

2023-2024 Compton College Catalog Addendum January 2024

The updates listed below apply to the 2023-2024 Compton College Catalog. This catalog addendum contains corrections to the original catalog.

Summary of Changes

New Program

Communication Studies 2.0 AA-T

Social Media Certificate of Achievement

Program Corrections

Business Management- Certificate of Achievement (p. 81 of 2023-2024 catalog)

- Corrected typo under Program Goals and Objectives.
- Removed TRANSFER Note.

Retail Management- Certificate of Achievement (p. 81 of 2023-2024 catalog)

- Removed TRANSFER Note.

Welding- A.S. Degree Program (p. 114 of 2023-2024 catalog)

- Added degree type to Program Requirements heading.
- Corrected Total Units from 26-28 to 21-22.

Welding- Certificate of Achievement (p. 114 of 2023-2024 catalog)

- Corrected Total Units from 26-2 to 26-28.

Program Revision

General Studies: Fine and Applied Arts A.A. (p. 96 of 2023-2024 catalog)

- Added ART 145 Graphic Design I to program electives.

New Course

ART 145 - Graphic Design I

CIS 161 - Introduction to Application Development Environment: Swift

CIS 162 - Programming Fundamentals

CIS 163 - Programming Fundamentals I: Apple Swift I

CIS 164 - Programming Fundamentals II: Apple Swift II

ENGL 101E - Enhanced Reading and Composition

Course Corrections/Revisions

CDEV 103 - Child Growth and Development (p.146 of 2023-2024 catalog)

- REVISION: Updated the course description.

CDEV 104 - The Home, The School, The Community (p.146 of 2023-2024 catalog)

- REVISION: Updated the course description.

CDEV 108 - Principles and Practice of Teaching Young Children (p.147 of 2023-2024 catalog)

- REVISION: Updated the course description.

CDEV 110 - Child Health, Safety and Nutrition (p.147 of 2023-2024 catalog)

- REVISION: Updated the course description.

CDEV 112 - Teaching Young Children in a Diverse Society (p.147 of 2023-2024 catalog)

- REVISION: Updated the course description.

CDEV 114 - Observing and Assessing Young Children (p.147 of 2023-2024 catalog)

- REVISION: Updated the course description.

CDEV 115 - Introduction to Curriculum (p.148 of 2023-2024 catalog)

- REVISION: Updated the course description.

CDEV 125 - Child Development Practicum I (p.149 of 2023-2024 catalog)

- REVISION: Updated the course description.

CH 101 - Personal and Community Health Issues (p.158 of 2023-2024 catalog)

- REVISION: Updated the course description.

ESTU 150 - African American Psychology (p.184 of 2023-2024 catalog)

- CORRECTION: Added Note to Catalog Description to indicate the course is cross listed with PSYC 110.

PSYC 110 - African American Psychology (p. 239 of 2023-2024 catalog)

- CORRECTION: Added Note to Catalog Description to indicate the course is cross listed with ESTU 150

PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences (p. 240 of 2023-2024 catalog)

- REVISION: Conditions of Enrollment- Removed MATH 73 and MATH 80 as prerequisites.

Other Program Corrections/Revisions

CSU General Education Requirements (p. 65-66 of 2023-2024 catalog)

- CORRECTION: Area A1. Oral Communication- Changed COMS 140 to un-bolded font.
- CORRECTION: Area B4. Mathematics/Quantitative Reasoning: - Removed SOCI 120.
- CORRECTION: Area C1. Arts- Changed ART 101, ART 207 to bold font.
- CORRECTION: Area C2. Humanities- Changed ENGL 127 to bold font.
- CORRECTION: Area D- Social Sciences- Changed ANTH 102, ECON 101H, SOCI 102, SOCI 112 to bold font.

IGETC Certificate of Achievement/IGETC Course Requirements (p. 67 of 2023-2024 catalog)

- CORRECTION: Area 3A. Arts- Changed ART 207 to bold font.
- CORRECTION: Area 5A. Physical Sciences- Changed CHEM 152 to bold font.

Transfer Studies: CSU General Education- Breadth- Certificate of Achievement (p. 114 of 2023-2024 catalog)

- CORRECTION: Program requirement description- Changed category E to F. Changed grade from C to C-.

Compton College Course Identification Numbering System (C-ID) Approvals (p. 116 of 2023-2024 catalog)

- UPDATE: Added Compton course CSCI 102 Introduction to Data Structures approved for C-ID Number COMP 132 Programming Concepts and Methodology II.

Other Information Corrections/Revisions

Credit by Examination (p. 21 of 2023-2024 catalog)

- CORRECTION: Business and Industrial Studies
 - Removed all ATEC, ETEC, MTT, WELD. Removed ACR 121, 123, 125, 127, 130, 136; ACRP 101, 102, 103, 104, 106, 120, 122, 124, 126, 134, 140, 142, 144, 146, 150, 152, 153, 154. Removed CIS 113.
 - Added CIS 180.
- CORRECTION: Removed all courses in Fine Arts, Communications and Humanities, and Health and Public Services.

High School Equivalent (p. 32-33 of 2023-2024 catalog)

- **CORRECTION:** Moved High School Course/Compton College Course table from **Probation, Dismissal, and Readmission** section to **High School Equivalent** section.

Faculty (p. 257 of 2023-2024 catalog)

- REVISION: Added M.A. degree to Brittany Olayele.

KEY

Underlined green text = Addition

~~Strikethrough red text~~ = Deletion

New Programs

Communication Studies 2.0- AA-T

The Communication Studies degree provides students with a thorough foundation in the theory and practice of communication studies. This is achieved through a variety of courses that serve to develop personal, business, and professional communication skills in individual, interpersonal, and group situations, along with skills in research, organization, critical thinking, argumentation, and forensics. Students will demonstrate their proficiency through performance, class projects, research papers, objective tests, critiques, and competitions.

The Communication 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 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:

1. 60 semester units or 90 quarter units of degree-applicable courses that are eligible for transfer to the California State University.
2. Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education —Breadth Requirements (CSU GE-Breadth).
3. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
4. A minimum overall grade point average of 2.0
5. 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 varies by institution.

Program Learning Outcomes:

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

- Conduct sound research and describe and demonstrate basic concepts of rhetorical theory related to ethos, pathos, and logos.
- Explain the symbolic nature of communication and how culture influences communication in individual, group, and business interactions.
- Demonstrate advanced proficiency in verbal and non-verbal communication skills in a variety of contexts.
- Develop students' sensitivity and ability to adapt to a variety of cultural audiences and cultural contexts.

Program Requirements for AA-T:

Required Core: 6 Units

COMS 100 Public Speaking (3)

COMS 130 Interpersonal Communication (3)

List A: 9 Units

COMS 120 Argumentation and Debate (3)

COMS 140 Small Group Communication (3)

COMS 250 Oral Interpretation of Literature (3)

COMS 260 Introduction to Intercultural Communication (3)

COMS 270 Organizational Communication (3)

List B: 3 Units

Any List A course not already used

ANTH 102 Introduction to Cultural Anthropology (3)

ENGL 102 Literature and Composition (3)

or

ENGL 102H Honors Literature and Composition (3)

PSYC 101 General Psychology (3)

or

PSYC 101H Honors General Psychology (3)

SOCI 101 Introduction to Sociology (3)

or

SOCI 101H Honors Introduction to Sociology (3)

Total Units: 18

Social Media- Certificate of Achievement

The Social Media Certificate of Achievement aims to provide students with the training and skills to utilize Social Media tools to effectively market, promote, and inspire to action. Students will analyze and create social media campaigns for themselves, established brands, nonprofit organizations, and for causes pertaining to social justice.

Program Requirements:

FILM 114 The Social Media Influencer (3)

FILM 115 Social Media and the Brand (3)

FILM 116 Social Media and Social Justice (3)

FILM 121 Audio Production (3)

FILM 122 Production I (3)

FILM 234 Camera and Lighting (3)

Total Units: 18

Program Corrections

Business Management- Certificate of Achievement (p. 81)

The Business Management certificate of achievement provides students with the opportunity to obtain a degree or certificate in business management. The student completing this program will have the ability to organize, operate, and manage business organizations, utilize human resources, improve working relationships, draft letters and reports, and speak in various business situations. Competency will be measured by examinations, presentations, projects, and case problems.

Program Goals and Objectives:

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

- Identify and understand basic theories, principles, practices, and terminology related to business and management.
- Demonstrate effective leadership, teamwork, and communication skills, while possessing proficient oral, written, and non-verbal techniques to gather and present information.
- Utilize technology, theoretical concepts, and analytical skills to assist with business management related problem solving ~~and decision~~ and decision-making.
- Demonstrate an understanding of the integrated business/ marketing planning process.

~~NOTE: TRANSFER— Students interested in transferring to a four-year college or university should visit the Transfer Center or meet with a counselor to select appropriate transferable courses.~~

RETAIL MANAGEMENT-Certificate of Achievement (p. 81)

The Retail Management certificate of achievement is a comprehensive college program designed to prepare current and future retail employees for a fast-paced and competitive retail environment. This program designed in collaboration with retail industry leaders, will provide the student with the competencies required to succeed at the management level within the dynamic retail industry.

Program Goals and Objectives:

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

- Identify and understand basic theories, principles, practices, and terminology related to business and management.

- Demonstrate effective leadership, teamwork, and communication skills, while possessing proficient oral, written, and nonverbal techniques to gather and present information.
- Utilize technology, theoretical concepts, and analytical skills to assist with business management related problem-solving and decision-making.

~~NOTE: TRANSFER — Students interested in transferring to a four-year college or university should visit the University Transfer Center or meet with a counselor to select appropriate transferable courses.~~

Welding (p. 114)

Program ~~Requirement~~ Requirements for AS Degree:

Required Core: 8 units from:

- WELD 108 Introduction to Multi-Process Welding (4)
- WELD 109 Advanced Welding for Manufacturing (4)
- WELD 111 Introduction to Shielded Metal Arc Welding (SMAW) (4)
- WELD 113 Intermediate Shielded Metal Arc Welding (SMAW) (4)
- WELD 125 Advanced Certification and Career Preparation Lab (2)
- WELD 129 Blueprint Reading (3)
- WELD 140 Introduction to Gas Tungsten Arc Welding (GTAW) (3)

8 units from:

- WELD 128 American Welding Society (AWS) D1.1 Certification Test Preparation (3)
- WELD 142 Intermediate Gas Tungsten Arc Welding (GTAW) (3)
- WELD 150 Structural Fabrication (5)

5-6 units from:

- WELD 105 Basic Welding for Allied Fields (3)
- WELD 123 Advanced Arc Welding Specialty Lab (2)
- WELD 144 Advanced Gas Tungsten Arc Welding (GTAW) Skills Lab (2)

Total Units: ~~26-28~~ 21-22

Welding- Certificate of Achievement (p. 114)

Program Requirements:

Required Core: 13-14 units from:

- WELD 108 Introduction to Multi-Process Welding (4)
- WELD 109 Advanced Welding for Manufacturing (4)

WELD 111 Introduction to Shielded Metal Arc Welding (SMAW) (4)

WELD 113 Intermediate Shielded Metal Arc Welding (SMAW) (4)

WELD 125 Advanced Certification and Career Preparation Lab (2)

WELD 129 Blueprint Reading (3)

WELD 140 Introduction to Gas Tungsten Arc Welding (GTAW) (3)

8 units from:

WELD 128 American Welding Society (AWS) D1.1 Certification Test Preparation (3)

WELD 142 Intermediate Gas Tungsten Arc Welding (GTAW) (3)

WELD 150 Structural Fabrication (5)

5-6 units from:

WELD 105 Basic Welding for Allied Fields (3)

WELD 123 Advanced Arc Welding Specialty Lab (2)

WELD 144 Advanced Gas Tungsten Arc Welding (GTAW) Skills Lab (2)

Total Units: ~~26-2~~ 26-28

Program Revision

GENERAL STUDIES: Fine and Applied Arts A.A. (p. 96)

These courses will emphasize the nature of artistic activities and expression of art through analysis, examination, performance, and technical development. Students will incorporate techniques, engage in performance, and learn to value aesthetic understanding and integrate these concepts when constructing value judgments. Students transferring to a four-year university will have a basic foundation for further studies in areas such as architecture, art, digital media, creative writing, dance, film, music, performing arts, photography, studio art, or theatre arts. This emphasis may be useful for students interested in possible career paths in design, graphic arts, visual arts, photography, stage technician, musician, education, television, journalism, or acting. Select 18 units from at least two disciplines.

Program Requirements for A.A. Degree:

Select 18 units from at least two disciplines.

ART 101 Art and Visual Culture: A Global Perspective (3)

ART 102 History of Western Art – Prehistoric to Gothic (3)

ART 103 History of Western Art – Proto-Renaissance to 19th Century (3)

ART 104 History of Western Art – 19th Century to Contemporary Times (3)

ART 110 Drawing Fundamentals I (3)

1/10/2024

ART 130 Two-Dimensional Design I (3)

ART 141 Digital Art Fundamentals (3)

ART 145 Graphic Design I (3)

ART 160 Three-Dimensional Design (3)

ART 207 Art History of Mexico and Central and South America (3)

ART 209 History of African Art (3)

ART 210 Drawing Fundamentals II (3)

ART 219 Watercolor Painting I (3)

ART 222 Fundamentals of Painting I (3)

ART 223 Fundamentals of Painting II (3)

DANC 101 Dance Appreciation (3)

DANC 103 History of Dance in the 20th Century (3)

DANC 120A Beginning Ballet A (2)

DANC 130A Beginning Modern Dance A (2)

DANC 140 Jazz Dance I (2)

DANC 220A Intermediate Ballet A (2)

DANC 230A Intermediate Modern Dance A (2)

DANC 240 Jazz Dance II (2)

ENGL 123 Creative Writing: Introduction to Poetry (3)

ENGL 127 Creative Writing: Introduction to the Craft of Fiction (3)

ENGL 235 Creative Writing: Screenwriting (3)

FILM 110 Film Analysis and Appreciation (3)

FILM 113 Screenplay Analysis (3)

FILM 121 Audio Production (3)

FILM 122 Production I (3)

FILM 232 Production II (3)

MUSI 101 Music Fundamentals (3)

MUSI 102A Beginning Sightsinging (2)

MUSI 102B Advanced Sightsinging (2)

1/10/2024

MUSI 103A Theory and Musicianship I (5)
MUSI 103B Theory and Musicianship II (5)
MUSI 111 Music Appreciation Survey (3)
MUSI 112 Music Cultures of the World (3)
MUSI 113 Survey of Jazz (3)
MUSI 116 History of Rock Music (3)
MUSI 120 Voice Class I (2)
MUSI 131A Beginning Piano I (2)
MUSI 131B Beginning Piano II (2)
MUSI 203 Theory and Musicianship III (5)
MUSI 215A Music History and Literature up to 1750 (3)
MUSI 215B Music History and Literature – 1750 to Present (3)
MUSI 220 Voice Class II (2)
MUSI 231A Intermediate Piano I (2)
MUSI 231B Intermediate Piano II (2)
THEA 103 Theatre Appreciation (3)
THEA 104 Dramatic Literature (3)
THEA 113 Introduction to Acting (3)
THEA 114 Fundamentals of Acting (3)
THEA 184 Stagecraft (3)
THEA 185 Introduction to Stage Lighting (3)
THEA 189 Costuming for the Stage (3)
THEA 217 Intermediate Acting (3)

Total Units: 18

New Course

ART 145 - Graphic Design I

Units: 3 Lecture Hours: 36 Lab Hours: 54 Outside Hours: 72

Grading Method: Letter Credit Status: Credit, Degree Applicable

Conditions of Enrollment: Prerequisite: ART 141 with a minimum grade of C

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

CIS 161 - Introduction to Application Development Environment: Swift

Units: 3 Lecture Hours: 36 Lab Hours: 54 Outside Hours: 72

Grading Method: Letter Credit Status: Credit, degree applicable

Conditions of Enrollment: None

This is an entry-level programming course designed to teach students the basic concepts of computer programming. The course will include designing, coding, debugging, testing, and documenting programs using a high-level programming language. The course is intended to prepare students for a programming-oriented academic path.

CIS 162 - Programming Fundamentals

Units: 3 Lecture Hours: 36 Lab Hours: 54 Outside Hours: 72

Grading Method: Letter Credit Status: Credit, degree applicable

Conditions of Enrollment: CIS 161

Introduces the fundamental concepts of structured programming. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging.

CIS 163 - Programming Fundamentals I: Apple Swift I

Units: 3 Lecture Hours: 36 Lab Hours: 54 Outside Hours: 72

Grading Method: Letter Credit Status: Credit, degree applicable

Conditions of Enrollment: CIS 162

Introduces the fundamental concepts of structured programming and provides a comprehensive introduction to programming for computer science and technology majors. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging.

CIS 164 - Programming Fundamentals II: Apple Swift II

Units: 3 Lecture Hours: 36 Lab Hours: 54 Outside Hours: 72

Grading Method: Letter Credit Status: Credit, degree applicable

Conditions of Enrollment: CIS 163

This course focuses on the object-oriented programming paradigm, emphasizing the definition and use of classes along with fundamentals of object-oriented design. The course includes basic analysis of algorithms, searching and sorting techniques, and an introduction to software engineering processes. Students will apply techniques for testing and debugging software. Apple/Swift will be the platform used for software development.

ENGL 101E - Enhanced Reading and Composition

Units: 5 Lecture Hours: 90 Lab Hours: 0 Outside Hours: 180

Grading Method: Letter Credit Status: Credit, degree applicable

Conditions of Enrollment: Non-course requirement: Guided self-placement and/or multiple measures.

This course is designed to strengthen the students' ability to read with understanding and discernment, to discuss assigned readings intelligently, and to write clearly. Emphasis will be placed on the ability to write an essay in which each paragraph relates to a controlling idea, has an introduction and conclusion, and contains primary and secondary support. Additional support for reading skills, grammar skills, and basic writing will be included. College-level reading material will be assigned to provide the stimulus for class discussion and writing assignments, including a required research paper.

Course Corrections/Revisions

CDEV 103 - Child Growth and Development (CSU, UC) (p. 146)

Units: 3 Lecture Hours: 54 Lab Hours: 0 Outside Hours: 108

Grading Method: Letter Credit Status: Credit, degree applicable

Conditions of Enrollment: None

~~This course is an introduction to child development from conception through adolescence with an emphasis on the interaction between the maturational processes and environmental factors relating to physical, cognitive, and psychosocial growth. While studying developmental theory and investigative research methodologies, students will observe and interview children, evaluate individual differences and analyze characteristics of development at various stages. Also, the effect of cultural influences on development will be studied.~~

~~Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California.~~

This course examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Emphasis on interactions between biological processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories.

Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California.

CDEV 104 - The Home, The School, The Community (CSU, UC) (p. 146)

Units: 3 **Lecture Hours:** 54 **Lab Hours:** 0 **Outside Hours:** 108

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: None

~~This course examines the interconnection among the development of the child from birth to adolescence in the home, the family, the school, and the community. Emphasis is placed on the importance of respectful, reciprocal relationships that support and empower families. Influences of social agents such as family support services, educational systems, media, and peers, and on how these social agents contribute in preparing the child for living independently in a diverse society will also be explored. Additional topics include parenting styles, schooling, roles of teachers, peers, the media, children with special needs, cultural influences on behavior, child abuse, neglect, and social policy.~~

~~Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California.~~

The processes of socialization focusing on the interrelationship of family, school, and community are the emphasis of this course. It examines the influence of multiple societal contexts. This course also explores the role of collaboration between family, community, and schools in supporting children's development, birth through adolescence.

CDEV 108 - Principles and Practices of Teaching Young Children (CSU) (p. 147)

Units: 3 **Lecture Hours:** 54 **Lab Hours:** 0 **Outside Hours:** 108

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: **Prerequisite:** CDEV 103 with a minimum grade of C or concurrent enrollment.

~~This course examines the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. The key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, emotional, creative, and cognitive development in young children will be emphasized. This course includes a review of the historical roots of early childhood programs and current philosophies and methodologies of early childhood education. Topics include observation, analysis, and assessment of young children's development, identification of effective teaching strategies, age-appropriate environments, and professional ethics.~~

The course focuses on historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children birth through age eight. Explores the typical roles and expectations of early childhood educators. Identifies professional ethics, career pathways, and professional standards. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development.

CDEV 110 - Child Health, Safety, and Nutrition (CSU) (p. 147)

Units: 3 **Lecture Hours:** 54 **Lab Hours:** 0 **Outside Hours:** 108

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: None

~~This course is an introduction to the laws, regulations, standards, policies, procedures, and curriculum related to child health, safety, and nutrition in early childhood education. The key components that ensure physical health, mental health, and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Topics include indoor and outdoor safety, chronic and acute illnesses, accident prevention, health screening, disaster planning, nutrition, contagious diseases, and identifying and working with children with special needs. Students will focus on integrating these concepts into everyday planning and program development throughout the curriculum for infants, toddlers, and preschool children. Students will develop and present health and safety education curriculum appropriate for children, staff, and parents.~~

This course is an introduction to the laws, regulations, policies, and curriculum related to child health, safety, and nutrition in care and education settings for children ages birth through eight years old. Topics include the teacher's role in prevention strategies nutrition and meal planning, integrating health safety and nutrition experiences into daily routines, and overall risk management.

CDEV 112 - Teaching Young Children in a Diverse Society (CSU) (p. 147)

Units: 3 **Lecture Hours:** 54 **Lab Hours:** 0 **Outside Hours:** 108

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: **Prerequisite:** CDEV 103 with a minimum grade of C or concurrent enrollment.

~~In this course, students will examine the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Topics include self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, and media and schooling.~~

In this course, students will examine the historical and current perspectives on diversity and inclusion and the impact of systemic societal influences on children's development, learning, and school experiences. Strategies for developmentally, culturally, and linguistically appropriate anti-bias curriculum will be explored as well as approaches to promote inclusive and anti-racist classroom communities. Includes self-reflection on the influence of teachers' own culture and life experiences on teaching and interactions with children and families.

CDEV 114 - Observing and Assessing Young Children (CSU) (p. 147)

Units: 3 **Lecture Hours:** 54 **Lab Hours:** 0 **Outside Hours:** 108

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: Prerequisite: CDEV 103 with a minimum grade of C or concurrent enrollment

~~In this course, students will examine the appropriate use of assessment and observational strategies for young children and document development, growth, play, and learning in order to work with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods will be explored. Students will analyze, through observation and research, common behavioral issues and the possible underlying influences on behavior. The role of the teacher in promoting an environment which fosters appropriate behavior will be examined. Students will be required to conduct observations in local school programs.~~

In this course, students will examine the appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals.

CDEV 115 - Introduction to Curriculum (CSU) (p. 148)

Units: 3 **Lecture Hours:** 54 **Lab Hours:** 0 **Outside Hours:** 108

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: Prerequisite: CDEV 103 with a minimum grade of C or concurrent enrollment

~~This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age six. Students will examine the teacher's role in supporting development and fostering an enthusiasm for learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include language and literacy, social and emotional learning, sensory learning, art and creativity, music and movement, and math and science.~~

This course presents an overview of knowledge and skills related to providing developmentally appropriate curriculum and environments for young children from birth to age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings.

CDEV 125 Child Development Practicum I (p. 149)

Units: 3 **Lecture Hours:** 36 **Lab Hours:** 54 **Outside Hours:** 72

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: Prerequisite: CDEV 103 and CDEV 104; one course from CDEV 115, 116, 117, 118 or 119 with a minimum grade of C.

Note: Practicum students are required to obtain proof of negative TB results or x-ray, Measles-Mumps-Rubella (MMR), diphtheria and pertussis vaccines (Tdap), and influenza vaccination before placement at a mentor site. Per SB 792, 1596.7995. (a) (1) Commencing September 1, 2016, a person shall not be employed or volunteer at any day care center if he or she has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall receive an influenza vaccination between August 1 and December 1 of each year.

~~This course provides a practical application of learning theories in early childhood education programs. Students will design, implement, and evaluate experiences that promote positive development and learning for all young children and will observe and interact with children and staff in supervised childcare settings. The course includes methods of working effectively with children, observation and guidance techniques, the role of the preschool teacher and classroom assistant, effective communication with staff and parents, educational requirements, and techniques for gaining employment in the field.~~

This course provides an opportunity for application and demonstration of developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Topics include exploration of career pathways, professional development, and teacher responsibilities.

CH 101 - Personal and Community Health Issues (CSU, UC*) (p. 158)

Units: 3 **Lecture Hours:** 54 **Lab Hours:** 0 **Outside Hours:** 108

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: None

~~This course is designed to provide a critical analysis of factors, which affect personal and community health. Primary emphasis is placed upon self-empowerment and disease prevention in a culturally diverse community. General topics include infectious and non-infectious diseases; physical fitness, weight management, and nutrition; human reproduction and sexuality; stress management and mental health; drug use and abuse; and environmental health.~~

~~Note: This course satisfies Section A, Area 5 of the associate degrees' requirements.~~

~~*Note: The maximum UC credit allowed for students completing CH 101 and CH 105 is one course.~~

This course is designed to provide a critical analysis of factors, which affect personal and community health. Primary emphasis is placed upon self-empowerment and disease prevention in a culturally diverse community. General topics include infectious and non-infectious diseases; physical fitness, weight management, and nutrition; human reproduction and sexuality; stress management and mental health; drug use and abuse; and environmental health.

Note: The maximum UC credit allowed for students completing Contemporary Health 101 and Contemporary Health 105 is one course.

ESTU 150 - African American Psychology (CSU) (p. 184)

Units: 3 Lecture Hours: 54 Lab Hours: 0 Outside Hours: 108

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: None

This course is an introduction to the psychological issues related to the African American experience in the United States. The relationship between the African American experience and social perception, social cognition, and identity and attitude formation is emphasized. Individual cognitive styles, personality development, and family structures of African Americans will also be examined.

Note: ESTU 150 is the same course as PSYC 110.

PSYC 110 - African American Psychology (CSU, UC) (p. 239)

Units: 3 Lecture Hours: 54 Lab Hours: 0 Outside Hours: 108

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: None

This course is an introduction to the psychological issues related to the African American experience in the United States. The relationship between the African American experience and social perception, social cognition, and identity and attitude formation is emphasized. Individual cognitive styles, personality development, and family structures of African Americans will also be examined.

Note: PSYC 110 is the same course as ESTU 150.

PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences (CSU, UC*) (p. 240)

Units: 4 Lecture Hours: 54 Lab Hours: 54 Outside Hours: 108

Grading Method: Letter **Credit Status:** Credit, degree applicable

Conditions of Enrollment: Prerequisite: PSYC 101 or PSYC 101H or SOCI 101 or SOCI 101H ~~and MATH 73 or MATH 80~~ with a minimum grade of C.

Students are taught standard descriptive and inferential statistics for summarizing sample data and estimating population parameters. All aspects of significance testing are emphasized: hypotheses,

models, calculations, interpretations, and criticisms. Students are also taught to review scientific articles critically and to write APA-style manuscripts.

Note: The maximum UC credit allowed for students completing PSYC 120, MATH 150, or MATH 150H is one course

Other Program Revisions/Updates

CSU General Education Requirements (p. 65-66)

- Courses in **Bold** are C-ID approved.

Area A - English Language Communication and Critical Thinking

Minimum nine semester units or 12 quarter units. One course from each subsection. One course from each subsection.

A1. Oral Communication:

COMS 100, 120, 130, 140

Area B - Scientific Inquiry and Quantitative Reasoning

Minimum nine semester units or 12 quarter units.

B4. Mathematics/Quantitative Reasoning:

BUS 115, 117

CSCI 108, 117

MATH 110, 120, 130, 140, 150, 150H, 165, 170, 180, 190, 191, 210, 220, 270

PSYC 120

~~SOCI 120~~

Area C - Arts and Humanities

Minimum nine semester units or 12 quarter units

At least one course from C1. and one course from C2.; and an additional course from either C1. or C2.

C1. Arts:

ART 101, 102, 103, 104, 109, 207, 209

COMS 250

DANC 101, 103

FILM 110

MUSI 111, 112, 113, 116, 215A, 215B

THEA 103, 104, 113

1/10/2024

C2. Humanities:

ENGL 102, 102H, 120, 123, 127, 128, 150, 152, 200, 227, 228, 229, 238, 239, 240, 241, 242, 243, 244, 248

ESTU 105

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 101, 102

PHIL 101, 101H, 103, 111, 112, 115

POLI 107

SLAN 111, 112, 113, 114, 115, 130

SPAN 101, 101H, 102, 103, 104, 105, 106, 152, 153

Area D - Social Sciences

Minimum 6 semester units or nine quarter units.

Note: It is *recommended* to complete courses from different disciplines, but this is not required.

ANTH 102, 103, 104, 106, 107, 108, 109, 111, 112

BUS 122

CDEV 103

COMS 260

ECON 101, 101H, 102, 105

ESTU 101, 103

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

JOUR 112

PE 275

POLI 101, 101H, 102, 103, 105, 106, 107, 110, 110H

PSYC 101, 101H, 102, 108, 110, 112, 115, 116, 122

SLAN 130

SOCI 101, 101H, 102, 104, 107, 108, 112, 115

WSTU 101

IGETC Certificate of Achievement Course Requirements (p. 67)

Area 3: Arts and Humanities

Three courses, nine semester or 12 quarter units; at least one course from Arts and one course from 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

Area 5: Physical and Biological Sciences

Two courses, 7 semester or 9 quarter units. 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#

TRANSFER STUDIES: CSU General Education-Breadth- Certificate of Achievement (p.114)

A Certificate of Achievement will be granted to students who complete a minimum of 39 units from category A through [E E](#) of the CSU general education requirements.

Note: To receive full certification of the CSU general education pattern, a grade of [C-](#) or better is required in areas A and B4. Certification means that Compton College students have completed the lower-division general education requirements for the CSU. Students must request certification in the Admissions Office.

Note: Completion of CSU General Education Breadth requirements alone is not enough to make students eligible for admission to a CSU. Please consult with a counselor for details on completing transfer admission requirements.

Total Units: 39

1/10/2024

Compton College Course Identification Numbering System (C-ID) Approvals (p. 116)

| Compton Course | C-ID Number |
|-----------------|-----------------|
| <u>CSCI 102</u> | <u>COMP 132</u> |

Other Information Corrections/Revisions

Credit by Examination (p. 21)

Faculty who normally teach the course shall determine how courses are selected and those courses eligible for credit by examination. Courses eligible for credit by examination shall be approved by the Curriculum Committee and are listed below:

Business and Industrial Studies

ACR 160 ~~121, 123, 125, 127, 130, 136~~

ACRP 130, 132 ~~101, 102, 103, 104, 106, 120, 122, 124, 126, 134, 140, 142, 144, 146, 150, 152, 153, 154~~

A TEC 101, 114, 116, 121, 123, 124, 125, 143, 181

CIS ~~113~~ , 180

E TEC 110, 112, 114, 115, 116, 118

MTT 101, 110, 120, 140, 146, 160

WELD 105, 111, 113, 140, 142

~~Fine Arts, Communications and Humanities~~

JAPA ~~101, 102~~

SPAN ~~101, 102, 103, 104~~

Health and Public Services

AJ ~~100, 103, 107, 109, 111, 115, 126, 130, 131, 170~~

~~CH 101~~

FTEC ~~101, 102, 105, 109, 110, 111~~

~~FAID 101~~

PE 260

High School Equivalents (p. 32-33)

High School Equivalents Many courses and curricula offered at Compton College are based on the supposition that the student has completed the specific high school courses generally included in the college preparatory program. If the student has not met the prerequisite to a course, the individual should complete the equivalent Compton College course indicated here:

| High School Course | Compton College Course |
|--|---|
| Algebra, second year | Mathematics 73 or 80 |
| Geometry, one year | Mathematics 60 |
| Trigonometry, one semester | Mathematics 170 |
| Physics, one year | Physics 111 and 112 |
| Chemistry, one year | Chemistry 104 |
| Language, two years in one | First semester language |

Probation, Dismissal, and Readmission Administrative Regulation 4250

Academic and Progress Probation

A student shall be placed on academic probation if the student has earned a cumulative grade-point average (GPA) below 2.0. A student shall be placed on progress probation if the student has attempted in a total of at least 12 semester units and the percentage of all units in which the student has attempted, for which entries of "W" (Withdrawal), "I" (Incomplete), and "NP" (No Pass) were recorded reaches or exceeds 50%.

| High School Course | Compton College Course |
|---|--|
| Algebra, second year | Mathematics 73 or 80 |
| Geometry, one year | Mathematics 60 |
| Trigonometry, one semester | Mathematics 170 |
| Physics, one year | Physics 111 and 112 |
| Chemistry, one year | Chemistry 104 |
| Language, two years in one | First semester language |

Faculty (p. 257)

Olayele, Brittany (2019)

Assistant Professor, English as a Second Language

B.A., [M.A.](#), University of San Francisco