COUNCIL OF CHAIRS AND COORDINATORS	
Charge	A committee of the Academic Senate, the Council of Chairs and Coordinators engages in operational discussions related to all departments and programs with the goal of service to students and their success. Discussions include, but are not limited to: scheduling, classroom space and utilization, budgetary issues, enrollment strategy, SLOs, evaluation, hiring, and all matters pertaining to classroom management. The Council of Chairs and Coordinators appreciates and celebrates the diverse voices that make up the whole of Grossmont College. We exist to support the student experience and are committed to improving the campus community through a focus on diversity, equity, inclusion, anti-racist, and anti-oppressive practices. Based on our discussions, the Council makes recommendations to the Academic Senate and maintains an open line of communication with the office of the Vice President of Academic Affairs.
Meeting Schedule	Second and Fourth Monday of each month, 11:00-12:20pm, except June, July, August, and January.
Chair	Chair of the Council of Chairs and Coordinators
Composition	☐ Chair of the Council of Chairs and Coordinators ☐ Chair or Coordinator of each department/program: Accessibility Resource Center Administration of Justice American Collegiate English American Sign Language Astronomy Behavioral Sciences Biological Sciences Business Administration Business Office Technology Cal Works Cardiovascular Technology Chemistry Child Development and Family StudiesChild Development Center Communication Computer Science Information Systems Counseling Culinary Arts Dance Digital Arts Distance Education Coordinator* Earth Sciences English EOPS English-as-a-Second-Language Ethnic, Gender and Social Justice Studies Exercise Science and Wellness/Health Ed. History International Business, Marketing, ManagementLibrary

	Mathematics Media Communications Music Nursing Occupational Therapy Assistant Orthopedic Technology Philosophy Physical Science Physics Political Economy Respiratory Therapy Science Speech Language Pathology Assistant Student Learning Outcomes Coordinator* Telemetry/EKG Theatre Arts Transfer Center Director/CoordinatorVisual Arts and Humanities World Languages
Adopted	
Revised	May 27, 2005, May 26, 2006; May 23, 2008; June 25, 2011; September 10, 2012; April 28, 2021
Notes	
Support Staff	Secretary, Academic Senate

GC Curriculum Committee
Committee Charge/Mission & Composition
Spring 2021

Charge/Mission Statement

The purpose of the Grossmont College Curriculum Committee is to ensure a curriculum that meets Title 5 Regulations and reflects the mission of Grossmont College. The Curriculum Committee strives to promote a diverse, equitable, and inclusive curriculum that is academically sound, comprehensive, and responsive to the evolving needs of our community. The purpose of the committee is to create and foster an environment of cultural humility as it relates to the development and maintenance of curriculum.

Membership

Administrative Co-chair, Vice President of Academic Affairs (1)
Faculty Co-Chair, Elected by the Committee (1)
Instructional Operations Supervisor (1)
Allied Health and Nursing (1)
CAREER AND TECHNICAL EDUCATION/Workforce Development (2)
Arts, Languages, and Communication (2)
Counseling, Student Development & Matriculation (1)
English, Social/Behavioral Sciences (2)
Learning **TECHNOLGY** Resources (1)
MATH, NATURAL SCIENCES, EXERCISE SCIENCE & WELLNESS (2)
Accessibility Resource Services (1)
Member at Large (1)
Administrators, Academic Dean (1), Student Services Dean (1)
Articulation Officer (1)
Evaluator (1)
*ADD Student Learning Outcomes Coordinator
*ADD ADVISORY MEMBERS – ASGC REPRESENTATIVE and DISTANCE EDUCATION COORDINATOR
*ADD ADMINISTRATIVE SUPPORT - INSTRUCTIONAL OPERATIONS ASSISTANT

Membership Technical Review (Triage)

Administrative Co-chair, Vice President of Academic Affairs (1)
Faculty Co-Chair, Elected by the Committee (1)
Instructional Operations Supervisor (1)
Articulation Officer (1)
Evaluator (1)
*ADD – SLO COORDINATOR
*ADD - ROTATING FACULTY COMMITTEE MEMBER (1), SERVES 1 ACADEMIC YEAR

Meetings

The Curriculum Committee is scheduled to meet each Tuesday afternoon from 2:00pm to 4:00pm beginning early to mid-October through mid-December in the fall semester and early February through May in the spring semester.

DISTANCE EDUCATION PROPOSAL FORM - DRAFT

This form is used by the Curriculum Committee to document the proposal and approval of a course for Distance Education delivery. Once approved, department chairs/coordinators are strongly encouraged to share this document with faculty assigned to teach this class online. Please contact the DE Coordinator with any questions.

COURSE INFORMATION

Date: Click or tap here to enter text.

College: Click or tap here to enter text.

DE Addendum Originator/Department: Click or tap here to enter text.

Course Subject Code/Number/Title (e.g. BUS 120 Financial Accounting): Click or tap here to enter text.

Course Subject Code/Number/Title(s) for related cross-listed courses: Click or tap here to enter text.

*If this course is cross listed, each course requires separate DE form approval. Submit all forms at the same time.

FORMAT

Online instruction may be asynchronous or synchronous (as with Zoom online conferencing) and will be supported by online materials and activities delivered through the college approved Learning Management System (e.g. Canvas). All online instruction must comply with Title 5 requirements for regular and effective contact, accessibility, and faculty selection.

Check all distance education methods that will be used for offering this course, even if previously approved.

☐ Fully Online (FO). All instruction is online. No in-person assessments or meetings are required. Required scheduled online meetings will be included in the schedule of courses.

☐ Partially Online (PO, formerly called hybrid). Some instruction is online, and some is in-person. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any required scheduled online meetings will also be included in the schedule of courses. This includes Online with Flexible In-person components (OFI), such as proctored assessment at a flexible time and place proximal to the student.

☐ Emergency Online (EO - formerly called Emergency Remote Teaching). Instruction is delivered online during a state or regionally sanctioned emergency requiring campus closure (i.e. pandemic, wildfire, etc.). Scheduled instruction would continue to be taught synchronously during the days and times listed in the schedule of courses.

RECOMMENDED PREPARATION TO SUBMIT THIS PROPOSAL

Faculty completing this form for Fully Online or Partially Online delivery should be competent in knowledge and skills required for distance education (i.e.: Learning Management System; accessibility; and online pedagogy/course design).

VALIDATION FOR DISTANCE EDUCATION DELIVERY MODE

A course is particularly suited to be offered through distance education when specific course objectives, core content, and/or student learning outcomes are effectively addressed in an online environment.

☐ The following are effectively addressed for this course in the proposed modality:

- Unit objectives which support larger course objectives can be included in the individual learning units/modules in the Learning Management System.
- Learning units/modules can include instruction of core content from the course outline of record.
- Instructional content, activities, and assessments can support knowledge, attainment, and performance of course outcomes.
- Assessments can clearly demonstrate student performance of outcomes.

Provide one course objective or a student learning outcome from the course outline of record (COR) and explain why the objective or outcome is suitable for the distance education mode.

Click or tap here to enter text.

PROGRAM CONSIDERATIONS

The Accreditation Commission for Community and Junior Colleges (ACCJC) considers a program to warrant a "substantive change" proposal when 50% or more of courses within the required core of a program are available via distance education (not including Emergency Online). Will adding this course mean the core offerings would change to over 50%?

☐ Yes, adding this course would mean the core offerings would change to over 50%.

☐ No, adding this course would mean the core offerings would NOT change to over 50%

How was the decision to add the distance education modality reached? Select at least one.

☐ Offering this course via distance education was approved at a department meeting.

☐ Our program's advisory committee recommends adding a distance education option.

☐ An emergency requires it.

☐ Other (please explain in the field below)

Click or tap here to enter text.

ONLINE LEARNING ENVIRONMENT

Appropriate teaching methods support an effective online learning environment and help maintain rigor. This ensures that the course objectives and are met and students can demonstrate mastery of the student learning outcomes.

TEACHING AND ASSESSMENT METHODS

Consider the most appropriate ways to teach this course in the proposed distance education modes.

Review the list below and check the box next to each method to be included within the Learning Management System to optimize the learning environment for this course when taught in the proposed modality.

☐ **Readings**. Instructor created or curated content (with text and images) such as pages, documents, slides, or websites (accessible)

☐ **Media**. Instructor-created or curated video (properly closed-captioned) and/or audio (with transcripts)

☐ **Multimedia/Interactive Content**. Instructor created or curated multimedia or interactive content such as games, quizzes, simulations, apps, or code examples

☐ **Online Meetings**. Synchronous Zoom lectures or demonstrations

☐ **Interaction**. Regular interaction between instructor and students and among students to support learning

☐ **Group/Peer Activities**. Collaborative learning activities such as online discussions, group projects, peer conferences, Zoom breakout groups, and peer review

☐ **Individual Activities**. Individual learning activities such as projects, writing assignments, and presentations

☐ **Formative Assessment**. Low-stakes formative assessments or self-assessments that provide students with practice opportunities

☐ **Summative Assessment**. Regular assessments (i.e. quizzes, exams, projects, essays, presentations, etc.) with timely feedback to help students gauge progress

☐ **Assessment Criteria**. Rubrics or descriptive criteria to clarify desired outcomes

☐ **Student Feedback**. Opportunities to provide anonymous feedback to the instructor regarding course design and/or course content

☐ Other (please explain in the field below)

> Click or tap here to enter text.

What is most important for teachers to consider when developing this course for the proposed online modes? What teaching and assessment strategies are particularly important? If the

discipline includes learning activities or assessments that are challenging in the online environment, describe how they will be included.

Click or tap here to enter text.

REGULAR EFFECTIVE CONTACT/SUBSTANTIVE INTERACTION

INSTRUCTOR-INITIATED INTERACTION

Instructor-initiated contact is required by Title 5. Fundamental expectations for online courses are listed below.

☐ I understand that faculty are expected to provide the following types of instructor-initiated contact when this course is taught online.

- Early contact to welcome students, explain how to get started, and provide instructor contact information.
- Weekly announcements by the instructor to clarify learning objectives and activities for the week.
- Timely response to questions, comments, and concerns.
- Timely and regular feedback on student work.
- Regular monitoring of student progress with contact for students who fall behind.
- A syllabus that includes expectations for attendance/participation in the online portion of the class, grading information, and contact information with expected response time.

Instructors may also select additional forms of interaction appropriate to the class. Check the methods that are appropriate for the distance education mode(s) proposed for this course:

☐ Instructor-initiated contact by Learning Management System inbox, email, telephone, or chat

☐ Synchronous online meetings such as Zoom lectures, individual conferences, or office hours

☐ Online discussions with teacher participation

☐ Videos to introduce new units/modules

☐ Other (please explain in the field below)

Click or tap here to enter text.

REGULAR EFFECTIVE CONTACT AMONG STUDENTS

Title 5 requires opportunities for student-to-student interaction. Check the methods most appropriate for this class:

☐ Online discussions of course content in the Learning Management System with required student-to-student interaction

☐ Ungraded online discussion

☐ Group discussion via online conferencing such as Zoom break-out groups

☐ Group projects or assignments

☐ Peer review/critiques

☐ Collaborative activities

☐ Other (please explain in the field below)

> Click or tap here to enter text.

ACCESSIBILITY AND UNIVERSAL DESIGN

Distance education must comply with Title 5 and federal accessibility laws and conform to the principles of Universal Design. These requirements also apply to any required outside resources, including publisher content. Please check the following boxes:

☐ I understand the accessibility requirements and universal design principles outlined below.

☐ I understand that accessibility training is required for online teachers.

ACCESSIBILITY

- **IMAGES**. Include alternative text to describe images. The text must provide context for a person with low or no vision by either explaining instructional value or indicating the image is decorative.
- **VIDEO & AUDIO**. Include accurate captions for instructional video. If a video has no audio or relevant soundtrack, a note explaining that must accompany the video. Required audio must include a complete and accurate transcript. Contact A.R.C./DSPS in advance for support with live video (like Zoom) when a student needs interpretation.
- **HEADING STYLES.** Use heading styles consistently. This allows assistive technologies like screen readers to scan the page for headings, just like sighted people scan the page for visual cues like big, bold text. Heading levels (Heading 1, Heading 2, etc.) must be used in the correct order. Don't use fonts, colors, and formats (like bold) in place of heading styles.
- **SCANNED IMAGES AND PDF DOCUMENTS**. PDF files must be text-based and use true headings (such as those created with the Styles menu in MS Word prior to saving as PDF). Scanned documents need to be converted to text to be accessible (searchable text that can be read by a screen reader).
- **LISTS**. Use list tools to make bullet or number lists so that lists are recognized when using a screen reader.
- **LINKS**. Links must have meaningful, unique text. Don't just paste the URL or use non-descriptive text like "Click here." For example, "**English 101 Syllabus**" link text is more descriptive than "**click here**" or "**http://mysite.com/document3434.pdf**."

- **COLOR CONTRAST**. Choose colors so there is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. Choose readable font faces and sizes.
- **COLOR AND MEANING**. Make sure color is not the only means for conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element. For example, don't say "click the red button."
- **READING ORDER.** Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies.
- **TABLES**. Use tables only for data and make sure tables read well when read left to right, top to bottom. Use header rows and columns when they describe the data. Include a table caption for complex tables.
- **SLIDES**. Give each slide a unique title. Ensure that all text is visible in outline view to be sure that it can be read by assistive technology. Use accessible layouts and formats.
- **SPREADSHEETS**. Include labels for the rows and columns, detailed labels for charts, and text descriptions that draw attention to key cells, trends, and totals.
- **EQUATIONS**. Use appropriate software (such as MathType, LaTeX, or the equation editor within the Learning Management System, etc.) to generate equations that allow assistive technologies to scan, recognize, and functionally read equations.

UNIVERSAL DESIGN
- Provide an uncluttered interface with consistent layout and navigation.
- Avoid moving or flashing images and self-starting video or audio.
- Ensure access for people with diverse abilities.
- Accommodate a wide range of individual preferences and abilities.
- Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

USE OF PUBLISHER MATERIALS, APPLICATIONS/TOOLS, OR WEBSITES

Distance education courses should be conducted within the college-adopted Learning Management System. If any component of this course will be conducted via a publisher application/tool or website, this component must meet the college's requirements for accessibility, authentication, and student privacy. Contact the publisher to ensure they meet these requirements:

- **Accessibility:** Publisher materials, apps/tools, or websites must meet Section 508 accessibility requirements.
- **Student authentication:** Publisher materials, apps/tools, or websites must meet accreditation standards by requiring that students validate their identity (as with signing into the college approved Learning Management System).
- **Student privacy:** Publisher materials, apps/tools, or websites must safeguard student privacy when students use them. Note: Grades are considered instructional records under FERPA and must not reside outside of the college Learning Management System.

Please check the following:

☐ I understand that publisher materials, applications/tools, or websites used when offering this course must comply with college, state, and federal requirements for **accessibility**, **student authentication**, and **student privacy**.

REQUIRED INSTRUCTIONAL MATERIAL FEES AND ACCESS CODES

If students are required to purchase materials for a section of this course delivered via distance education, the materials must be included in the "Required Materials" section of the official Course Outline of Record and must comply with these Title 5 regulations:

Title 5 §59400(b): Students cannot be required to pay for access to electronic materials "designed primarily for administrative purposes, class management, course management or supervision."

Title 5 §59400(c): "Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase."

☐ I understand that Open Education Resources (OER) and/or affordable textbooks are encouraged in alignment with GCCCD values.

☐ I understand that when students are required to purchase an access code or license, this must be included in the official Course Outline of Record and the materials must comply with Title 5 Distance Education regulations.

I have reviewed this form for completeness and recommend this distance learning proposal:

_____   _____
Department Chair/Coordinator   Date

_____   _____
Division Dean   Date

_____   _____
Vice President, Instruction   Date
(following Curriculum Committee action)
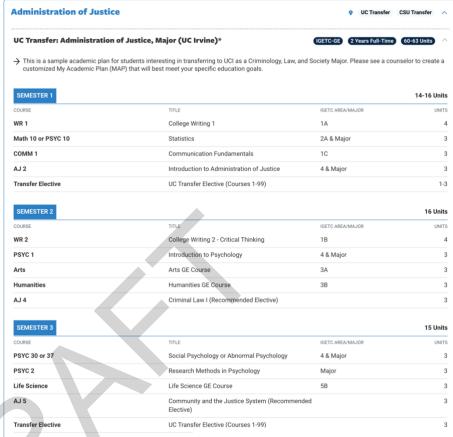
Degree Mapping Cover Sheet

The next phase of realizing the potential and promise of Academic and Career Pathways involves asking departments to create **Degree Maps.**

What is a Degree Map (and how is it different from the program map developed years ago)?

- Degree maps represent a clear, coherent, and structured educational experience that culminates in a degree, certificate, or successful transfer to a university.
- Whereas Program Maps included the program of study (courses required by the degree), Degree maps include:
- The intended program of study,
- Recommended GE courses,
- Recommended electives

Why Degree Maps?

- They provide students with a clear picture of how to complete a degree saving students time and money.
- They provide students with a roadmap, particularly in the time before students see a counselor to produce a formal Ed Plan (which often does not occur until the 2nd or 3rd semester).
- They are an equity consideration.
- Once a student sees a counselor, they provide the counselor with a clearer picture of the student's educational goals in order to make modifications needed for transfer.

Sample AOJ Degree Map from Irvine Valley College

Degree Mapping Principles:

- Degree maps provide clarity for ALL (students, faculty, staff, counselors, college leadership, and external stakeholders)**.**
- Degree Maps provide a recommended path to complete a program in four semesters (for an AA degree) or less (for certificate programs that are less than a year in duration)
- Degree maps are based on the assumption all students have capacity to succeed

Degree Map Elements

- At least one program course in first semester
- Three program courses in first year
- Appropriate math pathways that align with student end goals
- Completion of transfer-level math and transfer-level English in the first academic year
- Academic and student support milestones

* In the future, degree maps may also include co-curricular activities and learning experiences that complement program of study (i.e. learning communities, internships, community service learning, student engagement opportunities, etc.)

*Degree maps can be customized for each student to account for: prior credits, educational goals and personal interests, transfer destination and major or timeline to completion.

How Can I Create a Degree Map for my Department?

- Using the Degree Mapping Design Principles outlined above, create one degree map for each degree or certificate in your department. For example, if you offer an AA degree and an AA-T degree, you will create one program map for each degree.
- To assist you, we have divided this phase into two steps: program mapping and degree mapping

Program Mapping
- **Step 1** – Review degree/program/certificate maps from other colleges across the state that already have mapped. We recommend
  - o **Program Mapper** at Bakersfield College
  - o **Find your Path** at Irvine Valley College
  - o **Career & Academic Pathways** at Santa Ana College
- **Step 2** – Review your degree/program/certificate sequence. If your department completed a program map several years ago, that would help, but is not essential. Your degree sequence is also located in the **College Catalog** or may even be on your department website.
- **Step 3** – Use the **Degree Map Worksheet** to begin to plot your program courses. We recommend that you plot your degree/certificate program classes first. For these course sequences, indicate:
  - o Courses that are sequential
  - o Courses that need a pre-requisite
  - o Courses that are required for major
    - If you have a list of courses that students can choose from, you may indicate that students can choose from that list. Imagine that in a web page there would be a pop-up screen, or a drag down menu.
  - o Courses in your degree program that **also** satisfy GE requirements for each plan. Please see Appendix A for GE, CSU, and IGETC lists. Additional information about each course can be found in the course catalog.

Degree Mapping
- **Step 4** – Review Grossmont College AA requirements, CSU Transfer, and IGETC Requirements for AA and AAT. **Working with a counselor at this point is highly recommended.**
  - o Grossmont Degree and GE requirements are on pages 46-48.
  - o CSU transfer requirements are on pages 49-52.
  - o IGETC transfer requirements are on pages 52-55.
  - o Descriptions for Courses begin in Section 4 on page 155.
  - **In your review, begin to note and identify**
  - o GE courses that are aligned with your program learning outcomes*
  - o Electives that are aligned with program learning outcomes*
  - *Whenever applicable, and where it makes sense to do so, you may recommend specific GE courses or electives that while not required for the degree you are mapping, are conducive to your major of study.*
- **Step 5** – Identify other milestones, degree activities and learning experiences that compliment your program goals.
  - o These could include: clubs, counselor visits, formal ed planning, participation in degree related programs and activities.
  - o Since counselors are critical in guiding students through pathways, students should make an appointment to see a counselor

*GE requirements should be filled in with the guidance of counselors as appropriate once your program mapping is complete. Counselors will be available to advise program faculty on GE requirements and how to specifically recommend those.

Degree Map Worksheet

Degree/ Certificate Title:	
Department/Division:	
Department Liaison (Primary Contact):	
Email:	

- In the first column identify the course number
- In the second column, identify the official name of the course
- In the third column, identify the GE / IGETC / Major requirement the course satisfies. It may satisfy more than one area requirement.
- In the fourth column, identify the number of units of the course.
- If appropriate to your program, identify any other milestones or co-curricular requirements or recommendations.
- Aim for **15 units a semester** (for degree or transfer).
- You may add intercession or summer school tables.

First Semester

Course Number	Course Name	GE / IGETC / Major Requirement	Units
		Total	15-18

Other first semester milestones, co-curricular requirements, recommendations, or notes:

Second Semester

Course Number	Course Name	GE / IGETC / Major Requirement	Units
		Total	15-18

Other first semester milestones, co-curricular requirements, recommendations, or notes:

*Completion of transfer level English and Math is a first-year milestone, as is completing three program courses

Third Semester

Course Number	Course Name	GE / IGETC / Major Requirement	Units
		Total	15-18

Other first semester milestones, co-curricular requirements, recommendations, or notes:

Fourth Semester

Course Number	Course Name	GE / IGETC / Major Requirement	Units
		Total	15-18

Other first semester milestones, co-curricular requirements, recommendations, or notes:

Additional notes, questions, or considerations?

Appendix

GE Requirements	CSU Transfer	IGETC
Area A – Language and Rationality Three courses (a minimum of nine units) are required in written communication, oral communication, and analytical thinking. At least ONE course must be taken from EACH of the following three sections: 1. Written Communication • English 120, 124 • English as a Second Language 122 2. Oral Communication • Communication 120, 122, 130 3. Analytical Thinking • Anthropology 215 • Biology 215 • Economics 215 • Geography 104 • Mathematics 103, 108, 110, 120, 125, 126, 150, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285 • Philosophy 125, 130 • Physical Science 120 • Psychology 215 • Sociology 215	**Area A – English Language,** Communication and Critical Thinking Three courses (a minimum of nine units) are required in Communication, English, and Critical Thinking. At least ONE course must be taken from EACH of the following three sections: 1. Oral Communication • Communication 120, 122, 130 2. Written Communication • English 120 • English as a Second Language 122 3. Critical Thinking • Communication 137, 145 • English 124 • Philosophy 125, 130 • Science 110	**Area 1 – English Communication** (CSU – 3 courses required, one each from Group (UC – 2 courses required, one each from Group A and B.) 1A. English Composition • English 120 • English as a Second Language 122 1B. Critical Thinking and English Composition • English 124 1C. Oral Communication (CSU requirement only) • Communication 120, 122, 130
Area B – Natural Sciences Natural science courses (a minimum of six units) are required. At least ONE course must be taken from EACH of the following TWO sections and ONE of those two courses must include a laboratory. Courses with an asterisk are laboratory only. Underlined courses do not contain a laboratory component. 1. Biological Sciences • Anthropology <u>130</u>, 131* • Biology 105, 110, <u>112, 114, 118,</u> 120, 140, <u>141,</u> 141L*, 144, 145, 152, 230, 240 2. Physical Sciences • Astronomy <u>110,</u> 112*, <u>120</u> • Chemistry 102, 110, 113, 115, 116, 117, 120, 141, 142, 231, 232, <u>241,</u> 241L*, <u>242,</u> 242L* • Geography <u>120,</u> 121*, <u>140</u> • Geology 104, 110, 111*, 121, 210, 220, 230 • Oceanography <u>112,</u> 113* • Physical Science <u>100, 110,</u> 111*	**Area B – Scientific Inquiry and Quantitative Reasoning** Three courses (a minimum of nine units) are required in Physical Sciences, Life Sciences and Mathematical Applications. One lab course must be included from the sciences. Underlined courses do not contain a laboratory component. The lab must complement the science lecture course. 1. Physical Science • Astronomy 110, 120 • Chemistry 102, 110, 113, 115, 116, 120, 141, 142, 231, 232, 241, 242 • Geography 120, 140 • Geology 104, 110, 121, 210, 220 • Oceanography 112 • Physical Science 100, 110 • Physics 110, 130, 131, 140, 240, 241 • Science 110 2. Life Science • Anthropology 130 • Biology 105, 110, 112, 114, 118, <u>120,</u> 140, 141, 144, 145,	**Area 2 – Mathematical Concepts and Quantitative Reasoning** (1 course, 3 units) 2A. Math • Anthropology 215 • Biology 215 • Economics 215 • Mathematics 120*, 125*, 126*, 160, 175, 176, 178*, 180*, • 245, 280, 281, 284, 285 • Psychology 215 • Sociology 215 *Note: See Catalog page 54 for UC credit limitations.*

• Physics 110, 130, 131, 140, 240, 241 • Science <u>110</u>	• 152, 230, 240 **3. Laboratory** • Anthropology 131 • Astronomy 112 • Biology 141L • Chemistry 241L, 242L • Geography 121 • Geology 111 • Oceanography 113 • Physical Science 111 **4. Mathematical/Quantitative Reasoning** One course is required for admission to all CSU campuses, and must be completed with a "C" grade or higher or "Pass". • Anthropology 215 • Biology 215 • Computer Science Information Systems 240 • Economics 215 • Mathematics 120, 125, 126, 160, 170, 175, 176, 178, 180, • 245, 280, 281, 284, 285 • Physical Science 120 • Psychology 215 • Sociology 215	
Area C – Humanities Complete two courses. • American Sign Language 120, 121, 140, 220, 221, 250 • Arabic 120, 121, 122, 123, 148, 220, 221, 250, 251 • Art 100, 120, 124, 126, 129, 140, 141, 142, 143, 145, 146, 147, • 171, 189 • Chinese 120, 121, 220, 221, 250, 251 • Communication 135, 137, 144, 145 • Cross-Cultural Studies 126, 127, 134, 143, 144, 236, 237, 238 • Dance 110,120 • English 122, 126,134, 135, 136, 137, 201, 203, 215, 217, 218, 219, 221, 222, 231, 232, 236, 237, 238, 275, 276, 277 • English as a Second Language 115 • French 120, 121, 152, 220, 221, 250, 251	**Area C – Arts and Humanities** Three courses (a minimum of nine units) are required, with at least ONE course in EACH section. **1. Arts** • Art 100, 120, 126, 130, 140, 141, 142, 143, 145, 146, 147 • Cross-Cultural Studies 126, 134 • Dance 110, 120 • Humanities 110, 120 • Media Communications 111 • Music 110, 111, 115, 116, 117, 123 • Photography 154 • Religious Studies 140 • Theatre Arts 101, 110, 143, 144, 205 **2. Humanities** • American Sign Language 120, 121, 140, 220, 221 • Arabic 120, 121, 122, 123, 148, 220, 221, 250, 251 • Chinese 120, 121, 220, 221, 250, 251 • Communication 136, 144 • Cross-Cultural Studies 135, 143, 144, 236, 237, 238	**Area 3 – Arts and Humanities** (9 semester units) Must include one course from Arts and one course from Humanities. **3A. Arts** • Art 100, 120, 130, 140, 141, 142, 143, 145, 146, 147 • Cross-Cultural Studies 126, 134 • Dance 110, 120 • Music 110, 111, 115, 116, 117, 123 • Photography 154 • Theatre Arts 101, 110, 144, 205 **3B. Humanities** • American Sign Language 121, 140, 220, 221 • Arabic 121, 123, 148, 220, 221 • Chinese 121, 220, 221 • Communication 144 • Cross-Cultural Studies 133, 135, 143, 144, 236, 237, 238 • English 122, 201, 215, 217, 218, 219, 221, 222, 225, 226, 227, 228, 231, 232, 236, 237, 238 • French 121, 152, 220, 221 • German 121, 220, 221

- German 120, 121, 220, 221, 250, 251
- History 100, 101, 103, 105, 106, 113, 126, 135, 136, 137, 148
- Humanities 110, 120, 125, 130, 135, 140, 160, 170
- Italian 120, 121, 220, 221, 250, 251
- Japanese 120, 121, 149, 220, 221, 250, 251
- Media Communications 111
- Music 110, 111, 115, 116, 117, 123, 189
- Philosophy 110, 111, 112, 114, 116, 118, 140, 141, 145, 150, 155, 160
- Photography 150, 154
- Religious Studies 120, 130, 140, 150, 170
- Russian 120, 121, 220, 221, 250, 251
- Spanish 120, 121, 122, 123, 141, 145, 220, 221, 250, 251
- Theatre Arts 101, 110, 130,143, 144, 205

- English 122, 201, 215, 217, 218, 219, 221, 222, 225, 226, 227, 228, 231, 232, 236, 237, 238
- English as a Second Language 115
- French 120, 121, 152, 220, 221, 250, 251
- German 120, 121, 220, 221, 250, 251
- History 100, 101, 103, 105, 106, 126, 135, 136, 137, 148
- Humanities 110, 120, 125, 130, 135, 140, 160, 170
- Italian 120, 121, 220, 221, 250, 251
- Japanese 120, 121, 149, 220, 221, 250, 251
- Philosophy 110, 111, 112, 114, 116, 118, 140, 141, 145, 150, 155
- Religious Studies 120, 130, 140, 150, 170
- Russian 120, 121, 220, 221, 250, 251
- Spanish 120, 121, 122, 123, 141, 145, 220, 221, 250, 251
- Theatre Arts 143, 144

- History 100, 101, 103, 105, 106, 126, 135, 136, 137, 148
- Humanities 110, 120, 125, 130, 135, 140, 170
- Italian 121, 220, 221
- Japanese 121, 149, 220, 221
- Philosophy 110, 111, 112, 114, 116, 118, 140, 141, 145, 150, 155
- Religious Studies 120, 130, 140, 150, 170
- Russian 121, 220, 221
- Spanish 121, 123, 141, 220, 221
- Theatre Arts 143, 144

Area D – Social Sciences
Complete two courses.

- Administration of Justice 110
- Anthropology 120, 122, 127, 140
- Child Development 115, 125, 131, 134, 145, 153
- Communication 124, 126, 128
- Cross-Cultural Studies 114, 115, 116, 118, 119, 125, 128, 130, 131,132, 133, 135, 145, 154, 155, 180, 181
- Economics 110, 120, 121
- Family Studies 115, 120
- Geography 100, 101, 106, 130, 170
- Health Education 120, 201
- Health Sciences 110
- History 108, 109, 114, 115, 118, 119, 122, 123, 124, 130, 131, 154, 155, 180, 181
- Media Communications 110, 210
- Nutrition 155, 158, 159

Area D – Social Sciences
Three courses (a minimum of nine semester units) are required, courses must be from at least 2 disciplines.

- Administration of Justice 110
- Anthropology120, 122, 127, 140
- Child Development 115, 125, 131, 145
- Communication 124, 128, 144
- Cross-Cultural Studies 114, 115, 116, 118, 119, 125, 127, 128, 130, 131, 132, 133, 135, 143, 144, 145, 154, 155, 180, 181
- Economics: 110, 120, 121, 261
- Family Studies 115, 120
- French 152
- Geography 100, 101, 106, 130, 170
- History 100, 101, 103, 105, 106, 108, 109, 113, 114, 115, 118, 119, 122, 123, 124, 126, 130, 131, 136, 137, 148, 154, 155, 180, 181
- Media Communications 110;

Area 4 – Social and Behavioral Sciences
(9 semester units)
Three courses required from at least two disciplines.

- Administration of Justice 110
- Anthropology 120, 122, 127, 140
- Child Development 115, 125
- Communication 124, 144
- Cross-Cultural Studies 114, 115, 116, 118, 119, 125, 127, 128, 130, 131, 132, 135, 143, 144, 145, 154, 155, 180, 181
- Economics 110, 120, 121, 261
- Family Studies 115, 120
- Geography 100, 101, 106, 130, 170
- History 100, 101, 103, 105, 106, 108, 109, 113, 114, 115, 118, 119, 122, 123, 124, 126, 130, 131, 136, 137, 148, 154, 155, 180, 181
- Media Communications 110
- Political Science 120, 121, 124, 130, 140, 155, 160

• Political Science 120, 121, 124, 130, 140, 150, 160 • Psychology 120, 125, 132, 134, 138, 140, 170,	• Political Science 120, 121, 124, 130, 140, 150, 155, 160 • Psychology 120, 125, 134, 138, 140, 150, 170, 211, 220 • Sociology 114, 120, 125, 130, 138, 140, 150 • Spanish 145	• Psychology 120, 125, 134, 138, 140, 150, 170, 211, 220 • Sociology 114, 120, 125, 130,138, 140

Area E – Fitness/Wellness	**Area E – Lifelong Understanding and Self Development**	**Area 5 – Physical and Biological Sciences**
Two courses involving physical exercise and/or dance are required. Veterans or active military see Veterans section on page __. Requirements can only be met from the exercise science and/or dance courses listed below. • Dance 068, 071A, 071B, 072A, 072B, 074A, 074B, 078A, 078B, 080A, 080B, 080C, 080D, 081A, 081B, 081C, 081D, 082A, 082B, 083A, 083B, 084A, 084B, 084C, 084D, 088A, 088B, 088C, 088D, 094A, 094B, 094C, 094D, 099A, 099B, 099C, 116, 118A, 118B, 118C, 118D 080B, 080C, 080D, 081A, 081B, 081C, 081D, 082A, 082B, 083A, 083B, 084A, 084B, 084C, 084D, 088A, 088B, 088C, 088D, 094A, 094B, 094C, 094D, 099A, 099B, 099C, 116, 118A, 118B, 118C, 118D • Exercise Science 001, 002, 003, 004A, 004B, 004C, 005A, 005B, 005C, 006A, 006B, 006C, 007A, 007B, 007C, 008A, 008B, 008C, 009A, 009B, 009C, 017A, 017B, 017C, 021A, 021B, 021C, 023A, 023B, 023C, 024A, 024B, 024C, 026, 027A, 027B, 027C, 028A, 028B, 028C, 029, 030, 035, 037A, 037B, 037C, 039, 040A, 040B, 040C, 041, 043A, 043B, 043C, 044A, 044B, 044C, 060A, 060B, 060C, 076A, 076B, 076C, 125A, 125B, 125C, 130A, 130B, 130C, 155A, 155B, 155C, 170A, 170B, 170C, 171A, 171B, 171C, 172A, 172B, 172C, 175A, 175B, 175C, 176A, 176B, 176C, 180, 185A, 185B, 185C	*One course (a minimum of three units) is required. • Business 195 • Child Development 125, 145 • Counseling 120 • Cross-Cultural Studies 127 • English 219 • Family Studies 110, 120, 129 • Health Education 120, 201 • Health Sciences 110 • Nutrition 155, 158, 159, 255 • Psychology 132, 134, 140, 150, 180, 220 • Sociology 125 • *Or DD214 or military transcript.	(7-9 semester units) Must include one course in Physical Science and one course in Biological Science. One of the courses must include a laboratory. (Underlined courses do not contain a laboratory component.) 5A. Physical Science • Astronomy 110, 120 • Chemistry 102, 110, 113, 115, 116, 120, 141, 142, 231, 232, 241, 242 • Geography 120, 140 • Geology 104, 110, 121, 210 • Oceanography 112 • Physical Science 100, 110 • Physics 110, 130, 131, 140, 240, 241 • Science 110 5B. Biological Science • Anthropology 130 • Biology 105, 110, 112, 114, 118, 120, 140, 141, 144, 145, 152, 230, 240 5C. Laboratory Take one course in this section if lab course not taken from a 5A or 5B. The lab must complement the science lecture course. • Anthropology 131 • Astronomy 112 • Biology 141L • Chemistry 241L, 242L • Geography 121 • Geology 111 • Oceanography 113 • Physical Science 111

		Area 6 – Languages Other Than English (UC requirement only) Proficiency is demonstrated through one of the following: (1) completion of two years of high school study in the same language with a "C" grade or higher (verified by high school transcript); (2) complete one of the courses listed in IGETC, area 6A; (3) Students may also meet with a Counselor for other verification options. 6A. Languages Other Than English • American Sign Language 120, 121, 220, 221 • Arabic 120, 121, 122, 123, 220, 221, 250, 251 • Chinese 120, 121, 220, 221, 250, 251 • French 120, 121, 220, 221, 250, 251 • German 120, 121, 220, 221, 250, 251 • Italian 120, 121, 220, 221, 250, 251 • Japanese 120, 121, 220, 221, 251 • Russian 120, 121, 220, 221, 250, 251 • Spanish 120, 121, 122, 123, 220, 221, 250, 251
	U.S. History, Constitution and American Ideal *Although this requirement is not part of the General Education requirements for CSU, all students must complete coursework in American Ideals. The courses may also be used to partially fulfill Area D of the CSU General Education Breadth requirements* *This requirement may be fulfilled prior to transfer by completion of a course or courses that satisfy all three areas (US-1, US-2, and US-3). Please note that the course designations below are unique to Grossmont College. *** * Students are required to select either Option I, Option II or Option III and then complete 1 or 2 courses. In Option I and Option II, one course must be from **List A** and one course from **List B.** In Option III, the List A course fulfills all three designations. This information is current at the time of catalog production.	**U.S. History, Constitution and American Ideals** CSU Graduation Requirement in U.S. History, Constitution, and American Ideals (American Institutions) is not part of IGETC but may be completed prior to transfer to CSU.

| | | **Option I**
Choose one course from List A and one course from List B.

List A:
    • CCS 180,
    • HIST 108, HIST 114, HIST 115, HIST 122, HIST 180

List B:
    • CCS 119, CCS 131,
    • HIST 109, HIST 115, HIST 119, HIST 123, HIST 124, HIST 131,
    • POSC 121, POSC 140

Option II
Choose one course from List A course and one course from List B.

List A:
    • POSC 121

List B:
    • CCS 118, CCS 119, CCS 130, CCS 181, HIST 109, HIST 118, HIST 119, HIST 130, HIST 181

Option III
Choose a course from List A.

List A:
    • History 115 | |