



CURRICULUM COMMITTEE MEETING AGENDA

Facilitator: Nathan Lopez – Curriculum Committee Chair

Recorder: Brittany Olayele / **Timekeeper:** To Be Announced

Date: September 8, 2026 / **Time:** 2:00 p.m. - 3:30 p.m. / **Location:** IB1 Room 105

Vision:

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

Mission Statement:

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

Voting Members

- ☐ Selene Aguirre
- ☐ Manzoor Ahmad
- ☐ Stefani Baez
- ☐ Arneshia Bryant-Horn
- ☐ Angela Burrell
- ☐ David Chavez
- ☐ Bradfield Conn
- ☐ Jose Martinez

- ☐ Victoria Martinez
- ☐ Jesse Mills
- ☐ Noemi Monterroso
- ☐ Kendahl Radcliffe
- ☐ Andree Valdry
- ☐ Gerson Valle
- ☐ Michael Van Overbeck
- ☐ Valerie Woodward

Non-Voting Attendees

- ☐ Sheri Berger
- ☐ Melain McIntosh
- ☐ Maya Medina
- ☐ Nathan Lopez
- ☐ Iris Rogers
- ☐ Brittany Olayele

AGENDA:

1. **Meeting Called to Order**
2. **Approval of September 8, 2026, Agenda**
3. **Approval of May 26, 2026, Meeting Minutes**
4. **Public Comment:**
 - a. Members of the public may address the College Curriculum Committee on any matter within the Committee's subject-matter jurisdiction, including items listed on this agenda. No action may be taken on matters not appearing on the agenda except as authorized by law.
5. **Reports:**
 - a) Curriculum Chair
 - b) Vice President, Academic Affairs
 - c) Curriculum Analyst
 - d) Articulation Officer
 - e) Distance Education Faculty Coordinator
 - f) SLO Coordinator
6. **Consent Agenda – Proposed Approval:**
 - a. **Revise Course Description; Articulation/Transfer Review**
 - i. ESTU 101 - Introduction to Ethnic Studies
 - ii. ESTU 101H - Honors Introduction to Ethnic Studies
 - b. **Course Inactivations**
 - i. **Automotive Technology**
 1. ATEC 121 - Introduction to Engine Performance
 - ii. **Mathematics**
 1. MATH 13C – Corequisite for College Algebra
 2. MATH 17C – Trigonometry CoRequisite
 3. MATH 18C – Corequisite for PreCalculus
 4. MATH 65 – Pre-Statistics

5. MATH 73 – Intermediate Algebra for General Education
6. MATH 7C – Intermediate Algebra Corequisite
7. MATH 80 – Intermediate Algebra for Science, Technology, Engineering, and Mathematics
8. MATH 8C – Intermediate Algebra Corequisite

iii. Music

1. MUSI 102B – Advanced Sight Singing
2. MUSI 221 – Introduction to Lyric Diction for Singers
3. MUSI 222 – Opera Workshop
4. MUSI 268 – Symphony Orchestra
5. MUSI 567 – Jazz Band for the Older Adult

c. Standard Course Review – Add Distance Education Option

- i. JAPA 102 – Elementary Japanese II

d. Standard Course Review – No Proposed Changes

i. English

1. ENGL 123- Creative Writing: Introduction to Poetry
2. ENGL 242 - Chicano and Latinx Literature
3. ENGL 243 - African American Literature

ii. History

1. HIST 128 – History of California
2. HIST 154 – A History of Mexico

7. Action Items

- a. Discussion and Possible Approval of Response to Academic Senate Questions Regarding Program Mapper and Course Deactivation Policy

8. Informational Items

- a. Past Due Course Reviews
- b. Annual Course Review Schedule
- c. Curriculum Committee Handbook Update Status
- d. Curriculum Committee Review Training
- e. Universal Design for Learning in the COR

9. College Curriculum Committee Representative Comments and Future Agenda Item Requests

- a. Committee members may make brief announcements, request factual information, or recommend matters for placement on a future agenda. No substantive discussion or action will occur on matters not listed on the agenda.

10. Adjournment

Accessibility and Disability Accommodations

Compton College is committed to providing access to its public meetings for persons with disabilities. In accordance with the Americans with Disabilities Act and the Ralph M. Brown Act, individuals who require a disability-related modification or accommodation, including auxiliary aids or services, in order to participate in this meeting may submit a request by contacting the College Curriculum Committee Chair at nlopez11@compton.edu or (310)900-1600 x 2214.

Requests should be made as early as possible, preferably at least 48 hours before the meeting, to allow sufficient time to arrange the requested accommodation. Requests received with less notice will be addressed to the extent reasonably feasible.

This agenda and related meeting materials are available in alternative formats upon request.

Next Meeting:

September 22, 2026
2pm | IB1 Room 105

College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael VanOverbeck / Time Keeper: Victoria Martinez

Date: May 26, 2026 Time: 2:00 p.m. - 3:30 p.m.

Location: IB1-105

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__ ; Stefani Baez_x_ ; Arneshia Bryant-Horn_x_ ; Angela Burrell__ Jose Martinez__ ; Kendahl Radcliffe_x_ ; Nathan Lopez_x_ ; Gerson Valle_x_ ; David McPatchell_x_ ; Noemi Monterosso_x_ ; Jesse Mills__ ; Bradfield Conn__ ; Lynn Chung_x_ ; Melain McIntosh_x_ ; Sheri Berger_x_ ; Maya Medina_x_ ; Shante Mumford__ ; and Charles Hobbs_x_ .

Meeting started at 2:03pm

AGENDA:

1. Approval of Agenda: May 26, 2026

Michael V. motioned to strike 4b from the agenda. Victoria M. seconded.

Michael V. motioned to approve the amended agenda. Victoria M. seconded. Unanimously approved.

Michael V. motioned to include program mapper into action item 5d. Victoria M. seconded. Unanimously approved.

2. Approval of Minutes: May 12, 2026

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

Victoria M. motioned to open 3a-e. Noemi M. seconded.

3. Reports and Follow-up Questions from Attendees:

a) Vice President, Academic Affairs

- Pleased with all the work that has been done this semester.

b) Curriculum Analyst

c) Articulation Officer

- CIAC Annual Conference
 - Palm Springs, CA May 6-8, 2026
- ASSIST
 - ASSIST AI tool enhancement:
 - Public: Transfer and Exploration tool for the public (summer 2026)
 - Articulation Agreement prior to will be PDFs and not editable.
 - Association of Independent California Colleges and Universities (AICCU)
 - Member institutions' major agreements (not General Education) will be available in 2025.
 - ASSIST UC TCA loss will result in Cal-GETC
- C-ID/TMC/ADTs
 - Common Course Numbering
 - CCN is not C-ID.
 - As of today - Currently approved C-ID courses may be updated to the appropriate Common Course Numbering (CCN) attribute; new courses will need to be submitted for approval.
 - Meeting to discuss C-ID MATH 110 Intro to Statistics; revisions will not be immediately released.
 - African American Studies AAT FYI: requires courses have specific Subject Code - "African American discipline designator"
- 2026-2027 California General Education Transfer Curriculum (Cal-GETC) Decisions (See handout)
 - There is Cal-GETC appeal process June 1-June 10, however the focus is on technical updates/corrections such as missing or out-of-date textbook; not checking "honors" for Honors courses, etc.

General Education (GE) Areas Key	
Cal-GETC Area	Area Title
1A	English Composition
1B	Critical Thinking & Composition
1C	Oral Communication
2	Mathematical Concepts & Quantitative Reasoning
3A	Arts
3B	Humanities
4	Social & Behavioral Sciences
5A	Physical Science
5B	Biological Science
5C	Laboratory
6	Ethnic Studies

CSU United States History, Constitution and American Ideals Areas	
US2	United States Constitution and government
US3	California state and local government

- d) Distance Education Faculty Coordinator
- e) SLO Coordinator

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

Michael V. motioned to approve 4a, 4c-e. Victoria M. seconded. Unanimously approved.

4. Consent Agenda Item(s):

A) Course Inactivation

ECON 101H - Honors Principles of Economics: Macroeconomics

MTEC 170 - Basic Robotics

MTEC 175 - Integrated Robotic and Automated Technologies

MTEC 175A - Integrated Robotic and Automated Technologies

MTEC 175B - Integrated Robotic and Automated Technologies II

~~B) Program Revision~~

~~Music A.A.~~

C) Standard Course Review- No Proposed Changes

ENGL 127 - Creative Writing: Introduction to the Craft of Fiction

ART 141 - Digital Art Fundamentals

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

ART 209 - History of African Art

ENGL 228 - Women in Literature

D) Course Review- SLO Update; Update Conditions of Enrollment; Add Distance Education- EFOMA

BIOL 103 - Fundamentals of Molecular Biology

E) CTE Course Two-Year Review; SLO Update

SLAN 112 - American Sign Language II

Noemi M. motioned to approve 5a. Michael V. seconded.

Michael V. motioned to include language under "Course Deactivation Request" stating that the request should be made by full-time department faculty, or by the Division Chair if there are no full-time faculty in that department. Noemi M. seconded the motion.

Unanimously approved.

5. Action Items

- a) Course Deactivation Policy – 2nd Read

- Michael V. request to include language under “Course Deactivation Request” stating that the request should be made by full-time department faculty, or by the Division Chair if there are no full-time faculty in that department.

Michael V. motioned to approve 5b. Noemi M. seconded. Unanimously approved.

- b) New Course- 2nd Read
ESL 10E - Advanced Essay Writing and Grammar

Michael V. motioned to approve 5c. Victoria M. seconded.

Stefani B. motioned to strike Logistics Fundamentals Certificate and the Logistics Data Science Certificate. Nathan L. seconded.

Victoria M votes nay the rest accepts. Motion approved.

- c) New Programs – 2nd Read
~~Logistics Fundamentals – Certificate of Accomplishment~~
Logistics Project Management - Certificate of Accomplishment
Logistics Leadership - Certificate of Accomplishment
~~Logistics Data Science – Certificate of Accomplishment~~
Logistics e-commerce Entrepreneur - Certificate of Accomplishment
Logistics AI + Machine Learning - Certificate of Accomplishment
 - Debate on whether there are too many Certificates with overlapping courses.

Michael V. motioned to approve 5d as amended. Noemi M. seconded. Unanimously approved.

- D) Program Mapper second read - Revised Template Recommendations of incorporating program mapper into curriculum process.
 - Include on the first bullet of the template, “let the dean know their timeline for completion.”

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

- 6. Informational Items
 - a) Welcome New Curriculum Committee Chair – Nathan Lopez

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

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

- 7. 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).

Michael V. motioned to cancel the June meeting since there will be no academic senate meeting after to approve any recommendations. David M. seconded. Unanimously approved.

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

Michael V. motioned to open the floor for public comment. David M. Seconded.

8. Public Comment(s):

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

Michael V. motioned to close the floor for public comment. Noemi M. seconded.

Meeting ended at 3:18pm



Course Outline of Record

Course Information

Course Information

Course Discipline: ESTU

Course Division: Social Sciences

Course Number: 101

Full Course Title: Introduction to Ethnic Studies

Short Title: ESTU 101

TOP Code: 220300 - Ethnic Studies

SAM Code: E - Non-Occupational

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

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2025

Board of Trustees Approval Date:

2025-05-19

Course Description

This course examines the foundations of Ethnic Studies as both a field and a movement for racial and social justice. Centering Native American, African American, Asian American, and Chicane/Latine communities, students explore race, racism, decolonization, sovereignty, and liberation through critical frameworks rooted in these communities. Emphasis is placed on storytelling, activism, and community knowledge as strategies of resistance and self-determination. The course analyzes how race intersects with gender, class, and immigration status, and engages students in anti-racist and anti-colonial practices through reflective and community-based learning.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

108.000

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

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

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

Lecture Units:

3.000

Activity Units:

0.000

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

1. Lecture

Outline

1. Foundations of Ethnic Studies

- a. Introduction to Ethnic Studies: history, purpose, and pedagogy
- b. Overview of Core Groups in Ethnic Studies: Indigenous American, Black American, Chicane/Latine, and Asian Americans
- c. Race as a social construct
- d. Exploring key concepts in Ethnic Studies: race, racism, ethnicity, racialization, systemic racism, institutional racism, individual racism, colonialism, settler colonialism, imperialism, anti-racism, self-determination, liberation, decolonization, sovereignty,

Approximate Time In Hours

9.00

2. Lecture

Outline

2. Systems of power and domination

- a. Foundations of structural white supremacy
 - i. Eurocentric knowledge systems and narratives
 - ii. Functions and histories of colonialism and imperialism
 - iii. Impact on Indigenous people, land, and knowledge
 - iv. Perspectives on sovereignty and self-determination
1. Land back
2. Native Studies and decolonial theory

Approximate Time In Hours

6.00

3. Lecture

Outline

3. Intellectual traditions and story telling

- a. Seminal Ethnic Studies Theories and intellectual traditions from historically marginalized communities
- b. Community knowledge, storytelling, and oral histories
- c. Cultural Resistance of the core groups to American culture: arts, literature, film

- d. Group affirmation and agency: survival, joy, building power

Approximate Time In Hours

6.00

4. Lecture

Outline

- 4. Intersectionality and identity

- a. Theories of intersectionality and intersectional analysis: Crenshaw, Anzaldua, Moraga
- b. Race and its relationships to class, gender, sexuality, religion, ability, language, citizenship, tribal citizenship
- c. Contemporary issues: mass incarceration, immigration, reproductive justice, access to education, language loss, and cultural erasure

Approximate Time In Hours

6.00

5. Lecture

Outline

- 5. Movements for social justice and liberation

- a. Liberation: theory and praxis
- b. Critical events in the struggle for justice and liberation
- c. Historical and contemporary movements: AIM, Black Panther Party, Chicano Movement, Yellow Power
- d. Liberation theology, community organizing, transnational solidarities
- e. The role of art, literature, and performance in activism

Approximate Time In Hours

6.00

6. Lecture

Outline

- 6. Structural issues and contemporary struggles

- a. Reparations, immigration, environmental justice, language access
- b. Policy and activism

Approximate Time In Hours

6.00

7. Lecture

Outline

7. Anti-racism and decolonial practices

- a. Defining anti-racism and decolonization
 - i. Major writers and positions
- b. Tools for social action: allyship, solidarity, community care
- c. Engaging institutions: education, media, and policies

Approximate Time In Hours

6.00

8. Lecture

Outline

8. Comparative Ethnic Studies

- a. Comparative frameworks in Ethnic Studies
 - i. Coalition as praxis
 - ii. Relational approaches to race and ethnicity
- b. Intersections and divergences across core groups
- c. Cross-community solidarity and coalition building
 - i. Brown-Black alliances, Third World Liberation Front
- d. Queer theory and comparative analysis
 - i. Two-spirit, trans, nonbinary identities across racial and cultural traditions
 - ii. Ethnic Studies approaches to gender, sexuality, family

Approximate Time In Hours

9.00

General Education/Transfer

Local GE/Graduation Requirements:

- 4 - Social and Behavioral Sciences
- 6 - Ethnic Studies

CSU GE:

- D - Social Sciences

IGETC GE:

- 4 - Social and Behavioral Sciences

Cal-GETC:

- 4: Social and Behavioral Sciences

UC TCA:

- UC-B Social and Behavioral Sciences

Course Objectives

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

1. **Lecture**

Critically analyze race, racism, and related concepts—including racialization, white supremacy, colonialism, settler colonialism, imperialism, and decolonization—through frameworks grounded in Native American, African American, Asian American, and Chicane/Latine experiences.

2. **Lecture**

Examine and apply theories and intellectual traditions produced by historically racialized communities to understand their lived experiences, cultural contributions, and strategies for survival, resistance, self-determination, and liberation.

3. **Lecture**

Evaluate the intersectionality of race with gender, class, sexuality, immigration status, ability, religion, language, and tribal citizenship, using tools such as intersectional and decolonial theory.

4. **Lecture**

Interpret historical and contemporary systems of power and domination, including systemic racism and Eurocentric knowledge production, and assess their impacts on Indigenous land, sovereignty, and community knowledge.

5. **Lecture**

Engage with storytelling, community knowledge, and cultural production (including literature, oral history, art, and performance) as strategies for resistance, affirmation, and coalition-building within and across core groups.

6. **Lecture**

Critically assess historical and contemporary social movements—such as the American Indian Movement, Black Panther Party, Chicano Movement, and Yellow Power—for their contributions to racial and social justice, solidarity, and liberation.

7. **Lecture**

Practice anti-racist and anti-colonial methodologies through reflective, community-based, and action-oriented learning that emphasizes allyship, solidarity, and strategies for institutional transformation.

Student Learning Outcomes

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

1. Critically analyze and explain the historical development of Ethnic Studies as a discipline.
2. Analyze and examine how Indigenous, Black, Chicane/Latine, and Asian Americans have been shaped and resisted white supremacy, settler colonialism, and imperialism.
3. Design and critically evaluate anti-racist and decolonial strategies by analyzing the roles of allyship, solidarity, and community accountability within institutional and structural contexts.

Methods of Instruction

- Demonstration
- Discussion
- Field trips
- Group Activities
- Guest Speakers
- Internet Presentation/Resources

- Lecture
- Multimedia presentations

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Writing Assignments:

Community Engagement Assignment:

Students will engage in a project, event, or organization that actively addresses systemic inequalities through anti-racist and/or decolonial practices within a community connected to one or more of the following racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans. This engagement should center the voices, experiences, and agency of the community and highlight how members resist, heal, and build power in the face of structural oppression.

Some assignments require critical thinking:

Students will write a five-to-seven-page analytical paper that explores their relationship to land, identity, and liberation. The paper should be grounded in the radical traditions of Indigenous, Black, Chicane/Latine, and Asian American people. Students are encouraged to use creative methods like mapping, storytelling, and personal reflection and to incorporate theories discussed in class to connect with present day movements for justice and liberation.

Students will write a five-to-seven-page paper that examines and analyzes a historical or contemporary movement. The paper should explore the origins, key figures, organizing strategies, and impact on racial justice and decolonial efforts. Research should highlight the role of intentionality and solidarity across racial, class, and gender lines. Students will then deliver a multimedia presentation outlining the movement they chose to class.

Course Materials

1. Author: Tanya Maria Golash-Boza

Title: Race and Racisms: a critical approach

Edition: 3rd

Publisher: Oxford Univeristy Press

ISBN-13: 9780190663780

Year: 2021

Or Equivalent: No

2. **Author:** Eduardo Bonilla-Silva

Title: Racism without Racists: color-blind racism and the persistence of racial inequality in America

Edition: 6th

Publisher: Rowan and Littlefield

ISBN-13: 9781442276239

Year: 2022

Or Equivalent: No

3. **Author:** Tim Messer-Kruse

Title: Ethnic Studies: Critical Fundamentals

Publisher: Achromatic Books

Year: 2018

Rationale for older textbook:
Discipline standard.

Or Equivalent: No

4. **Author:** Richard Rothstein

Title: The Color of the Law: a forgotten history of how our government segregated America

Publisher: Norton

Year: 2018

Rationale for older textbook:
Discipline standard.

Or Equivalent: No

5. **Author:** Mike Davis
Title: Ecology of Fear: Los Angeles and the Imagination of Disaster
Publisher: Vintage
Year: 1999
Rationale for older textbook:
Discipline standard
Or Equivalent: No
6. **Author:** Laura Pulido and Laura R. Barraclough, et. al
Title: A People's Guide to Los Angeles
Publisher: UC Press
Year: 2012
Rationale for older textbook:
Discipline standard
Or Equivalent: No
7. **Author:** Roxanne Dunbar-Ortiz
Title: Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion
Publisher: Beacon Press
Year: 2021
Or Equivalent: No
8. **Author:** Abdul Alkalimat
Title: The History of Black Studies
Publisher: Pluto Press
Year: 2021
Or Equivalent: No
9. **Author:** Jeanelle K. Hope and Bill V. Mullen
Title: The Black Antifascist Tradition: fighting back from anti-lynching to abolition
Publisher: Haymarket Books
Year: 2024

Or Equivalent: No

10. Author: Derrick P. Alridge, Cornelius L. Bynum, and James B. Steward
Title: The Black Intellectual Tradition: African American thought in the twentieth century
Publisher: University of Illinois Press
Year: 2021

Or Equivalent: No

11. Author: Fong, Timothy P.
Title: Ethnic Studies Research: Approaches and Perspectives
Publisher: Alta Mira Press
Year: 2008
Rationale for older textbook:
Required by ESTU CCCCCO Rubric

Or Equivalent: No

12. Author: Omi, Michael, and Howard Winant.
Title: Racial Formation in the United States
Publisher: Routledge/Taylor & Francis Group
Year: 2015
Rationale for older textbook:
Required by ESTU CCCCCO Rubric

Or Equivalent: No

13. Author: Critical Ethnic Studies Editorial Collective
Title: Critical Ethnic Studies: a reader
Publisher: Duke University Press
Year: 2016
Rationale for older textbook:
Discipline standard

Or Equivalent: No

14. Author: Kyle T. Mays

Title: An Afro-Indigenous History of the United States

Publisher: Beacon

Year: 2021

Or Equivalent: No

15. Author: Kay Fischer, Dr. Mario Alberto Viveros Espinoza-Kulick, Ulysses Acevedo, Dr. Teresa Hodges, Dr. Melissa Leal, and Dr. Tamara Cheshire

Title: Introduction to Ethnic Studies

Publisher: LibreTexts

Year: 2023

Or Equivalent: Yes

Minimum Qualification

1. Ethnic Studies

Condition

2. History

Condition



Course Outline of Record

Course Information

Course Information

Course Discipline: ESTU

Course Division: Social Sciences

Course Number: 101H

Full Course Title: Honors Introduction to Ethnic Studies

Short Title: Honors Intro to ESTU

TOP Code: 220300 - Ethnic Studies

SAM Code: E - Non-Occupational

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

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2025

Board of Trustees Approval Date:

2025-05-19

Course Description

This honors course examines the foundations of Ethnic Studies as both a field and a movement for racial and social justice. Centering Native American, African American, Asian American, and Chicane/Latine communities, students explore race, racism, decolonization, sovereignty, and liberation through critical frameworks rooted in these communities. Emphasis is placed on storytelling, activism, and community knowledge as strategies of resistance and self-determination. The course analyzes how race intersects with gender, class, and immigration status, and engages students in anti-racist and anti-colonial practices through reflective and community-based learning.

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

1. Lecture

Outline

1. Foundations of Ethnic Studies

- a. Introduction to Ethnic Studies: history, purpose, and pedagogy
- b. Overview of Core Groups in Ethnic Studies: Indigenous American, Black American, Chicane/Latine, and Asian Americans
- c. Race as a social construct
- d. Exploring key concepts in Ethnic Studies: race, racism, ethnicity, racialization, systemic racism, institutional racism, individual racism, colonialism, settler colonialism, imperialism, anti-racism, self-determination, liberation, decolonization, sovereignty,

Approximate Time In Hours

9.00

2. Lecture

Outline

2. Systems of power and domination

- a. Foundations of structural white supremacy
 - i. Eurocentric knowledge systems and narratives
 - ii. Functions and histories of colonialism and imperialism
 - iii. Impact on Indigenous people, land, and knowledge
 - iv. Perspectives on sovereignty and self-determination
1. Land back
2. Native Studies and decolonial theory

Approximate Time In Hours

6.00

3. Lecture

Outline

3. Intellectual traditions and story telling

- a. Seminal Ethnic Studies Theories and intellectual traditions from historically marginalized communities
- b. Community knowledge, storytelling, and oral histories
- c. Cultural Resistance of the core groups to American culture: arts, literature, film
- d. Group affirmation and agency: survival, joy, building power

Approximate Time In Hours

6.00

4. Lecture**Outline****4. Intersectionality and identity**

- a. Theories of intersectionality and intersectional analysis: Crenshaw, Anzaldua, Moraga
- b. Race and its relationships to class, gender, sexuality, religion, ability, language, citizenship, tribal citizenship
- c. Contemporary issues: mass incarceration, immigration, reproductive justice, access to education, language loss, and cultural erasure

Approximate Time In Hours

6.00

5. Lecture**Outline****5. Movements for social justice and liberation**

- a. Liberation: theory and praxis
- b. Critical events in the struggle for justice and liberation
- c. Historical and contemporary movements: AIM, Black Panther Party, Chicano Movement, Yellow Power
- d. Liberation theology, community organizing, transnational solidarities
- e. The role of art, literature, and performance in activism

Approximate Time In Hours

6.00

6. Lecture**Outline****6. Structural issues and contemporary struggles**

- a. Reparations, immigration, environmental justice, language access
- b. Policy and activism

Approximate Time In Hours

6.00

7. Lecture

Outline

- 7. Anti-racism and decolonial practices
 - a. Defining anti-racism and decolonization
 - i. Major writers and positions
 - b. Tools for social action: allyship, solidarity, community care
 - c. Engaging institutions: education, media, and policies

Approximate Time In Hours

6.00

8. Lecture

Outline

- 8. Comparative Ethnic Studies
 - a. Comparative frameworks in Ethnic Studies
 - i. Coalition as praxis
 - ii. Relational approaches to race and ethnicity
 - b. Intersections and divergences across core groups
 - c. Cross-community solidarity and coalition building
 - i. Brown-Black alliances, Third World Liberation Front
 - d. Queer theory and comparative analysis
 - i. Two-spirit, trans, nonbinary identities across racial and cultural traditions
 - ii. Ethnic Studies approaches to gender, sexuality, family

Approximate Time In Hours

9.00

General Education/Transfer

Local GE/Graduation Requirements:

- 4 - Social and Behavioral Sciences
- 6 - Ethnic Studies

CSU GE:

- D - Social Sciences

IGETC GE:

- 4 - Social and Behavioral Sciences

Cal-GETC:

- 4: Social and Behavioral Sciences

UC TCA:

- UC-B Social and Behavioral Sciences

Course Objectives

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

1. **Lecture**

Critically analyze race, racism, and related concepts—including racialization, white supremacy, colonialism, settler colonialism, imperialism, and decolonization—through frameworks grounded in Native American, African American, Asian American, and Chicane/Latine experiences.

2. **Lecture**

Examine and apply theories and intellectual traditions produced by historically racialized communities to understand their lived experiences, cultural contributions, and strategies for survival, resistance, self-determination, and liberation.

3. **Lecture**

Evaluate the intersectionality of race with gender, class, sexuality, immigration status, ability, religion, language, and tribal citizenship, using tools such as intersectional and decolonial theory.

4. **Lecture**

Interpret historical and contemporary systems of power and domination, including systemic racism and Eurocentric knowledge production, and assess their impacts on Indigenous land, sovereignty, and community knowledge.

5. **Lecture**

Engage with storytelling, community knowledge, and cultural production (including literature, oral history, art, and performance) as strategies for resistance, affirmation, and coalition-building within and across core groups.

6. **Lecture**

Critically assess historical and contemporary social movements—such as the American Indian Movement, Black Panther Party, Chicano Movement, and Yellow Power—for their contributions to racial and social justice, solidarity, and liberation.

7. **Lecture**

Practice anti-racist and anti-colonial methodologies through reflective, community-based, and action-oriented learning that emphasizes allyship, solidarity, and strategies for institutional transformation.

8. **Lecture**

Conduct academically focused research, demonstrating a critical awareness of competing arguments, a mastery of Ethnic Studies methods, and the development of original research.

Student Learning Outcomes

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

1. Critically analyze and explain the historical development of Ethnic Studies as a discipline.
2. Analyze and examine how Indigenous, Black, Chicane/Latine, and Asian Americans have been shaped and resisted white supremacy, settler colonialism, and imperialism.
3. Design and critically evaluate anti-racist and decolonial strategies by analyzing the roles of allyship, solidarity, and community accountability within institutional and structural contexts.

Methods of Instruction

- Demonstration
- Discussion

- Field trips
- Group Activities
- Guest Speakers
- Internet Presentation/Resources
- Lecture
- Multimedia presentations

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Writing Assignments:

Community Engagement Assignment:

Students will engage in a project, event, or organization that actively addresses systemic inequalities through anti-racist and/or decolonial practices within a community connected to one or more of the following racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans. This engagement should center the voices, experiences, and agency of the community and highlight how members resist, heal, and build power in the face of structural oppression.

Some assignments require critical thinking:

Students will write a five-to-seven-page analytical paper that explores their relationship to land, identity, and liberation. The paper should be grounded in the radical traditions of Indigenous, Black, Chicane/Latine, and Asian American people. Students are encouraged to use creative methods like mapping, storytelling, and personal reflection and to incorporate theories discussed in class to connect with present day movements for justice and liberation.

Students will produce an 8–10-page research paper that critically examines a historical or contemporary movement rooted in the struggles of one or more of the four core racialized groups—Native American, African American, Asian American, and/or Latina/o American communities. The paper must analyze the movement through the lens of Ethnic Studies theories and concepts, addressing its origins, key figures, organizing strategies, ideological foundations, and measurable impact on racial justice and decolonial efforts.

Course Materials

1. **Author:** Tanya Maria Golash-Boza

Title: Race and Racisms: a critical approach

Edition: 3rd

Publisher: Oxford University Press

ISBN-13: 9780197533215

Year: 2021

Or Equivalent: No

2. **Author:** Eduardo Bonilla-Silva

Title: Racism without Racists: color-blind racism and the persistence of racial inequality in America

Edition: 5th

Publisher: Rowan and Littlefield

ISBN-13: 9781442276239

Year: 2017

Rationale for older textbook:

Standard text in the field of Ethnic Studies.

Or Equivalent: No

3. Author: Richard Rothstein

Title: The Color of Law: A Forgotten History of How Our Government Segregated America

Edition: 1

Publisher: Liveright

ISBN-13: 9781631492853

Year: 2017

Rationale for older textbook:

Canonical work in the field.

Or Equivalent: No

4. Author: Mike Davis

Title: Ecology of Fear: Los Angeles and the Imagination of Disaster

Publisher: Verso

Year: 2022

Or Equivalent: No

5. Author: Laura Pulido, Laura Barraclough, Wendy Cheng

Title: A People's Guide to Los Angeles

Publisher: University of California Press

ISBN-13: 9780520270817

Year: 2012

Or Equivalent: No

6. Author: Tim Messer-Kruse

Title: Ethnic Studies: Critical Fundamentals

Publisher: Achromatic Book

ISBN-13: 9780692985762

Year: 2018

Or Equivalent: No

7. Author: Critical Ethnic Studies Editorial Collective

Title: Critical Ethnic Studies: A Reader

Publisher: Duke University Press

ISBN-13: 9780822361275

Year: 2016

Or Equivalent: No

8. Author: Roxanne Dunbar-Ortiz

Title: Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion

Publisher: Beacon Press

ISBN-13: 9780807036297

Year: 2021

Or Equivalent: No

9. Author: Kyle T. Mays

Title: An Afro-Indigenous History of the United States

Publisher: Beacon

ISBN-13: 9780807011683

Year: 2021

Or Equivalent: No

10. Author: Kay Fischer, Dr. Mario Alberto Viveros Espinoza-Kulick, Ulysses Acevedo, Dr. Teresa Hodges, Dr. Melissa Leal, and Dr. Tamara Cheshire

Title: Introduction to Ethnic Studies

Publisher: LibreTexts

Year: 2023

Or Equivalent: No

11. Author: Fong, Timothy P.

Title: Ethnic Studies Research: Approaches and Perspectives

Publisher: Alta Mira Press

Year: 2008

Rationale for older textbook:

Required by ESTU CCCCCO Rubric

Or Equivalent: No

12. Author: Omi, Michael, and Howard Winant

Title: Racial Formation in the United States

Publisher: Routledge/Taylor & Francis Group

Year: 2015

Rationale for older textbook:

Required by ESTU CCCCCO Rubric

Or Equivalent: No

13. Author: Abdul Alkalimat

Title: The History of Black Studies

Publisher: Pluto Press

Year: 2021

Or Equivalent: No

14. Author: Jeanelle K. Hope and Bill V. Mullen

Title: The Black Antifascist Tradition: fighting back from anti-lynching to abolition

Publisher: Haymarket Books

Year: 2024

Or Equivalent: No

15. Author: Derrick P. Alridge, Cornelius L. Bynum, and James B. Steward

Title: The Black Intellectual Tradition: African American thought in the twentieth century

Publisher: University of Illinois Press

Year: 2021

Or Equivalent: No

Minimum Qualification

1. Ethnic Studies Condition

2. History Condition

Course Inactivations
September 8, 2026 CCC Agenda

Subject Code	Title	Division Notified of Inactivation
ATEC	ATEC 121 - Introduction to Engine Performance	5/5/2026
MATH	MATH 13C - Corequisite for College Algebra	5/14/2026
MATH	MATH 17C - Trigonometry CoRequisite	5/14/2026
MATH	MATH 18C - Corequisite for PreCalculus	5/14/2026
MATH	MATH 65 - Pre-Statistics	5/14/2026
MATH	MATH 73 - Intermediate Algebra for General Education	5/14/2026
MATH	MATH 7C - Intermediate Algebra Corequisite	5/14/2026
MATH	MATH 80 - Intermediate Algebra for Science, Technology, Engineering, and Mathematics	5/14/2026
MATH	MATH 8C - Intermediate Algebra Corequisite	5/14/2026
MUSI	MUSI 102B - Advanced Sightsinging	5/5/2026
MUSI	MUSI 221 - Introduction to Lyric Diction for Singers	5/5/2026
MUSI	MUSI 222 - Opera Workshop	5/5/2026
MUSI	MUSI 268 - Symphony Orchestra	5/5/2026
MUSI	MUSI 567 - Jazz Band for the Older Adult	5/5/2026



Course Outline of Record

Course Information

Course Information

Course Discipline: JAPA

Course Division: Fine Arts, Communication and Humanities

Course Number: 102

Full Course Title: Elementary Japanese II

Short Title: Elementary Japanese II

TOP Code: 110800 - Japanese

SAM Code: E - Non-Occupational

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

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2020

Board of Trustees Approval Date:

2019-12-10

Course Description

This course, taught within the context of Japanese culture, is a continuation of the study of elementary Japanese through intensive training on listening, speaking, reading, and writing. Students improve their speaking skills and extend their study of the basic grammar and Kanji characters. NOTE: The prerequisite for this course is comparable to two years of high school Japanese.

Course Standards

Lecture Hours:

90.000

Activity Hours:

0.000

Lab Hours:**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:

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:

Lab Units:

Min/Max Units:

5.000

Total Hours:

90.000

Grading Method:

Letter grade only

Requisites

1. Prerequisite

Subject JAPA - Japanese

Requisite Course JAPA 101 - Elementary Japanese I (Active)0.000 - 0.000

Condition or

2. Other

Non Course Requirements
equivalent

Course Content

1. Lecture

Outline

Characteristics of Japanese culture A. History B. Customs C. Geography D. Cultural situations E. Influence of Japanese culture upon Japanese idioms

Approximate Time In Hours

15.00

2. Lecture

Outline

Oral skills A. Pronunciation 1. Using computer programs and software 2. Teacher-student conversation 3. Student-student conversationB. Short speeches prepared by students

Approximate Time In Hours

20.00

3. Lecture

Outline

Conversation practice (in various settings and involving all the vocabulary learned in the lessons) A. Aural comprehension 1. Dictation practice 2. Listening comprehension

Approximate Time In Hours

15.00

4. Lecture

Outline

Grammar study and expansion of vocabulary A. Computer programs and software B.

Verb forms 1. Conjugation of verbs in six or seven major verbal forms C. Vocabulary 1. Cultural situations 2. Introducing people 3. Visiting doctors and negotiating appointment times 4. Talking about families 5. Planning parties and vacations

Approximate Time In Hours

20.00

5. **Lecture**

Outline

SymbolsA. Practice using Hiragana and KatakanaB. Study of Kanji (approximately 100)

Approximate Time In Hours

20.00

General Education/Transfer

Local GE/Graduation Requirements:

- 3 – Humanities

CSU GE:

- C2 - Humanities

IGETC GE:

- 3B - Humanities
- 6 - Language Other Than English (UC Only Requirement)

UC TCA:

- UC-H Arts and Humanities

Course Objectives

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

1. Demonstrate knowledge of Japanese verbs in their original forms and in six or seven major verbal forms.
2. Compose extended paragraphs in Japanese, incorporating complex sentence structures.
3. Identify and develop correct oral and written sentences in Japanese with greater vocabulary and structural dexterity than that evidenced in Japanese 1.
4. Compare and contrast Japanese cultural situations, such as introducing people,

visiting doctors, talking about families, planning parties and vacations, and negotiating time for an appointment.

5. Demonstrate the ability to read and write Katakana, Hiragana, and up to 100 additional Kanji.
6. Discuss and analyze Japanese history, customs, and geography.
7. Analyze how Japanese idioms parallel characteristics of Japanese culture.

Student Learning Outcomes

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

1. 1. Converse in Standard Japanese to perform simple communicative tasks in social situations (e.g., make requests, state simple reasons/conjectures/plans, report speech) employing present/future and past tenses in both long (i.e., formal) and short (i.e., informal) speech style forms. Students will do so within the limits of vocabulary and structures appropriate to the beginning Japanese 2 level.
2. 2. Read and write hiragana, katakana, and approx. 100 additional kanji characters and demonstrate comprehension of short (2-3 paragraph) prepared texts (e.g., informal letters, emails, brief reports, folktales) written in them.
3. 3. Compose sentences and personal responses to questions, employing complex sentence structures as well as appropriate use of hiragana, katakana, and learned kanji.

Methods of Instruction

- **Discussion**

Students are asked to read from the course reader and to discuss the cultural aspects of the Japanese text: Genki, An Integrated Course Approach

- **Group Activities**

Students will be asked to participate in groups for a variety of activities related to practicing speaking, writing and listening to Japanese.

- **Lecture**

The instructor will lecture on topics including, but not limited to, the cultural, social, and historical contexts to content from the textbook. Additionally, the instructor will lecture on the various alphabets, katakana, hiragana, and kanji.

- **Multimedia presentations**

The instructor and/or students will utilize multimedia sources such as the internet, video recordings, aural recordings, and other media to instruct and present on a variety of topics as presented in the course textbook.

- **Role Play**

Students will demonstrate knowledge and mastery of a variety of situations and will utilize the appropriate formality, content knowledge, and other skills per the instructor's guidance.

Methods of Evaluation

- Skills demonstrations

Assignment Examples

Writing Assignments:

Write approximately 2-3 compound/complex sentences per question in Japanese as answers to the following questions:

1. Why do Japanese people like the spring season?
2. When the cherry blossoms bloom, where do Japanese people like to go? And what do they like to do there?

Some assignments require critical thinking:

Perform a dialogue in Japanese with a classmate. The topic is your families. Properly employ terms such as "chichi" for one's own father and "otoosan" for others, reflecting Japanese culture and linguistics.

In a one-page essay written in Japanese, compare and contrast yourself with three of your classmates. Include: 1) three elements of comparison and/or contrast; 2) six different Kanji words; and 3) a minimum of twelve sentences.

Course Materials

1. Author: E. Banno, Y. Ohno, Y. Sakane, C. Shinagawa, and K. Tokashiki

Title: Genki: An Integrated Course in Elementary Japanese

Edition: 2nd

Publisher: The Japan Times

Year: 2011

Rationale for older textbook:

This textbook is still discipline standard.

Or Equivalent: No

Minimum Qualification

1. Foreign Languages

Condition



Course Outline of Record

Course Information

Course Information

Course Discipline: ENGL

Course Division: Fine Arts, Communication and Humanities

Course Number: 123

Full Course Title: Creative Writing: Introduction to Poetry

Short Title: Creatv Wrtnng:intro Poetry

TOP Code: 150700 - Creative Writing

SAM Code: E - Non-Occupational

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

Transfer Status B - Transferable to CSU only.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-10-19

Course Description

This course is an introduction to the creative process of writing poetry. Students will write their own poems, both traditional and contemporary, using common poetic elements, conventions, and techniques. This course also develops student peer editing skills, introducing them to the workshop model and revision process.

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:

Both - Letter with Pass/No Pass Option

Course Content

1. Lecture

Outline

The elements of prosody

The poetic line

Sound

Rhythm

Rhyme

Consonance

Assonance

Alliteration

Imagery

Language

Literal language

Figurative language

Simile

Metaphor

Approximate Time In Hours

10.00

2. Lecture

Outline

The techniques of prosody

Point of view

Tone

Setting

Diction, voice, and style

Approximate Time In Hours

6.00

3. Lecture

Outline

The structure of prosody

Stanzas

Caesurae

Line breaks

Metric Forms

Accented and non-accented syllables

iamb, dactyl, spondee, trochee

Metric lengths

Monometer, dimeter, trimeter, pentameter, hexameter

Common formal poetic structures

villanelle, sonnet, haiku, ballad

Common poetic genres

Lyrical

Performance

Prose

Free verse

Approximate Time In Hours

10.00

4. Lecture

Outline

The composition of prosody

Beginning a poem

Journal writing

Recognizing material for poems

Writing anxiety and writer's block

Reading poems

Revision

Word choice

Scansion

Applying workshop feedback

Approximate Time In Hours

4.00

5. Lecture

Outline

Poetry workshop: students' critique of own and peers' work

Introduction to the elements of workshop

Class discussion

Oral presentation of poetry

Approximate Time In Hours

14.00

6. Lecture

Outline

Create a Portfolio

Compose poems using journals, observations, and visual aids as prompts

Organize original poems

Compose reflection piece about creative writing process from inception to completion of poems

Revise poems from comments received by peers and instructor

Approximate Time In Hours

10.00

Course Objectives

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

1. Lecture

Identify and define major poetic elements and conventions.

2. Lecture

Demonstrate knowledge of prosody by applying poetic elements, conventions, and techniques to students' own poems.

3. Lecture

Demonstrate knowledge of poetic structure by applying poetic meters and rhyme schemes to students' own poems.

4. Lecture

Identify common poetic meters and rhyme schemes.

5. Lecture

Compose and revise original poems to create a portfolio.

6. Lecture

Critique and discuss students' own and others' poems.

Student Learning Outcomes

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

1. Students will be able to identify, incorporate, and discuss major poetic elements and conventions in their poems.
2. Students will be able to apply poetry techniques such as forms and genre to their poems.
3. Students will revise their poems based upon evaluations received from their peers and the instructor.

Methods of Instruction

- Discussion
Work shopping new work.
- Group Activities
Performance of a poetry reading
- Guest Speakers
Workshops with guest poets.
- Lecture
Review of formal poetry and free verse poetry.

Methods of Evaluation

- Substantial writing assignments
- Skills demonstrations
- Exams/Quizzes

Assignment Examples

Reading Assignments:

Read a series of confessional poets like Robert Lowell, Sylvia Plath and Anne Sexton. Books like *Life Studies* by Lowell, *Ariel* by Sylvia Plath or *Love Poems* by Anne Sexton could be a start. If you want more contemporary confessional poets, you can read Charles Bukowski. he has a number of books like *Love is a Dog from Hell*. Analyze how the confession style of poetry has influenced poetry today.

Writing Assignments:

Read from Mary Oliver's *A Poetry Handbook*. Based on an exercise from this book, write a poem of any length and form about a work of art. You may wish to visit a museum before you complete this assignment, and explore the varieties of art available: sculpture, painting, drawing, or textile. Choose one work of art that appeals to you, and examine it. Then develop a poem that literally or figuratively reflects your chosen artwork.

Outside-of-Class Assignments:

Go to a poetry reading. Analyze how the poet presents their work to the public. Compose a brief review of the reading.

Some assignments require critical thinking:

Review a sonnet by such writers like Shakespeare's *Sonnets* or John Donne's *Holy Sonnets*. Write your own sonnet. Review the sonnet examples discussed in class and choose either an English (Shakespearean) or Italian (Petrarchan) sonnet form. Use iambic pentameter to develop your sonnet, and concentrate on building tension at the sonnet's volta (turning point).

Write a 2-3 page essay in which you discuss the difficulties of writing in the sonnet form. Incorporate into your discussion the differences between English, Italian, and Spenserian sonnets, and the confinement or freedom for the poet each form's rhyme scheme demands. You may use examples from your own or others' poetry, providing you discuss the prosody development and not the sonnet's theme or narrative content.

Course Materials

1. **Author:** Michelle Bonczek Evory
Title: Naming the Unnameable
Publisher: OER
Year: 2018
Rationale for older textbook:
Discipline standard
Or Equivalent: No
2. **Author:** Lewis Turco
Title: The Book of Forms
Edition: 3rd
Publisher: Univ Pr of New England
ISBN-13: 978-1584650225
Year: 2000
Rationale for older textbook:
Discipline Standard
Or Equivalent: No
3. **Author:** Oliver, Mary
Title: A Poetry Handbook
Edition: 1st
Publisher: Mariner Books
ISBN-13: 978-0156724005
Year: 1994
Rationale for older textbook:
Discipline Standard
Or Equivalent: No
4. **Author:** Eleveld, Mark
Title: The Spoken Word Revolution
Publisher: Sourcebooks MediaFusion

Year: 2005

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

5. Author: Addonizio Kim and Dorianne Laux

Title: The Poet's Companion: A Guide to the Pleasures of Writing Poetry

Publisher: W. W. Norton & Company

Year: 1997

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

6. Author: Booth, Allison and Paul Hunter

Title: The Norton Introduction to Poetry

Edition: 9th

Publisher: W. W. Norton & Company

Year: 2007

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

7. Author: Keillor, Garrison

Title: Good Poems for Hard Times

Publisher: Penguin

Year: 2006

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

8. Author: Collins, Billy

Title: Poetry 180: A Turning Back to Poetry

Edition: 1st

Publisher: Random House Trade Paperbacks

Year: 2003

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

1. **Other:**

A budget for printing copies of poems for workshop.

Minimum Qualification

1. English

Condition



Course Outline of Record

Course Information

Course Information

Course Discipline: ENGL

Course Division: Fine Arts, Communication and Humanities

Course Number: 242

Full Course Title: Chicano and Latinx Literature

Short Title: Chicano/Latinx Literature

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: Spring 2021

Board of Trustees Approval Date:

2021-03-16

Course Description

This course will focus on the analysis and interpretation of Chicano and Latinx essays, novels, short stories, dramas, and poems written in English translation. Students will explore a wide survey of classic and contemporary Chicano and Latinx texts that reflect social and cultural influences, as well as examine the process of assimilation and self-identity of the Chicano and Latinx as thematically represented in literature.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

108.000

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

54.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

108.000

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

3.000

Activity Units:**Lab Units:****Min/Max Units:**

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

1. Lecture Outline

Introduction to Chicano and Latino literature:

Major literary figures

Literary and historical aspects

Narrative styles (Magical Realism, Modernist Latin Fiction, Autobiography, First Person Narration, and current trends)

Thematic characteristics

Approximate Time In Hours

4.00

2. Lecture Outline

Thematic characteristic of dual cultural identity: Analysis and discussion of readings reflecting social issues as well as definition of self

Representative short stories, such as "In Search of Epifano" by Rudolfo Anaya, "The Biggest City in the World" by Daniel Chacon, "One Holy Night" by Sandra Cisneros, "Red Serpent Ceviche" by Antonio Farias, and "Confusing the Saints" by Ana Menéndez

Representative poems, such as "Roots" by Jimmy Santiago Baca, "Finding Home" by Carolina Hospital, "The Latin Deli: An Ars Poetica" by Judith Ortiz Cofer, and "Frutas" by Ricardo Pau-Llosa

Representative drama, such as THE CUBAN SWIMMER by Milcha Sanchez-Scott

Representative essay, such as "Go North, Young Man" by Richard Rodriguez

Representative novels, such as BLESS ME, ULTIMA by Rudolfo Anaya and DREAMING IN CUBAN by Cristina García

Approximate Time In Hours

13.00

3. Lecture Outline

Thematic characteristic of labor issues: Examination of socioeconomic issues as well as concurrent themes of work ethics, machismo, female roles, and family values
 Representative short stories, such as "Se Me Enchina el Cuerpo al Oír tu Cuento..." by Norma Cantú, "Tito's Goodbye" by Cristina García, "Al, in Phoenix" by Dagoberto Gilb, "The Cariboo Café" by Helena María Viramontes, and "The Day it Happened" by Rosario Morales

Representative poems, such as "Woman's Work" by Julia Alvarez; "Work We Hate and Dreams We Love" by Jimmy Santiago Baca; "Who Burns for the Perfection of Paper," "Jorge the Church Janitor Finally Quits," and "Federico's Ghost" by Martín Espada; "Hungry" by Luis J. Rodríguez; "The Elements of San Joaquin" by Gary Soto; and "Peeping Tom Tom Girl" by Marisela Norte

Representative dramas, such as LOS VENDIDOS by Luis Valdez

Representative essay, such as "Myth of the Latin Woman" by Judith Ortiz Cofer

Representative novel, such as AND THE EARTH DID NOT DEVOUR HIM by Tomas Rivera

Approximate Time In Hours

10.00

4. Lecture

Outline

Thematic characteristic of urban experience: Discussion of the socio-cultural significance of Chicano and Latino literary works in the context of urban problems (youth crime, financial challenges), accomplishments (education, business), and values (family, community)

Representative short stories, such as "Bread" by Sandra Cisneros, "My Life in the City" by Sergio Troncoso, "Neighbors" by Helena María Viramontes, and "Look on the Bright Side" by Dagoberto Gilb

Representative poems, such as "Freeway" and "Beneath the Shadow of the Freeway" by Lorna Dee Cervantes; "Puerto Rican Obituary" by Pedro Pietri; and "In the Dark Backward" by Gloria Vando

Representative drama, such as REAL WOMEN HAVE CURVES by Josefina López

Representative essay, such as "Pachucos and the Taxi Cab Brigade" by José Antonio

Burciaga

Representative novels, such as BODEGA DREAMS by Ernest Quinonez and MALINCHE'S CHILDREN by Daniel Houston-Davila

Approximate Time In Hours

7.00

5. Lecture

Outline

Thematic characteristic of cultural assimilation: Examination of emerging integrated identities

Representative short stories, such as "Rage is a Fallen Angel" by Alba Ambert, "Somewhere Outside Duc Pho" by Daniel Cano, and "The Boy Without a Flag" by Abraham Rodríguez, Jr.

Representative poems, such as "Bilingual Sestina" by Julia Alvarez; "AmeRícan" by Tato Laviera; "Elena" and "Legal Alien" by Pat Mora; "The Welder" by Cherrié Moraga; "Ending Poem" by Aurora Levins Morales and Rosario Morales; and "Peruana Perdida" by Adeline Yllanes

Representative drama, such as CLOUD TECTONICS by José Rivera

Representative essay, such as "La Conciencia de la Mestiza: Towards a New Consciousness" by Gloria Anzaldúa

Representative novel, such as THE HOUSE ON MANGO STREET by Sandra Cisneros

Approximate Time In Hours

10.00

6. Lecture

Outline

Thematic characteristic of current literary trends, such as the emergence of gay/lesbian voices, increasing dominance of Latina writers, and the decline of magical realism while multi-perspective and fragmented narratives hold firm

Representative short stories, such as "Horologist" by Jack Agüeros, "Fulgencio Llanos: El Fotógrafo" by Sandra Benítez, "The Documentary Artist" by Jaime Manrique, and "Obliterate the Night" by Benjamin Alire Sáenz

Representative poems, such as "Women are Not Roses" by Ana Castillo, "Puerto Rican Discovery #11: Samba Rumba Cha-Cha Be-Bop Hip-Hop" by Sandra María Esteves, and "Annie Says" by Michelle Serros

Representative essay, such as "The Story of My Body" by Judith Ortiz Cofer

Representative novels, such as THE FLOWERS by Dagoberto Gilb and IN THE TIME OF BUTTERFLIES by Julia Alvarez

Approximate Time In Hours

10.00

General Education/Transfer

Local GE/Graduation Requirements:

- 3 - Arts and Humanities

Cal-GETC:

- 3B: Humanities

UC TCA:

- UC-H Arts and Humanities

Course Objectives

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

1. Lecture

Identify, paraphrase, and summarize works by Chicano and Latinx writers.

2. Lecture

Analyze the elements of literature (plot, characters, point of view, themes, setting, and style).

3. Lecture

Identify narrative style trends in Chicano and Latinx writing (Magical Realism, autobiographical trends, first-person narrator, Modernist Latinx fiction).

4. Lecture

Interpret essays, novels, short stories, dramas, and poems of Chicano and Latinx writers.

5. Lecture

Compare and contrast authors' treatments of themes, characters, and subject matter found in Chicano and Latinx literature.

6. Lecture

Synthesize several critical studies on works of literature by given authors.

7. Lecture

Examine the diversity of voices found among various authors of Chicano and Latinx heritage.

8. Lecture

Explain the socio-cultural significance of Chicano and Latinx literary works in the context of urban and rural problems, accomplishments, and values.

9. Lecture

Develop an aesthetic understanding of the Chicano and Latinx life experience.

10. Lecture

Apply literary theory (which may include Critical Race Theory (Latinx Critical Race Theory), Critical Gender and Sexuality Theory, American Studies, New Historicism, Formalism, and Marxist Theory) to analyze the literature, with special focus on the lived experiences and social struggles of Chicanx and Latinx peoples.

Student Learning Outcomes

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

1. Present a clear thesis that makes an interpretative argument about Chicano/Latinx texts and that is developed through appropriate identification of representative cultural themes.
2. Identify and analyze representative works of literature in terms of historical and cultural backgrounds, regional ethnic experiences, and unifying themes and motifs that reflect the Chicano/Latinx experience.
3. Support a thesis by including relevant quotations from primary and multiple secondary texts throughout the paper as well as detailed interpretation of these quotations.
4. Use correct MLA documentation methods as well as correct grammar, spelling and punctuation.

Methods of Instruction

- Discussion
- Lecture
- Multimedia presentations

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Reading Assignments:

Select one of the stories from *Woman Hollering Creek and Other Stories* by Sandra Cisneros. Read and annotate the story, paying special attention to the theme of confronting systems of power and shaping personal identity. In a 2-page reader response, discuss how family dynamics, gender, sexuality, and other personal experiences shape who people are.

The goal is to examine the protagonist's path toward self-acceptance. Consider two main factors: the nature of their personal journey and the role family beliefs play in shaping their sense of identity.

Writing Assignments:

Write a 3-4 page analysis examining the trajectory of the Chicanx experience in America, focusing on how systemic prejudice has shaped both the challenges faced by Mexican Americans and the strategies used to dismantle them. In your discussion, address the visibility gap in American history: why does the Chicano Movement often occupy a different space in the national consciousness than the African American Civil Rights Movement, and how does this reflect broader patterns of American historical memory? Support your argument with evidence from the course texts, historical parallels, and relevant cultural or artistic expressions.

In a 350 word in-class journal entry, analyze the concept of assimilation in Pat Mora's poem "Elena." The speaker in the poem makes an effort to assimilate into United States society through language. What does the symbolic act of locking herself in the bathroom to study English imply about her determination?

Outside-of-Class Assignments:

Compile a series of *testimonios* and *cuentos* that illustrate the complex process of negotiating a Chicanx identity. Using your selected readings from the Chicana/o Movement or Language module, examine how these narratives reconcile individual agency with social expectations. What specific turning points in these texts mark the transition from internal conflict to a realized sense of self? Your analysis should demonstrate how the self is both a personal discovery and a political act.

Course Materials

1. **Author:** de la Peña, Matt
Title: Mexican Whiteboy
Publisher: Ember
ISBN-13: 9780440239383
Year: 2011
Rationale for older textbook:
Discipline standard
Or Equivalent: No
2. **Author:** Moreno-Garcia, Silvia
Title: Mexican Gothic
Publisher: Del Rey
ISBN-13: 9780525620785
Year: 2020
Rationale for older textbook:
Discipline Standard
Or Equivalent: No
3. **Author:** Sandra Cisneros
Title: Woman Hollering Creek: And Other Stories
Publisher: Vintage
ISBN-13: 978-0679738565
Year: 1992
Rationale for older textbook:
Discipline Standard
Or Equivalent: No
4. **Author:** Robert Shapard, James Thomas, Ray Gonzales
Title: Sudden Fiction Latino Short-Short Stories from the United States and Latin America
Publisher: W.W. Norton and Company
ISBN-13: 978-0-393-33645-0

Year: 2010

Rationale for older textbook:

Discipline standard.

Or Equivalent: Yes

5. Author: Gabriel García Márquez

Title: Chronicle of a Death Foretold

Publisher: Vintage

Year: 2003

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

6. Author: Editors John S. Christie and Jose B. Gonzalez

Title: LATINO BOOM

Publisher: Pearson Longman

Year: 2006

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

7. Author: Rudolfo Anaya

Title: BLESS ME, ULTIMA

Publisher: Grand Central Publishing

Year: 1999

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

8. Author: Daniel Houston-Davila

Title: MALINCHE'S CHILDREN

Publisher: University Press of Mississippi

Year: 2003

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

9. **Author:** Sandra Cisneros

Title: THE HOUSE ON MANGO STREET

Publisher: Vintage Press

Year: 2009

Or Equivalent: No

10. **Author:** Dagoberto Gilb

Title: THE FLOWERS

Publisher: Grove Press

Year: 2008

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

11. **Author:** Christina Garcia

Title: Bordering Fires

Publisher: Vintage

Year: 2006

Rationale for older textbook:

Discipline Standard

Or Equivalent: No

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

Title: New Directions in Chicanx and Latinx Studies

Publisher: LibreCommons CC-BY-NC 4.0

Year: 2023

Or Equivalent: No

Minimum Qualification

1. English
Condition



Course Outline of Record

Course Information

Course Information

Course Discipline: ENGL

Course Division: Fine Arts, Communication and Humanities

Course Number: 243

Full Course Title: African American Literature

Short Title: African American Lit

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

This course provides a chronological and thematic survey of African American literature. Students will read and discuss representative works by African American writers. Emphasis will be on classic and contemporary literature.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

108.000

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

54.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

108.000

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

3.000

Activity Units:**Lab Units:****Min/Max Units:**

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

1. Lecture

Outline

Course Introduction

Course objectives

Significance of African American literature and social experiences

General characteristics of African American literature

Approximate Time In Hours

3.00

2. Lecture

Outline

Background Material on African American Literature

Historical Contexts

Cultural Contexts

Social Movements

Literary Movements

Approximate Time In Hours

6.00

3. Lecture

Outline

The Elements of African American Poetry

Historical Contexts
Cultural Contexts
Social/Political Issues
Literary Characteristics
Themes
Style

Approximate Time In Hours

9.00

4. Lecture

Outline

The Elements of African American Fiction

Historical Contexts
Cultural Contexts
Social/Political Issues
Literary Characteristics
Themes
Style

Approximate Time In Hours

9.00

5. Lecture

Outline

The Elements of African American Non-Fiction

Historical Contexts
Cultural Contexts

Social/Political Issues
Literary Characteristics
Themes
Style

Approximate Time In Hours
9.00

6. **Lecture**

Outline

Critical Theory with Application to African American Literature

Harlem Renaissance
Historical Criticism
Biographical Criticism

Reconstruction Literature
Historical Criticism
Biographical Criticism

Slave Narrative
Historical Criticism
Biographical Criticism

Approximate Time In Hours
9.00

7. **Lecture**

Outline

Textual Analysis of the Presentation of African Americans in Longer Selected Works,
including:

Portrayal of African American Characters
African American Themes
African American Imagery and Symbolism

Approximate Time In Hours
9.00

Course Objectives

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

1. **Lecture**

Analyze and evaluate African American literature through poetry, drama, and prose writings of different types and lengths.

2. **Lecture**

Examine and discuss characteristics and themes within African American literature.

3. **Lecture**

Analyze and evaluate works by prose writers, poets, and dramatists of African American origins.

4. **Lecture**

Research and assess African American writers' contributions to American literature and society.

5. **Lecture**

Identify and define significant cultural aspects of African Americans through African American literature, lectures, television programs, and films.

6. **Lecture**

Examine experiences of African Americans in the United States through a variety of African American literature and visual media.

7. **Lecture**

Contrast the experiences of African Americans with those of the dominant culture through African American literature, lectures, and films.

Student Learning Outcomes

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

1. Analyze representative works of African American literature in terms of its historical progression.
2. Analyze representative works of African American literature in terms of unifying themes and motifs.
3. Analyze representative works of African American literature in terms of regional, cultural, and ethnic considerations.

Methods of Instruction

- **Discussion**

The instructor will lead students to discuss a representative African American text in terms of form and structure and relate it to the main themes of the text.

- **Group Activities**

The instructor will prepare a variety of in-class and out of class group assignments. One example is that students could work in groups to prepare a presentation on a text not assigned in the syllabus in order to introduce and analyze its meaning and significance to the rest of the class.

- **Lecture**

Lectures will introduce a variety of genres, historical, cultural, social, and contextual considerations, as well as a sampling of contemporary critical theory as applicable to chosen texts.

- **Multimedia presentations**

A variety of modes of instructional delivery will be utilized such as film adaptations, short videos, news footage, and other multimedia presentations.

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Reading Assignments:

Select one of the assigned readings, read the text and discuss how the protagonists navigate the veil or the mask or racial identity. You should analyze how the historical progression changed the way authors depicted the performance of race and the pursuit of authentic identity.

Choose one major work (e.g., Zora Neale Hurston's *Their Eyes Were Watching God* or August Wilson's *Fences*) and present an analysis of its use of African American Vernacular English (AAVE), musicality (Blues/Jazz structures), or folklore.

Writing Assignments:

Create a multi-media presentation to demonstrate the connections between African American genres in terms of themes, concerns, motifs, or symbols.

Select one major literary work and pair it with a specific musical or oral tradition (e.g., *The Color Purple* paired with Field Hollers/Gospel, or *Invisible Man* paired with Louis Armstrong's Jazz). Students must present an analysis of how the historical progression of that music form mirrors the themes in the literature. Include at least three audio clips or visual artifacts (photographs, sheet music, or lyrics). Students must demonstrate how a specific motif (e.g., "call and response" or "the blues impulse") functions as a structural device within the written text.

Outside-of-Class Assignments:

Write a 6-8 page analysis of Octavia Butler's *Kindred*, showing how Dana's pull from 1976 California back to antebellum Maryland serves to bridge the historical progression of the Black experience. How does Dana's modern perspective shift as she is forced to adopt historical survival strategies, and how does this reflect the unifying theme of trauma and endurance across generations?

Course Materials

1. **Author:** Margaret Alma Cox and Patricia Ann West
Title: Great Works of African American Literature
Publisher: Affordable Learning Georgia, an Initiative of the University System of Georgia
Year: 2022
Or Equivalent: No
2. **Author:** Octavia E. Butler
Title: Kindred
Publisher: Penguin Random House
Year: 2022
Or Equivalent: No
3. **Author:** John Lewis and Andrew Aydin
Title: March: Book One
Publisher: Penguin Random House
Year: 2016
Rationale for older textbook:
This is a groundbreaking graphic-novel memoir by a living legend of the civil rights movement and was #1 on the NYT bestsellers.
Or Equivalent: No
4. **Author:** Hansberry, Lorraine
Title: A Raisin in the Sun
Edition: 30th Anniversary
Publisher: Samuel French, Inc.
Year: 1987
Rationale for older textbook:
Discipline Standard
Or Equivalent: No
5. **Author:** Wilson, August
Title: Fences

Edition: 1st

Publisher: Samuel French, Inc.

Year: 1986

Rationale for older textbook:

Discipline standard

Or Equivalent: No

6. **Author:** Henry Louis Gates, Valerie Smith, William L Andrews, Frances Smith Foster, Brent Hayes Edwards, Deborah E McDowell, Hortense Spillers, Kimberly Benston, Jesse McCarthy, Farah Jasmine Griffin

Title: Norton Anthology of African American Literature

Edition: 4th

Publisher: Norton Press

ISBN-13: 9781324047063

Year: 2025

Or Equivalent: Yes

7. **Author:** Patricia France and Hajra Ismail Yacooboli

Title: Afrofuturism Across the African Diaspora: Empowering Black Students Through Literature

Publisher: College of Marin

Year: 2023

Or Equivalent: No

1. **Other:**

Articles or stories in magazines, newspapers, or books that pertain to African American literature or related topics.

2. **Other:**

One full-length novel related to African American literature.

Minimum Qualification

1. English Condition



Course Outline of Record

Course Information

Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 128

Full Course Title: History of California

Short Title: History of California

TOP Code: 220500 - History

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

This course is a survey of the history of California with an emphasis on the geographical, political, socio-economic and cultural development of the state. The role of ethnic minorities and women from pre-European times to the present will also be discussed.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

108.000

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

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

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

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

1. Lecture**Outline**

Geography of California A. Major Land Forms B. Flora and Fauna C. Climate and its Effects D. Natural Forces Affecting the Environment

Approximate Time In Hours

4.00

2. Lecture**Outline**

Native Americans A. A Linguistic and Cultural Overview

Approximate Time In Hours

3.00

3. Lecture**Outline**

Spanish Exploration and Colonization A. Establishment of Missions, Presidios and Pueblos B. Foreign Exploration and Cultural Patterns

Approximate Time In Hours

3.00

4. Lecture**Outline**

Mexican California A. Political, Social and Economic Developments B. Land Grants and Ranchos C. Hide and Tallow Trade D. Arrival of American Fur Traders, Trappers, and Cultural Life E. Arrival of American Overland Pioneers

Approximate Time In Hours

3.00

5. Lecture**Outline**

The War with Mexico, 1846-1848 A. Origins of the War B. The Bear Flag Revolt C. United States Invasion of California D. The Treaty of Guadalupe Hidalgo

Approximate Time In Hours

3.00

6. Lecture

Outline

The Gold Rush A. Discovery of Gold B. Society and Culture C. Immigration D. Economic Impact

Approximate Time In Hours

4.00

7. Lecture**Outline**

Pre-Statehood, 1848-1850 A. Military Rule B. Constitutional Convention

Approximate Time In Hours

3.00

8. Lecture**Outline**

Early Statehood Years, 1850-1860 A. California and the Civil War B. The Land Problem

Approximate Time In Hours

3.00

9. Lecture**Outline**

Social and Economic Developmenets, 1850-1870 A. Nativism B. Indian Wars C. Agricultural and Urban Growth D. Transportation Development E. Roads, Railroads, Ships

Approximate Time In Hours

3.00

10. Lecture**Outline**

Culture and Politics, 1870-1918 A. Writers and Reformers B. Growth of Education C. The Progressive Movement D. The First World War

Approximate Time In Hours

3.00

11. Lecture**Outline**

Material and Population Growth, 1900-1930 A. Oil Industry B. Automobile Age C. Water and Conservation D. Labor Movements E. Mexican Immigration

Approximate Time In Hours

3.00

12. Lecture

Outline

The Depression Decade A. Economic Dislocation B. Dust Bowl Migration C. Utopian Plans

Approximate Time In Hours

3.00

13. Lecture

Outline

20th Century Cultural Developments A. Fads and Cults B. Literary Trends C. Radio, Films and Television

Approximate Time In Hours

3.00

14. Lecture

Outline

The Second World War and Post-War California A. Japanese American Relocation, Racial Unrest B. Economic Growth C. The Rise of Southern California D. Politics E. Emigration from the Midwest and the South

Approximate Time In Hours

4.00

15. Lecture

Outline

California in the 1960s A. The Vietnam War and Social Unrest B. Civil Rights Movements

Approximate Time In Hours

3.00

16. Lecture

Outline

California in the 1970s and 1980s A. Environmental Issues B. Reapportionment and Tax Revolts C. Agriculture D. Politics and Immigration E. Economic Growth F. The Era of Limits

Approximate Time In Hours

3.00

17. Lecture

Outline

The Future of California A. The Environment B. Education C. Economic Growth and Development D. Ethnic Diversity E. California in the New Millennium

Approximate Time In Hours

3.00

Course Objectives

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

1. Lecture

Identify and describe the major geographical features of California and how they impacted the State's development.

2. Lecture

Compare and contrast the major periods in California history and their significance to the political development of the State.

3. Lecture

Evaluate the role and contributions of minorities and women to California history.

4. Lecture

Evaluate the social and cultural impacts of both the Spanish and Mexican periods in the creation of modern California.

5. Lecture

Identify and assess the contributions of major historical figures to California history.

6. Lecture

Describe significant social, economic, and cultural developments in California history.

Student Learning Outcomes

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

1. Upon completion of History of California, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in California history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Methods of Instruction

- **Discussion**

In class and online discussions will follow a prompt that addresses the content objectives and S.L.O..

- **Group Activities**

Discuss course objectives via writing prompts, readings, and textbook in a group setting.

- **Lecture**

History 128 lectures will follow the content objectives and the S.L.O.'s of the course.

- **Multimedia presentations**

Smart classrooms will accommodate PowerPoint, closed captioned videos, podcasts, an overhead projector, and maps.

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Reading Assignments:

In a three- to five-page typed essay, evaluate the impact of the Second World War on California. How did the war change race relations? What was the war's impact on the state's economic infrastructure? Lastly, how is the legacy of the Second World War still with California today?

Heroes and Villains is a theme that runs throughout California history. In a three- to five-page typed essay, compare and contrast the lives and times of three villains and three heroes in California History.

Writing Assignments:

Heroes and Villains is a theme that runs throughout California history. In a three- to five-page typed essay, compare and contrast the lives and times of three villains and three heroes in California History.

Outside-of-Class Assignments:

For this assignment, explore your own understanding of California as a resident of the state and connect that understanding to the history we are studying in this course. What does California mean to you, and how has learning about California's history changed, challenged, or expanded the way you understand the state? You may draw from your own experiences, observations, community, or region. Connect your response to specific course topics, themes, or historical examples that help you explain your perspective.

Course Materials

1. **Author:** Damion Sturm, William Bauer Jr., & Damon Akins

Title: We Are the Land: A History of Native California

Publisher: University of California Press

Year: 2021

Or Equivalent: No

2. **Author:** Randol Contreras

Title: The Marvelous Ones: Drugs, Gang Violence, and Resistance in East Los

Angeles

Publisher: UC Press

Year: 2024

Or Equivalent: No

3. Author: Lindsey Dillon

Title: Toxic City: Redevelopment and Environmental Justice in San Francisco

Publisher: University of California Press

Year: 2024

Or Equivalent: No

4. Author: Thomas J. Osborne

Title: Pacific Eldorado: A History of Greater California

Publisher: Wiley-Blackwell

Year: 2019

Or Equivalent: No

5. Author: Nick Neely

Title: Alta California: From San Diego to San Francisco, A Journey on Foot to Rediscover the Golden State

Publisher: Counterpoint

Year: 2019

Or Equivalent: No

6. Author: Andrew F. Rolle, Arthur C. Verge

Title: California: A History

Edition: 8th

Publisher: Harlan Davidson Press

Year: 2014

Or Equivalent: No

1. Other:

Arthur C. Verge. Paradise Transformed: Los Angeles During the Second World War, Kendall Hunt Publishing Company, 2001.

Minimum Qualification

1. History Condition



Course Outline of Record

Course Information

Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 154

Full Course Title: A History of Mexico

Short Title: History of Mexico

TOP Code: 220500 - History

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

This course surveys the political, social, cultural, and economic history of Mexico from Pre-Columbian times to the present. Discussion of major epochs of Mexican history will focus on the influence of various cultural groups in shaping modern Mexico.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:**Outside-of-Class Hours:**

108.000

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

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

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

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

1. Lecture**Outline**

Identify and Discuss the Primary and Secondary Sources Used to Reconstruct the History of Mexico. A. Schools of Historical Interpretation B. Historical Sources C. Native American and European Cultural Contributions

Approximate Time In Hours

3.00

2. Lecture**Outline**

Identify the Role of Geography in Mexican History A. Topography B. Climate C. Linguistic Development D. Agriculture

Approximate Time In Hours

3.00

3. Lecture**Outline**

Describe and Assess the Cultural Contributions of Pre-Columbian Civilizations of Mexico A. Early Hunting and Gathering (c. 11,000-7000 B.C.E.) B. Archaic Period (c. 7000-2000 B.C.E.) C. Formative Period (c. 1500 B.C.E.-300 C.E.) C. Classic Period (c. 250-900 C.E.) D. Post-Classic Period (c. 900-1400 C.E.) E. Writing Systems

Approximate Time In Hours

6.00

4. Lecture**Outline**

Evaluate Spain's Impact on Mexican Historical Development A. Spain's Medieval Experience B. Spain Under the Catholic Monarchs, Habsburg Dynasty and Bourbon Dynasty C. The Formation of the Spanish Empire

Approximate Time In Hours

3.00

5. Lecture**Outline**

Analyze the Economic, Political and Social Characteristics that Defined Spanish Colonial Mexico from 1521 to 1821 A. The Military, Material and Spiritual Conquest of

Mexico B. Encomienda and Hacienda C. The Social Ordering of Colonial Society D. Agriculture, Mines and Trade E. The Colonial Church F. Viceregal System G. The Bourbon Reforms H. Colonial Cultural Achievements

Approximate Time In Hours

6.00

6. Lecture

Outline

Identify and Discuss the Causes of the Mexican Independence Movement A. The Impact of the Bourbon Reforms B. The Enlightenment C. The French Revolution D. Miguel Hidalgo y Costilla and El Grito De Dolores E. José María Morelos y Pavón F. Agustín Cosme Damián de Iturbide y Aramburo and the Plan De Iguala

Approximate Time In Hours

6.00

7. Lecture

Outline

Assess the Economic and Political Challenges Faced by Mexico During Early Nationhood and Evaluate Mexican Foreign Diplomatic Relationships During the Nineteenth Century A. Mexico's First Empire B. Liberals Versus Conservatives C. Constitution of 1824 D. Age of Santa Anna E. Economic Development F. New Social Orders G. Foreign Relations H. Texas and the Mexican-American War

Approximate Time In Hours

6.00

8. Lecture

Outline

Discuss and Determine the Complex Philosophies and Politics of the Age of Reform A. The Rise of Liberales Puros B. The Laws of Reform C. The Constitution of 1857 D. The War of the Reform E. French Invasion and Occupation F. Cinco de Mayo G. Ferdinand Maximilian Joseph H. Benito Juárez and the Convocatoria. Plan de Noria and Plan de Tuxtepec

Approximate Time In Hours

3.00

9. Lecture

Outline

Analyze the Economic, Political and Social Characteristics of the Age of Porfirio Diaz, 1876-1910
 A. Consolidating Political Power
 B. Camarillas and Rurales
 C. Industrialization, Mines and Railroad
 D. The Social and Economic Gap
 E. Foreign Influences
 F. Labor Unions and Strikes
 G. Ricardo Flores Magón and the Partido Liberal de Mexico
 H. José Yves Limantour and the Científicos
 I. Cultural Achievements

Approximate Time In Hours

6.00

10. Lecture**Outline**

Analyze the Causes, Effects, and Aftermath of the Mexican Revolution
 A. The 1910 Election
 B. Francisco Madero and the Plan de San Luis de Potosí
 C. Emiliano Zapata and Tierra y Libertad
 D. José Doroteo Arango Arámbula "Pancho Villa"
 E. Victoriano Huerta and Counterrevolution
 F. Venustiano Carranza and the Consitution of 1917
 G. Alvaro Obregon
 H. Cultural Achievements

Approximate Time In Hours

6.00

11. Lecture**Outline**

Identify and Evaluate the Major Political Issues of Modern Mexico from 1917 to the Present
 A. One Party Political System
 B. The Presidency of Plutarco Ellias Calles
 C. Marxist-Socialism, 1920s-1930s
 D. Cristero Rebellion, 1920s
 E. Era of Lazaro Cardenas
 F. Mexico During World War II
 G. Economic Growth and Development
 H. End of One Party Political System
 I. Contemporary Issues and Political Trends

Approximate Time In Hours

6.00

Course Objectives

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

1. Lecture

Identify the role of geography in Mexican history.

2. Lecture

Describe and assess the cultural contributions of various pre-Columbian civilizations of Mexico.

3. **Lecture**

Evaluate Spain's impact on Mexican historical development.

4. **Lecture**

Analyze the socioeconomic and poltical characteristics that defined the Spanish colonial period from 1521 to 1821

5. **Lecture**

Identify and discuss the causes of the Mexican Independence movement against Spanish rule including major participants and events.

6. **Lecture**

Assess the economic and political challenges faced by Mexico during early nationhood.

7. **Lecture**

Evaluate Mexican foreign diplomatic relations during the nineteenth century with an emphasis on the role of the United States.

8. **Lecture**

Discuss and determine the complex philosophies and politics of the Age of the Reform.

9. **Lecture**

Analyze the economic, political, and social characteristics of the age of Porfirio Diaz.

10. **Lecture**

Analyze the causes, effects, and aftermath of the Mexican Revolution of 1910.

11. **Lecture**

Identify and evaluate the major political issues of Modern Mexico from 1910 to the present.

Student Learning Outcomes

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

1. Upon completion of A History of Mexico, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Mexican history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Methods of Instruction

- **Discussion**

In class and online discussions will follow a prompt that addresses the content objectives and S.L.O..

- **Group Activities**

Discuss course objectives via writing prompts, readings, and textbook in a group setting.

- **Lecture**

History 154 lectures will follow the content objectives and the S.L.O.'s of the course.

- **Multimedia presentations**

Smart classrooms will accommodate PowerPoint, closed captioned videos, podcasts, an overhead projector, and maps.

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Reading Assignments:

In a four-to-six page essay explain the parallels in the experiences of students at Tlatelolco in 1968 and at Iguala in 2014. What issues were students challenging? What common issues affected students and student movements? Consider the context of both situations and explain how students were affected in subsequent years. What other events from Mexican history can you draw parallels to?

Writing Assignments:

Throughout Mexican history, women have experienced changing social and political roles shaped by culture, religion, law, economic conditions, revolution, and political change. How have the social and political experiences of women changed over the course of Mexican history, and what do those changes reveal about Mexican society? Develop and communicate a historical argument that responds to this question. Use specific examples from the course and evidence from primary and/or secondary sources to support your interpretation. As you develop your response, consider patterns of both change and continuity. You may explore areas such as family and community life, labor, religion, political participation, reform, revolution, or other topics covered in the course. Use the course material and historical sources to make connections, explain your thinking, and show what the experiences of women can help us understand about Mexican history.

Outside-of-Class Assignments:

Choose one specific work of art connected to a period in Mexican history covered in this course. You may select a painting, mural, sculpture, architectural work, codex image, photograph, or another form of visual art. Your goal is to explore the artwork as a historical source and explain what it can help us understand about Mexico during the time in which it was created.

In your report, consider the following questions:

- What artwork did you choose, who created it, and when was it produced?
- What do you notice in the artwork? Consider its people, symbols, setting, colors, imagery, or message.
- What was happening in Mexico during this historical period?
- What connections can you make between the artwork and the material covered in class?
- How does the artwork reflect, respond to, or challenge the political, social, economic, or cultural conditions of its time?
- What does examining this artwork help you better understand about Mexican history?

You may organize your report in the way that best helps you communicate your ideas clearly. Your response should make specific connections to course material and use details from the artwork to support your interpretation.

The purpose of this assignment is not to identify one "correct" interpretation. Instead, use historical evidence and your observations to explain how the artwork can deepen our understanding of the period in which it was created.

Some assignments require critical thinking:

In a five-page essay, develop a historical thesis that compares two distinct periods, movements, or major developments in Mexican history. Your argument should explain a meaningful similarity and/or difference between the two and make a broader claim about what that comparison reveals about Mexican political, social, economic, or cultural development. Your essay should move beyond describing each topic separately. Instead, use comparison to explain how and why conditions changed or remained consistent over time. You may focus on themes such as political authority, economic inequality, social hierarchy, Indigenous communities, labor, land ownership, foreign intervention, revolution, nationalism, gender, or cultural identity.

Course Materials

1. **Author:** Christina Heatherton
Title: Arise! Global Radicalism in the Era of the Mexican Revolution
Edition: 1st
Publisher: UC Press
Year: 2024
Or Equivalent: No
2. **Author:** Alberto Garcia
Title: Abandoning Their Beloved Land: The Politics of Bracero Migration in Mexico
Edition: 1st
Publisher: University of California Press
Year: 2023
Or Equivalent: No
3. **Author:** Gilbert M Joseph (Editor), Timothy J Henderson (Editor)
Title: The Mexico Reader: History, Culture, Politics
Edition: 2nd
Publisher: Duke University Press
Year: 2022
Or Equivalent: No
4. **Author:** Brian R. Hamnett
Title: A Concise History of Mexico
Edition: Third
Publisher: Cambridge University Press
ISBN-13: 978-1316626610
Year: 2019
Or Equivalent: No
5. **Author:** Camilla Townsend
Title: Fifth Sun: A New History of the Aztecs

Edition: First

Publisher: Oxford University Press

ISBN-13: 978-0190673062

Year: 2019

Or Equivalent: No

6. **Author:** Michael C. Meyer, William L. Sherman, and Susan M. Deeds

Title: The Course of Mexican History

Edition: Eleventh

Publisher: Oxford University Press

ISBN-13: 978-0190659011

Year: 2017

Or Equivalent: No

1. **Other:**

Alba, Gaspar Alicia, and Georgina Guzmán. Making a Killing: Femicide, Free Trade, and La Frontera (Chicana Matters). Illustrated, University of Texas Press, 2010.

2. **Other:**

Ramírez, Gloria Muñoz, et al. The Fire and the Word: A History of the Zapatista Movement. 51587th ed., City Lights Publishers, 2008.

3. **Other:**

Paz, Octavio. The Labyrinth of Solitude: The Other Mexico, Return to the Labyrinth of Solitude, Mexico and the United States, the Philanthropic Ogre (Winner of the Nobel Prize). Later Printing Used, Grove Press, 1994.

4. **Other:**

Taibo II, Paco Ignacio. '68: The Mexican Autumn of the Tlatelolco Massacre. Seven Stories Press, 2019.

5. **Other:**

Luiselli, Valeria, and Jon Lee Anderson. Tell Me How It Ends: An Essay in 40 Questions. Later Printing, Coffee House Press, 2017.

Minimum Qualification

1. History Condition

Questions From Academic Senate Regarding Program Mapper and Course Deactivation and Inactivation Policy

1. Discussion Item—Program Mapper

The Academic Senate tabled the Program Mapper, which originated with the CCC, at its June 4, 2026, meeting due to the following questions and concerns that need to be addressed:

- Is there compensation for the time involved in developing the Program Mapper?
- Are special assignments offered for this work?
- Could the Program Mapper be developed concurrently with the curriculum, rather than after the curriculum has been created?
- Is developing the Program Mapper considered part of a counselor's current job responsibilities?

2. Course Deactivation and Inactivation Policy:

The Academic Senate tabled this item, which originated with the CCC, at its June 4, 2026, meeting due to the following questions and concerns that need to be addressed:

- Discussion was held regarding the proposed language in the Course Deactivation Policy. Concern was raised that the proposed language did not reflect the intent of the language previously requested by Michael VanOverbeck and approved by the CCC.
- The CCC-approved language was intended to address situations in which a department has no full-time faculty available to initiate a Course Deactivation Request. In those cases, the Division Chair would be authorized to initiate the deactivation request on behalf of the department.
- The language presented to the Academic Senate instead stated that if a course review is not submitted during the next review cycle, the course would be deactivated unless full-time faculty, or the Division Chair when faculty are unavailable, submitted an exemption that was subsequently approved by the CCC and Academic Senate.
- It was clarified that the intent was not to establish automatic deactivation or to require the Division Chair to request an exemption to prevent deactivation. Rather, the intent was solely to identify who has authority to initiate a Course Deactivation Request when a department has no full-time faculty available to do so.
- The Course Deactivation and Inactivation Policy was therefore tabled until the language could be revised to accurately reflect the language and intent previously approved by the CCC.



Compton College
[Program Name]

Instructions:

- Discipline faculty should reach out to the Dean of Counseling and Guided Pathways asking which counselor they should work with early in the program proposal process and let the dean know their timeline for completion.
- Discipline faculty should fill out the map to the best of their ability prior to meeting/sharing with the assigned counselor.
- Add additional rows/boxes if needed for high unit or CTE programs.

FALL

TOTAL	

SPRING

TOTAL	

FALL

TOTAL	

SPRING

TOTAL	

TOTAL	
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Proposed Policy: Course Deactivation

Purpose

This policy confirms that Compton College maintains a current, accurate, and academically sound curriculum in compliance with Compton College BP 4020 to “establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.”

This course deactivation process ensures that Compton College’s catalog accurately represents courses that are viable, current, supported, and accessible to students. This policy applies to all credit and noncredit courses approved by the College Curriculum Committee and listed in the College catalog, schedule of classes, and Chancellor’s Office Curriculum Inventory (COCI).

Policy Statement

The following courses require a course review within the next established cycle.

- Courses that are out of compliance with the course review schedule (five years for standard courses, or two years for Career Technical Education courses).
- Courses that have not been offered or have been offered unsuccessfully (i.e., canceled prior to running) for four consecutive academic years.

If a course review is not submitted during the next review cycle, the courses will be deactivated unless the division, by full-time faculty or the division chair if faculty is not available, submits an exemption for them, and it is approved by the College Curriculum Committee and the Academic Senate.

Annual Course Review and Currency Evaluation

At the start of each fall semester, in collaboration with the Office of Institutional Effectiveness, the Office of Academic Affairs will identify courses that meet one or more of the following conditions:

- Have not been offered or have been offered unsuccessfully for four consecutive academic years; and
- Have exceeded the locally established course review cycle (e.g., five years for standard courses, two years for Career Technical Education courses) without completing the required curriculum review.

Division Notification

The identified course list will be distributed to:

- Division Deans
- Department Chairs
- Division Curriculum Committee Faculty Representatives
- College Curriculum Committee Chair

The notification will specify whether courses are being reviewed due to a lack of scheduling/offering history, a lack of completed course review, or both.

Division Faculty Review

The Division Curriculum Committee Faculty Representative will consult with discipline faculty and the Division Dean to determine the appropriate action for each identified course.

The Division must submit a Course Deactivation Request Form to the College Curriculum Committee by the end of the fall semester after receiving the list of courses to be deactivated.

Course Deactivation Request: Division Response Options

The Division must select **one** of the following options on the **Course Deactivation Request Form**:

a. Request for Deactivation

Courses approved for deactivation [through the curriculum process](#) will be administratively deactivated due to a lack of recent offering and/or failure to complete the required course review. Deactivated courses will:

- Be removed from active scheduling.
- Be administratively updated in Banner, Chancellor's Office Curriculum Inventory (COCI), and CurrlQunet.
- Be removed from the next published college catalog.

Deactivated courses may be reactivated only after completing the full curriculum review and approval process in accordance with current ACCJC, CCCO, and local standards.

b. Request for Exemption

Requests for exemption must include a written justification from the Division Chair (or designee) explaining:

- Why was the course not offered, and/or why was the course review not completed within the required cycle?
- A detailed plan to offer the course and/or complete the required course review within the next two academic years.

Approved exemptions enable the course to remain active in the college catalog for a specified period, subject to a follow-up review.

Note: If no response is received from the Division by the end of the fall semester, the course will be automatically placed on the first spring College Curriculum Committee's agenda for consideration of deactivation.

College Curriculum Committee Review

The College Curriculum Committee will review all Course Deactivation Requests as Action Items.

As part of its deliberation, the Committee will consider:

- Justifications submitted for exemptions.
- Compliance with required course review timelines.
- The impact on certificates, degrees, and programs resulting from the continued unavailability or outdated status of the course.

Final Action

Courses not approved for retention or exemption will be forwarded to the Academic Senate for approval of deactivation. Upon final approval of deactivation, the Curriculum Analyst will deactivate courses in Banner, COCI, and CurrlQunet and remove them from the next published college catalog.

Course Deactivation Request Form (Sample Form)

(Required Elements)

☐ **Request for Deactivation** (due to lack of offering or failure to complete the required course review)

☐ **Request for Exemption**

If requesting an exemption, provide the following justification:

- Why has the course not been offered, or why has the course review not been completed?
- How will the Division offer the course and/or complete course review and utilize this course within the next three academic years?

Course Review Past Due

Compton Course					Next Review
Course	#	Course Title	CTE	Date Last Reviewed	Due
Business and Industrial Studies					
ACR	99*	Independent Study	Y	6/15/2021	2023
ACR	121*	Air Conditioning Fundamentals	Y	9/8/2020	2022
ACR	123*	Commercial Refrigeration Applications	Y	9/8/2020	2022
ACR	125*	Energy Efficient Residential, Commercial and Industrial Air Conditioning	Y	9/8/2020	2022
ACR	127*	Heating Technologies	Y	9/8/2020	2022
ACR	130*	Electric Controls	Y	9/8/2020	2022
ACR	131*	HVAC Electronics	Y	9/8/2020	2022
ACR	134*	HVAC Customer Service and industry certifications	Y	9/8/2020	2022
ACR	136*	Electrical Applications	Y	9/8/2020	2022
ACR	160*	Refrigeration and Air Conditioning Control Systems	Y	9/8/2020	2022
ACR	161*	Fundamentals of Automation Systems	Y	9/8/2020	2022
ACR	162*	Energy Control and Optimization Systems	Y	9/8/2020	2022
ACRP	101	Introduction to Automotive Collision Repair	Y	10/17/2023	Fall 2025
ACRP	102*	Collision Repair Equipment and Welding Techniques	Y	08/20/2019	2021
ACRP	103*	Major Collision Analysis and Repair	Y	6/20/2023	Spring 2025
ACRP	104*	Mechanical and Electrical Systems for Collision Repair Technicians	Y	6/20/2023	Spring 2025
ACRP	106*	Automotive Collision Repair for Non-Majors	Y	11/21/2023	Fall 2025
ACRP	120*	Automotive Collision Investigation	Y	08/20/2019	2021
ACRP	122*	Automotive Repair Fraud	Y	08/20/2019	2021
ACRP	124*	Automotive Collision Analysis	Y	08/20/2019	2021
ACRP	126*	Automotive Accident Reconstruction	Y	08/20/2019	2021
ACRP	130*	Basic Automotive Painting - Refinishing	Y	10/17/2023	Fall 2025
ACRP	132*	Automotive Refinishing Materials and Equipment	Y	10/17/2023	Fall 2025
ACRP	134*	Automotive Refinishing Applications	Y	6/20/2023	Spring 2025
ACRP	136*	Introduction to Automotive Collision Estimating	Y	08/20/2019	2021
ACRP	138*	Computerized Collision Damage Estimating	Y	08/20/2019	2021

Course Review Past Due

ATEC	99*	Independent Study	Y	08/20/2019	2021
ATEC	101*	Introduction to Automotive Service	Y	11/21/2022	Fall 2024
ATEC	114*	Brakes	Y	5/19/2020	2022
ATEC	116*	Suspension and Four Wheel Alignment	Y	4/18/2022	Spring 2024
ATEC	123*	Engine Performance, Electrical and Fuel Systems	Y	4/18/2023	Spring 2025
ATEC	124*	Computer Controlled Engine Management, Fuel Systems and Emissions	Y	9/11/2018	2020
ATEC	125*	Automotive Electrical Systems	Y	4/18/2023	Spring 2025
ATEC	128*	Automotive Testing and Diagnosis	Y	5/16/2022	Spring 2024
ATEC	134*	Automatic Transmissions	Y	4/18/2022	Spring 2024
ATEC	135*	Manual Transmission, Drive Train and Drive Axles	Y	10/17/2022	Fall 2024
ATEC	142*	Engine Repair	Y	12/10/2019	2021
ATEC	143*	Introduction to Engine Repair	Y	5/19/2020	2022
ATEC	181*	Automotive Air Conditioning	Y	12/10/2019	2021
BUS	111*	Accounting for Small Business	Y	12/12/2023	Fall 2025
BUS	120*	Business Management	Y	12/12/2023	Fall 2025
BUS	121*	Human Resources Management	Y	12/12/2023	Fall 2025
CIS	61*	Introduction to Application Development Environment: Swift	Y	12/12/2022	Fall 2024
CIS	62*	Programming Fundamentals 1	Y	12/12/2022	Fall 2024
CIS	63*	Programming Fundamentals I: Apple Swift I	Y	12/12/2022	Fall 2024
CIS	64*	Programming Fundamentals II: Apple Swift II	Y	12/12/2022	Fall 2024
CIS	65*	Advanced Application Development Swift	Y	12/12/2022	Fall 2024
CIS	102*	Office Applications	Y	10/17/2022	Fall 2024
CIS	113*	Computer Information Systems	Y	12/12/2022	Fall 2024
CIS	116*	Using Microsoft Excel	Y	6/27/2022	Spring 2024
CIS	119*	Database Management Using Microsoft Access	Y	11/16/2021	2023
CIS	124*	Introduction to eCommerce	Y	12/12/2022	Fall 2024
CIS	126*	Systems Analysis and Design	Y	5/16/2022	Spring 2024
CIS	131*	Help Desk Operations	Y	3/21/2023	Spring 2025
CIS	132*	Personal Computer Support and Networking	Y	11/16/2021	2023
CIS	140*	Introduction to Networks Cisco 1	Y	6/27/2022	Spring 2024
CIS	141*	Routing and Switching Essentials Cisco 2	Y	5/16/2022	Spring 2024
CIS	160*	Application Development and Programming Using Visual Basic.Net	Y	11/16/2021	2023

Course Review Past Due

CIS	170*	Mashup JavaScript, jQuery and AJAX	Y	3/21/2023	Spring 2025
CIS	174*	ASP.NET with C# Business Web Programming	Y	11/21/2023	Fall 2025
CIS	176*	Building Mobile Apps	Y	4/18/2016	2018
CIS	190*	Introduction to Cloud Computing	Y	12/7/2021	2023
CIS	192*	Database Essentials in AWS	Y	9/8/2020	2022
CIS	194*	Computer Engines in AWS	Y	9/8/2020	2022
CIS	196*	Security in AWS	Y	9/8/2020	2022
COSM	99*	Independent Study	Y	11/21/2022	Fall 2024
COSM	101*	Introduction to Cosmetology Procedures	Y	10/17/2022	Fall 2024
COSM	104*	Introduction to Cosmetology I	Y	11/21/2022	Fall 2024
COSM	105*	Introduction to Cosmetology II	Y	10/17/2022	Fall 2024
ETEC	110*	Principles of Engineering Technology	Y	12/17/2019	2021
ETEC	110A*	Principles of Engineering Technology I	Y	12/17/2019	2021
ETEC	110B*	Principles of Engineering Technology II	Y	5/20/2021	2023
ETEC	112*	Introduction to Engineering Design	Y	12/17/2019	2021
ETEC	112A*	Introduction to Engineering Design I	Y	12/8/2020	2022
ETEC	112B*	Introduction to Engineering Design II	Y	11/17/2020	2022
ETEC	114*	Electronics for Engineering Technologists	Y	12/17/2019	2021
ETEC	114A*	Electronics for Engineering Technologists I	Y	12/17/2019	2021
ETEC	114B*	Electronics for Engineering Technologists II	Y	12/17/2019	2021
ETEC	115*	Aerospace Engineering	Y	12/17/2019	2021
ETEC	115A*	Aerospace Engineering I	Y	12/17/2019	2021
ETEC	115B*	Aerospace Engineering II	Y	11/17/2020	2022
ETEC	116*	Computer Integrated Manufacturing	Y	12/17/2019	2021
ETEC	116A*	Computer Integrated Manufacturing I	Y	12/17/2019	2021
ETEC	116B*	Computer Integrated Manufacturing II	Y	12/17/2019	2021
ETEC	118*	Engineering Design and Development	Y	12/17/2019	2021
ETEC	118A*	Engineering Design and Development I	Y	12/8/2020	2022
ETEC	118B*	Engineering Design and Development II	Y	5/20/2021	2023
MTEC	99*	Independent Study	Y	08/20/2019	2018
MTT	99*	Independent Study	Y	08/20/2019	Fall 2026
RE	111*	Real Estate Principles	Y	10/19/2021	2023
RE	113*	Real Estate Practice	Y	10/19/2021	2023
RE	114*	Real Estate Finance I	Y	10/19/2021	2023

Course Review Past Due

RE	115*	Advanced Real Estate Finance	Y	8/20/2019	2021
RE	116*	Real Estate Economics	Y	11/16/2021	2023
RE	119*	Real Property Management	Y	6/15/2021	2023
RE	121*	Real Estate Investments	Y	2/17/2016	2018
RE	126*	Escrows	Y	2/17/2016	2018
RE	131*	Mortgage Loan Brokering and Lending	Y	11/16/2021	2023
RE	140*	Real Estate Appraisal	Y	11/16/2021	2023
RE	141*	Advanced Real Estate Appraisal	Y	11/16/2021	2023
WELD	99*	Independent Study	Y	4/18/2023	Fall 2025
WELD	109*	Advanced Welding for Manufacturing	Y	3/21/2023	Spring 2025
WELD	111*	Introduction to Shielded Metal Arc Welding (SMAW)	Y	3/21/2023	Spring 2025
WELD	113*	Intermediate Shielded Metal Arc Welding (SMAW)	Y	3/21/2023	Spring 2025
WELD	123*	Advanced Arc Welding Specialty Lab	Y	3/21/2023	Spring 2025
WELD	125*	Advanced Certification and Career Preparation Lab	Y	3/21/2023	Spring 2025
WELD	128*	American Welding Society (AWS) D1.1 Certification Test Preparation	Y	4/18/2023	Fall 2025
WELD	129*	Blueprint Reading		3/21/2023	Spring 2025
WELD	144*	Advanced Gas Tungsten Arc Welding (GTAW) Skills Lab	Y	3/21/2023	Spring 2025
WELD	150*	Structural Fabrication	Y	3/21/2023	Spring 2025

Course Review Past Due

Fine Arts Communication and Humanities					
Course	Compton Course #	Course Title	CTE	Date Last Reviewed	Next Review Due
ART	222*	Fundamentals of Painting I	N	5/19/2020	Spring 2025
ART	223*	Fundamentals of Painting II	N	5/19/2020	Spring 2025
ART	224*	Fundamentals of Painting III	N	5/19/2020	Spring 2025
ART	230*	Two-Dimensional Design II	Y	6/16/2020	Spring 2025
DANC	103*	History of Dance in the 20th Century	N	8/20/2019	Fall 2024
DANC	110*	Beginning Dance	N	9/8/2020	Fall 2025
DANC	120A*	Beginning Ballet A	N	8/20/2019	Fall 2024
DANC	120B*	Beginning Ballet B	N	9/8/2020	Fall 2025
DANC	130A*	Beginning Modern Dance A	N	8/20/2019	Fall 2024
DANC	130B*	Beginning Modern Dance B	N	8/20/2019	Fall 2024
DANC	140*	Jazz Dance I	N	8/20/2019	Fall 2024
DANC	161*	Tap Dance I - Beginning	N	8/20/2019	Fall 2024
DANC	162*	Hip Hop Dance	N	8/20/2019	Fall 2024
DANC	165*	African Dance	N	9/8/2020	Fall 2025
DANC	168*	Latin Social Dance	N	8/20/2019	Fall 2024
DANC	170*	Improvisation	N	8/20/2019	Fall 2024
DANC	171A*	Beginning Choreography A	N	8/20/2019	Fall 2024
DANC	171B*	Beginning Choreography B	N	8/20/2019	Fall 2024
DANC	183*	Dance Workshop Ensemble	N	8/20/2019	Fall 2024
DANC	220A*	Intermediate Ballet A	N	8/20/2019	Fall 2024
DANC	220B*	Intermediate Ballet B	N	8/20/2019	Fall 2024
DANC	230A*	Intermediate Modern Dance A	N	8/20/2019	Fall 2024
DANC	230B*	Intermediate Modern Dance B	N	8/20/2019	Fall 2024
DANC	240*	Jazz Dance II	N	8/20/2019	Fall 2024
DANC	250*	Pilates Mat Class	N	10/20/2020	Fall 2025
DANC	262*	Commercial Dance	N	8/20/2019	Fall 2024
DANC	287*	Concert Dance Ensemble	N	8/20/2019	Fall 2024
ESL	05A*	ESL for Childhood Educators I	N	8/20/2019	Fall 2024
ESL	05B*	ESL for Childhood Educators II	N	8/20/2019	Fall 2024
ESL	7*	Career Exploration	N	11/17/2020	Fall 2025
ESL	8*	ESL for Medical Terminology	N	8/20/2019	Fall 2024

Course Review Past Due

ESL	51C*	Advanced Listening, Speaking, and Pronunciation	N	8/20/2019	Fall 2024
ESL	52A*	Introduction to Reading and Vocabulary Building	N	8/20/2019	Fall 2024
ESL	52B*	Intermediate Reading and Vocabulary Building	N	8/20/2019	Fall 2024
ESL	52C*	Advanced Reading	N	8/20/2019	Fall 2024
ESL	53A*	Elementary Writing and Grammar	N	8/20/2019	Fall 2024
ESL	53B*	Intermediate Writing and Grammar	N	8/20/2019	Fall 2024
ESL	53C*	Advanced Essay Writing and Grammar	N	8/20/2019	Fall 2024
FILM	113*	Screenplay Analysis	Y	6/15/2021	2023
FILM	114*	The Social Media Influencer	Y	6/27/2022	Spring 2024
FILM	121*	Audio Production	Y	8/20/2019	2021
FILM	124*	Production Planning	Y	11/17/2020	2022
FILM	128*	Television Production	Y	8/20/2019	2021
FILM	232*	Production II	Y	8/20/2019	2021
FILM	236*	Editing	Y	8/20/2019	2021
JAPA	102*	Elementary Japanese II	N	5/19/2020	Spring 2025
LIBR	101*	Introduction to Library Information Science	N	5/19/2020	Spring 2025
MUSI	96*	Cooperative Work Experience Education	N	8/20/2019	Fall 2024
MUSI	101*	Music Fundamentals	N	8/20/2019	Fall 2024
MUSI	102A*	Beginning Sightsinging	N	8/20/2019	Fall 2024
MUSI	102B*	Advanced Sightsinging	N	8/20/2019	Fall 2024
MUSI	103B*	Theory and Musicianship II	N	12/17/2019	Fall 2024
MUSI	105*	Commercial/Jazz Theory and Musicianship	N	8/20/2019	Fall 2024
MUSI	111*	Music Appreciation Survey	N	5/19/2020	Spring 2025
MUSI	113*	Survey of Jazz	N	5/19/2020	Spring 2025
MUSI	120*	Voice Class I	N	5/19/2020	Spring 2025
MUSI	130*	Beginning Jazz Improvisation	N	8/20/2019	Fall 2024
MUSI	131A*	Beginning Piano I	N	12/17/2019	Fall 2024
MUSI	131B*	Beginning Piano II	N	8/20/2019	Fall 2024
MUSI	143*	Beginning Woodwind Instruments	N	5/19/2020	Spring 2025
MUSI	144*	Beginning Brass Instruments	N	5/19/2020	Spring 2025
MUSI	145*	Beginning Percussion Instruments	N	5/19/2020	Spring 2025
MUSI	146*	Beginning String Instruments	N	5/19/2020	Spring 2025
MUSI	147A*	Beginning Guitar	N	12/17/2019	Fall 2024
MUSI	147B*	Beginning Guitar II	N	5/19/2020	Spring 2025
MUSI	152*	Concert Choir	N	11/17/2020	Fall 2025

Course Review Past Due

MUSI	181B*	Electronic Music Studio	N	8/20/2019	Fall 2024
MUSI	183*	Keyboarding for Commercial Music	N	8/20/2019	Fall 2024
MUSI	190A*	Applied Music/Private Lessons	N	12/10/2019	Fall 2024
MUSI	190B*	Applied Music II	N	12/10/2019	Fall 2024
MUSI	190C*	Applied Music III	N	12/10/2019	Fall 2024
MUSI	190D*	Applied Music IV	N	12/10/2019	Fall 2024
MUSI	203*	Theory and Musicianship III	N	12/10/2019	Fall 2024
MUSI	215A*	Music History and Literature Up to 1750	N	11/17/2020	Fall 2025
MUSI	220*	Voice Class II	N	12/17/2019	Fall 2024
MUSI	231A*	Intermediate Piano I	N	12/17/2019	Fall 2024
MUSI	231B*	Intermediate Piano II	N	12/17/2019	Fall 2024
MUSI	232*	Advanced Piano	N	12/17/2019	Fall 2024
MUSI	247*	Intermediate Guitar	N	6/16/2020	Spring 2025
MUSI	258*	Vocal Jazz Ensemble	N	8/20/2019	Fall 2024
MUSI	259*	Music Production Workshop	N	8/20/2019	Fall 2024
MUSI	260*	Woodwind Ensembles	N	12/10/2019	Fall 2024
MUSI	261*	Brass Ensembles	N	12/17/2019	Fall 2024
MUSI	262*	Percussion Ensembles	N	12/17/2019	Fall 2024
MUSI	264*	String Ensembles	N	12/17/2019	Fall 2024
MUSI	265*	Symphonic Band	N	12/17/2019	Fall 2024
MUSI	266*	Studio Jazz Band	N	12/17/2019	Fall 2024
MUSI	267*	Concert Jazz Band	N	12/17/2019	Fall 2024
MUSI	269*	Guitar Ensemble	N	12/17/2019	Fall 2024
MUSI	284*	Commercial Music Business Studies	N	11/17/2020	Fall 2025
MUSI	290*	Intermediate Applied Music/Individual Lessons	N	9/8/2020	Fall 2025
PHIL	101H*	Honors Introduction to Philosophy	N	5/19/2020	Spring 2025
SLAN	101*	Individualized American Sign Language Laboratory	N	12/17/2019	Fall 2024
SLAN	111*	American Sign Language I	N	9/8/2020	Fall 2025
SLAN	130*	Deaf Culture	N	5/19/2020	Spring 2025
SPAN	101H*	Honors Elementary Spanish I	N	5/19/2020	Spring 2025
SPAN	121*	Beginning Conversational Spanish	N	9/8/2020	Fall 2025
SPAN	122*	Intermediate Conversational Spanish	N	11/17/2020	Fall 2025
THEA	184*	Stagecraft	Y	5/19/2020	2022
THEA	185*	Introduction to Stage Lighting	Y	8/20/2019	2021

Course Review Past Due

Health and Public Services					
Course	Course #	Course Title	CTE	Date Last Reviewed	Next Review Due
AJ	99*	Independent Study	Y	8/20/2019	2021
AJ	100*	Introduction to Administration of Justice	Y	11/21/2022	Fall 2024
AJ	103*	Concepts of Criminal Law I	Y	11/21/2022	Fall 2024
AJ	106*	Criminal Justice Career Preparation	Y	11/21/2022	Fall 2024
AJ	107*	Crime and Control - An Introduction to Corrections	Y	11/21/2022	Fall 2024
AJ	109*	Introduction to Police Patrol Procedures	Y	11/21/2022	Fall 2024
AJ	111*	Criminal Investigation	Y	11/21/2022	Fall 2024
AJ	115*	Community and Human Relations	Y	11/21/2022	Fall 2024
AJ	121*	Introduction to Emergency Management	Y	11/21/2022	Fall 2024
AJ	126*	Juvenile Delinquency and Legal Procedures	Y	11/21/2022	Fall 2024
AJ	130*	Criminal Procedures	Y	11/21/2022	Fall 2024
AJ	131*	Legal Aspects of Evidence	Y	11/21/2022	Fall 2024
AJ	132*	Forensic Crime Scene Investigation	Y	11/21/2022	Fall 2024
AJ	133*	Fingerprint Classification and Investigation	Y	11/21/2022	Fall 2024
AJ	134*	Introduction to Crime Analysis	Y	11/21/2022	Fall 2024
AJ	135*	Report Writing	Y	11/21/2022	Fall 2024
AJ	142*	Introduction to Digital Evidence	Y	11/21/2022	Fall 2024
AJ	149*	Penal Code 832 - Arrest and Firearms	Y	11/21/2022	Fall 2024
AJ	150*	Introduction to Homeland Security	Y	11/21/2022	Fall 2024
AJ	152*	Intelligence and Security Management	Y	11/21/2022	Fall 2024
AJ	154*	Transportation and Border Security Management	Y	11/21/2022	Fall 2024
AJ	156*	Introduction to Terrorism and Counterterrorism	Y	11/21/2022	Fall 2024
AJ	170*	Constitutional Law for Criminal Justice	Y	11/22/2022	Fall 2024
CH	105*	Contemporary Women's Health	N	8/20/2019	2021
FAID	101*	First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care	Y	3/16/2021	2023
FTEC	144*	Emergency Medical Technician	Y	12/17/2019	2021
MEDT	101*	Medical Terminology	Y	5/19/2020	2022
NFOO	115*	Nutrition for Infants and Young Children	Y	5/19/2020	2022
NURS	03A*	Noncredit Nursing Assistant Lab	Y	4/18/2023	Fall 2025

Course Review Past Due

NURS	03B*	Noncredit Nursing Assistant Lecture	Y	4/18/2023	Fall 2025
NURS	103*	Nurse Assistant	Y	6/15/2021	2023
NURS	143*	Introduction To Nursing	Y	8/20/2019	2021
NURS	144*	Dosage Calculations	Y	11/17/2020	2022
NURS	149*	Advanced Placement in Nursing	Y	8/20/2019	2021
NURS	210*	Implications of Pathophysiology Concepts for Nurses	Y	8/20/2019	2021
NURS	220*	Nursing Fundamentals	Y	5/18/2021	2023
NURS	222*	Medical Surgical Nursing - Older Adult	Y	5/18/2021	2023
NURS	224*	Nursing Pharmacology	Y	5/18/2021	2023
NURS	226*	Nursing Skills Practicum I	Y	11/17/2020	2022
NURS	230*	Mental Health Nursing	Y	6/15/2021	2023
NURS	232*	Obstetrical Patients and the Newborn	Y	11/17/2020	2022
NURS	234*	Pediatric Nursing	Y	6/15/2021	2023
NURS	238*	Nursing Skills Practicum II	Y	6/15/2021	2023
NURS	240*	Intermediate Medical-Surgical Nursing I	Y	8/20/2019	2021
NURS	242*	Intermediate Medical-Surgical Nursing II	Y	8/20/2019	2021
NURS	244*	Nursing Skills Practicum III	Y	11/17/2020	2022
NURS	247*	Advanced Medical-Surgical Nursing I	Y	6/15/2021	2023
NURS	248*	Advanced Medical-Surgical Nursing II Preceptorship	Y	6/15/2021	2023
PE	102*	Walking for Fitness	N	9/8/2020	Fall 2025
PE	110*	Body Conditioning and Physical Fitness	N	9/8/2020	Fall 2025
PE	118*	Beginning Boxing	N	9/8/2020	Fall 2025
PE	125*	Weight Training	N	9/8/2020	Fall 2025
PE	127*	Yoga for Health and Fitness	N	9/8/2020	Fall 2025
PE	128*	Power Vinyasa Yoga	N	8/20/2019	Fall 2024
PE	134*	Badminton	N	9/8/2020	Fall 2025
PE	150*	Sport-Specific, Periodized Training for Athletes	N	9/8/2020	Fall 2025
PE	154*	Women's Intercollegiate Badminton Team	N	12/8/2020	Fall 2025
PE	155*	Off-season Training for Women's Intercollegiate Badminton Team	N	9/8/2020	Fall 2025
PE	158*	Men's Intercollegiate Baseball Team	N	12/8/2020	Fall 2025
PE	159*	Off-Season Training for Men's Intercollegiate Baseball	N	9/8/2020	Fall 2025
PE	162*	Men's Intercollegiate Basketball Team	N	9/8/2020	Fall 2025
PE	163*	Off-Season Training for Men's Intercollegiate Basketball Team	N	9/8/2020	Fall 2025

Course Review Past Due

PE	164*	Women's Intercollegiate Basketball Team	N	9/8/2020	Fall 2025
PE	165*	Off-Season Training for Women's Intercollegiate Basketball Team	N	9/8/2020	Fall 2025
PE	167*	Intercollegiate Cross Country Teams	N	9/8/2020	Fall 2025
PE	168*	Off-Season Training for Intercollegiate Cross Country Teams	N	9/8/2020	Fall 2025
PE	170*	Men's Intercollegiate Football Team	N	9/8/2020	Fall 2025
PE	171*	Off-Season Training for Men's Intercollegiate Football Team	N	9/8/2020	Fall 2025
PE	174*	Men's Intercollegiate Soccer Team	N	9/8/2020	Fall 2025
PE	175*	Off-Season Training for Men's Intercollegiate Soccer Team	N	9/8/2020	Fall 2025
PE	177*	Women's Intercollegiate Soccer Team	N	9/8/2020	Fall 2025
PE	178*	Off-Season Training for Women's Intercollegiate Soccer Team	N	9/8/2020	Fall 2025
PE	180*	Women's Intercollegiate Softball Team	N	12/8/2020	Fall 2025
PE	181*	Off-Season Training for Women's Intercollegiate Softball Team	N	9/8/2020	Fall 2025
PE	183	Intercollegiate Track and Field Teams	N	12/8/2020	Fall 2025
PE	184*	Off-Season Training for Intercollegiate Track and Field Teams	N	9/8/2020	Fall 2025
PE	187*	Off-Season Training for Women's Intercollegiate Volleyball	N	8/20/2019	Spring 2024
PE	260*	Basic Principles of Fitness and Weight Control	N	9/8/2020	Fall 2025
PE	270*	Fitness and Sports Nutrition	N	12/8/2020	Fall 2025
PE	280*	Exercise and Nutrition Programs for Fitness and Weight	N	9/8/2020	Fall 2025

Course Review Past Due

Social Sciences					
Course	Compton Course #	Course Title	CTE	Date Last Reviewed	Next Review Due
CDEV	104*	The Home, The School, The Community	Y	10/17/2023	Fall 2025
CDEV	106*	Care and Education for Infants and Toddlers	Y	5/16/2022	Spring 2024
CDEV	107*	Infant/Toddler Development	Y	12/7/2021	2023
CDEV	108*	Principles and Practices of Teaching Young Children	Y	11/21/2023	Fall 2025
CDEV	110*	Child Health, Safety, and Nutrition	Y	11/21/2023	Fall 2025
CDEV	112*	Teaching Young Children in a Diverse Society	Y	10/17/2023	Fall 2025
CDEV	114*	Observing and Assessing Young Children	Y	11/21/2023	Fall 2025
CDEV	115*	Introduction to Curriculum	Y	10/17/2023	Fall 2025
CDEV	116*	Creative Art for Young Children	Y	11/17/2020	2022
CDEV	117*	Music and Movement for Young Children	Y	11/17/2020	2022
CDEV	118*	Science and Math for Young Children	Y	11/16/2021	2023
CDEV	119*	Language Arts for Young Children	Y	11/16/2021	2023
CDEV	125*	Child Development Practicum I	Y	12/12/2023	Fall 2025
CDEV	126*	Child Development Practicum II	Y	3/16/2021	2023
CDEV	129*	Introduction to Program Administration	Y	12/17/2019	2021
CDEV	130*	Principles of Program Administration	Y	8/20/2019	2021
CDEV	131*	Supervising and Mentoring Adults	Y	4/18/2022	Spring 2024
CDEV	150*	Introduction to Children with Special Needs	Y	10/20/2020	2022
CDEV	152*	Curriculum and Strategies for Children with Special Needs	Y	12/12/2023	Fall 2025
CDEV	154*	Role and Responsibilities of the Special Education Assistant	Y	10/20/2020	Fall 2022
CDEV	165*	Autism, ADHD, Physical and Health Impairments	Y	8/20/2019	2018
CDEV	169*	Special Education Practicum	Y	10/19/2021	Fall 2023
EDEV	29*	Individualized Assessment of Learning	N	8/20/2019	2021
EDEV	33*	Specific Learning Strategies	N	12/8/2020	Fall 2025
EDEV	35*	Reading Skills for Students with Learning Differences	N	12/17/2019	Fall 2024
EDEV	37*	Increased Learning Performance: English	N	12/8/2020	Fall 2025
EDEV	38*	Increased Learning Performance: Mathematics	N	12/8/2020	Fall 2025
EDEV	41*	Assistive Computer Technology Laboratory	N	12/8/2020	Fall 2025
EDEV	121*	Career Preparation	N	8/20/2019	Fall 2024

Course Review Past Due

EDEV	140*	Assisted Computer Literacy	N	8/20/2019	Fall 2024
EDUC	101*	Introduction to the Field of Education	N	12/8/2020	Fall 2025
EDUC	201*	Foundations in Education	N	12/8/2020	Fall 2025
POLI	102*	Introduction to Comparative Politics	N	9/8/2020	Fall 2025
POLI	110*	Introduction to International Relations	N	9/8/2020	Fall 2025
SOCI	107*	Issues of Race and Ethnicity in the United States	N	5/19/2020	Spring 2025
SOCI	112*	Introduction to Criminology	N	12/8/2020	Fall 2025
WSTU	101*	Introduction to Women's Studies	N	12/8/2020	Fall 2025

Course Review Past Due

Science Technology Engineering and Mathematics					
Compton Course					Next Review
Course	#	Course Title	CTE	Date Last Reviewed	Due
ANAT	132*	General Human Anatomy	N	9/8/2020	Fall 2025
ASTR	128*	Astronomy Laboratory	N	10/20/2020	Fall 2025
BIOL	101*	Principles of Biology I	N	9/8/2020	Fall 2025
BIOL	102*	Principles of Biology II	N	9/8/2020	Fall 2025
BIOL	115*	Environmental Aspects of Biology	N	9/8/2020	Fall 2025
BTEC	101*	Introduction to Biotechnology	Y	12/8/2020	Fall 2025
BTEC	210*	Technical Communication for Regulated Environments	Y	12/8/2020	Fall 2025
BTEC	220*	Biomanufacturing	Y	4/18/2022	Spring 2024
CHEM	152*	General Chemistry II	N	9/8/2020	Fall 2025
CSCI	103*	Computer Programming in Java	N	9/8/2020	Fall 2025
ENGR	101*	Introduction to Engineering	N	9/8/2020	Fall 2025
MATH	15C*	Statistics Corequisite	N	9/8/2020	Fall 2024
MATH	60*	Elementary Geometry	N	9/8/2020	Fall 2025
MATH	116*	Geometry and Measurement for Prospective Elementary School Teachers	N	12/8/2020	Fall 2025
MATH	130*	College Algebra	N	9/8/2020	Fall 2025
MATH	170*	Trigonometry	N	8/20/2019	Fall 2024
MATH	220*	Multi-Variable Calculus	N	9/8/2020	Fall 2025
MATH	270*	Differential Equations with Linear Algebra	N	9/8/2020	Fall 2025
PHYO	131*	Human Physiology	N	9/8/2020	Fall 2025
PHYS	112*	Laboratory for Introductory Physics	N	8/20/2019	Fall 2024
PHYS	120*	General Physics	N	11/17/2020	Fall 2025
PHYS	122*	General Physics	N	10/20/2020	Fall 2025
PSCI	125*	Exploring Physical Sciences	N	11/17/2020	Fall 2025

Business and Industrial Studies Due 2026-2027

COURSE	COMPTON COURSE #	Course Title	CTE	Date Last Reviewed	Next Review Due
ACR	95	Cooperative Work Experience Education	Y	6/15/2021	Fall 2026
ACRP	95	Cooperative Work Experience Education	Y	9/11/2018	Fall 2026
ATEC	95	Cooperative Work Experience Education	Y	08/20/2019	Fall 2026
BUS	112	Advertising	Y	4/16/2024	Spring 2026
BUS	114	Marketing	Y	4/16/2024	Spring 2026
BUS	115	Business Mathematics	Y	4/16/2024	Spring 2026
BUS	117	Personal Finance	Y	4/16/2024	Spring 2026
BUS	119	Principles of Retailing Management	Y	4/16/2024	Spring 2026
BUS	122	Human Relations in Organizations	Y	4/16/2024	Spring 2026
BUS	124	Small Business Entrepreneurship	Y	4/16/2024	Spring 2026
BUS	125	Introduction to Business	Y	4/16/2024	Spring 2026
BUS	127	Effective English for Business	Y	4/16/2024	Spring 2026
BUS	128	Written Business Communications	Y	4/16/2024	Spring 2026
BUS	129	Oral Business Communications	Y	5/21/2024	Spring 2026
CIS	120	Internet, Social Networking, and the Web	Y	5/16/2022	Spring 2027
CIS	161	Introduction to Application Development Environment: Swift	Y	12/12/2023	Spring 2026
CIS	162	Programming Fundamentals 1	Y	12/12/23- NEW	Spring 2026
CIS	163	Programming Fundamentals I: Apple Swift I	Y	12/12/23- NEW	Spring 2026
CIS	164	Programming Fundamentals II: Apple Swift II	Y	12/12/23- NEW	Spring 2026
CIS	165	Advanced Application Development Swift	Y	6/15/2025	Fall 2027
CIS	180	Database Programming	Y	5/16/2022	Spring 2027
CIS	182	Advanced Database Applications	Y	5/16/2022	Spring 2027
COSM	95	Cooperative Work Experience Education	Y	12/10/2019	Fall 2026
COSM	112	Advanced Cosmetology	Y	3/17/2025	Spring 2027
COSM	114	Advanced Cosmetology and Introduction to State Board Review	Y	4/22/2025	Spring 2027
COSM	116	Advanced Preparation for State Board Review	Y	6/16/2025	Fall 2027
COSM	125	Cosmetology Applications	Y	2/24/2025	Spring 2027

Business and Industrial Studies Due 2026-2027

COSM	126	Cosmetology Applications and Theory	Y	2/24/2025	Spring 2027
COSM	130	Advanced Cosmetology Applications	Y	6/16/2025	Fall 2027
COSM	140	Cosmetology Practicum	<u>Y</u>	5/19/2025	Spring 2027
LAW	104	Legal Environment of Business	N	6/15/2021	Fall 2026
LAW	105	Business Law	N	6/15/2021	Fall 2026
MTT	95	Cooperative Work Experience Education	Y	08/20/2019	Spring 2026
MTT	101	Introduction to Conventional and CNC Machining	Y	6/16/2025	Fall 2027
MTT	103	Conventional and CNC Turning	Y	6/16/2025	Fall 2027
MTT	105	Conventional and CNC Milling	Y	6/16/2025	Fall 2027
MTT	107	Advanced Manufacturing Processes	Y	6/16/2025	Fall 2027
MTT	110	Introduction to CAD/CAM	Y	6/16/2025	Fall 2027
MTT	112	Computer Numerical Control Programming	Y	6/16/2025	Fall 2027
MTT	115	Numerical Control Graphics Programming	Y	6/16/2025	Fall 2027
MTT	118	3D Numerical Control Graphics Programming	Y	6/16/2025	Fall 2027
MTT	120	Manufacturing Print Reading	Y	6/16/2025	Fall 2027
MTT	140	Machine Shop Calculations	Y	6/16/2025	Fall 2027
MTT	160	General Metals	Y	6/16/2025	Fall 2027
MTT	201	Introduction to Aerospace Fastener Technology	Y	6/16/2025	Fall 2027
MTT	203	Advanced Inspection of Fasteners and Measuring	Y	6/16/2025	Fall 2027
WELD	105	Basic Welding for Allied Fields	Y	12/10/2024	Fall 2026
WELD	108	Introduction to Multi-Process Welding	Y	12/10/2024	Fall 2026
WELD	95	Cooperative Work Experience Education	Y	8/20/2019	In Review

Fine Arts, Communication and Humanities Due 2026-2027

COURSE	COMPTON COURSE #	Course Title	CTE	Date Last Reviewed	Next Review Due
ART	109	Contemporary Art in World Cultures	N	4/18/2022	Spring 2027
ART	110	Drawing Fundamentals I	N	10/19/2021	Fall 2026
ART	129	Fundamentals of Color	N	5/16/2022	Spring 2027
ART	130	Two-Dimensional Design I	N	10/19/2021	Fall 2026
ART	210	Drawing Fundamentals II	N	10/19/2021	Fall 2026
AS	60	Education	N	6/15/2021	Spring 2026
COMS	140	Small Group Communication	N	12/19/2022	Fall 2027
COMS	250	Oral Interpretation of Literature	N	12/19/2022	Fall 2027
COMS	260	Introduction to Intercultural Communication	N	12/19/2022	Fall 2027
COMS	270	Organizational Communication	N	10/17/2022	Fall 2027
DANC	101	Dance Appreciation	N	12/7/2021	Fall 2026
DANC	164	World Dance	N	6/15/2021	Spring 2026
ENGL	123	Creative Writing: Introduction to Poetry	N	10/19/2021	In Review
ENGL	128	Creative Writing: A Workshop in Fiction	N	10/19/2021	Fall 2026
ENGL	227	Children's Literature	N	6/15/2021	Spring 2026
ENGL	229	LGBTQ+ Literature	N	5/16/2022	Spring 2027
ENGL	239	Literature and Film	N	10/19/2021	Fall 2026
ENGL	241	American Literature II	N	3/21/2022	Spring 2027
ENGL	242	Chicano and Latinx Literature	N	3/16/2021	In Review
ENGL	243	African American Literature	N	6/15/2021	In Review
ENGL	244	Multicultural American Literature	N	6/27/2022	Spring 2027
ENGL	101S	Reading and Composition Support	N	5/18/2021	Spring 2026
ESL	6	ESL Support for Career and Technical	N	4/18/2022	Spring 2027
ESL	11	Literacy	N	4/18/2022	Spring 2027
ESL	12	ESL - Level 1	N	4/18/2022	Spring 2027
ESL	13	ESL - Level 2	N	4/18/2022	Spring 2027

Fine Arts, Communication and Humanities Due 2026-2027

ESL	14	ESL - Level 3	N	4/18/2022	Spring 2027
ESL	15	ESL - Level 4	N	4/18/2022	Spring 2027
ESL	16	ESL - Level 5	N	4/18/2022	Spring 2027
ESL	17	ESL - Level 6	N	4/18/2022	Spring 2027
ESL	20	Reading and Writing for College and	N	4/18/2022	Spring 2027
ESL	23	Pronunciation and Conversation - Level	N	6/15/2021	Spring 2026
ESL	24	Pronunciation and Conversation- Level 2	N	6/15/2021	Spring 2026
ESL	25	Pronunciation and Speaking- Level 3	N	6/15/2021	Spring 2026
ESL	22A	Reading and Vocabulary- Level 1	N	6/15/2021	Spring 2026
ESL	22B	Reading and Vocabulary- Level 2	N	6/15/2021	Spring 2026
ESL	22C	Reading and Vocabulary- Level 3	N	6/15/2021	Spring 2026
ESL	51B	Intermediate Listening, Speaking and	N	4/18/2022	Spring 2027
FILM	110	Film Analysis and Appreciation	N	10/17/2022	Fall 2027
FILM	115	Social Media and the Brand	N	6/27/2022	Spring 2027
FILM	116	Social Media and Social Justice	N	12/12/2022	Spring 2027
FILM	122	Production I	Y	5/16/2022	Spring 2027
LIBR	101	Introduction to Library Information	N	5/19/2020	Spring 2025
MUSI	111	Music Appreciation Survey	N	5/19/2020	Spring 2025
MUSI	112	Music Cultures of the World	N	6/15/2021	Spring 2026
MUSI	113	Survey of Jazz	N	5/19/2020	Spring 2025
MUSI	116	History of Rock Music	N	6/15/2021	Spring 2026
MUSI	120	Voice Class I	N	5/19/2020	Spring 2025
MUSI	180	Fundamentals of Electronic Music	N	6/15/2021	Spring 2026
MUSI	182	Digital Audio Recording for Commercial	N	6/15/2021	Spring 2026
MUSI	285	Songwriting for Commercial Music	N	6/15/2021	Spring 2026
MUSI	181A	Introduction to Electronic Music Studio	N	10/19/2021	Fall 2026
MUSI	215B	Music History and Literature - 1750 to	N	5/18/2021	Spring 2026
PHIL	101	Introduction to Philosophy	N	6/15/2021	Spring 2026
PHIL	103	Ethics and Society	N	10/19/2021	Fall 2026
SLAN	113	American Sign Language III	N	11/16/2021	Fall 2026

Fine Arts, Communication and Humanities Due 2026-2027

SPAN	103	Intermediate Spanish I	N	In Review	Spring 2026
SPAN	104	Intermediate Spanish II	N	In Review	Spring 2026
SPAN	105	Advanced Spanish I	N	6/15/2021	Spring 2026
SPAN	106	Advanced Spanish II	N	10/19/2021	Fall 2026
THEA	270	Beginning Theatre Production	N	12/7/2021	Fall 2026

Health and Public Services Due 2026-2027

COURSE	COMPTON COURSE #	Course Title	CTE	Date Last Reviewed	Next Review Due
AJ	95	Cooperative Work Experience Education	Y	8/20/2019	2026
NURS	146	Health Assessment	Y	6/18/2024	Spring 2026
PE	103	Boot Camp Fitness Training	N	6/15/2021	Spring 2026
PE	104	Basketball	N	6/15/2021	Spring 2026
PE	107	Baseball	N	6/15/2021	Spring 2026
PE	130	Beginning Soccer	N	6/15/2021	Spring 2026
PE	186	Women's Intercollegiate Volleyball Team	N	12/7/2021	Fall 2026
PE	189	Off-Season Training for Intercollegiate E-Sports	N	12/12/2022	Spring 2027

Social Sciences Due 2026-2027

COURSE	COMPTON COURSE #	Course Title	CTE	Date Last Reviewed	Next Review Due
ANTH	101	Introduction to Physical Anthropology	N	6/15/2021	Spring 2026
ANTH	102	Introduction to Cultural Anthropology	N	6/15/2021	Spring 2026
ANTH	103	Introduction to Archaeology	N	6/15/2021	Spring 2026
ANTH	104	Language and Culture	N	6/15/2021	Spring 2026
ANTH	106	Native Peoples of North America	N	6/15/2021	Spring 2026
ANTH	107	Native Peoples of South America	N	6/15/2021	Spring 2026
ANTH	108	Ancient Civilizations of Mesoamerica	N	6/15/2021	Spring 2026
ANTH	109	Women, Culture, and Society	N	6/15/2021	Spring 2026
ANTH	111	Anthropology of Religion, Magic and Witchcraft	N	6/15/2021	Spring 2026
ANTH	112	Ancient Civilizations of the Old World	N	6/15/2021	Spring 2026
ECON	105	Fundamentals of Economics	N	6/15/2021	Spring 2026
HIST	110	The African American in the United States to 1877	N	10/19/2021	Fall 2026
HIST	112	History of the Chicano in the United States	N	6/15/2021	Spring 2026
HIST	140	History of Early Civilizations	N	6/15/2021	Spring 2026
HIST	141	History of Modern Civilizations	N	6/15/2021	Spring 2026
HIST	190	LGBTQ+ History in the United States	N	12/12/2022	Spring 2027
POLI	103	Introduction to Principles and Methods of Political S	N	10/19/2021	Fall 2026
POLI	105	Ethnicity in the American Political Process	N	10/19/2021	Fall 2026
POLI	106	Civil Rights and Liberties in the United States	N	10/19/2021	Fall 2026
POLI	107	Political Philosophy	N	10/19/2021	Fall 2026
POLI	110H	Honors Introduction to International Relations	N	10/19/2021	Fall 2026
SOCI	201	Introduction to LGBTQ+ Studies	N	12/12/2022	Spring 2027

STEM Due 2026-2027

COMPTON					
COURSE	COURSE #	Course Title	CTE	Date Last Reviewed	Next Review Due
ANAT	130	Essentials of Anatomy and Physiology	N	10/19/2021	Fall 2026
ASTR	120	The Solar System	N	6/27/2022	Spring 2027
ASTR	120H	Honors The Solar System	N	3/21/2022	Spring 2027
ASTR	125	Stars and Galaxies	N	3/21/2022	Spring 2027
ASTR	125H	Honors Stars and Galaxies	N	5/16/2022	Spring 2027
BIOL	101H	Honors Principles of Biology I	N	11/16/2021	Fall 2026
BIOL	102H	Honors Principles of Biology II	N	11/16/2021	Fall 2026
BTEC	150	Techniques in Cell and Molecular Biology	Y	5/16/2022	Spring 2027
BTEC	200	Quality and Regulatory Practices in Biomanufacturing	Y	5/16/2022	Spring 2027
CHEM	150	General Chemistry I	N	5/16/2022	Spring 2027
CSCI	114	Computer Programming in Python	N	10/19/2021	Fall 2026
CSCI	117	Computer Programming in MATLAB	N	10/19/2021	Fall 2026
GEOG	105	World Regional Geography	N	12/7/2021	Fall 2026
GEOG	105H	Honors World Regional Geography	N	12/7/2021	Fall 2026
GEOG	107	Geography of California	N	12/7/2021	Fall 2026
GEOG	101	Physical Geography	N	4/18/2022	Spring 2027
GEOG	106	Physical Geography Laboratory	N	5/16/2022	Spring 2027
GEOG	109	Weather and Climate	N	4/18/2022	Spring 2027
GEOL	104	History of Planet Earth Laboratory	N	3/16/2021	Spring 2026
GEOL	106	Earth Science in Education	N	12/7/2021	Fall 2026
GEOL	101	Physical Geology	N	12/12/2022	Fall 2027
GEOL	103	Physical Geology Laboratory	N	4/18/2022	Spring 2027
MATH	110	Structures and Concepts in Mathematics	N	6/15/2021	Spring 2026
MATH	120	Nature of Mathematics	N	5/18/2021	Spring 2026
MATH	140	Finite Mathematics for Business and Social	N	6/15/2021	Spring 2026
MICR	133	General Microbiology	N	5/18/2021	Spring 2026
PHYS	99	Independent Study	N	6/27/2022	Spring 2027
PHYS	101	Physics for Engineers and Scientists I	N	3/21/2022	Spring 2027

STEM Due 2026-2027

PHYS	102	Physics for Engineers and Scientists II	N	3/21/2022	Spring 2027
PHYS	103	Physics for Engineers and Scientists III	N	4/18/2022- New	Spring 2027
PHYS	111	Descriptive Introduction to Physics	N	5/16/2022	Spring 2027

College Curriculum Committee Roster

3-year terms

Voting Members	Member	Term	Semester Term Began	Semester Term Ends
Adjunct Faculty At Large	Victoria Martinez	2nd Term	Fall 2026	Spring 2029
BIS Faculty Member (1)	Manzoor Ahmad	1st Term	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	2nd Term	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	1st Term	Fall 2024	Spring 2027
FACH Faculty Member (2)	Selene Aguirre	1st Term	Spring 2026	Fall 2028
HPS Faculty Member (1)	Arneshia Bryant- Horn	2nd Term	Fall 2026	Spring 2029
HPS Faculty Member (2)	Angela Burrell	1st term	Spring 2024	Spring 2027
STEM Faculty Member (1)	Jose Martinez	1st Term	Spring 2024	Fall 2026
STEM Faculty Member (2)	Vacant		Fall 2026	Spring 2029
Social Sciences (1)	Kendahl Radcliffe	2nd Term	Fall 2026	Spring 2029
Social Sciences (2)	David Chavez	1st Term	Fall 2026	Spring 2029
Dean	Gerson Valle	1st Term	Fall 2025	Spring 2028
Division Chair	Valerie Woodward	1st Term	Fall 2026	Spring 2029
Faculty Counselor (1)	Noemi Monterroso	1st Term	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	N/A	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	N/A	Fall 2022	TBD
Full-time Librarian (FACH)	Andree Valdry	1st Term	Fall 2026	Spring 2029
Non-Voting Members	Member	Term	Semester Term Began	Semester Term Ends
Articulation Officer	Melain McIntosh	N/A	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	N/A	
Curriculum Analyst	Maya Medina	N/A	N/A	
Student Representative	Iris Rogers	N/A	N/A	
Academic Senate Secretary	Brittany Olayele	N/A	N/A	
College Curriculum Committee Chair (tie break vote only)	Nathan Lopez	1st Term	Fall 2027	Spring 2028

Curriculum Committee Meeting Schedule

2026 - 2027

Date	Time	Location
September 8, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
September 15, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
October 13, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
October 27, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
November 10, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
November 24, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
December 8, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
February 23, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
March 9, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
March 23, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
April 6, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 105
April 20, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 106
May 11, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 107
May 25, 2026	2:00 PM - 3:30 PM	Instructional Building 1, Room 108