00
Lecture
Outline
5. Financial system a. Saving, investment, and interest rates b. Money creation and banking c. Role and function of central banks d. Monetary policy
Approximate Time In Hours
8.00
Lecture
Outline
6. The role of the government in the macro economy a. Government budget b. Fiscal policy c. Social policy
Approximate Time In Hours
8.00
Lecture
Outline
7. International economics a. Balance of payments b. Exchange rates c. International trade
Approximate Time In Hours
7.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    - 2C – Social and Behavioral Sciences – General
    - 2 – Social and Behavioral Sciences
2. **CSU GE:**
    - D2 - Economics
    - D - Social Sciences
3. **IGETC GE:**
    - 4B - Economics

- 4 - Social and Behavioral Sciences

4. **Transfer and Articulation:**
   - **C-ID:** ECON 202
5. **UC TCA:**
   - UC-B Social and Behavioral Sciences

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Interpret and analyze domestic and international macroeconomic data.
Lecture
Apply macroeconomic models to explain economic issues and outcomes.
Lecture
Analyze the effects of macroeconomic policies.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. Using tools of economic analysis, student will be able to explain basic concepts or ideas.

2. Calculate and analyze the basic macroeconomic indicators - GDP, Unemployment, and inflation

3. Use the Aggerate Demand and Aggregate Supply model to analyze the theoretical effect of fiscal and monetary policy on the economy.

Methods of Instruction

Discussion
There will be weekly discussions. The discussion topics related to current material will be posted on Canvas under discussion
Internet Presentation/Resources
Khan academy and marginal revolution university video clips will be used on canvas.
Lecture
There will be live conferzoom lectures. Those lectures will be posted under modules. Students will be able to watch those lecture videos later.

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)
Exams/Quizzes
If you selected "Other", please provide details.
Assessments for this course will include both formative and summative assignments that may include some or all of the following: Exams and Quizzes containing one or more: • Multiple Choice questions • Short answers • Problem Solving • True/False • Essays Other Assessments: • Problem sets • Online or in-class discussions • Presentations • Group projects • Experiments • Current event analysis • Term papers
Assessed written work may include any of the following (colleges are encouraged to work with local CSU

and UC departments to determine writing requirements): • Current event analysis • Discussion boards • Essay questions on exams • Term papers Methods of evaluation are at the discretion of local faculty.

Typical Assignments

Some assignments require critical thinking:
Contrast the argument for discretionary monetary and fiscal policy with the argument for policy rules in a three- to five-page essay. In your essay assess the validity of each point in the two arguments. Also, state which argument you agree with and why.

Use this data to answer the following questions about the market for British pounds (£):

Price of £ in $
$4.00
$3.00
$2.00

Quantity Demanded (of £s)
50
75
100

Quantity Supplied (of £s)
100
75
50

1. Create a graph concerning the market for British pounds on which you:
a. Draw the demand and supply curves for pounds, and determine the equilibrium exchange rate (dollars per pound).
b. Suppose that the supply of pounds doubles. Draw the new supply curve.

2. Analyze the curves you have drawn and answer the following:
a. What is the new equilibrium exchange rate?
b. Has the dollar appreciated or depreciated?
c. What happens to U.S. imports of British goods?

Other Assignments:
Read the chapter in your textbook on unemployment and inflation. In a two- to three-page essay, describe the three ways in which the official unemployment rate understates the true rate of unemployment and the four ways in which the Consumer Price Index overstates the true rate of inflation in the United States.

Course Materials

Author: Steven A. Greenlaw and David Shapiro
Title: Principles of Macroecomics
Edition: 3nd OER
Publisher: Openstax
ISBN-13: 978-1-947172-39-5
Year: 2023
Or Equivalent: No
Author: Michael Parkin
Title: Macroeconomics
Edition: 14
Publisher: Pearson
ISBN-13: 978-0-13-474445-2
Year: 2024
Or Equivalent: No
Author: Arnold, R., Arnold
Title: Economics
Publisher: Cengage Learning
Year: 2023
Or Equivalent: No
Author: Colander, D
Title: Economics
Publisher: McGraw-Hill Irwin
Year: 2019
Or Equivalent: No
Author: Krugman, P. & Wells
Title: Economics
Publisher: Worth
Year: 2024
Or Equivalent: No
Author: Mankiw, N. G
Title: Principles of Economics
Publisher: Cenage
Year: 2024
Or Equivalent: No
Author: McConnell, C. R., Brue, S. L., & Flynn, S. M.
Title: Principles of Economics
Publisher: McGraw-Hill Irwin
Year: 2023
Or Equivalent: No
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Year: 2024
Or Equivalent: No
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Publisher: New York: Worth
Year: 2021
Or Equivalent: No
Author: Frank, R. H., & Bernanke, B. S
Title: Principles of Economics
Publisher: New York: McGraw-Hill Irwin.
Year: 2024
Or Equivalent: No
Author: Hubbard, R. G., & O'Brien, A. P.
Title: Economics
Publisher: Boston: Pearson.
Year: 2024
Or Equivalent: No
Author: Rittenberg, L., & Tregarthen, T.
Title: Principles of economics
Publisher: Flat World Knowledge
Year: 2021
Or Equivalent: No
Author: Schneider, G.
Title: Microeconomic Principles and Problems: A Pluralist Introduction
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Or Equivalent: No
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Publisher: New York: Worth
Year: 2023
Or Equivalent: No
Author: Tucker, I. B.
Title: Economics for today
Publisher: Mason, OH: Cengage Learning.
Year: 2023
Or Equivalent: No
Author: Coppock, L. & Mateer
Title: Principles of Economics
Publisher: Norton
Year: 2023
Or Equivalent: No

Minimum Qualification

1. Economics

Two Year CTE Course Review – No Proposed Changes – WELD 101 – Introduction to Welding Process

Course Information

Course Information

Course Discipline: WELD
Course Division: Business and Industrial Studies
Course Number: 101
Full Course Title: Introduction to Welding Process
Short Title: Intro-Welding Processes
TOP Code: 095650 - Welding Technology
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: Fall 2023
Board of Trustees Approval Date:
2023-05-16

Course Description

In this course, students are introduced to welding processes with a primary focus on developing manipulative skills. Welding processes covered include oxy-acetylene, plasma arc, shielded metal arc, gas tungsten arc, gas metal arc, and flux cored arc. The course also includes a study of occupational safety, weld symbols, print reading, metal fabrication, and joint design.

Course Standards

Lecture Hours:
90.000
Activity Hours:
0.000
Lab Hours:
180.000
Outside-of-Class Hours:
180.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
90.000
Activity Hours:
0.000
Lab Hours:
180.000
Outside-of-Class Hours:
180.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
5.000
Activity Units:
0.000
Lab Units:
3.000
Min/Max Units:
8.000
Total Hours:
270.000
Grading Method:
Letter grade only

Course Content

Lecture
Outline
INTRODUCTION AND ORIENTATION Welding safety (occupational) Welding gases Welding processes Oxy-acetylene flames Manifold set up and shut down
Approximate Time In Hours
6.00
Lab
Outline
INTRODUCTION AND ORIENTATION Welding safety (occupational) Welding gases Welding processes Oxy-acetylene flames Manifold set up and shut down

Approximate Time In Hours
12.00
Lecture
Outline
OXY-ACETYLENE EQUIPMENT Regulators Torches Welding Tips
Approximate Time In Hours
6.00
Lab
Outline
OXY-ACETYLENE EQUIPMENT Regulators Torches Welding Tips
Approximate Time In Hours
12.00
Lecture
Outline
WELDING GAS CYLINDERS Storage and handling of gas cylincers Flame cutting theory
Approximate Time In Hours
6.00
Lab
Outline
WELDING GAS CYLINDERS Storage and handling of gas cylincers Flame cutting theory
Approximate Time In Hours
12.00
Lecture
Outline
BRAZE WELDING AND BRAZING THEORY Hard surfacing Warpage and distortion
Approximate Time In Hours
6.00
Lab
Outline
BRAZE WELDING AND BRAZING THEORY Hard surfacing Warpage and distortion
Approximate Time In Hours
12.00
Lecture
Outline
GAS TUNGSTEN ARC WELDING (GTAW) APPLICATIONS Welding currents 1. Voltage and amperage 2. Cathode and anode (heat generation) Welding machines Machine adjustments for mild steel
Approximate Time In Hours
8.00
Lab
Outline
GTAW APPLICATIONS Welding currents 1. Voltage and amperage 2. Cathode and anode (heat generation) Welding machines Machine adjustments for mild steel
Approximate Time In Hours
16.00
Lecture
Outline

CHARACTERISTICS OF AN ALTERNATING CURRENT (AC) AND DIRECT CURRENT (DC) Characteristics of an AC1. Post flow2. High frequency3. Anode4. Cathode5. Penetration6. Tungstens7. Direction of travel (alternates) Characteristics of a DC reverse polarity1. Tungstens2. Melting rate3. Penetration (deepest)4. Tungstens5. Direction of travel Characteristics of a DC straight polarity1. Tungstens2. Melting rate3. Penetration (medium)4. Tungstens5. Direction of travel
Approximate Time In Hours
6.00
Lab
Outline
CHARACTERISTICS OF AN AC AND DC Characteristics of an AC1. Post flow2. High frequency3. Anode4. Cathode5. Penetration6. Tungstens7. Direction of travel (alternates) Characteristics of a DC reverse polarity1. Tungstens2. Melting rate3. Penetration (deepest)4. Tungstens5. Direction of travel Characteristics of a DC straight polarity1. Tungstens2. Melting rate3. Penetration (medium)4. Tungstens5. Direction of travel
Approximate Time In Hours
12.00
Lecture
Outline
PROPERTIES OF METAL Physical, mechanical, chemical Weldability of mild steel Weldability of low alloyed steel
Approximate Time In Hours
6.00
Lab
Outline
PROPERTIES OF METAL Physical, mechanical, chemical Weldability of mild steel Weldability of low alloyed steel
Approximate Time In Hours
12.00
Lecture
Outline
ALUMINUM ALLOYS Weldability of aluminum Adjustments for welding aluminum
Approximate Time In Hours
6.00
Lab
Outline
ALUMINUM ALLOYS Weldability of aluminum Adjustments for welding aluminum
Approximate Time In Hours
12.00
Lecture
Outline
MAGNESIUM AND OTHER ALLOYS Weldability of magnesium Stainless steels Classifications of stainless steel Weldability of stainless steel Shielding gases
Approximate Time In Hours
6.00
Lab
Outline

MAGNESIUM AND OTHER ALLOYS Weldability of magnesium Stainless steels Classifications of stainless steel Weldability of stainless steel Shielding gases
Approximate Time In Hours
12.00
Lecture
Outline
GAS METAL ARC WELDING (GMAW) Gas flows, flow meters Inert shielding gases Filler metals Duty cycles
Approximate Time In Hours
8.00
Lab
Outline
GMAW Gas flows, flow meters Inert shielding gases Filler metals Duty cycles
Approximate Time In Hours
16.00
Lecture
Outline
JOINT PREPARATIONS Fabrication techniques Math review - fractions and decimals
Approximate Time In Hours
6.00
Lab
Outline
JOINT PREPARATIONS Fabrication techniques Math review - fractions and decimals
Approximate Time In Hours
12.00
Lecture
Outline
SHIELDED METAL ARC WELDING (SMAW) Machines Currents and current characteristics Open-circuit voltage and arc voltage The electric arc
Approximate Time In Hours
8.00
Lab
Outline
SMAW Machines Currents and current characteristics Open-circuit voltage and arc voltage The electric arc
Approximate Time In Hours
16.00
Lecture
Outline
AMERICAN WELDING SOCIETY (AWS) CLASSIFICATION OF ELECTRODES Mild steel electrodes Low alloyed electrodes Stainless steel electrodes
Approximate Time In Hours
6.00
Lab
Outline

AWS CLASSIFICATION OF ELECTRODES Mild steel electrodes Low alloyed electrodes Stainless steel electrodes
Approximate Time In Hours
12.00
Lecture
Outline
WELDING SYMBOLS IN ACCORDANCE WITH THE AWS Prints Shop drawings
Approximate Time In Hours
6.00
Lab
Outline
WELDING SYMBOLS IN ACCORDANCE WITH THE AWS Prints Shop drawings
Approximate Time In Hours
12.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lab
Follow safety procedures for safe operation of tools, machines and welding equipment found in a welding facility.
Lab
Set up, pressurize, pressure test, operate and breakdown the oxy-acetylene manifold welding system and cylinders.
Lab
Produce butt, lap, edge, tee and corner joint weldments using the oxy-acetylene welding process.
Lab
Produce cuts that are straight and free of slag using manual, machine flame cutting and plasma arc processes.
Lab
Produce butt, lap, tee and corner joint weldments using the Gas Tungsten Arc Welding (GTAW) process.
Lab
Produce butt, lap, tee and corner joint weldments using the Gas Metal Arc Welding (GMAW) process.
Lab
Produce butt, lap and tee joint weldments using the Shielded Metal Arc Welding (SMAW) process.
Lecture
Identify electrodes by their numerical classification in accordance with American Welding Society (AWS) standards.
Lecture
Distinguish weld and welding symbols used on engineering drawings in accordance with AWS A 2.4 standards.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. By the end of this course students should be able to safely weld using five basic welding processes.

2. By the end of this course, students should be able to read basic welding symbols and interpret basic blue prints.

3. By the end of the course, students should be able to construct a basic metal item using welding symbols.

Methods of Instruction

Demonstration
Laboratory
Lecture
Multimedia presentations

Methods of Evaluation

Skills demonstrations
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:
Using the oxy-acetylene cutting process, select the proper cutting tip and gas mixture to cut two pieces of steel, one 1/2" thick and the other 3/4" thick. Analyze the difference and experiment with different tips and settings. Verbally explain to the instructor any differences that occured when the tips were changed such as the ability or inability to cut through thicker and thinner material satisfactorily.

Make a uniform weld on a 1GR, horizontal rolled position, stainless steel pipe using the GTAW process. Assess the weldments by performing a Charpy Vee Notch test.

Other Assignments:
On the steel practice plate provided, make a uniform stringer weld bead using the following electrodes: E6010, E6013 and E7018. Check the welds for penetration and uniform size.

Course Materials

Author: Althouse, Turnquist, Bowditch, Turnquist, Turnquist
Title: Modern Welding
Edition: 13th
Publisher: G-W
ISBN-13: 978-1-68584-571-1
Year: 2024
Or Equivalent: No
Other:

Notebook Cotton gloves Leather working gloves Safety glasses Welding helmet Welding jacket Goggles Chipping hammer Welding brush Closed toe shoes

Minimum Qualification

1. Welding
Condition

2. Auto Body Technology
Condition

Two Year CTE Course Review – Update Conditions of Enrollment – Add Prerequisites – CIS 165 – Advanced Application Development Swift

Course Information

Course Discipline: CIS
Course Division: Business and Industrial Studies
Course Number: 165
Full Course Title: Advanced Application Development Swift
Short Title: CIS165
TOP Code: 070200 - Computer Information Systems
SAM Code: C - Clearly Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status B - Transferable to CSU only.
Effective Term: Summer 2024
Board of Trustees Approval Date:
2024-05-21

Course Description

This is a capstone course in advanced application development using Swift for iOS devices. This is an advanced programming course designed to teach students the concepts of the Swift programming language within the XCode development environment. The course will include creating a real-world IOS application by designing, coding, debugging, testing, and documenting programs using Swift/XCode.

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 CIS - Computer Information Systems
Requisite Course CIS 164 - Programming Fundamentals II: Apple Swift II (Active)3.000 - 3.000

Course Content

Lab
Outline
Roster check. Syllabus review.
Approximate Time In Hours
4.00

Lab
Outline
Start discussions with students regarding their apps.
Approximate Time In Hours
5.00
Lecture
Outline
Brainstorming (or fleshing out) the apps using content from Lesson 21 of the Intro course.
Approximate Time In Hours
6.00
Lab
Outline
Presentation: Storyboarding your app using Xcode
Approximate Time In Hours
5.00
Lecture
Outline
App documentation using Pages and Keynote
Approximate Time In Hours
5.00
Lab
Outline
App development and debugging using Xcode's debugger
Approximate Time In Hours
5.00
Lecture
Outline
App 1: Storyboarding and design
Approximate Time In Hours
5.00
Lab
Outline
App 1 development and debugging using Xcode
Approximate Time In Hours
5.00
Lab
Outline
Submit App 1 with preliminary documenta4on to Canvas.
Approximate Time In Hours
5.00
Lecture
Outline
App 2: Storyboarding and design
Approximate Time In Hours
5.00
Lab

Outline
App 2 development and debugging using Xcode
Approximate Time In Hours
5.00
Lab
Outline
Submit App 2 with preliminary documenta4on to Canvas.
Approximate Time In Hours
5.00
Lecture
Outline
App 3: Storyboarding and design
Approximate Time In Hours
5.00
Lab
Outline
App 3 development and debugging using Xcode
Approximate Time In Hours
5.00
Lecture
Outline
Submit App 3 with preliminary documentaon to Canvas.
Approximate Time In Hours
5.00
Lab
Outline
App make-ready for app store, including icon development
Approximate Time In Hours
5.00
Lecture
Outline
Presenta4ons of the app porHolios
Approximate Time In Hours
5.00
Lab
Outline
Submit porHolio to Canvas.
Approximate Time In Hours
5.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lab
Demonstrate an understanding of Swift in the development of a portfolio of mobile apps using iOS, Xcode, and other tools in the Xcode development environment.

Lab
Create programs that contain clear and concise program documentation.
Lecture
Demonstrate an understanding on how to design, prototype, and architect and app on your own.
Lecture
Demonstrate an understanding on how to build scroll views, table views, and complex input screens for apps.
Lecture
Understanding how to request information from a web service, how to turn that information into structures or classes you can use within your app, and how to make your app run smoothly with long running networking operations.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. Demonstrate an understanding of the fundamentals of Swift, building modern mobile apps, iOS, Xcode, and other tools in the Xcode development environment.

2. Create a basic iOS app to get familiar using Xcode.

3. Test and debug apps in a Mac, using the Simulator from Xcode.

Methods of Instruction

Laboratory
Instructor will demonstrate to students how to code using Swift program and Mac or iPad devices
Lecture
Instructor will lecture introduction to Swift

Methods of Evaluation

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

Typical Assignments

Some assignments require critical thinking:
Assignment: development and debugging Compton College Student Body App using XCode

Build a Compton College Student Body App that allows Students to post and share ideas/pictures/ participate to vote and election on social media, students explore how having online data can impact privacy and result in other unanticipated consequences. Make sure images are captured and processed by a mobile device and how a social media service handles posts.

Writing Assignments:
Build a fully functional iOS mobile app of your choice.

Course Materials

Author: Apple Education
Title: Develop in Swift Fundamentals
Publisher: Apple Inc. - Education
Year: 2020
Or Equivalent: No
Author: Apple Education
Title: Develop in Swift Explorations
Publisher: Apple Inc. - Education
Year: 2020
Or Equivalent: No

Minimum Qualification

1. Computer Information Systems
Condition

Two Year CTE Course Review – SLO Update –
COSM 116 – Advanced Preparation for State Board Review

Course Information

Course Discipline: COSM
Course Division: Business and Industrial Studies
Course Number: 116
Full Course Title: Advanced Preparation for State Board Review
Short Title: Adv Prep State Board Review
TOP Code: 300700 - Cosmetology and Barbering
SAM Code: B - Advance Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status B - Transferable to CSU only.
Effective Term: Spring 2023
Board of Trustees Approval Date:
2022-10-17

Course Description

This course is designed to prepare students for the California State Board of Barbering and Cosmetology licensing written exam. Students will complete the remaining 1000 hours of applied skill practices. Simulated state board exams will be administered.

Course Standards

Lecture Hours:
54.000

Activity Hours:
0.000
Lab Hours:
270.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:
0.000
Lab Hours:
270.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
3.000
Activity Units:
0.000
Lab Units:
5.000
Min/Max Units:
8.000
Total Hours:
324.000
Grading Method:
Letter grade only

Course Requirements

Prerequisite
Subject COSM - Cosmetology
Requisite Course COSM 114 - Advanced Cosmetology and Introduction to State Board Review (Active)8.000 - 8.000

Course Content

Lecture
Outline
ADVANCED STATE BOARD PROCEDURES OF PRINCIPLES OF WET AND THERMAL STYLING Safety practices Sanitation Flat Iron Mock testing using curling iron accordig to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours
5.00
Lab
Outline
ADVANCED STATE BOARD REVIEW OF PRINCIPLES OF WET AND THERMAL STYLING Safety practices Sanitation Flat Iron Mock testing using curling iron according to the State Board of Barbering and Cosmetology specifications.
Approximate Time In Hours
67.00
Lecture
Outline
ADVANCED STATE BOARD REVIEW OF PERMANENT WAVING Safety practices Sanitation Action of chemicals Methods of neutralizing Mock testing-wrapping a permanent wave according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
10.00
Lab
Outline
ADVANCED STATE BOARD REVIEW OF PERMANENT WAVING Safety practices Sanitation Action of chemicals Methods of neutralizing Mock testing-wrapping a permanent wave according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
62.00
Lecture
Outline
ADVANCED STATE BOARD REVIEW OF CHEMICAL RELAXING Safety practices Sanitation Hair and scalp ananlysis Methods of relaxing Mock testing for chemical relaxing according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
5.00
Lab
Outline
ADVANCED STATE BOARD REVIEW OF CHEMICAL RELAXING Safety practices Sanitation Hair and scalp ananlysis Methods of relaxing Mock testing for chemical relaxing according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
13.00
Lecture
Outline
ADVANCED STATE BOARD REVIEW OF HAIR CUTTING Safety practices Sanitation Texturizing with specified implements Mock testing for hair cutting according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
10.00
Lab
Outline

ADVANCED STATE BOARD REVIEW OF HAIR CUTTING Safety practices Sanitation Texturizing with specified implements Mock testing for hair cutting according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
26.00
Lecture
Outline
ADVANCED STATE BOARD REVIEW OF HAIR COLORING Safety practices Sanitation Tinting virgin hair to a light level Application of color for gray coverage Mock testing for hair coloring according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
10.00
Lab
Outline
ADVANCED STATE BOARD REVIEW OF HAIR COLORING Safety practices Sanitation Tinting virgin hair to a light level Application of color for gray coverage Mock testing for hair coloring according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
62.00
Lecture
Outline
ADVANCED STATE BOARD REVIEW OF BLEACHING Safety practices Sanitation Bleach application for color correction Application of bleach on virgin hair Mock testing for hair bleaching according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
4.00
Lab
Outline
ADVANCED STATE BOARD REVIEW OF BLEACHING Safety practices Sanitation Bleach application for color correction Application of bleach on virgin hair Mock testing for hair bleaching according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
14.00
Lecture
Outline
ADVANCED STATE BOARD REVIEW OF FACIAL TREATMENTS Safety practices Sanitation Prodecudre of facials on dry skin types Makeup application Mock testing for facial treatment according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
5.00
Lab
Outline
ADVANCED STATE BOARD REVIEW OF FACIAL TREATMENTS Safety practices Sanitation Prodecudre of facials on dry skin types Makeup application Mock testing for facial treatment according to the State Board of Barbering and Cosmetology
Approximate Time In Hours

13.00
Lecture
Outline
ADVANCED STATE BOARD REVIEW OF MANICURING AND ARTIFICAL NAILS Safety practices Sanitation Mock testing for a manicure and one artificial nail according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
5.00
Lab
Outline
ADVANCED STATE BOARD REVIEW OF MANICURING AND ARTIFICIAL NAILS Safety practices Sanitation Mock testing for a manicure and one artificial nail according to the State Board of Barbering and Cosmetology
Approximate Time In Hours
13.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lab
Preform a blow dry on a mannequin head in accordance with the State Board of Barbering and Cosmetology.
Lecture
Describe the procedure used in cutting hair on a mannequin head in accordance with the State Board of Barbering and Cosmetology.
Lecture
Differentiate between the types of hair color used on a mannequin head in accordance with the State Board of Barbering and Cosmetology exam.
Lab
Apply the steps needed for an application of artifical nails on a mannequin hand in accordance with the State Board of Barbering and Cosmetology.
Lecture
Correctly answer objective questions on cosmetology safety practices and sanitation procedures for State Board of Barbering and Cosmetology.
Lab
Demonstrate the application of a facial procedure in a mannequin head in accordance with the State Board of Barbering and Cosmetology.
Lab
Apply a simulated sodium hydroxide on a mannequin head in accordance with the State Board of Barbering and Cosmetology.
Lecture
Describe the steps used to disinfect manicure equipment in accordance with the State Board of Barbering and Cosmetology.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. SLO # 1 Thermal and Chemical Procedures: The student will perform thermal and chemical procedures on a mannequin, and demonstrate; safety; sanitation; procedural steps; proper use of tools; time management; and following verbal testing directions.

Methods of Instruction

Demonstration
Demonstration in required State Board domains and student learning outcomes.
Discussion
Theory in required State Board domains and student learning objectives.
Field trips
Seasonal field trips are provided during course hours and weekends. For example: Fashion Institute of Design and Merchandising (FIDM) and local salon visits.
Group Activities
Diversity exercises.
Guest Speakers
Guest speakers from cosmetology industry, which include individuals in: barbering, nails, braids, facials, and pedicures.
Internet Presentation/Resources
State board online material resources. Video presentations in domains complimented by demonstration.
Laboratory
Students are required to service clients during lab hours.
Lecture
Theory lecture and practical demonstration in required State Board domains.
Multimedia presentations
Milady PPT presentations are utilized.
Role Play
Mock interviews and client consultation.
Simulation
Mock board written and practical examinations.

Methods of Evaluation

Skills demonstrations

Typical Assignments

Some assignments require critical thinking:
Perform a blow dry on a mannequin head using the appropriate procedures in accordance with the State Board of Barbering and Cosmetology.

In a one-page report, define the steps of sterilization according to the State Board rules and regulations.

Other Assignments:
Perform a haircut on a mannequin head in accordance with the State Board of Barbering and Cosmetology.

Course Materials

Author: Milady
Title: Milady Standard Cosmetology Bundle Book (CIMA Access Card & Exam Prep)
Edition: 14th
Publisher: Cengage Learning
ISBN-13: ISBN: 9780357998113
Year: 2022
Or Equivalent: No
Other:
Blow dryer Brushes: denman, vent, styling Clips: coif (box of 12), curl (box of 100) Combs: fingerwave, haircutting, styling, tail Curling iron Cuticle nipper with case Emery board (box of 5) Gloves, rubber Gloria head Hair shaper with blades Hot comb and hot iron Manicure sticks Nail: brush, file, tips, wrap kit Nail polish kit Notebook, paper, pen, pencil Perm rods (5 dozen) Roller bag Shampoo cape Shears: haircutting, thinning Shoes, black Smock, black Spatula Stand Steel Pusher Triangle net Tweezers

Minimum Qualification

1. Cosmetology
Condition

Two Year CTE Course Review – SLO Update – COSM 130 – Advanced Cosmetology Applications

Course Information

Course Discipline: COSM
Course Division: Business and Industrial Studies
Course Number: 130
Full Course Title: Advanced Cosmetology Applications
Short Title: Adv Cosmetology Applications
TOP Code: 300700 - Cosmetology and Barbering
SAM Code: B - Advance Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status B - Transferable to CSU only.
Effective Term: Spring 2023
Board of Trustees Approval Date:
2023-10-17

Course Description

This course explores the study of advanced principles and practical operations of cosmetology equipment, procedures and techniques. It is designed as an intensive, multi-disciplinary class which focuses on the most common cosmetology processes. Lectures center on the advanced theories of the practice of cosmetology and application. Laboratory work is designed to support the advanced cosmetology student with an intensive forum for development of advanced cosmetology skills, techniques, safety practices and sanitation procedures.

Course Standards

Lecture Hours:
36.000
Activity Hours:
0.000
Lab Hours:
216.000
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:
216.000
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:
4.000
Min/Max Units:
6.000
Total Hours:
252.000
Grading Method:
Letter grade only

Course Requirements

Prerequisite
Subject COSM - Cosmetology
Requisite Course COSM 101 - Introduction to Cosmetology Procedures (Active)16.000 - 16.000
Prerequisite
Subject COSM - Cosmetology
Requisite Course COSM 104 - Introduction to Cosmetology I (Active)8.000 - 8.000
Other

Non Course Requirements
completion of 399 hours from a state approved Cosmetology program.

Course Content

Lab
Outline
PRINCIPLES OF WET AND THERMAL STYLING Sanitation Implements Shapings Finger waving Pin curls Roller curls Comb-out procedure Thermal pressing and curling Use of rectangular, triangular, arc and square bases in pin curling Ridge curls Skip wave and cascade curls Stand up curls Tapered roller setting andcomb out Back-combing and back-brushingtechniques Thermal curling of long hair and spiral curling Blow dry styling
Approximate Time In Hours
27.00
Lecture
Outline
PRINCIPLES OF WET AND THERMAL STYLING Safety practices Sanitation Implements Shapings Finger waving Pin curls Roller curls Comb-out procedure Thermal pressing and curling Use of rectangular, triangular, arc and square bases in pin curling Ridge curls Skip wave and cascade curls Stand up curls Tapered roller setting andcomb out Back-combing and back-brushingtechniques Thermal curling of long hair and spiral curling Blow dry styling
Approximate Time In Hours
4.50
Lecture
Outline
PRINCIPLES OF PERMANENT WAVING Safety procedures Sanitation Action of chemicals Sectioning Blocking Patterns Curling rods Winding Applications of solutions Processing Neutralizing Double halo Straight back and dripped crown method Use of concave and straightrods Various use of different processing and neutralizing methods
Approximate Time In Hours
4.50
Lab
Outline
PRINCIPLES OF PERMANENT WAVING Safety procedures Sanitation Action of chemicals Sectioning Blocking Patterns Curling rods Winding Applications of solutions Processing Neutralizing Double halo Straight back and dripped crown method Use of concave and straightrods Various use of different processing and neutralizing methods
Approximate Time In Hours
27.00
Lab
Outline
PRINCIPLES OF CHEMICAL RELAXING Safety procedures Sanitation Action of chemicals Sectioning Blocking Patterns Curling rods Winding Applications of solutions Processing Neutralizing Double halo Straight back and drippedcrown method Use of concave and straight rods Various use of different processing and neutralizing methods
Approximate Time In Hours

27.00
Lecture
Outline
PRINCIPLES OF CHEMICAL RELAXING Safety practices Sanitation Action of chemicals Implements Basic steps Chemical applications Sodium hydroxide Ammonium thioglycolate Strand test Sodium hydroxide retouch Ammonium thioglycolate retouch Chemical blowout
Approximate Time In Hours
4.50
Lecture
Outline
PRINCIPLES OF HAIR CUTTING Safety practices Sanitation Implements Basic sectioning Scissor cutting Razor cutting Clipper cutting
Approximate Time In Hours
4.50
Lab
Outline
PRINCIPLES OF HAIR CUTTING Safety practices Sanitation Implements Basic sectioning Scissor cutting Razor cutting Clipper cutting
Approximate Time In Hours
27.00
Lecture
Outline
PRINCIPLES OF HAIR COLORING AND BLEACHING Safety practices Sanitation Aniline derivatives Predisposition test Tint records Preparation for coloring Permanent hair color Temporary hair color Bleaching Frosting Tipping Streaking Blending Color-filler Highlighting Spot lightening Spot tinting Hair striping
Approximate Time In Hours
4.50
Lab
Outline
PRINCIPLES OF HAIR COLORING AND BLEACHING Safety practices Sanitation Aniline derivatives Predisposition test Tint records Preparation for coloring Permanent hair color Temporary hair color Bleaching Frosting Tipping Streaking Blending Color-filler Highlighting Spot lightening Spot tinting Hair striping
Approximate Time In Hours
27.00
Lecture
Outline
PRINCIPLES OF SCALP TREATMENTS Safety practices Sanitation Scientific brushing Shampooing Manipulations
Approximate Time In Hours
4.50
Lab
Outline
PRINCIPLES OF SCALP TREATMENTS Safety practices Sanitation Scientific brushing Shampooing Manipulations

Approximate Time In Hours
27.00
Lecture
Outline
PRINCIPLES OF FACIAL TREATMENTS Safety practices Sanitation Draping Manipulations Plain facial Nerve points Arching Packs Masks Red dermal lamp High frequency and other modalities Galvanic current Infra-red rays
Approximate Time In Hours
4.50
Lab
Outline
PRINCIPLES OF FACIAL TREATMENTS Safety practices Sanitation Draping Manipulations Plain facial Nerve points Arching Packs Masks Red dermal lamp High frequency and other modalities Galvanic current Infra-red rays
Approximate Time In Hours
27.00
Lecture
Outline
PRINCIPLES OF MANICURING AND PEDICURING Safety practices Sanitation Implements Preparation Procedures Massage Disorders Diseases Electric manicuring Nail repair Artificial nails Removal of artificial nails Repair of broken build-onnails
Approximate Time In Hours
4.50
Lab
Outline
PRINCIPLES OF MANICURING AND PEDICURING Safety practices Sanitation Implements Preparation Procedures Massage Disorders Diseases Electric manicuring Nail repair Artificial nails Removal of artificial nails Repair of broken build-on nails
Approximate Time In Hours
27.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Correctly answer objective questions on cosmetology safety practices and sanitation procedures.
Lab
Assess the methods of wrapping a permanent wave.
Lecture
Examine the procedures used in hair cutting to perform proper sectioning, shear techniques, and safety. .
Lab
Compare the various types of hair lighteners and tints used on hair. Comprehend the effects of hair lighteners and tints used on hair.
Lab
Demonstrate the methods used in relaxing hair.
Lecture

Apply the process used for treating dandruff, dry scalps, oily scalps, and vaious forms of alopecia.
Lecture
Describe the steps used in thermal curling, ridge curls and stand up curls.
Lecture
Select the correct procedures for applying nail art.
Lecture
Describe the different methods used to apply day and evening makeup.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. SLO #1 Permanent Waving The student will name and identify the methods of wrapping a permanent wave while noting the effects permanent color and lighteners have on permanently waved hair.

Methods of Instruction

Demonstration
Demonstration in required State Board domains and student learning outcomes.
Discussion
The required practical and theory State Board of Barbering and Cosmetology domains are explored.
Field trips
Program seasonal field trips are provided during course hours. For example: Fashion Institute of Design and Merchandising (FIDM), The Grammy Museum, The Hollywood Museum, Dermalogica and local salon visits.
Group Activities
Diversity and industry employment exercises.
Guest Speakers
Guest speakers from the cosmetology industry present demonstrations that include: barbering, nails, braids, facials, thermal styling, manicures and pedicures.
Internet Presentation/Resources
Milady PPT presentations, State Board of Barbering and Cosmetology online material resources, and MindTap exercises.
Laboratory
Students are required to service clients during clinic hours, bring models, exchange services, and complete required practical operations.
Lecture
Lecture is provided in subject areas required by the State Board of Barbering and Cosmetology
Multimedia presentations
Online videos.
Role Play
Mock interviews and client consultations.
Simulation
State Board of Barbering and Cosmetology mock written and practical examinations.

Methods of Evaluation

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:
Analyze the appearance of a client prior to a hair styling service; note your findings on a client record card, and document recommended changes. Submit client record card to instructor for approval.

During consultation with a permanent wave client, discuss the appropriate permanent wave aftercare. Note your findings on a client record card and submit to instructor for approval.

Reading Assignments:
Milady textbooks and instructor handouts.

Other Assignments:
Work collaboratively as a team, analyze a client's hair for a color application and select the appropriate hair color products. Note your findings on a client record card and submit to instructor for approval.

Course Materials

Author: Milady
Title: Milady Standard Cosmetology Bundle Book (CIMA Access Card & Exam Prep)
Edition: 14th
Publisher: Cengage Learning
ISBN-13: ISBN: 9780357998113
Year: 2022
Or Equivalent: No
Other:
Blow dryer Brushes: denman, vent, styling Clips: coif (box of 12), curl (box of 100) Combs: fingerwave, haircutting, styling, tail Curling iron Cuticle nipper with case Emery board (box of 5) Gloves, rubber Gloria head Hair shaper with blades Hot comb Hot iron Manicure sticks Nail: brush, file, tips, wrap kit Nail polish kit Notebook, paper, pen, pencil Perm rods (5 dozen) Roller bag Shampoo cape Shears: haircutting, thinning Shoes, black Smock, black Spatula Stand Steel Pusher Triangle net Tweezers

Minimum Qualification

1. Cosmetology
Condition

New Course – First Read – CA 100 – Sanitation and Safety

Course Information

Course Discipline: CA
Course Division: Business and Industrial Studies
Course Number: 100
Full Course Title: Sanitation and Safety
Short Title: Sanitation and Safety
TOP Code: 130630 - Culinary Arts
SAM Code: C - Clearly Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status C - Not transferable
Effective Term: Fall 2025

Course Description

An introduction to the basic principles of sanitation and safety applied in the culinary industry and the use and care of institutional food service equipment. Emphasis is on the importance of proper employee training practices as related to food safety. ServSafe Food Protection Management Certification can be obtained upon successfully passing the class, but not mandatory.

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
1. Overview of Food Safety and Sanitation
Approximate Time In Hours
4.00
Lecture
Outline
2. Introduction to the Microworld
Approximate Time In Hours
4.00
Lecture
Outline
3. Flow of Food I (Purchasing, Receiving, Storing)
Approximate Time In Hours
4.00
Lecture
Outline

4. Flow of Food II (Preparation, Service, Re-Storing, Re-Serving)
Approximate Time In Hours
4.00
Lecture
Outline
5. Cleaning and Sanitizing
Approximate Time In Hours
4.00
Lecture
Outline
6. Pest Management
Approximate Time In Hours
4.00
Lecture
Outline
7. Safety Regulations
Approximate Time In Hours
4.00
Lecture
Outline
8. Employee training
Approximate Time In Hours
4.00
Lecture
Outline
9. Bio Hazard and Terroism
Approximate Time In Hours
4.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
1. Identify microorganisms, symptoms, and illness related to food spoilage, and food-borne illness, and prevention techniques.
Lecture
2. Demonstrate good personal hygienes and health habits in addition to cleaning and sanitizing equipment, facilities and work areas.
Lecture
3. Demonstrate the use of acceptable procedures when preparing potentially hazardous foods, including time and temperature (TDZ) principles.
Lecture
4. Designing a safe operation: Facility equipment selection, maintaining kitchen equipment and build-in and cleaning program.
Lecture

5. Including the Integrated Pest Management (IPM) program working with a pest control operator (PCO) using and storing pesticides. Voluntary self-inspection to maintain industry standards.
Lecture
1. Introduction, class overview; discussion regarding syllabus and course SLO's.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. 1. Students will analyze and assess the role of the culinary industry as it relates to the safe preparation of food. Standard and governmental guidelines will be used as an assessment tool.

2. 2. Students will inspect and evaluate the quality of a food service operation safety and sanitation program using the nationally recognized assessment tool from the National Restaurant Association and the Los Angeles Environmental Health Department.

3. 3. Students will certify in a national competency exam called ServSafe and pass with a 75 % score.

Methods of Instruction

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

Methods of Evaluation

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

Typical Assignments

Reading Assignments:
Various articles and journals and magazines such as the educational foundation of the national restaurant association. ServSafe journals, ServSafe coursework book, ServSafe essentials, and the HACCP training manual.

Course Materials

Author: National Restaurant Association
Title: ServSafe Coursebook
Edition: 8th
Publisher: National Restaurant Association
ISBN-13: 978-0-86612-709-7

Year: 2022
Or Equivalent: No

Minimum Qualification

1. Culinary Arts/Food Technology

Condition

New Course – First Read – CA 101 – Culinary Arts Orientation and Techniques

Course Information

Course Discipline: CA
Course Division: Business and Industrial Studies
Course Number: 101
Full Course Title: Culinary Arts Orientation and Techniques
Short Title: CA Orientation &Techniques
TOP Code: 130630 - Culinary Arts
SAM Code: C - Clearly Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status C - Not transferable
Effective Term: Fall 2025

Course Description

Students will learn the fundamentals of food preparation and fabrication, focus on quality standards of production, and apply basic cooking techniques used in modern commercial kitchens. Laboratory practicum includes knife skills, cookery of starch and vegetables, preparing stock and mother sauces, and fabrication of poultry, meats, and seafood. High standards of professionalism, sanitation, kitchen safety, and work habits are emphasized.

Course Standards

Lecture Hours:
36.000

Activity Hours:
72.000
Lab Hours:
0.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
36.000
Activity Hours:
72.000
Lab Hours:
0.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
2.000
Activity Units:
2.000
Lab Units:
0.000
Min/Max Units:
4.000
Total Hours:
108.000
Grading Method:
Letter grade only

Course Requirements

Prerequisite
Subject CA - Culinary Arts
Requisite Course CA 100 - Sanitation and Safety (In Review)0.000 - 0.000

Course Content

Lecture
Outline
1. Review Course Syllabus
Approximate Time In Hours
3.00
Lecture

Outline
2. Introduction to the Culinary World
Approximate Time In Hours
3.00
Lecture
Outline
3. Safety and Sanitation
Approximate Time In Hours
3.00
Lecture
Outline
4. Equipment Identification and Knife Skills
Approximate Time In Hours
3.00
Lecture
Outline
5. Mise en place
Approximate Time In Hours
3.00
Lecture
Outline
6.Weights and Measures
Approximate Time In Hours
3.00
Lecture
Outline
7. Recipes
Approximate Time In Hours
3.00
Lecture
Outline
8. Cooking Principles and Techniques
Approximate Time In Hours
3.00
Lecture
Outline
9. Stocks/Soups/ Sauces
Approximate Time In Hours
3.00
Lecture
Outline
10. Vegetable and Starch Cookery
Approximate Time In Hours
3.00
Lecture
Outline

11. Basic Baking
Approximate Time In Hours
3.00
Lecture
Outline
12. Written Final Exam
Approximate Time In Hours
3.00
Activity
Outline
1.Introduction to the Commercial Kitchen
Approximate Time In Hours
8.00
Activity
Outline
2. Knife Skills
Approximate Time In Hours
8.00
Activity
Outline
3.Basic Cooking Techniques
Approximate Time In Hours
8.00
Activity
Outline
4. Basic preparation techniques
Approximate Time In Hours
8.00
Activity
Outline
5. Preparation of stocks
Approximate Time In Hours
8.00
Activity
Outline
6.Preparation of Sauces
Approximate Time In Hours
8.00
Activity
Outline
7. Vegetable and Starch Cookery
Approximate Time In Hours
8.00
Activity
Outline
8. Basic baking

Approximate Time In Hours
8.00
Activity
Outline
9. Manipulative final exam
Approximate Time In Hours
8.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
1. Discuss the history of culinary arts, past and present.
Lecture
2. Describe cooking principles and techniques
Lecture
3. Understand the recipe
Lecture
4. Apply weights and measures
Lecture
5. Explain mise en place
Lecture
6. Identify equipment
Lecture
7. Understand vegetables and starch cookery
Lecture
8. Understand meat and fish fabrication and cookery
Lab
1. Use and indentify proper equipment
Lab
2. Apply basic cooking principles: Dry heat and moist heat
Lab
3. Prepare quality white and brown stocks
Lab
4. Prepare mother sauces and thinking agents
Lab
5. Understand soups: cle, puree, cream, chowders, and bisque
Lab
6. Understand meat cookery: beef, poultry, pork, and fish using dry and moist heat methods.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. 1. Evaluate food items and revise finished recipes.

2. 2. Prepared food items according to classic cooking methods and standards.

3. 3. Define and explain and apply culinary terminology in the kitchen environment, cooking, processe and evaluate completed products.

Methods of Instruction

Demonstration
Discussion
Field trips
Group Activities
Guest Speakers
Laboratory
Lecture
Multimedia presentations
Role Play

Methods of Evaluation

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

Typical Assignments

Reading Assignments:
Students will evaluate recipes and prepare a synopsis of the final recipe.

Other Assignments:
Read journals and magazines

Course Materials

Author: Sarah Labensky
Title: On Cooking
Edition: 8th
Publisher: Pearson
Year: 2022
Or Equivalent: No

Minimum Qualification

1. Culinary Arts/Food Technology
Condition

New Course – First Read – CA 102 – Culinary Nutrition

Course Information

Course Discipline: CA
Course Division: Business and Industrial Studies
Course Number: 102
Full Course Title: Culinary Nutrition
Short Title: Culinary Nutrition
TOP Code: 130630 - Culinary Arts
SAM Code: C - Clearly Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status C - Not transferable

Course Description

This course provides a concise overview of applied culinary nutrition. Recipes and menu development, including ingredient selection and cooking techniques for special diets, are discussed. Appropriate for food service professionals interested in working as personal chefs, sports teams, spas, resorts, entertainment, major hospitals, and healthcare facilities.

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
The art and science of nutritional cooking
Approximate Time In Hours
3.00
Lecture
Outline
The basic nutrients
Approximate Time In Hours
3.00
Lecture
Outline
Nutritional Standards and Guidelines
Approximate Time In Hours
3.00
Lecture
Outline
Energy Nutrients-Carbohydrates, proteins and Lipids

Approximate Time In Hours
3.00
Lecture
Outline
Vitamins, Minerals and Water
Approximate Time In Hours
3.00
Lecture
Outline
Market and Menu Assessment
Approximate Time In Hours
3.00
Lecture
Outline
Cooking for Health: Using Culinary Skills
Approximate Time In Hours
3.00
Lecture
Outline
Food Allergens and Special Dietary Requests
Approximate Time In Hours
3.00
Lecture
Outline
Developing Staff and Defining Responsibilities
Approximate Time In Hours
3.00
Lecture
Outline
Marketing and Evaluating Nutrition Programs
Approximate Time In Hours
3.00
Lecture
Outline
Menu Labeling
Approximate Time In Hours
3.00
Lecture
Outline
Written Final Exam
Approximate Time In Hours
3.00

Course Objectives

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

Lecture
Discuss factors that influence food selection, basic nutrition concepts, and the characteristics of a nutritious die
Lecture
Analyze the dietary guidelines for Americans. Evaluate food labels according to the Nutrition Facts panel. Measure portion sizes for foods representing the five food groups.
Lecture
Compare the categories and functions of carbohydrates. Explain the digestion and metabolism of carbohydrates.
Lecture
Evaluate the dietary recommendations for fats. Define the categories of lipids. List the functions of lipids. Differentiating terms associated with lipids include trans fatty acids, essential fatty acids, rancidity, cholesterol, and lecithin. Examine the structure, functions, and recommendations for protein intake.
Lecture
Appraise the characteristics and functions of minerals. List the functions of water in the diet. Differentiate between fat-soluble and water-soluble vitamins. Identify the characteristics and functions of fat and water-soluble vitamins.
Lecture
Evaluate the dietary links between food and cardiovascular disease, cancer, and diabetes. Compare and contrast the types of vegetarians and foods eaten by each. Examine obesity in America, its causes and treatment. Create menus for weight maintenance.
Lecture
Analyze a menu for profitability, apply menu engineering to menu analysis, and apply menu scoring methods to menu analysis. Evaluate the interrelationships a menu has with each department in food service. Appraise the criteria used to determine specific menu listings and the importance of utilizing descriptive terminology used to sell menu listings.
Lecture
Describe elements of selling banquet packages. Differentiate between banquet and show menus. Describe the advantages that a buffet offers over traditional menus. Explain the various timeframes for cycle menus, the two categories of cafeterias, and the principles of writing cafeteria menus.
Lecture
Examine how speed, holding quality, packaging, and minimal handling affect decision-making when planning menus for quick-service restaurants. Examine the guidelines for pricing, staffing, and complexity of the listing of coffee shops.
Lecture
Explain the various timeframes for cycle menus, the two categories of cafeterias, and the principles of writing cafeteria menus.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. 1. **Design menus for full-service facilities utilizing demographics research. Differentiate between different menus needed for various retail and contract facilities.**

2. 2. **Examine the needs of an operation's menu using demographics, menu mix and theme, nutritional value and integrate the capabilities of staff and the limitations of the facility.**

3. **3.Appraise the balanced nutritional menu created for an operation and evaluate the importance of basic nutrition for restaurants and the food service industry.**

Methods of Instruction

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

Methods of Evaluation

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

Typical Assignments

Some assignments require critical thinking:
Create menu with nutritional analysis, income statement analysis, cost applications for menus, menu layouts, menu engineering, and menu scoring

Reading Assignments:
1. Readings from the course textbooks.

2. Online publications.

Writing Assignments:
1. Short essay.

2. Reseaech papers.

Course Materials

Author: Pearson
Title: Nutrition for Foodservice & Culinary Professionals
Edition: 10th Edition
Publisher: Pearson
Year: 2022
Or Equivalent: No

Minimum Qualification

1. Culinary Arts/Food Technology Condition

New Course – First Read – CA 103 – Culinary Skills I

Course Information

Course Discipline: CA
Course Division: Business and Industrial Studies
Course Number: 103
Full Course Title: Culinary Skills I
Short Title: Culinary Skills I
TOP Code: 130630 - Culinary Arts
SAM Code: C - Clearly Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status C - Not transferable

Course Description

This course covers essential culinary foundations, including classic knife cuts, basic cooking methods of meats, eggs, and breakfast cookery, terminology, equipment, measurements, culinary math, and ingredients, are covered. Students practice skills in the kitchen to enhance their experience in a real environment setting.

Course Standards

Lecture Hours:
36.000
Activity Hours:
72.000

Lab Hours:
0.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
36.000
Activity Hours:
72.000
Lab Hours:
0.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
2.000
Activity Units:
2.000
Lab Units:
0.000
Min/Max Units:
4.000
Total Hours:
108.000
Grading Method:
Letter grade only

Course Requirements

Prerequisite
Subject CA - Culinary Arts
Requisite Course CA 101 - Culinary Arts Orientation and Techniques (In Review)0.000 - 0.000

Course Content

Lecture
Outline
1. Introduction to Breakfast Preparation -class policies & procedures.
Approximate Time In Hours
3.00
Lecture
Outline
2. Introduction to Egg Cookery - Composition, grading, and sizing.

Approximate Time In Hours
3.00
Lecture
Outline
3. Market forms of eggs
Approximate Time In Hours
3.00
Lecture
Outline
4. Egg preparations to include poaching, frying, scrambling and omelette preparation
Approximate Time In Hours
3.00
Lecture
Outline
5. Introduction to Breakfast meats - cooking and understanding bacon, sausage and a variety of meats used on the breakfast station
Approximate Time In Hours
3.00
Lecture
Outline
6. Understanding Quick Breads and their importance on the breakfast menu
Approximate Time In Hours
3.00
Lecture
Outline
7. Lab station assignments and rotation
Approximate Time In Hours
3.00
Lecture
Outline
8. Breakfast beverages including coffee and teas
Approximate Time In Hours
3.00
Lecture
Outline
9. Dairy Products Butter and Other Fats
Approximate Time In Hours
3.00
Lecture
Outline
10. Introduction to Food Service Management
Approximate Time In Hours
3.00
Lecture
Outline
11. Motivation and Development

Approximate Time In Hours
3.00
Lecture
Outline
12. Time Management Final Exam
Approximate Time In Hours
3.00
Lab
Outline
1. Breakfast Station: Egg Cookery
Approximate Time In Hours
12.00
Lab
Outline
2. Breakfast Meat Cookery
Approximate Time In Hours
12.00
Lab
Outline
3. Breakfast Batters
Approximate Time In Hours
12.00
Lab
Outline
4. Early Childhood Nutrition
Approximate Time In Hours
12.00
Lab
Outline
5. Breakfast Pastries
Approximate Time In Hours
12.00
Lab
Outline
6. Preparation Station, prepare all items needed to keep the hot line and a la minute station in smooth running order on the egg station
Approximate Time In Hours
12.00
Lab
Outline
8. Preparation Station, prepare all items needed to keep the hot line and a la minute station in smooth running order on the sandwich station
Approximate Time In Hours
12.00
Lab
Outline

9. Preparation of classic breakfast sandwiches
Approximate Time In Hours
12.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Apply safety & sanitation strategies.
Lecture
Plan and prepare child care menus and nutritionally balanced government type A lunch food program.
Lecture
Discuss breakfast preparation.
Lecture
Describe the composition, grading, and sizing in relation to egg cookery.
Lecture
Describe market forms of eggs.
Lecture
Discuss Breakfast meats - cooking and understanding bacon, sausage and a variety of meats used on the breakfast station.
Lecture
Understanding Quick Breads and their importance on the breakfast menu.
Lab
Prepare eggs including poaching, frying, scrambling and omelet preparation.
Lab
Prepare breakfast meats.
Lab
Prepare breakfast batters.
Lab
Prepare breakfast pastries.
Lab
Prepare work station including all items needed to keep the hot line and a la minute station in smooth running order on the egg station.
Lab
Delete
Lecture
Delete

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. 1. **Describe a la minute cookery, management applications, and cycle menu procedures.**

2. 2. **Practice and employ a la minute and cycle menu protocol in a fast-paced food service facility.**

3. 3. **Compare and contrast a la minute cooking station with batch type food preparation or pre-prepared items.**

Methods of Instruction

Demonstration
Discussion
Field trips
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

Reading Assignments:
Required Textbooks/Content Resources

Handouts/Instructional Materials

Writing Assignments:
Read journals and magazines

Other Assignments:
Students will write and outline of immediate and future career goals. Create and write recipes and convert where appropriate.

Course Materials

Author: Sarah Labensky
Title: On Cooking
Edition: 8th
Publisher: Pearson
Year: 2022
Or Equivalent: No

Minimum Qualification

1. Culinary Arts/Food Technology
Condition

Program Revision – Studio Arts – A.A. Degree for Transfer (AA-T)

Description

The Studio Arts program provides students with a comprehensive foundation in the history, theory, and practice of art. Students acquire observational, compositional, technical, interpretive, and expressive competency through participation in an extensive range of studio art courses. Exposure to a culturally diverse art history curriculum prepares students to analyze, assess, and discuss works of art from a variety of different historical and style periods.

Studio Arts students engage in hands-on projects, critiques, research papers, essays, and objective tests to demonstrate their learning and artistic growth. By completing the AA-T in Studio Arts, students will be well-prepared to transfer to a CSU and major in studio arts, and pursue a variety of art-related careers.

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

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

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

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

Program Learning Outcomes

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

1. Create artworks that demonstrate competency in the use of form, media, and technique.
2. Demonstrate the ability to comprehend, identify, analyze, and critique art works in terms of form, medium, style, and content.
3. Demonstrate the ability to critically communicate ideas about art by oral, visual, and/or written methods.
4. Research and analyze the historical, geographical, and chronological context of art and visual culture.

Degree Requirements

Major Requirements Required Core: 15 units

Units: 15.0

Art 103
ART 103
History of Western Art - Proto-Renaissance to 19th Century
3.0

Art 104
ART 104
History of Western Art - 19th Century to Contemporary Times
3.0

Art 110
ART 110
Drawing Fundamentals I
3.0

Art 130
ART 130
Two-Dimensional Design I
3.0

Art 160
ART 160
Three-Dimensional Design
3.0

List A: 3 units

Units: 3.0

Art 102
ART 102
History of Western Art - Prehistoric to Gothic
3.0

Art 209

ART 209
History of African Art
3.0

Art 207
ART 207
Art History of Mexico and Central and South America
3.0

List B: 9 units

Units: 9.0

Art 129
ART 129
Fundamentals of Color
3.0

Art 141
ART 141
Digital Art Fundamentals
3.0

Art 145
ART 145
Graphic Design I
3.0

Art 210
ART 210
Drawing Fundamentals II
3.0

Art 219
ART 219
Watercolor Painting I
3.0

Art 220
ART 220
Watercolor Painting II
3.0

Art 222
ART 222
Fundamentals of Painting I
3.0

Art 223
ART 223
Fundamentals of Painting II
3.0

Total: 27.0

Program Revision -- Ethnic Studies: Chicana/o Studies Option - A.A. Degree

Description

The Associates of Arts in Ethnic Studies provides an interdisciplinary foundation for examining the histories, cultures, and contemporary experiences of the United States' diverse ethnic communities. Students may choose to focus on a single Ethnic Studies track in African American Studies or Chicana/o Studies or more broadly in American Cultures. Through coursework that blends historical, cultural, political, and sociological perspectives, students develop theoretical frameworks for analyzing the contributions, roles, and pressing issues facing these communities and apply those frameworks to investigate the forces shaping minoritized groups in the United States.

Program Learning Outcomes

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

1. Evaluate and synthesize historical and cultural narratives across major U.S. ethnic communities.
2. Analyze quantitative and qualitative evidence to explain institutional power dynamics affecting minoritized groups.
3. Create and defend interdisciplinary projects that integrate archival, data-driven, and community-based research that advances decolonial and actionable social-justice solutions.

Degree Requirements

Required Courses (15 Units)

Units: 15.0

ESTU 101 or ESTU 101H	3.0

ESTU 101
Introduction to Ethnic Studies

- Local GE/Graduation Requirements
  - 2C – Social and Behavioral Sciences – General
- CSU GE
  - D3 - Ethnic Studies
- IGETC GE
  - 4C - Ethnic Studies
- UC TCA
  - UC-B Social and Behavioral Sciences

3.0

OR
ESTU 101H
Honors Introduction to Ethnic Studies

3.0

ESTU 103
The Chicano in Contemporary United States Society

- Local GE/Graduation Requirements
  - 2C – Social and Behavioral Sciences – General
  - 2 – Social and Behavioral Sciences
- CSU GE
  - D3 - Ethnic Studies
  - D - Social Sciences
- IGETC GE
  - 4C - Ethnic Studies
  - 4 - Social and Behavioral Sciences
- UC TCA
  - UC-B Social and Behavioral Sciences

3.0

ESTU 105
Chicano Culture

- Local GE/Graduation Requirements
  - 2C – Social and Behavioral Sciences – General
  - 2 – Social and Behavioral Sciences
  - 7-Culture, Diversity and Equity
- CSU GE
  - D3 - Ethnic Studies
  - C2 - Humanities
  - D - Social Sciences
- IGETC GE
  - 4C - Ethnic Studies

- 3B - Humanities
- 4 - Social and Behavioral Sciences

- UC TCA
  - UC-H Arts and Humanities

3.0

ESTU 108
Chicana and Latina Feminism

- Local GE/Graduation Requirements
  - 2 – Social and Behavioral Sciences

3.0

HIST 116
Chicana/o/x History: 1848 to the Present

- Local GE/Graduation Requirements
  - 2 – Social and Behavioral Sciences

3.0

Electives: Choose 3 units from each list.

Units: 6.0

List A: Select three units

3.0

ESTU 102
Introduction to African American Studies

- Local GE/Graduation Requirements
  - 2 – Social and Behavioral Sciences
  - 7-Culture, Diversity and Equity
- UC TCA
  - UC-B Social and Behavioral Sciences

3.0

OR
ESTU 104
Introduction to Native American Studies

- Local GE/Graduation Requirements
  - 2 – Social and Behavioral Sciences
  - 7-Culture, Diversity and Equity
- UC TCA
  - UC-B Social and Behavioral Sciences

3.0

OR

ESTU 106
Introduction to Asian American Studies

- Local GE/Graduation Requirements
  - 2 – Social and Behavioral Sciences
  - 7-Culture, Diversity and Equity
- UC TCA
  - UC-B Social and Behavioral Sciences

3.0

List B: Select three units.

3.0

ART 207
Art History of Mexico and Central and South America

- Local GE/Graduation Requirements
  - 3 – Humanities
- CSU GE
  - C1 - Arts
- IGETC GE
  - 3A - Arts
- UC TCA
  - UC-H Arts and Humanities

3.0

OR
ENGL 242
Chicano and Latinx Literature

- Local GE/Graduation Requirements
  - 3 – Humanities
- CSU GE
  - C2 - Humanities
- IGETC GE
  - 3B - Humanities

3.0

OR
HIST 115
Chicana/o/x History to 1850

- Local GE/Graduation Requirements
  - 2 – Social and Behavioral Sciences

3.0
Total: 21.0

New Program – Second Read – California General Education Transfer Curriculum (Cal-GETC) - Certificate of Achievement

Compton College
California General Education Transfer Curriculum (Cal-GETC)
Certificate of Achievement
Program Narrative

Item 1a. Program Goals and Objectives

The California General Education Transfer Curriculum (Cal-GETC) is an interdisciplinary program designed to help students acquire and integrate knowledge in the areas of English Communication (composition, critical thinking and oral), quantitative reasoning, scientific inquiry, arts, humanities, social sciences, and ethnic studies. It ensures that students gain a broad and well-rounded education by covering a variety of disciplines.

Item 1b. Program Learning Outcomes:

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

- Demonstrate effective English Communication through writing, critical thinking and oral communication.
- Develop, present, and critically assess quantitative arguments using appropriate methods.
- Understand the nature and richness of human culture and social structures through a comparative approach.
- Recognize the significant contributions to knowledge, civilization, and society made by

individuals of various genders, ethnicities, and cultural backgrounds.
- Explain fundamental scientific concepts related to both the physical and biological aspects of the natural world.

Item 2. Catalog Description

The California General Education Transfer Curriculum (Cal-GETC) is an interdisciplinary program designed to help students acquire and integrate knowledge in the areas of English Communication (composition, critical thinking and oral), quantitative reasoning, scientific inquiry, arts, humanities, social sciences, and ethnic studies. Cal-GETC ensures that students gain a broad and well-rounded education by covering a variety of disciplines.

Students who successfully complete the Cal-GETC with at least 34 units and a grade of "C" or better (or "Pass") in all courses are eligible to earn the Certificate of Achievement. The Cal-GETC should be completed by students who intend to transfer to the University of California (UC), California State University (CSU) and may also be accepted by some private/independent or out-of-state universities. For more detailed information and guidance on how the Cal-GETC works for specific transfers, students should visit www.assist.org and speak with a Compton College counselor.

Note: Cal-GETC course requirements are subject to change each academic year; students should consult the College Catalog and www.assist.org for the most accurate course list. Students earning any Compton Associate Degree for Transfer (ADT) are also eligible for the Cal-GETC certificate and should apply for the certificate at the same time as their ADT.

General Education (GE) Certification for UC & CSU Transfer Students

A student planning to transfer to either the CSU or the UC systems should request to have their Cal-GETC units certified by Compton College. To be fully certified, a student must complete Areas 1 through 6, totaling at least 34 units at Compton College and/or any U.S. regionally accredited institution of higher education. Cal-GETC Certification may be requested by submitting the Request for Certification form to Admissions & Records, during the last semester of attendance at Compton College.

Item 3. Program Requirements

Cal-GETC Course Requirements

Important Notes:

- All courses must be completed with a grade of "C" or better
- Courses listed in multiples categories may only be certified in one area; these courses are underlined.
- Courses in **bold** are C-ID approved
- # Indicates that transfer credit may be limited by UC or CSU or both. Please consult with a counselor and www.assist.org.

Area 1: English Communication
(9 Units/12 quarter Units)

1A: English Composition (3 semester or 4 quarter units)

ENGL C1000, C1000H

1B: Critical Thinking and Composition (3 semester or 4 quarter units)

ENGL C1001, C1001H;
PHIL 105, 105H

1C: Oral Communication (three semester or four quarter units)

COMM C1000

Area 2: Mathematical Concepts and Quantitative Reasoning
(3 semester or 4 quarter units):

MATH 120, 130#, 140, 165#, 180#, **190#**, **191#**, 210, 220, 270
PSYC 120#
STAT C1000#, C1000H#

Area 3: Arts and Humanities
(6 semester or 8 quarter units)

Two courses - one Arts and one Humanities:

3A . Arts:

ART 101, 102, 103, 104, 109, **207,** 209
DANC 101, 103
FILM 110
MUSI 111, 112, 113, 116, 215A, 215B
THEA 103, 104

3B . Humanities:

ANTH 104, 111
ENGL 102, **102H**, 120, **150**, **152**, 200, **227**, 228,229, 239, **240**, **241**, 242, 243, 244, 248
ESTU 105
FILM 130

5B . Biological Sciences:

ANAT 130*#, **132***
HIST 101, 101H, **102**, 102H, 105, 106, 108, 110, 111, 112, 114, 122, 122H, 128, 129, **140**, **141**, 145, 152, 154, 175, 176, 183, 184
HUMA 101
JAPA 102
PHIL 101, 101H, **103**, **111**, **112**, 115
POLI 107
SLAN 112, 113, 130
SPAN 102, **103**, **104**, 105, 106, **152**, **153**

Area 4: Social and Behavioral Sciences
(6 semester or 8 quarter units)

Two courses from two academic disciplines:

ANTH 102, **103**, **104**, 106, 107, 108, 109, 111, 112
CDEV 103
COMS 260
ECON 101, 101H, 102, 105#
ESTU 101, 101H, 103, 150
GEOG 102, 105, 105H, 107
HIST 101, 101H**, 102,** 102H, 105, 106, 108, 110, 111, 112, 114, 122, 122H, 128, 129, **140**, **141**, 145, 152, 154, 175, 176, 183, 184, 190
JOUR 112
POLI 102, 103, 105, 106, **107, 110, 110H**
POLS C1000, C1000H
PSYC 102, 108, 112, 115, 116, 119, C1000, C1000H
SLAN 130
SOCI 101, 101H, **102, 104,** 107, **108, 112,** 115, 201
WSTU 101

Area 5: Physical and Biological Sciences
(7 semester or 9 quarter units.)

Two courses - one physical science course, one biological science course; at least one course must include a laboratory (*indicates a lab course):

5A . Physical Sciences:

ASTR 120, 120H, 125, 125H
CHEM 102*#, 104*#, 104H*#, **150***, **152***
GEOG 101, 109
GEOL 101
PHYS 101*, 102*, 103*, 111#, **120*#, 122*#, 150*#,** 152*#, **250*#, 252*#**
PSCI 125#

ANTH 101

BIOL 100*#, 100H*#, **101*, 101H*, 102*, 102H***, 103, 115, 117
BTEC 101*
MICR 133*
PHYO 131*
PSYC 107

5C . Laboratory Activity:
The courses listed above in 5A and 5B marked with an asterisk (*) and the following:
ASTR 128#
BIOL 118
GEOG 106
GEOL 103, **104**
PHYS 112#

Area 6: Ethnic Studies
(3 semester or 4 quarter units):
ESTU 101, 101H, 103

CSU Only: Graduation requirement in American History and American Institutions.
U.S. History, Constitution, and American Ideals:
All CSU campuses have a graduation requirement in
U.S. History, Constitution, and American Ideals of six semester units. One course is required from Group 1 and one course is required from Group 2. The courses used to satisfy this requirement may also be used to fulfill the Cal-GETC Area 3B or 4 requirements.

Group 1: HIST **101**, 101H, **102**, 102H, 105, 106, 108, 110, 111, 112, 114, 122, 122H
Group 2: POLS C1000, **C1000H**

New Program – Second Read – Social Justice Studies: LGBTQ Studies – A.A. Degree for Transfer (AA-T)

Program Goals and Objectives

1. Analyze, synthesize, and critically evaluate historical, social, political, and cultural influences on LGBTQ experiences, demonstrating how these factors shape contemporary experiences.
2. Critically assess and apply intersectional frameworks that examine the interconnections between LGBTQ identities and race, art, class, gender, religion, and nationality.
3. Apply quantitative and qualitative research methods to analyze and critically evaluate evidence that informs advocacy strategies that advance LGBTQ rights and identities in the U.S.

Catalog Description

The Social Justice Studies: LGBTQ Studies degree is dedicated to the academic exploration of lesbian, gay, bisexual, transgender, and queer/questioning histories, cultures, and experiences. Through an interdisciplinary curriculum, students critically examine how sexual orientation and gender identity/expression intersect with ethnic, racial, socioeconomic, and political identities. Engaging with diverse topics and perspectives, students are empowered to challenge homophobia and other forms of oppression, fostering pathways toward liberation and social justice.

The Social Justice Studies: LGBTQ Studies Associate in Arts for Transfer (AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a California State

University (CSU) campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn the AA-T degree, students must complete:

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

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

Program Requirements

Required Core (9 units)

Units: 9.0

ESTU 101 or ESTU 101H or SOCI 101 or SOCI 101H	3.0
ESTU 101 Introduction to Ethnic Studies	3.0
OR ESTU 101H Honors Introduction to Ethnic Studies	3.0
OR SOCI 101 Introduction to Sociology	3.0
OR SOCI 101H Honors Introduction to Sociology	3.0
SOCI 108 Global Perspectives on Race and Ethnicity	3.0
SOCI 201 Introduction to LGBTQ+ Studies	3.0

List A: Select three courses from at least two of the following areas

Units: 9.0-10.0

Area 1	3.0

Area 1	
HIST 190 LGBTQ+ History in the United States	3.0
Area 2	3.0
ENGL 229 LGBTQ+ Literature	3.0
OR	
FILM 130 LGBTQ+ Film	3.0
Area 3	3.0
PSYC 119 LGBTQ+ Psychology	3.0
Area 4	4.0
STAT C1000 Introduction to Statistics	4.0
OR	
STAT C1000H Introduction to Statistics - Honors	4.0
OR	
PSYC 120 (same as SOCI 120) Introduction to Statistics and Data Analysis for the Behavioral Sciences	4.0
	Total: 18.0-19.0

Projected Annual Completers 5.00
Place of program in curriculum/similar programs at college This will be the first social justice program offered on our campus.
Similar programs at other colleges in service area Although not in our local service area, similar programs are offered at City College of San Francisco and Sierra College. City of College San Francisco and Sierra College offer an LGBT Studies A.A. degree is a credit degree program in LGBT Studies that fulfills a Minor at UC's, CSU's, and other colleges and universities. https://catalog.sierracollege.edu/departments/lesbian-gay-bisexual-transgender-studies/#degreescertificatestext https://www.ccsf.edu/degrees-certificates/lgbtqi-studies https://www.ccclgbt.org/lgbt-studies-courses.html

Transfer Preparation

Career Technical Education No
Transfer Yes
Other No

New Program – Second Read – High School Mathematics Certificate of Competency

Description

The High School Education Mathematics program provides integrated mathematics courses covering topics from Algebra, Geometry, Trigonometry and Statistics, which satisfy the mathematics requirements of a high school diploma. Satisfactory completion of all courses will lead to the awarding of a certificate of competency.

Program Learning Outcomes

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

1. Students will develop critical thinking and problem-solving skills.

Degree Requirements

High School Education

Units:

HSED 7
High School Integrated Math 3

HSED 6
High School Integrated Math 2

Total: 0

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