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/Vice President, Instruction   Date

GROSSMONT COLLEGE

ACADEMIC PROGRAM CHANGES
May 2021
FOR
2021-2022

COURSE, CERTIFICATE AND DEGREE DELETIONS

COURSE	TITLE	REASON FOR DELETION
Art 189	Multimedia and the Creative Arts	This course has not been taught in a very long time. The other courses, Media Communication 189, and Theatre Arts 189 have already been deleted.
Business Office Technology 094	Practical Internet Basics	Course had low enrollment; content is now in other courses.
Business Office Technology 095	Keyboarding Skill Reinforcement	Course had low enrollment; content is now in other courses.
Business Office Technology 096	Computer Basics for the Office	Course had low enrollment; content is now in other courses.
Business Office Technology 097	Windows Basics for the Office	Course had low enrollment; content is now in other courses.
Business Office Technology 101	Keyboarding/Document Processing	Course has not been offered in years, content is now presented in other courses.
Business Office Technology 102	Intermediate Keyboarding/Document Processing	Course has not been offered in years, content is now presented in other courses.
Business Office Technology 112	Business Office Correspondence And Office Professionalism	Course has not been offered in years, content is now presented in other courses.
Business Office Technology 131	Comprehensive Powerpoint, Level III	Course has not been offered in years, content is now presented in other courses.
Business Office Technology 153	Introduction To Banking And Financial Services	Course has not been offered in years, content is now presented in other courses.
Business Office Technology 201	Advanced Keyboarding/Document Processing	Course has not been offered in years, content is now presented in other courses.
Business Office Technology 203	Office Project Coordination	Course has not been offered in years, content is now presented in other courses.
Business Office Technology 216	Introduction to Medical Transcription	Course has not been offered in years. Employment data indicates steady decline as technology has reduced demand for Transcriptionists.
Business Office Technology 219	Healthcare Documentation I	Course has not been offered in years. Employment data indicates steady decline as technology has reduced demand for Transcriptionists.
Business Office Technology 220	Healthcare Documentation II	Course has not been offered in years. Employment data indicates steady decline as technology has reduced demand for Transcriptionists.
Business Office Technology 229	Healthcare Documentation III	Course has not been offered in years. Employment data indicates steady decline as technology has reduced demand for Transcriptionists.
Business Office Technology 230	Healthcare Documentation IV	Course has not been offered in years. Employment data indicates steady decline as technology has reduced demand for Transcriptionists.

COURSE	TITLE	REASON FOR DELETION
Business Office Technology 280ABC	Preparing For Performance Examinations In Microsoft Word	Course has not been offered in years. Content is now presented in other courses.
Business Office Technology 281ABC	Preparing For Performance Examinations In Microsoft Excel	Course has not been offered in years. Content is now presented in other courses.
Business Office Technology 282ABC	Preparing For Performance Examinations In Microsoft Access	Course has not been offered in years. Content is now presented in other courses.
Business Office Technology 283ABC	Preparing For Performance Examinations In Microsoft Powerpoint	Course has not been offered in years. Content is now presented in other courses.
Computer Science Information Systems 100	Basic Keyboarding	This course has been removed from all of the CSIS degrees. This is no longer taught in CSIS. The equivalent is BOT 100, and students have been referred to BOT for many years.
Computer Science Information Systems 152	Introduction to 3D Animation Applications	This course is removed from all of the CSIS degrees and no longer taught in CSIS.
Computer Science Information Systems 172	Introduction to Microcomputer Applications	This course has been removed from all of the CSIS degrees. This is no longer taught in CSIS. The equivalent is BOT 172, and students have been referred to BOT for many years.
Computer Science Information Systems 176	Computerized Accounting Applications	This course has been removed from all of the CSIS degrees. This is no longer taught in CSIS. The equivalent is BOT 176, and students have been referred to BOT for many years.
Computer Science Information Systems 282	Directed Work Experience in Computer Science Information Systems	This course has been removed from all of the CSIS degrees. This is no longer taught in CSIS.

COURSE ADDITIONS
MAY 2021
FOR
2021-2022

Business Office Technology 133
Adobe Acrobat for the Workplace
1 unit, .5 hours lecture, 1.5 lab
Recommended Preparation: A C" grade or higher or "Pass" in BOT 119 or equivalent.
This course involves the study of Adobe Acrobat to create, manage, edit, assemble, and search PDF documents. Students will learn to create Adobe Portable Document Format (PDF), the universal file format for portable documents that preserves all of the fonts, formatting, colors, and graphics of any source document. Additionally, Acrobat can be used to create fillable forms, initiate review processes and apply legal features. Students will learn how to create PDF files from almost any file or paper document, as well as review and comment on PDF files, edit their contents, combine multiple documents into a single PDF file, keep PDF files secure, sign them electronically using the Adobe Document Cloud, and work with interactive online forms. This course will equip students to use Adobe Acrobat successfully in all professional settings, including law offices.

COURSE MODIFICATIONS

MAY 2021
FOR
2021-2022

The following courses reflect changes in either title, description, prerequisite, corequisite, advisories on recommended preparation, hours, and/or units. Other areas (e.g., course objectives, course content, texts) have also been modified to meet Title 5 course standards. These modifications have been carefully reviewed by the Curriculum Committee and are recommended to the Governing Board for approval.

PRESENT	PROPOSED CHANGES
Business Office Technology 086 **Essential Skills for Workplace Success** *4 units, 4 hours lecture* A class designed for office occupation students, providing essential skills and techniques necessary for success in college and in the world of work. The course includes basic keyboarding skills as well as basic literacy and arithmetic refresher skills using business office occupations curriculum as the subject matter. Special emphasis will be placed on conflicting role demands of student, parent and employee in order to provide students with basic life management skills. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)	**Business Office Technology 086** *Review and update course outline based on Title 5 standards.*
Business Office Technology 100 (Computer Science Information Systems 100) **Basic Keyboarding** *1 unit, 3 hours laboratory* A course in beginning keyboarding techniques for those students who wish to use keyboarding skills for inputting information to computers. The course is taught on computers using appropriate software. Emphasis will be placed on the development of speed and accuracy by use of touch keyboarding methods, development of touch skills on the 10-key pad, understanding of basic vocabulary and concepts used in keyboarding operations for inputting and retrieving information, and composition at the keyboard.	**Business Office Technology 100** *Change in course description to* A course in beginning keyboarding techniques for those students who wish to use keyboarding skills for inputting information to computers. The course is taught on computers using appropriate software. Emphasis will be placed on the development of speed and accuracy by use of touch keyboarding methods. Keys taught include alphabetic, numeric and symbol keys *SLOs updated*
Business Office Technology 104 **Filing and Records Management** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Recommended Preparation:*** *ENGL 105 or equivalent.* This course offers instruction in the Association of Records Managers and Administrators (ARMA) filing rules and techniques which are widely used in business to create and maintain files. Alphabetic, numeric, geographic, and subject filing rules are included. The course also includes instruction in records management, including the rules for retention, transfer and disposition of records. Students use a microcomputer software package to learn basic filing rules.	**Business Office Technology 104** *Change in recommended preparation to* ***Recommended Preparation:*** *None*

PRESENT	PROPOSED CHANGES
Business Office Technology 105 **Data Entry Skills** *1 unit, .5 hour lecture, 1.5 hours laboratory* *Prerequisite: A "C" grade or higher or "Pass" in BOT /CSIS 100 or equivalent.* *Recommended Preparation: BOT/CSIS 096.* This course is designed for students who wish to prepare for employment in the data entry field. Emphasis is on development of speed and accuracy in the use of the microcomputer alphabetic keyboard and the microcomputer numeric keypad to reach employable levels of skill. Students will complete assignments, drills, and timed speed and accuracy tests.	**Business Office Technology 105** *Change in prerequisite and recommended preparation to:* *Prerequisite: A "C" grade or higher or "Pass" in BOT 100 or equivalent.* *Recommended Preparation: None*
Business Office Technology 106 **Effective Job Search** *1 unit, 1 hour lecture* This course will provide comprehensive and valuable skills that are needed to successfully secure employment, specializing in the office technology industry. It is designed to examine the continuous process of career/life planning through effective, well-planned and efficiently organized job search procedures.	**Business Office Technology 106** *Review and update course outline based on Title 5 standards.*
Business Office Technology 108 **Using Calculators to Solve Business Problems** *1 unit, .5 hour lecture, 1.5 hours laboratory* *Recommended Preparation: A "C" grade or higher or "Pass" in ENGL 105 or equivalent reading level.* Introduces the ten-key, digital display, electronic calculator. The student will build skill in performing fundamental arithmetic operations using a calculator. Topics include use of decimals, fractions, constants, discounts, percentages, and memory keys.	**Business Office Technology 108** *Change in recommended preparation to* *Recommended Preparation: None*
Business Office Technology 109 (Business 109) **Elementary Accounting** *3 units, 3 hours lecture* A one-semester introduction to elementary accounting principles. Presentation includes journals, ledgers, work sheets and financial statement for the single proprietorship. The course is designed for the clerical employee. (May not be substituted for Business 120 where required. Not open to students with credit in Business 120.)	**Business Office Technology 109** *Review and update course outline based on Title 5 standards.* *SLOs updated*
Business Office Technology 110 **Business English and Communication** *3 units, 3 hours lecture* A class designed to provide English and communication skills for use in office occupations. Areas covered include spelling, vocabulary, language structure, mechanics of style, and writing business memos, e-mails, and letters. All memo, e-mail and letter assignments must be typed or prepared on a computer. This course is designed primarily for Business Office Technology students.	**Business Office Technology 110** *Review and update course outline based on Title 5 standards.* *SLOs updated*

Highlight: Additions   *Italics: Modifications*   ~~Strikethrough: Deletion~~

Grossmont College 2021-2022 Course Modifications May 18, 2021   ATTACHMENT C 4

PRESENT	PROPOSED CHANGES
Business Office Technology 111 **Virtual Assistant** *2 units, 2 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in BOT 100 or 103A and 103B and 107.* An overview course providing information to those interested in careers as Virtual Assistants (those whose work consists mainly of internet communications and email correspondence) with a focus on virtual administrative services. Topics include defining a virtual career; creating, organizing and managing your virtual office, office and business ethics, financial planning; time management, buying and using technology, and promoting a virtual business.	**Business Office Technology 111** *Review and update course outline based on Title 5 standards.*
Business Office Technology 113 **Social Media Basics for the Job Seeker** *.5 unit, 1.5 hours laboratory* Social Media Basics for the Job Seeker is an introduction to social media, social media providers, and social media uses. Definitions of social media and related terminology will be provided. Students will learn how to develop Facebook, LinkedIn, Twitter, and other accounts to develop a professional profile online. Safety and privacy will be covered. The course is designed for the beginner who wants to learn more about social media and how to use it to create an online professional portfolio.	**Business Office Technology 113** *Review and update course outline based on Title 5 standards.*
Business Office Technology 114 **Essential Word** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Recommended Preparation:*** *BOT/CSIS 096 and 097, BOT 101 or 101A and 101B or equivalent, and ENGL 105 or equivalent reading level.* This course is designed for the student who wants to learn the most commonly used features of a current popular word processing software package. Students who complete this course will be proficient in using text editing and formatting commands to produce typical business documents. They will also be proficient at using the mail merge feature to produce form letters, labels, and envelopes. Students who wish to study word processing software in more depth should consider enrolling in Business/Computer Science Information Systems 173 or Business Office Technology/Computer Science Information Systems 120, 121 and 122. See the current class schedule for version of Microsoft Word currently being used. Not open to students with credit in Business Office Technology/Computer Science Information Systems 121 or 122.	**Business Office Technology 114** *Change in recommended preparation to* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in BOT 101A and BOT 101B or equivalent or concurrent enrollment.* *SLOs updated*

PRESENT	PROPOSED CHANGES
Business Office Technology 115 **Essential Excel** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Recommended Preparation:*** *BOT/CSIS 096, 097 and 100 or equivalent, and ENGL 105 or equivalent reading level.* This course is for the student who wants to become proficient in the most commonly used features of Microsoft Excel. Basic spreadsheet concepts and terms will be introduced. Students will learn how to create, format, and revise spreadsheets and charts. They will also learn how to create basic formulas and templates. The use of simple macros will be introduced. Students who desire more in-depth coverage of these and additional topics should consider enrolling in Computer Science Information Systems 175 or Business Office Technology/Computer Science Information Systems 123, 124 and 125. Not open to students with credit in Business Office Technology/Computer Science Information Systems 124 or 125.	**Business Office Technology 115** *Change in recommended preparation and course description to:* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in BOT 100 or equivalent.* This course is for the student who wants to become proficient in the most commonly used features of Microsoft Excel. Basic spreadsheet concepts and terms will be introduced. Students will learn how to create, format, and revise spreadsheets and charts. They will also learn how to create basic formulas and templates. The use of simple macros will be introduced. Students who desire more in depth coverage of these and additional topics should consider enrolling in Business Office Technology 123 and 124.
Business Office Technology 116 **Essential Access** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Recommended Preparation:*** *BOT/CSIS 096, 097 and 100 or equivalent, and ENGL 105 or equivalent reading level.* This course is for the student who wants to become proficient in the most commonly used features of Microsoft Access. Basic database concepts and terms will be introduced. Students will learn how to create, format, edit, and revise simple databases. They will learn to sort and filter records, to use queries, and to create forms, reports, and labels. Students who desire more in-depth coverage of these and additional topics should consider enrolling in Business/Computer Science Information Systems 174 or Business Office Technology/Computer Science Information Systems 126, 127 and 128. Not open to students with credit in Business Office Technology/Computer Science Information Systems 127 or 128.	**Business Office Technology 116** *Change in recommended preparation and course description to:* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in BOT 100 or equivalent.* This course is for the student who wants to become proficient in the most commonly used features of Microsoft Access. Basic database concepts and terms will be introduced. Students will learn how to create, format, edit, and revise simple databases. They will learn to sort and filter records, to use queries, and to create forms, reports, and labels. Students who desire more in depth coverage of these and additional topics should consider enrolling in Business Office Technology 126, 127 and 128.
Business Office Technology 117 **Essential PowerPoint** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Recommended Preparation:*** *BOT/CSIS 096 and 097 or equivalent, BOT 114 or equivalent, and ENGL 105 or equivalent reading level.* This course is for the student who wants to become proficient in the most commonly used features of Microsoft PowerPoint. Basic concepts and terms will be introduced. Students will learn how to create, format, and revise PowerPoint presentations, including animation effects. Students who desire more in-depth coverage of these and additional topics should consider enrolling in Business/Computer Science Information Systems 177 or Business Office Technology/Computer Science Information Systems 129, 130 and 131. Not open to students with credit in Business Office Technology/Computer Science Information Systems 130 or 131.	**Business Office Technology 117** *Change in recommended preparation and course description to:* ***Recommended Preparation:*** *None* This course is for the student who wants to become proficient in the most commonly used features of Microsoft PowerPoint. Basic concepts and terms will be introduced. Students will learn how to create, format, and revise PowerPoint presentations, including animation effects. Students who desire more in depth coverage of these and additional topics should consider enrolling in Business Office Technology 129, 130, and 131. Not open to students with credit in Business Office Technology 130 or 131.

PRESENT	PROPOSED CHANGES
Business Office Technology 118 **Integrated Office Projects** *1 unit, 3 hours laboratory* **Prerequisite:** *A "C" grade or higher or "Pass" in BOT 114 and 115 and 116 and 117 or equivalent.* This capstone course is designed for Business Office Technology majors who have completed prerequisite courses in all applications of the Microsoft Office suite (Word, Excel, Access, and PowerPoint). Students will apply their skills to complete projects which integrate these applications. Students will also use the Internet to complete projects.	**Business Office Technology 118** *Change in course description to* Capstone course for BOT majors who have completed prerequisite courses in all applications of the Microsoft Office suite (Word, Excel, Access, PowerPoint). Students will apply their skills and use cloud computing technologies such as Microsoft OneDrive, Microsoft OneNote, and Google Drive to complete projects that integrate these applications. *SLOs updated*
Business Office Technology 119 **Windows for the Information Worker** *2 units, 2 hours lecture* **Recommended Preparation:** *A "Pass" grade in BOT 096 or concurrent enrollment or equivalent.* This course is designed for students who wish to learn the latest Cloud-based generation of Windows. Students will learn to use the Windows operating system efficiently to create and manage files and folders. In addition, students will learn the latest in the "universal" applications.	**Business Office Technology 119** *Change in recommended preparation and course description to:* **Recommended Preparation:** *A "C" grade or higher or "Pass" in BOT 100 or equivalent or concurrent enrollment in BOT 100.* This course is designed for students who wish to learn the latest generation of Windows. Students will learn to use the Windows operating system efficiently to customize desktop settings, control desktop applications and online apps, create an online account to access email and the cloud, conduct sophisticated online searches, understand and avoid online threats, and manage drives, files and folders. In addition, students will lean the latest in the "universal" application. *SLOs updated*
Business Office Technology 120 **Comprehensive Word, Level I** *1 unit, .5 hour lecture, 1.5 hours laboratory* **Recommended Preparation:** *BOT/CSIS 096 and 097 or equivalent, BOT 101 or 101A and 101B or equivalent, and ENGL 105 or equivalent reading level.* This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft Word. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft Word should consider enrolling in Business Office Technology 114.	**Business Office Technology 120** *Change in recommended preparation to* **Recommended Preparation:** *A "C" grade or higher or "Pass" in BOT 101A and BOT 101B or equivalent.*
Business Office Technology 121 **Comprehensive Word, Level II** *1 unit, .5 hour lecture, 1.5 hours laboratory* **Recommended Preparation:** *BOT/CSIS 120 or equivalent.* This course is the second level in a three-level course sequence designed to give students thorough coverage of all features of Microsoft Word. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations.	**Business Office Technology 121** *Change in recommended preparation to* **Recommended Preparation:** *A "C" grade or higher or "Pass" BOT 120 or equivalent.*

PRESENT	PROPOSED CHANGES
Business Office Technology 122 **Comprehensive Word, Level III** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Prerequisite:*** *A "C" grade or higher or "Pass" in BOT/CSIS 121 or equivalent.* This course is the third in a three-level course sequence designed to give students thorough coverage of most features of Microsoft Word. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 280 prior to taking the examination.	**Business Office Technology 122** *Change in recommended preparation to* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" BOT 121 or equivalent.*
Business Office Technology 123 **Comprehensive Excel, Level I** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Recommended Preparation:*** *BOT/CSIS 096, 097 and 100 or equivalent.* This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft Excel. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft Excel should consider enrolling in Business Office Technology 115.	**Business Office Technology 123** *Change in recommended preparation to* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" BOT 100 or equivalent.*
Business Office Technology 124 **Comprehensive Excel, Level II** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Recommended Preparation:*** *BOT/CSIS 123 or equivalent.* This course is the second level in a three-level course sequence designed to give students a thorough coverage of all features of Excel. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations.	**Business Office Technology 124** *Change in recommended preparation to* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" BOT 123 or equivalent.*
Business Office Technology 125 **Comprehensive Excel, Level III** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Prerequisite:*** *A "C" grade or higher or "Pass" in BOT/CSIS 124 or equivalent.* This is the third level in a three-level course sequence designed to give students thorough coverage of most features of Microsoft Excel. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 281, Preparing for Performance Examinations in Microsoft Excel, prior to taking the examination.	**Business Office Technology 125** *Change in course prerequisite and course description to:* ***Prerequisite:*** *A "C" grade or higher or "Pass" in BOT 124 or equivalent.* This is the third level in a three-level course sequence designed to give students thorough coverage of all the features of Excel.

PRESENT	PROPOSED CHANGES
Business Office Technology 126 **Comprehensive Access, Level I** *1 unit, .5 hour lecture, 1.5 hours laboratory* *Recommended Preparation: BOT/CSIS 096, 097, 100 and BOT 116 or equivalent, and ENGL 105 or equivalent reading level.* This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft Access. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft Access should consider enrolling in Business Office Technology 116.	**Business Office Technology 126** *Change in recommended preparation to* *Recommended Preparation: A "C" grade or higher or "Pass" in BOT 100 and BOT 116 or equivalent.*
Business Office Technology 127 **Comprehensive Access, Level II** *1 unit, .5 hour lecture, 1.5 hours laboratory* *Recommended Preparation: BOT/CSIS 126 or equivalent.* This course is the second level in a three-level course sequence designed to give students a thorough coverage of all features of Microsoft Access. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations.	**Business Office Technology 127** *Change in recommended preparation to* *Recommended Preparation: A "C" grade or higher or "Pass" in BOT 126 or equivalent.*
Business Office Technology 128 **Comprehensive Access, Level III** *1 unit, .5 hour lecture, 1.5 hours laboratory* *Prerequisite: A "C" grade or higher or "Pass" in BOT/CSIS 127 or equivalent.* This course is the third in a three-level course sequence designed to give students thorough coverage of most features of Microsoft Access. Students completing this three course sequence and preparing to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations should consider enrolling in Business Office Technology 282 prior to taking the examination.	**Business Office Technology 128** *Change in course prerequisite and course description to:* *Prerequisite: A "C" grade or higher or "Pass" in BOT 127 or equivalent.* This course is the third in a three-course sequence designed to give students thorough coverage of most features of Microsoft Access. Students who complete all three courses in the sequence will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations in Access.
Business Office Technology 129 **Comprehensive PowerPoint, Level I** *1 unit, .5 hour lecture, 1.5 hours laboratory* *Recommended Preparation: BOT 101, 114 and BOT/CSIS 120 or equivalent, and ENGL 105 or equivalent reading level.* This is the first level of a three-level course sequence designed to give students thorough coverage of most features of Microsoft PowerPoint. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations. Students wishing less comprehensive coverage of Microsoft PowerPoint should consider enrolling in Business Office Technology 117.	**Business Office Technology 129** *Change in recommended preparation to* *Recommended Preparation: A "C" grade or higher or "Pass" in BOT 101A and BOT 101B and BOT 114 or equivalent.*

PRESENT	PROPOSED CHANGES
Business Office Technology 130 **Comprehensive PowerPoint, Level II** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Recommended Preparation:*** *BOT/CSIS 129 or equivalent.* This course is the second level in a three-level course sequence designed to give students a thorough coverage of all features of Microsoft PowerPoint. Students who complete all three levels will be prepared to take the Microsoft Office User Specialist (MOUS) certification examination or similar examinations in PowerPoint.	**Business Office Technology 130** *Change in recommended preparation to* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in BOT 129 or equivalent.*
Business Office Technology 150 **Using Microsoft Publisher** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Recommended Preparation:*** *BOT 101 and 121 or equivalent.* An introductory course in Microsoft Publisher for those students who wish to acquire a basic understanding of concepts and terminology for the production of professional quality publications. The emphasis is on graphics, word processing, and page layout.	**Business Office Technology 150** *Change in recommended preparation to* ***Recommended Preparation:*** *A "C" grade or higher or a "Pass" in 101A and 101B or 121 or equivalent*
Business Office Technology 151 **Using Microsoft Outlook** *1 unit, .5 hour lecture, 1.5 hours laboratory* ***Recommended Preparation:*** *BOT/CSIS 096 and 097, BOT 101, BOT 114 or BOT/CSIS 120 or equivalent.* This course is designed to offer students proficiency in the use of Microsoft Outlook to create e-mail messages, maintain personal calendars and schedules, plan work, maintain contact lists, and organize information.	**Business Office Technology 151** *Change in recommended preparation to* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in BOT 100 and BOT 114 or BOT 120, or equivalent.*
Business Office Technology 161 **Medical Terminology** *3 units, 3 hours lecture* A basic course designed to familiarize students with fundamental medical terms and to help them recognize common prefixes, roots, and suffixes that will give clues to meaning. Stresses correct spelling, pronunciation, usage, and syllabication. Uses anatomy and physiology as a basis of study.	**Business Office Technology 161** *Review and update course outline based on Title 5 standards.*
Business Office Technology 163 **Introduction to Basic Insurance Principles** *3 units, 3 hours lecture* This course will provide a working knowledge of the insurance basics necessary to begin a career in an insurance agency or an insurance company. Course content includes the principles of property and casualty insurance and the coverage they provide.	**Business Office Technology 163** *Review and update course outline based on Title 5 standards.*
Business Office Technology 164 **Computer Software for the Insurance Industry** *2 units, 2 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" or concurrent enrollment in BOT 163 or equivalent insurance industry experience.* This course will provide knowledge of common rating software utilized in the rating of auto insurance, homeowners, and dwelling fire policies. In addition, the student will learn how to complete common industry forms such as applications. Students will be expected to recognize and understand common insurance industry terms.	**Business Office Technology 164** *Change in recommended preparation to* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" or concurrent enrollment in BOT 163 or equivalent insurance industry experience.*

PRESENT	PROPOSED CHANGES
Business Office Technology 165 **Medical Insurance Billing** *4.5 units, 4 hours lecture, 2 hours laboratory* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in BOT 102 and 161 or equivalent. May be concurrently enrolled in BOT 161.* The course provides entry-level training in medical insurance billing. The course will cover government, military, private and group insurance claim forms and process, including the use of standardized forms. Students will develop an understanding of Current Procedural Terminology (CPT), International Classification of Diseases (ICD) and Health Care Procedural Coding System (HCPCS) as they are used in medical records, insurance billing, and related correspondence. Emphasis is placed on: ICD-9, CPT and HCPCS coding; processing and monitoring health care claims, manually and using specialized software; interpretation and processing of Explanation of Benefits (EOB) information; and claims review and appeal. Students will use word processing and patient accounting software to produce billing correspondence and documents.	**Business Office Technology 165** *Change in recommended preparation to* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in BOT 102B and BOT 161 or equivalent. May be concurrently enrolled in BOT 161.*
Business Office Technology 167 **Medical Coding** *4 units, 4 hours lecture, 1 hour laboratory* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in BOT 161 and 165 or equivalent.* This course provides entry-level training in medical coding. Students will develop an understanding of Current Procedure Terminology (CPT) and International Classifications of Diseases (ICD-9-CM), Volumes I and II as they are used in records.	**Business Office Technology 167** *Review and update course outline based on Title 5 standards.*
Business Office Technology 170 **Medical Office Procedures** *6 units, 6 hours lecture* ***Prerequisite:*** *A "C" grade or higher or "Pass" or concurrent enrollment in BOT 161 or equivalent.* A course designed for those who wish to pursue a career as a medical business office worker or for those currently working in a medical office who wish to improve their skills. Students will develop skills in oral and written communications, records management, office supervision, legal and ethical obligations, credit and collections, banking procedures, bookkeeping for a medical office, employer and payroll taxes, special administrative procedures and preparation of a procedure manual for the medical office.	**Business Office Technology 170** *Review and update course outline based on Title 5 standards.*
Business Office Technology 172 (Computer Science Information Systems 172) **Introduction to Microcomputer Applications** *2 units, 2 hours lecture* ***Recommended Preparation:*** *CSIS 105 or 110 or BOT 096 and 097 and the ability to type 25 words per minute verified by a typing certificate or BOT 100 or 101 or CSIS 100.* This class introduces a student to microcomputer application software. It is taught using a Windows operating system and IBM-compatible microcomputer, using business software in a hands-on lecture approach. Topics include the use of microcomputers for word processing, spreadsheet, database, electronic publishing and presentation functions.	**Business Office Technology 172** ~~(Computer Science Information Systems 172)~~ *Change in recommended preparation to* ***Recommended Preparation:*** *A "C" or higher or "Pass" in BOT 119 and BOT 100 or BOT 101A*

PRESENT	PROPOSED CHANGES
Business Office Technology 176 (Business 176, Computer Science Information Systems 176) **Computerized Accounting Applications** *2 units, 2 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" or concurrent enrollment in BUS/BOT 109 or BUS 120.* An introductory course of computerized accounting functions utilizing an integrated general ledger software package. This course is especially beneficial for students, teachers and professionals who are using, or who plan to use, computerized accounting packages in a business environment.	**Business Office Technology 176** (~~Computer Science Information Systems 176~~) *Review and update course outline based on Title 5 standards.*
Business Office Technology 179 **Computerized Accounting Lab** *1 unit, 3 hours laboratory* ***Corequisite:*** *BOT/BUS/CSIS 176.* Supervised laboratory practice to enhance computer skills in subject areas included in Business/Business Office Technology/Computer Science Information Systems 176. Use of integrated general accounting software for completion of projects assigned in Computerized Accounting Applications class.	**Business Office Technology 179** *Change in corequisite and course description to:* ***Corequisite:*** *A "C" grade or higher or "Pass" in BOT/BUS 176* Supervised laboratory practice to enhance computer skills in subject areas included in Business/Business Office Technology. Use of integrated general accounting software for completion of projects assigned in Computerized Accounting Applications class.
Communication 123 **Advanced Public Speaking** *3 units, 3 hours lecture* ***Prerequisite:*** *A "C" grade or higher or "Pass" in COMM 122 or equivalent.* Advanced training in the preparation and delivery of common types of public speaking. There is an emphasis on new theoretical approaches to the process of oral communication.	**Communication 123** *Review and update course outline based on Title 5 standards.*
Communication 124 **Intercultural Communication** *3 units, 3 hours lecture* The purpose of this course is to explore and learn about intercultural communication: the study of face-to-face communication between people from different cultural backgrounds, including those reflecting national or ethnic diversity. This course will utilize a culture-general approach, meaning that the focus will be in general principles of intercultural communication that are applicable across a broad spectrum of cultures and contexts.	**Communication 124** *Review and update course outline based on Title 5 standards.*
Communication 135 **Oral Interpretation of Literature** *3 units, 3 hours lecture* This course provides both a theoretical and a practical exploration of the oral interpretation of literature. Attention is given to art appreciation, art criticism, and analysis as it relates to the performance of literature in various genres. The oral interpretation of traditional literary genres of poetry, prose, and drama is practiced, as well as newer and more diverse modes of expression such as spoken word and other cultural forms of artistic expression. Emphasis is on the effective interpretation, communication, and performance of various literary works.	**Communication 135** *Review and update course outline based on Title 5 standards.*

PRESENT	PROPOSED CHANGES
Communication 136 **Readers Theatre** *3 units, 3 hours lecture* The course is designed to provide training in the theory, concepts and history of Readers Theatre. The course covers principles of literature selection, analysis, adaptation, direction, and presentation, as well as literary methods and modes of narration.	**Communication 136** *Review and update course outline based on Title 5 standards.*
Communication 137 **Critical Thinking in Group Communication** *3 units, 3 hours lecture* This course is designed to assist students in the development of critical thinking and decision making skills in the small group communication context. There is an emphasis on the basic elements of critical thinking, such as evidence, reasoning, and language. In addition to examining these basic elements, students become familiar with leadership strategies, problem solving techniques, discussion plans and conflict management as applicable in groups.	**Communication 137** *Review and update course outline based on Title 5 standards.*
Communication 144 (Cross-Cultural Studies 144) **Communication Studies: Race and Ethnicity** *3 units, 3 hours lecture* This course provides both a theoretical and a practical exploration of communication, race, and ethnicity in the general context of U.S. culture, with a focus on race and ethnicity in popular culture and the arts. Attention is given to how contemporary and historical constructions of race and ethnicity influence both popular and everyday communication interactions. Emphasis is on developing communication competence in situations where perceived racial or ethnic difference factors into successful communication outcomes.	**Communication 144** (~~Cross-Cultural Studies~~ Ethnic Studies 144) *Review and update course outline based on Title 5 standards.*
Communication 145 **Argumentation** *3 units, 3 hours lecture* This course emphasizes the construction and analysis of public argument. The course covers the theory of argument, the processes and development of arguments and the application of argument to decision-making. Topics include: methods of critical inquiry and advocacy; identifying fallacies in reasoning and language; testing evidence and evidence sources; advancing a reasoned position; and defending and refuting arguments. Analysis, presentation, and evaluation of oral and written arguments are emphasized.	**Communication 145** *Review and update course outline based on Title 5 standards.*

PRESENT	PROPOSED CHANGES
Communication 238 **Speech and Debate Competition I** *1 unit, 1 hour lecture, 1 hour laboratory* This is the introductory course to intercollegiate forensics – Grossmont's Speech and Debate Team. It is designed to give students preparation procedures for competitive speech/debate tournaments. Students will learn the requirements for the four major areas of competitive speaking: public address, oral interpretation, impromptu/ extemporaneous speaking, and debate. The student will be required to participate or observe at one tournament or public speaking activity.	**Communication 238** *Review and update course outline based on Title 5 standards.*
Communication 239 **Speech and Debate Competition II** *2 units, 2 hours lecture, 1 hour laboratory* This course is designed for the student to compete in intercollegiate speech and debate tournaments, through the Grossmont Speech and Debate Team. Students will develop speech performance skills by selecting areas of emphasis which include public speaking, oral interpretation or debate events. This course requires competition in at least one tournament or public speaking activity.	**Communication 239** *Review and update course outline based on Title 5 standards.*
Communication 240 **Speech and Debate Competition III** *3 units, 2 hours lecture, 3 hours laboratory* This course is designed for students to develop speaking and argumentation skills by competing in multiple intercollegiate speaking competitions, festivals or public events as members of the Grossmont Speech and Debate Team. Emphasis is on group and oral performance for team competition at state and national tournaments. Students will focus on multiple events from parliamentary debate, platform speaking, extemporaneous speaking, or oral interpretations events. Competition at two or more tournaments or public speaking activities required.	**Communication 240** *Review and update course outline based on Title 5 standards.*
Communication 241 **Speech and Debate Competition IV** *3 units, 2 hours lecture, 3 hours laboratory* This course is designed for the student who has competed in intercollegiate forensics tournaments, and wants to focus on one or more specific areas of emphasis as a member of the Grossmont Speech and Debate Team. Team leadership skills, debate theory, research analyzing political and social issues, directing and writing of readers theatre, and coaching skills, may be selected as possible focus areas. Competition at three or more tournaments or public speaking activities required.	**Communication 241** *Review and update course outline based on Title 5 standards.*
Computer Science Information Systems 105 **Introduction to Computing** *3 units, 2 hours lecture, 3 hours laboratory* This is an introductory small computing course for those desiring beginning computer knowledge and skills. It includes an overview of a typical personal computer system including input and output devices, the processor, and storage devices. Also included is hands-on experience with a computer and popular applications software. Emphasis will be placed on those skills and knowledge needed to use and maintain a home or small business computer.	**Computer Science Information Systems 105** *Change in course description to* This is an introductory small computing course for those desiring beginning computer knowledge and skills. It includes an overview of a typical personal computer system including input and output devices, the processor, and storage devices. Also included is hands-on experience with a computer and popular application software, including Microsoft Word, Excel, Access and PowerPoint**.** Emphasis will be placed on those skills and knowledge needed to use and maintain a home or small business computer.

PRESENT	PROPOSED CHANGES
Computer Science Information Systems 111 **Beginning Web Page Design** *1.5 units, 1 hour lecture, 1.5 hours laboratory* A beginning web site creation course emphasizing creation and implementation using current web authoring software. This course is intended for the beginner at web page creation. This class provides hands-on instruction in the use of one or more state-of-the-art software website builder tools for creating simple business or personal web sites. This class will cover the essential skills involved in developing, modifying, and publishing web sites utilizing modern technology. Not open to students with credit in CSIS 132.	**Computer Science Information Systems 111** *Review and update course outline based on Title 5 standards.*
Computer Science Information Systems 112 **Windows Operating System** *3 units, 3 hours lecture* This course introduces the Microsoft Windows family of operating systems concentrating primarily on the most current version. Coverage begins with the desktop graphical user interface, and ends with the configuration and maintenance of Windows as might be required of a home or small business user. Topics will include hardware and software installation and configuration, networking to a LAN and to the Internet, security and file sharing, administrative tools, scripting and batch files, and maintenance and performance tuning. The course will also cover file systems, storage devices, communication devices, command line options, registry repairs, disaster recovery and troubleshooting.	**Computer Science Information Systems 112** *Change in course description to* This course introduces the Microsoft Windows family of operating systems concentrating primarily on the most current version. Coverage begins with the desktop graphical user interface and ends with the configuration and maintenance of Windows as might be required of a home or small business user. Topics will include hardware and software installation maintenance, networking, mobile computing, security and file sharing, administrative tools, scripting and batch files, and maintenance and performance tuning. The course will also cover file systems, storage devices, communication devices, command line options, registry repairs, disaster recovery, and troubleshooting.
Computer Science Information Systems 113 **Introduction to Linux** *3 units, 3 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in CSIS 110 and 112 or equivalent.* This course introduces the student to Multi-user, multitasking operating systems using the Linux Operating System (OS). Topics include: general operating system design, examination and comparison of different types of OS, security concerns and log-on procedures, file creation and manipulation, files and file system, UNIX utilities, shell commands, and process creation and control.	**Computer Science Information Systems 113** *Change in course description to* This course provides a solid framework into the concepts, installation, and configuration of server Operating System (OS). Topics include understanding of the desktop environments used in the server environment. It describes ways of exploring and understanding of the OS. It demonstrates the system administration tasks and how they are used to provide support for multiple users. It describes issues related to security and shows how to automate tasks through shell scripting.
Computer Science Information Systems 119 **Introduction to Computer Programming** *3 units, 3 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in CSIS 110 and 112 or equivalent.* An introductory course in computer programming as a foundation for more advanced programming, computer science, computer networking, or software engineering courses. Emphasis is on the development of problem solving skills as it introduces students to computer programming principles and best practices using modular and Object Oriented programming concepts. Attention is given to development of effective software engineering practices emphasizing such principles as analysis and design decomposition, encapsulation, procedural abstraction, testing and software reuse. Students learn and apply standard programming constructs, problem-solving strategies, the concept of an algorithm, fundamental data structures, and the machine representation of data.	**Computer Science Information Systems 119** *Review and update course outline based on Title 5 standards.*

PRESENT	PROPOSED CHANGES
Computer Science Information Systems 132 **Introduction to Web Development** *3 units, 2 hours lecture, 3 hours laboratory* **Recommended Preparation**: *A "C" grade or higher or "Pass" in CSIS 105 or 110 or equivalent.* This course is a hands-on overview of current web development. Emphasis will be placed on coding and debugging valid HTML and Cascading Style Sheets (CSS), but the course will also include design principles and introductory graphics to encourage attractive, usable design. Mobile development will be introduced. Student will use industry standard development environments to create web sites.	**Computer Science Information Systems 132** *Change in course description to* This course surveys and introduces web design and development fundamentals, involving key technologies and skills used in website construction alongside hands-on coding experience. Best practices in coding and debugging HTML and CSS will be emphasized along with the use of modern CMS systems such as WordPress. Other topics will include web terminology, technology and careers, website development platform options, code editors, and web graphics.
Computer Science Information Systems 133 **Intermediate Web Development** *3 units, 2 hours lecture, 3 hours laboratory* **Recommended Preparation:** *A "C" grade or higher or "Pass" in CSIS 132 or equivalent.* This course builds on the skills introduced in Introduction to Web Development with hands-on projects that reinforce and further develop HTML5 and CSS3 expertise. Mobile development is addressed in detail. Also covered are content management systems (CMS), Search Engine Optimization (SEO), and usability issues.	**Computer Science Information Systems 133** *Review and update course outline based on Title 5 standards.*
Computer Science Information Systems 135 **JavaScript Programming** *3 units, 2 hours lecture, 3 hours laboratory* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in CSIS 133 or equivalent.* An introductory course in JavaScript programming focusing on creating dynamic web pages. The course will include embedding JavaScript in HTML, event-handling, writing, and calling JavaScript functions, as well as exploring jQuery and its relationship to JavaScript.	**Computer Science Information Systems 135** *Review and update course outline based on Title 5 standards.*
Computer Science Information Systems 145 **Introduction to TCP/IP** *2 units, 2 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in CSIS 144 or equivalent.* This course introduces the student to the operation of the Transmission Control Protocol/Internet Protocol (TCP/IP) standard and related protocols. This course will cover the underlying components and protocols that make up the Internet. Tools used to navigate and access information on the Internet will be studied. Demonstrations will be given on some of the more popular Internet navigation tools, such as Internet Explorer, Mozilla and Firefox.	**Computer Science Information Systems 145** *Change in recommended preparation and course description to:* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in CSIS 125 or equivalent.* This course introduces the student to the operation of the Transmission Control Protocol/Internet Protocol (TCP/IP) standard and related protocols. The course will cover the underlying components and protocols that make up the Internet. Tools used to navigate and access information on the Internet will be studied.

PRESENT	PROPOSED CHANGES
Computer Science Information Systems 151 **Introduction to Photoshop** *3 units, 3 hours lecture* This course provides the student with step-by-step instructions on how to create cutting-edge graphics and special effects with Photoshop. Using hands-on real world projects, the student will learn the optimal use of layers, layer effects, photo retouching, color adjustments, working with masks and layers, and composites. The student will learn how to create images of different formats for different applications and how to create files for the array of digital devices available today. This is not an artistic design course, but emphasizes tools used by the Photoshop software application.	**Computer Science Information Systems 151** *Review and update course outline based on Title 5 standards.*
Computer Science Information Systems 161 **Intermediate Video Game Development** *3 units, 3 hours lecture* **Recommended Preparation:** *A "C" grade or higher or "Pass" in CSIS 160 or equivalent.* This course will provide students with the theory and practice of computer game design and development. Students will build on their knowledge of PC and console game theory, designing and creating their own games. This course will emphasize game story development and game character development as it pertains to designing a viable video game project. Sprite animation, input controls and sound programming will be covered. Students will be introduced to 3D animation software. This course is intended for non-computer programmers.	**Computer Science Information Systems 161** *Review and update course outline based on Title 5 standards.*
Computer Science Information Systems 276 **Introduction to SQL** *3 units, 3 hours lecture* **Recommended Preparation:** *A "C" grade or higher or "Pass" in CSIS 110 or equivalent.* This is an introductory course in Structured Query Language (SQL) programming intended for persons with basic computer literacy skills. The course is designed to teach students the fundamentals of good relational database design and how to use and maintain a database using the industry-standard data query and manipulation language SQL. Students will use SQL to create tables, keys and indexes, handle security in the database; and perform simple and complex queries.	**Computer Science Information Systems 276** *Review and update course outline based on Title 5 standards.*
Computer Science Information Systems 290 **Introduction to C# Programming** *4 units, 3 hours lecture, 3 hours laboratory* **Recommended Preparation:** *A "C" grade or higher or "Pass" in CSIS 119 or equivalent.* This course is designed to provide students with an introduction to C# programming in the Visual Studio integrated development environment. Emphasis will be on learning the fundamentals including sequence, decision and repetition. The course will also focus on object-oriented design, testing and debugging on a Windows .NET platform.	**Computer Science Information Systems 290** *Review and update course outline based on Title 5 standards.*

PRESENT	PROPOSED CHANGES
Computer Science Information Systems 297 **Intermediate C++ Programming** *4 units, 3 hours lecture, 3 hours laboratory* **Prerequisite:** *A "C" grade or higher or "Pass" in CSIS 296 or equivalent.* This second course in C++ programming explores some of the more advanced concepts of the language including object oriented programming, error handling, and data structures.	**Computer Science Information Systems 297** *Review and update course outline based on Title 5 standards.*
Cross-Cultural Studies 115 **Cross-Cultural Competence** *3 units, 3 hours lecture* Achieving cultural competency is a process involving human interaction. This course provides a framework for critical reflection, knowledge acquisition, dialogue and best practices. It includes theoretical and practical explorations of attitudes, behavior, institutions, and policies. Students gain skills with people of diverse cultures, languages, socio-economic classes, races, ethnic backgrounds, religions, sexual and gender orientations, special needs and other social identities. Students begin their work toward cultural proficiency by operationalizing, or practicing, cross-cultural knowledge and skills. The course examines privilege and oppression, intersectionality of identities, various groups' barriers to equal access and opportunity, and how cross-cultural competence moves people and institutions toward practices of inclusiveness.	**Cross-Cultural Studies 115** *Change in subject heading to* **Ethnic Studies 115**
Cross-Cultural Studies 116 **Introduction to Women's Studies** *3 units, 3 hours lecture* Interdisciplinary introduction to the origins, purpose, subject matter, and methods of Women's Studies and to feminist perspectives in the social sciences on a range of issues affecting women of diverse backgrounds. Study of gender and its intersections with race, class, sexuality, disability, age, religion, and other systems of difference. Includes such topics as gender-based language, personality development and self-concept, social evolution, family structures, and economic life.	**Cross-Cultural Studies 116** *Change in subject heading to* **Gender Studies 116**
Cross-Cultural Studies 125 (Psychology 125) **Cross-Cultural Psychology** *3 units, 3 hours lecture* An introduction to theories and research findings regarding cultural influences on human behavior and cognitive processes (life-span development, abnormal behavior and mental health, drug use, self-concept, emotion, social behavior, perception, learning, intelligence, and memory). By providing students with a non-judgmental understanding of how culture influences human behavior, this course will make them more equipped to interact in a world where there is increasing contact among different cultures.	**Cross-Cultural Studies 125** *Change in subject heading to* **Ethnic Studies 125**

PRESENT	PROPOSED CHANGES
Cross-Cultural Studies 126 **Chicano/Chicana and Mexican Art** *3 units, 3 hours lecture* A survey of Mexican art from pre-Columbian times to the present, including Chicano/Chicana folk and contemporary art. Some attention is given to relationships between Chicano/Chicana and traditional Mexican art, as well as to the relationships among Chicano/Chicana and Anglo-American and European art.	**Cross-Cultural Studies 126** *Change in subject heading to* **Ethnic Studies 126**
Cross-Cultural Studies 127 **La Chicana** *3 units, 3 hours lecture* A study of Chicanas through the lens of Chicana Studies feminist scholarship. Through the use of literature, the arts and media, the course explores the intersections of gender, race, ethnicity, and socio-economic class in Chicana identity and experiences. Themes include power and resistance; work, family and culture; cultural representations, and the interplay of social processes on the development of identity.	**Cross-Cultural Studies 127** *Change in subject heading to* **Ethnic Studies 127**
Cross-Cultural Studies 128 **Introduction to Chicana/o Studies** *3 units, 3 hours lecture* This course is an introduction to Mexicana/o-Chicana/o culture and identity in the United States viewed through the lens of the origins, evolution, and current status of Chicana/o studies. Explores the research, theories, methods and debates in, and impact of, the field. Examines current intellectual trends, scholar activism, societal developments and the issues affecting Mexicana/o-Chicana/o communities. The course is taught from a multidisciplinary approach using the scholarship of Chicano Studies, the social sciences, visual arts, drama, history, literature, and music.	**Cross-Cultural Studies 128** *Change in subject heading to* **Ethnic Studies 128**
Cross-Cultural Studies 132 **American Indian Culture and Heritage** *3 units, 3 hours lecture* An in-depth analysis and discussion of American Indian cultural development as influenced by native and non-native traditions and influences. This course will examine the ways in which American Indians view the world, their place in it, and their responsibilities to it within an ethno-environmental context. Emphasis is placed on tribal and family relationships and social adjustments made by individuals. Analyzes the influence of these traditions on non-Indian cultures and philosophy, sociopolitics, science, religion, and the arts. Deals with the ongoing adaptability and endurance of American Indian traditions and customs given the changing conditions or legal requirements of the times.	**Cross-Cultural Studies 132** *Change in subject heading and course number to:* **Ethnic Studies 137**
Cross-Cultural Studies 133 **The History and Cultures of California Indians** *3 units, 3 hours lecture* An historical overview of California native people and their timeless cultural elements. Areas to be studied will include: an investigation into pre-European contact cultures and the subsequent impact of Spanish missions and Anglo-American institution and values.	**Cross-Cultural Studies 133** *Change in subject heading and course number to:* **Ethnic Studies 138**

PRESENT	PROPOSED CHANGES
Cross-Cultural Studies 134 **Introduction to American Indian Art** *3 units, 3 hours lecture* The study of prehistoric, historic and modern creative art forms of American Indians. This course will investigate the origins of American Indian art from rock paintings to contemporary artists and artisans. The class will compare and contrast art forms said to be Native American in content and Native American artists creating contemporary art in European-based art forms. The question, "Is it art" will be examined in the context of historical European biases and the question "What is American Indian art?" from legal, cultural, anthropological, and fine arts perspectives.	**Cross-Cultural Studies 134** *Change in subject heading to* **Ethnic Studies 134**
Cross-Cultural Studies 135 **San Diego County American Indian Tribes** *3 units, 3 hours lecture* This course discusses the cultural complexity of indigenous San Diego County Indians, spanning geographically from the ocean to the mountains and desert. San Diego County has 18 Indian Reservations, more than any county in the United States. The course examines pre-contact, migration/relocation patterns, present day reservations, and an in-depth study of the dominant Hokan speakers (Kumeyaay-Diegueño) and of the three groups of Uto-Aztecan speakers (Luiseño, Cahuilla and Cupeño). The history of these groups includes the Spanish, Mexican, and American periods resulting in forced removals and loss of traditional territories and altered traditions. Also covered is each group's origins, traditional songs, oral tradition, religious practices, foods, family patterns, and how they have survived and maintained their language, arts and culture. The course evaluates how the tribes shaped ancient and modern San Diego, including the socio-economic and political importance of gaming tribes and sovereignty.	**Cross-Cultural Studies 135** *Change in subject heading to* **Ethnic Studies 135**
Cross-Cultural Studies 143 **Images of Black Women** *3 units, 3 hours lecture* A study of black women in the U.S. using literature, the arts and media, produced by and about black women. Explores the intersections of gender, race, and socio-economic class in black women's identity and experiences. Themes include power and resistance; work, family and culture; cultural representations and stereotypes, and the interplay of social processes on the development of identity.	**Cross-Cultural Studies 143** *Change in subject heading to* **Ethnic Studies 143**
Cross-Cultural Studies 144 (Communication 144) **Communication Studies: Race and Ethnicity** *3 units, 3 hours lecture* This course provides both a theoretical and a practical exploration of communication, race, and ethnicity in the general context of U.S. culture, with a focus on race and ethnicity in popular culture and the arts. Attention is given to how contemporary and historical constructions of race and ethnicity influence both popular and everyday communication interactions. Emphasis is on developing communication competence in situations where perceived racial or ethnic difference factors into successful communication outcomes.	**Cross-Cultural Studies 144** *Change in subject heading to* **Ethnic Studies 144**

PRESENT	PROPOSED CHANGES
Cross-Cultural Studies 145 **Introduction to Black Studies** *3 units, 3 hours lecture* An overview of Black Studies as a discipline, including its socio-political and academic origins, evolution of ideas, methodologies, and goals. Subject areas include history, politics, and economics; social systems; oppression and empowerment; family and community; identity; and contemporary issues. Scholarship, literature, media, and the arts illustrate the interdisciplinary approach to studying black experiences, behavior and thought.	**Cross-Cultural Studies 145** *Change in subject heading to* **Ethnic Studies 145**
Cross-Cultural Studies 154 (History 154) **Early History of Women in World Civilization** *3 units, 3 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in English 110 or English as a Second Language 119 or equivalent.* This course covers the transnational/global concepts of gender, social, economic, political, cultural and intellectual/creative aspects of women in world society from prehistoric times to the early modern era (1500 C.E.). Societal structures, cultural norms, legal/sociological constructs, religious paradigms affecting women throughout Asia, Africa, Middle East, the Americas and Europe will be explored. The course will also focus upon gaining an understanding of women's past accomplishments, both major and mundane, as well as limitations, which may illuminate their present and future.	**Cross-Cultural Studies 154** *Change in subject heading and recommended preparation to:* **Gender Studies 154** ***Recommended Preparation:*** *None*
Cross-Cultural Studies 155 (History 155) **Modern History of Women in World Civilization** *3 units, 3 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in English 110 or English as a Second Language 119 or equivalent.* This course covers the transnational/global concepts of gender, social, economic, political, cultural and intellectual/creative aspects of women in world society from 1500 C.E. to the present. Societal structures, cultural norms, legal/sociological constructs, religious paradigms affecting women throughout modern Asia, Africa, Middle East, the Americas and Europe will be explored. The course will also focus upon gaining an understanding of women's past accomplishments, both major and mundane, as well as limitations, which may illuminate their present and future.	**Cross-Cultural Studies 155** *Change in subject heading and recommended preparation to:* **Gender Studies 155** ***Recommended Preparation:*** *None*
Cross-Cultural Studies 194 **Community Service Learning Experience** *1 unit, 5 hours work experience per week* *60 volunteer hours or 75 paid hours* Community Service Learning Experience (CSLE) is a community outreach program which promotes the national agenda of volunteer engagement. The purpose is to provide students the opportunity to explore options and careers in a selected area of study.	**Cross-Cultural Studies 194** *Change in subject heading to* **Ethnic Studies 194**

PRESENT	PROPOSED CHANGES
Cross-Cultural Studies 236 (English 236) **Chicano/Chicana Literature** *3 units, 3 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in English 110 or equivalent.* This course introduces students to a survey of folk, traditional, and contemporary Chicano/Chicana literature. Literary works originally written in English and the Chicano/a bilingual idiom as well as English translations of works written in Spanish will be taught. Students examine the literature as a reflection of Chicano/a experience in the world and the effects of the literature on American culture and politics. Reading selections may consist of poetry, ballads, short stories, novels, plays, and nonfiction prose. Authors such as the following will be read, analyzed, discussed, and written about in critical essays and exams: Rudolfo Anaya, Lorna Dee Cervantes, Helena Maria Viramontes, Sandra Cisneros, Jimmy Santiago Baca, Luis J. Rodriguez, Luis Alberto Urrea, Dagoberto Gilb.	**Cross-Cultural Studies 236** *Change in subject heading, course title, and recommended preparation to:* **Ethnic Studies 236** **Chicana/o Literature** ***Recommended Preparation:*** *None* This course is a survey of colonial, post-colonial, and contemporary Chicano/Chicana literature. Literary works originally written in English and the Chicano/a bilingual idiom as well as English translations of works written in Spanish will be taught. Reading selections may consist of poetry, ballads, short stories, novels, plays, and nonfiction prose. Students analyze the literature and apply critical theory to describe critical events in the histories, cultures, and intellectual and literary traditions, with special focus on the lived experiences, social struggles, and contributions of Latino/a Americans in the United States.
Cross-Cultural Studies 237 (English 237) **American Indian Literature** *3 units, 3 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in English 110 or equivalent.* A survey and literary analysis of American Indian literature; folk, creation and origin stories, legends, and poetry from the oral tradition to contemporary American Indian authors.	**Cross-Cultural Studies 237** *Change in subject heading and recommended preparation to:* **Ethnic Studies 237** ***Recommended Preparation:*** *None*
Cross-Cultural Studies 238 (English 238) **Black Literature** *3 units, 3 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in English 110 or equivalent.* This course introduces students to a survey of folk, traditional, and contemporary Black literature. Students examine the literature as a reflection of Black experience in the world and the effects of the literature on American culture and politics. Reading selections may consist of poetry, short stories, novels, and nonfiction prose, including essays, letters, political tracts, autobiographies, speeches, and sermons. Authors such as the following will be read, analyzed, discussed, and written about in critical essays and exams: Phillis Wheatley, Harriet Jacobs, Frederick Douglass, Booker T. Washington, W.E.B. Du Bois, Zora Neale Hurston, Langston Hughes, Countee Cullen, Richard Wright, Gwendolyn Brooks, Amiri Baraka, Lucile Clifton, Maya Angelou, Toni Morrison, Alice Walker, August Wilson, Saul Williams, Ntozake Schange, and Natasha Trethewey.	**Cross-Cultural Studies 238** *Change in subject heading and recommended preparation to:* **Ethnic Studies 238** ***Recommended Preparation:*** *None* This course introduces students to a survey of Black literature, focusing on the early oral tradition, literature of slavery and freedom, the Harlem Renaissance, Modernism, the Black Arts Era, and the contemporary period. Reading selections may consist of poetry, short stories, plays, novels, and nonfiction prose, including essays, letters, political tracts, autobiographies, speeches, and sermons. Students analyze the literature and apply critical theory to describe critical events in the histories, cultures, and intellectual and literary traditions, with special focus on the lived experiences, social struggles, and contributions of African Americans in the United States.
Culinary Arts 105 **Home Cooking Essentials** *2 units, 1 hour lecture, 3 hours laboratory* Principles and application of home meal preparation and production. Includes effective utilization of time, equipment, finances and personnel. This course is offered on a Pass/No Pass basis only.	**Culinary Arts 105** *Change to course description to:* A course for the home cooking enthusiast who wants to learn and apply scratch cooking to various breakfast/brunch items, appetizers, entrées and desserts. Includes proper sanitation, knife skills, seasonal meal planning, cultural food diversity and costing. This course is offered on a Pass/No Pass basis only.

PRESENT	PROPOSED CHANGES
Culinary Arts 160 **Quantity Foods Preparation and Production** *3 units, 2 hours lecture, 3 hours laboratory* *Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 171 or equivalent.* Principles and application of quantity food preparation and production. Includes effective utilization of time, equipment, finances, and personnel.	**Culinary Arts 160** *Change in course title and course description to:* **Banquet Service Production** Principles and application of banquet food preparation and production for on-campus dining facility. This restaurant service class emphasizes planning, practicing and serving guests a weekly 4-course meal. Cooking skills acquired in previous culinary classes will be practiced and applied as well as sanitation and time utilization. Setting up a dining room and guest services will be examined and applied.
Culinary Arts 163 **Food Purchasing for Culinary Arts** *1 unit, 1 hour lecture* Purchasing policies, laws, and methods used in the health care and food service industries. Purchase of food and other cooking supplies to obtain the best quality and value.	**Culinary Arts 163** *Change in course description to* This course covers food purchasing policies, laws, and methods used currently in the food service industries. Focus will be on evaluating food quality requirements, selecting vendors, pricing decisions and purchasing ethics.
Culinary Arts 164 **International Cooking** *3 units, 2 hours lecture, 3 hour laboratory* *Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent.* A course exploring various international and ethnic food patterns and food preparation techniques. Economic, agricultural, religious, historical and nutritional aspects of foods from a variety of world cultures will be examined. Emphasis will be on preparation of popular dishes from different cultures that impact culinary arts today.	**Culinary Arts 164** *Review and update course outline based on Title 5 standards.*
Culinary Arts 165 **Sanitation for Food Service** *1 unit, 1 hour lecture* A basic course in food service sanitation leading to a San Diego County Food Service Manager Certificate. Instruction covers microbiology of food borne illnesses, prevention techniques, personal sanitation practices, housekeeping and waste disposal. Food safety and storage information includes receiving and storage techniques, sanitary food production, sanitation of kitchen, dining rooms, legal regulations and safety considerations as well as training techniques.	**Culinary Arts 165** *Change in course description to* A basic course in food service sanitation leading to a National Restaurant Association Food Handlers' certificate. Instruction covers microbiology of food borne illnesses, prevention techniques, personal sanitation practices, housekeeping and waste disposal. Food safety and storage information includes receiving and storage techniques, sanitary food production, sanitation of kitchen, dining rooms, legal regulations and safety considerations as well as training techniques.

PRESENT	PROPOSED CHANGES
Culinary Arts 166 **Menu Management** *1 unit, 1 hour lecture* Introduction and application of principles of basic menu management for the food service industry. Emphasis will be on cost control, recipe conversion, proportioning and menu creation. Basic math skills will be used to analyze cost, and prepare recipes, conversions and formulas that will provide necessary chef skills for other culinary arts courses.	**Culinary Arts 166** *Change in course description to* Introduction and application of principles of basic menu management for the food service industry. Emphasis will be on nutrition and menu planning, styles, pricing, recipe costing, pricing and marketing. Basic math skills will be used to analyze cost, and prepare recipes, conversions and formulas that will provide necessary skills for other culinary arts courses.
Culinary Arts 167 **Wines of the World** *3 units, 3 hours lecture* An introduction to the various kinds and types of wines produced in the world. The course content includes the history of wine, classification of wine, production practices, and food and wine relationships. This class is open to all students 21 years or older who desire a background in enology, especially culinary arts students.	**Culinary Arts 167** *Review and update course outline based on Title 5 standards.*
Culinary Arts 169 **Essential Skills for Culinary Arts** *3 units, 2 hours lecture, 3 hours laboratory* Introduction and application of the principles of essential culinary arts skills. Emphasis will be on essential knife skills, product identification, high production standards, attractive service, proper equipment use and good time management. These essential skills will be used to prepare recipes and formulas that will provide necessary chef skills for other culinary arts courses.	**Culinary Arts 169** *Change in course description to* Introduction and application of the principles of essential culinary arts skills. Emphasis will be on sanitation practices, knife skills, product identification, basic cooking techniques, tasting and seasoning, proper equipment use and good time management. These essential skills will be used to prepare recipes and formulas that will provide necessary cooking skills for other culinary arts courses.
Culinary Arts 170 **Introduction to Catering Management** *3 units, 3 hours lecture* This course is designed to prepare students to enter the professional field of catering through self-employment or working within the hotel/restaurant industry. Students will be introduced to aspects of catering management including menu development, kitchen organization, cost accounting, service, rentals, staffing, contracts, legal requirements, advertising, promotion and client retention.	**Culinary Arts 170** *Change in course title and course description to:* **Food Service Management** This course is designed to prepare students to enter the professional field of food management through self-employment and off-premise events. Students will be introduced to the catering and personal chef industry including menu development, kitchen organization, cost accounting, service, rentals, staffing, contracts, legal requirements, advertising, promotion and client retention.
Culinary Arts 171 **Intermediate Culinary Skills** *3 units, 2 hours lecture, 3 hours laboratory* *Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent.* Students study and experience the preparation and production of food items at grill and sauté stations. Emphasis will be placed on quality, cost, and speed of production of hot food items.	**Culinary Arts 171** *Change in course description to* This course will build on previous knowledge gained in Essential Skills for Culinary Arts and increase proficiency in classical and contemporary cooking techniques and plating presentations. Emphasis will be meat and fish fabrication, fundamentals of breakfast, brunch and lunch items, garde manger, grilling and line cooking.
Culinary Arts 172 **Principles of Soup, Stock and Sauce Preparation** *3 units, 2 hours lecture, 3 hours laboratory* *Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent.* Students are instructed in the preparation of stocks, soups and sauces. This course will also deal with the use of sauces to complement and enhance food and will stress methods of binding and repairing sauces.	**Culinary Arts 172** *Change in course description to* This course explores the fundamentals of making meat, fish and vegetable stocks as the building blocks for traditional and specialty soups. Classic French sauces will be covered as well as contemporary salsas, nages, flavored oils, foams and compound butters.

PRESENT	PROPOSED CHANGES
Culinary Arts 173 **Principles of Buffet and Catering** *3 units, 2 hours lecture, 3 hours laboratory* ***Prerequisite:*** *A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent.* This course will include methods and procedures needed for catering and buffet service including table arrangements, decor, physical lay-out and decorative carving techniques. Students will also prepare pate, gelatins, marinated salads, smoked fish and charcuterie.	**Culinary Arts 173** *Change in course description to* This course will include methods and procedures needed for traditional and family style banquets, buffets, tray passed platters, action and raw bar stations. Modern techniques in molecular gastronomy and mocktails will also be introduced. Students will practice traditional and modern themes of banquet services along with a variety of station and table presentations. Logistics such as budgeting, equipment, staff and functional space for off-site buffets and catering will be explored.
Culinary Arts 174 **Principles of Baking and Pastry Making** *3 units, 2 hours lecture, 3 hours laboratory* This course will provide students the skills and procedures needed to prepare doughs, puff pastry, meringues, etc. Instruction will stress the uniformity of results and the development of proper baking and decorating techniques.	**Culinary Arts 174** *Change in course description to* This course introduces fundamental baking and pastry techniques used as the building blocks for a variety of pastries and desserts. Emphasis is placed on sanitation, professionalism, organization, kitchen equipment, ingredients, recipe analysis and technique, consistency of product, and teamwork.
Culinary Arts 175 **Healthy Lifestyle Cuisine** *3 units, 2 hours lecture, 3 hours laboratory* ***Prerequisite:*** *A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent.* This course is a component of the Culinary Arts and Baking and Pastry degrees and is designed to help the professional chef/cook or entry level student use methods of selecting and preparing healthier foods. The student will explore techniques of altering recipes by changing fat, protein, sodium and sugar content as well as develop and practice strategies for healthier modes of cooking.	**Culinary Arts 175** *Change in course description to* This course builds on skills and techniques learned and practiced in previous culinary arts classes. Emphasis is on understanding nutritional concepts, creating healthy eating patterns, developing healthy recipes and exploring alternative ingredients. Preparations for healthy lifestyles include soups, salads and appetizers to main courses for breakfast, brunch, lunch and dinner. Healthy alternative desserts will also be explored.

PRESENT	PROPOSED CHANGES
Culinary Arts 176 **Advanced Baking and Pastry Arts** *3 units, 2 hours lecture, 3 hours laboratory* *Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.* The course will build on previous knowledge and increase proficiency in baking and pastry techniques for production. Students will explore and demonstrate a broad spectrum of classical vs. modern application of cakes, French pastries and tarts. Students will sharpen their skills in mixing and shaping of breads, including artisan breads. Students will focus on artistry and innovation in baked goods, merged with practical skills.	**Culinary Arts 176** *Change in course description to* This course will build on previous building blocks learned in Principles of Baking and Pastry Making and increase technical proficiency. Students will explore and demonstrate a broad spectrum of classical and modern applications for seasonal plated desserts, petit fours and yeast breads. Emphasis will be placed on planning and executing dessert menus utilizing organizational and time management skills for weekly campus restaurant service. Flavor/texture pairings and theory will be covered in this course. *SLOs updated*
Culinary Arts 177 **Commercial Baking** *3 units, 2 hours lecture, 3 hours laboratory* *Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.* This course will build on previous knowledge and increase proficiency in baking and pastry techniques for mass production. Students will explore and demonstrate the preparation of a broad spectrum of breads and pastries. Students will study and demonstrate classical and modern advanced baking techniques and applications for commercial products including a variety of breads, rolls and pastries. Students will study and demonstrate the understanding and use of commercial baking tools and equipment.	**Culinary Arts 177** *Change in course prerequisite and course description to:* **Prerequisites**: *A "C" grade or higher or "Pass" in Culinary Arts 165 and 174 or equivalent.* Students will design and execute a broad spectrum of petit fours, breads and plated desserts for weekly on campus banquet service. Emphasis will be placed on classical and modern techniques, organization, time management and production standards. Constructing a seasonal commercial dessert menu will be introduced and analyzed.
Culinary Arts 178 **Fruit, Vegetable, Ice Carving and Culinary Competition** *3 units, 2 hours lecture, 3 hours laboratory* *Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 169 or equivalent.* This course is designed to prepare students to enter the professional field in the area of food preparation in the Garde Manger and Cold Food Kitchens and prepares students at skill levels for culinary competition through knowledge, practice and evaluation as designated by The American Culinary Federation. Students will be introduced to proper tools, equipment and knives for use in the production of fruit, vegetable, ice carvings and competitive culinary techniques. Training will include history, theory, design, basic principles, tips and techniques.	**Culinary Arts 178** *Change in course title, course prerequisite, and course description to:* **Garde Manager** **Prerequisite**: *A "C" grade or higher or "Pass" in CA 165 and 169 or equivalent* This course is designed to prepare students in cold food preparations such as salads, dressings, hors d'oeuvres, appetizers, canapés, pâtés, terrines, cold mousses and marinades. Students will be introduced to fruit and vegetable carving as well as a variety of other functional garnishes ideas for composed dishes and platters.
Culinary Arts 180 **Advanced Food Preparation for Fine Dining** *3 units, 2 hours lecture, 3 hours laboratory* *Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 171 or equivalent.* Training in advanced principles of food preparation and service. Special instruction and practice in the finer arts of food preparation as related to foods served in fine dining establishments including hotels and restaurants.	**Culinary Arts 180** *Change in course description to* Training in advanced principles of food preparation and service for on-campus restaurant. Special instruction and practice for both classical and contemporary food preparation as related to fine dining establishments including hotels and restaurants

PRESENT	PROPOSED CHANGES
Culinary Arts 183 **Pastry Skills in Bread Baking** *3 units, 2 hours lecture, 3 hours laboratory* **Prerequisite:** *A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.* The course will build on previous knowledge and increase proficiency in baking techniques for production of advanced bread baking. Students will explore and demonstrate a broad spectrum of baking styles producing artisan, European and American breads. Students will sharpen their skills in mixing and shaping of these breads. Students will focus on various types of mixing methods and bread baking, merged with practical skills.	**Culinary Arts 183** *Change in course prerequisite and course description to:* **Prerequisite:** *A "C" or "Pass" grade or higher in Culinary Arts 165 and 174 or equivalent.* The course will build on previous knowledge and increase proficiency in baking techniques for the production of artisan breads. Students will explore and demonstrate a broad spectrum of baking styles producing Middle Eastern, European and American style breads. Introduction to various grains, pre-ferments, mixing, shaping, and baking techniques will be explored. Other specialty bread related items such as quick breads, crackers and spreads will be incorporated within the course.
Culinary Arts 184 **Pastry Skills in Chocolate Preparation** *3 units, 2 hours lecture, 3 hours laboratory* **Prerequisite:** *A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.* The course will build on previous knowledge and increase proficiency in baking and pastry techniques for production in chocolate decoration and preparation. Students will explore and demonstrate a broad spectrum of chocolate decorations and preparations. Students will sharpen their skills in tasting, tempering, piping, modeling, decoration, garnishing, spraying, and painting with chocolate. Students will focus on artistry and innovation with chocolate decoration and preparation merged with practical skills.	**Culinary Arts 184** *Change in course description to* This course focuses on understanding the process of making chocolate from bean-to-bar and how to apply techniques for making garnishes, centerpieces and various chocolate-based confections. Emphasis is placed on chocolate tasting, tempering and constructing ganache filled candies. Decorating skills will be covered using coloring, transfer sheets and airbrushing cocoa butter. Theory of flavor pairings and infusion techniques will be covered.
Culinary Arts 185 **Sugar Work and Decorative Centerpieces** *3 units, 2 hours lecture, 3 hours laboratory* **Prerequisite:** *A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.* The course will build on previous knowledge and increase proficiency in baking and pastry techniques for production in sugar work and decorative centerpieces and its preparation. Students will explore and demonstrate a broad spectrum of sugar work, decorative centerpieces and their preparations. Students will sharpen their skills in tasting, tempering, piping, decoration, garnishing, and decorating with sugar and decorative work. Students will focus on artistry and innovation with sugar work including wedding cakes, holiday cakes, gingerbread, pastillage and its preparation merged with practical skills.	**Culinary Arts 185** *Change in course description to* This course focuses on adapting the skills and understanding needed to design and construct sugar showpieces and sugar-based confections. Students will explore and demonstrate a broad spectrum of skills such as cooking sugar, casting, pulling, blowing and other modern techniques for a variety of centerpieces, candies and sugar decorations for desserts and cakes. Color theory, height and dimensions will be introduced and applied to the finished sugar showpieces.

PRESENT	PROPOSED CHANGES
Culinary Arts 186 **Pastry Skills in Cake Decorating** *3 units, 2 hours lecture, 3 hours laboratory* *Prerequisite: A "C" grade or higher or "Pass" in Culinary Arts 174 or equivalent.* This course will build on previous knowledge and increase proficiency in baking and pastry techniques for production. Students will explore and demonstrate a broad spectrum of classical vs. modern application of cake preparations and decorating. Students will sharpen their skills in baking techniques, piping, decorative cake garnishing and icing. Students will focus on artistry and innovation in cake décor merged with practical skills.	**Culinary Arts 186** *Change in course prerequisite and course description to:* **Prerequisite:** *A "C" grade or higher or "Pass" in CA 165 and 174 or equivalent.* The course focuses on techniques for making and constructing specialty cakes. Students will explore and demonstrate a broad spectrum of classical and modern application of cake construction and decorating. Various cake formulas, fillings and buttercreams will be demonstrated and applied. Enrobing cakes with rolled fondant and marzipan will be practiced as well as glazing techniques. Wedding cake principles and design be explored. Students will sharpen their artistry skills in piping, decorative cake garnishing and icing.
English 236 (Cross-Cultural Studies 236) **Chicano/Chicana Literature** *3 units, 3 hours lecture* *Recommended Preparation: A "C" grade or higher or "Pass" in English 110 or equivalent.* This course introduces students to a survey of folk, traditional, and contemporary Chicano/Chicana literature. Literary works originally written in English and the Chicano/a bilingual idiom as well as English translations of works written in Spanish will be taught. Students examine the literature as a reflection of Chicano/a experience in the world and the effects of the literature on American culture and politics. Reading selections may consist of poetry, ballads, short stories, novels, plays, and nonfiction prose. Authors such as the following will be read, analyzed, discussed, and written about in critical essays and exams: Rudolfo Anaya, Lorna Dee Cervantes, Helena Maria Viramontes, Sandra Cisneros, Jimmy Santiago Baca, Luis J. Rodriguez, Luis Alberto Urrea, Dagoberto Gilb.	**English 236** (~~Cross-Cultural Studies~~ Ethnic Studies 236) *Change in course title, recommended preparation and course description to:* **Chicana/o Literature** *Recommended Preparation: None* This course is a survey of colonial, post-colonial, and contemporary Chicano/Chicana literature. Literary works originally written in English and the Chicano/a bilingual idiom as well as English translations of works written in Spanish will be taught. Reading selections may consist of poetry, ballads, short stories, novels, plays, and nonfiction prose. Students analyze the literature and apply critical theory to describe critical events in the histories, cultures, and intellectual and literary traditions, with special focus on the lived experiences, social struggles, and contributions of Latino/a Americans in the United States.
English 237 (Cross-Cultural Studies 237) **American Indian Literature** *3 units, 3 hours lecture* *Recommended Preparation: A "C" grade or higher or "Pass" in English 110 or equivalent.* A survey and literary analysis of American Indian literature; folk, creation and origin stories, legends, and poetry from the oral tradition to contemporary American Indian authors.	**English 237** (~~Cross-Cultural Studies~~ Ethnic Studies 237) *Change in recommended preparation to:* **Recommended Preparation:** *None*

PRESENT	PROPOSED CHANGES
English 238 (Cross-Cultural Studies 238) **Black Literature** *3 units, 3 hours lecture* ***Recommended Preparation:** A "C" grade or higher or "Pass" in English 110 or equivalent.* This course introduces students to a survey of folk, traditional, and contemporary Black literature. Students examine the literature as a reflection of Black experience in the world and the effects of the literature on American culture and politics. Reading selections may consist of poetry, short stories, novels, and nonfiction prose, including essays, letters, political tracts, autobiographies, speeches, and sermons. Authors such as the following will be read, analyzed, discussed, and written about in critical essays and exams: Phillis Wheatley, Harriet Jacobs, Frederick Douglass, Booker T. Washington, W.E.B. Du Bois, Zora Neale Hurston, Langston Hughes, Countee Cullen, Richard Wright, Gwendolyn Brooks, Amiri Baraka, Lucile Clifton, Maya Angelou, Toni Morrison, Alice Walker, August Wilson, Saul Williams, Ntozake Schange, and Natasha Trethewey.	**English 238** (~~Cross- Cultural Studies~~ Ethnic Studies 238) *Change in recommended preparation and course description to:* ***Recommended Preparation:** None* This course introduces students to a survey of Black literature, focusing on the early oral tradition, literature of slavery and freedom, the Harlem Renaissance, Modernism, the Black Arts Era, and the contemporary period. Reading selections may consist of poetry, short stories, plays, novels, and nonfiction prose, including essays, letters, political tracts, autobiographies, speeches, and sermons. Students analyze the literature and apply critical theory to describe critical events in the histories, cultures, and intellectual and literary traditions, with special focus on the lived experiences, social struggles, and contributions of African Americans in the United States.
Ethnic, Gender & Social Justice Studies 117 Introduction to LGBTQ Studies *3 units, 3 hours lecture* This interdisciplinary course introduces students to a broad range of historical and contemporary lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA+) issues in various contexts, including bio-medical, sociological, political, racial and sexual. Topics include the politics, policy and governance of LGBT issues, social movements and resistance, biological and environmental impacts on identity, equity, equality and inclusion, privilege and disadvantage, queer activism; diverse experiences of gender and sexuality; and representations in literature, art, and popular culture. The class also includes ways in which sexual identities intersect with and shape other categories of identity, including race and ethnicity, and social class.	**Ethnic, Gender & Social Justice Studies 117** *Change in subject heading to* **Gender Studies 117**
History 154 (Cross-Cultural Studies 154) **Early History of Women in World Civilization** *3 units, 3 hours lecture* ***Recommended Preparation:** A "C" grade or higher or "Pass" in English 110 or English as a Second Language 119 or equivalent.* This course covers the transnational/global concepts of gender, social, economic, political, cultural and intellectual/creative aspects of women in world society from prehistoric times to the early modern era (1500 C.E.). Societal structures, cultural norms, legal/sociological constructs, religious paradigms affecting women throughout Asia, Africa, Middle East, the Americas and Europe will be explored. The course will also focus upon gaining an understanding of women's past accomplishments, both major and mundane, as well as limitations, which may illuminate their present and future.	**History 154** (~~Cross-Cultural Studies~~ Gender Studies 154) *Change in Recommended Preparation to* ***Recommended Preparation:** None*

PRESENT	PROPOSED CHANGES
History 155 (Cross-Cultural Studies 155) **Modern History of Women in World Civilization** *3 units, 3 hours lecture* ***Recommended Preparation:*** *A "C" grade or higher or "Pass" in English 110 or English as a Second Language 119 or equivalent.* This course covers the transnational/global concepts of gender, social, economic, political, cultural and intellectual/creative aspects of women in world society from 1500 C.E. to the present. Societal structures, cultural norms, legal/sociological constructs, religious paradigms affecting women throughout modern Asia, Africa, Middle East, the Americas and Europe will be explored. The course will also focus upon gaining an understanding of women's past accomplishments, both major and mundane, as well as limitations, which may illuminate their present and future.	**History 155** (~~Cross-Cultural Studies~~ Gender Studies 155) *Change in Recommended Preparation to* ***Recommended Preparation:*** *None*
Photography 252 **Photographer's Portfolio** *3 units, 2 hours lecture, 4 hours laboratory* ***Prerequisite:*** *A "C" grade or higher or "Pass" in Photography 152 or equivalent.* An advanced course to further the development and refinement of the techniques necessary to support serious photographic communication will be the primary objective of this final course within the major. Skillful control of modern technological options and clear understanding of historical and contemporary issues within the medium will be applied with a high degree of critical analysis in the production and interpretation of the student's photographs. A final portfolio, including a print, portfolio book and/ or website, will be produced describing the depth and scope of the student's interest, craft ability and vision.	**Photography 252** *Change in course prerequisite and course description to:* ***Prerequisite:*** *A "C" grade or higher or "Pass" in Photography 150 or Photography 151 or equivalent.* This course provides for further conceptual development and refinement of the techniques necessary to support serious photographic communication. Skillful control of photography's materials and processes along with an understanding of historical and contemporary issues within the medium will be applied with a high degree of critical analysis in the production and interpretation of the student's photographs. Students will conceptualize and produce a finished portfolio, including a print, portfolio book and/or website, that reflects the depth and scope of the student's interest, vision and technical craft.
Psychology 120 **Introductory Psychology** *3 units, 3 hours lecture* An introduction of the facts and theories that enhance understanding of human behavior as studied by psychologists. A general overview of the research methods and major research findings of psychology is examined. Topics covered include physiology, learning, perception and cognitive process, development, motivation and emotion, personality, abnormal behavior, therapy, and social psychology.	**Psychology 120** *Review and update course outline based on Title 5 standards.*
Psychology 125 (Cross-Cultural Studies 125) **Cross-Cultural Psychology** *3 units, 3 hours lecture* An introduction to theories and research findings regarding cultural influences on human behavior and cognitive processes (life-span development, abnormal behavior and mental health, drug use, self-concept, emotion, gender schemas and gender roles, social behavior, perception, learning, intelligence, and memory). By providing students with a non-judgmental understanding of how culture influences human behavior, this course will make them more equipped to interact in a world where there is increasing contact among different cultures.	**Psychology 125** (~~Cross-Cultural Studies~~ Ethnic Studies 125) *Review and update course outline based on Title 5 standards.*

PRESENT	PROPOSED CHANGES
Psychology 138 (Sociology 138) **Social Psychology** *3 units, 3 hours lecture* An examination of individuals in social contexts to reveal how one's thoughts, feelings and actions can be influenced by other people. Includes topics such as social perception and attribution processes, dissonance, reduction, altruism, aggression, prejudice, conformity, and group processes.	**Psychology 138** *Review and update course outline based on Title 5 standards.*
Psychology 220 **Learning** *3 units, 3 hours lecture* **Prerequisite:** *A "C" grade or higher or "Pass" in Psychology 120 or equivalent.* An examination of the basic principles and research in animal and human learning.	**Psychology 220** *Review and update course outline based on Title 5 standards.* *SLOs updated*
Sociology 120 **Introductory Sociology** *3 units, 3 hours lecture* Introduction to major concepts, theoretical perspectives, and methods in the study of society. Topics include social structure, culture, social control, deviance, social stratification, globalization, ethnic and racial relations, gender, sexuality, complex organizations, social institutions, the material and symbolic dimensions of human social interactions, socialization, the social construction of the self and social change.	**Sociology 120** *Review and update course outline based on Title 5 standards.*
Sociology 125 **Marriage, Family and Alternative Life Styles** *3 units, 3 hours lecture* An introduction to the sociological analysis of families, marriages, and intimate relationships. Emphasis is placed on the analysis of the family's relationship to economic structures, political institutions, belief systems in different socio-cultural and historical contexts. Topics include: history of the family, socialization, sexuality, friendship, singlehood, courtship, marriage, communication patterns, parenting, adoption, divorce, remarriage, stepfamilies, and widowhood. Family life and intimate relationships in the contemporary USA are examined from the perspectives of different ethnic and racial groups.	**Sociology 125** *Change in course description to* An introduction to the sociological analysis of families, marriages and intimate relationships. Family life and intimate relationships in contemporary American society are examined from the perspectives of different ethnic and racial groups with a focus on the intersectionality of race, class, gender and sexuality. Emphasis is placed on the analysis of the family's relationship to economic structures, political institutions and belief systems in different socio-cultural and historical contexts. Topics include: history of the family, family diversity and inequality, socialization, sexuality, child and intimate partner violence and abuse, courtship, interracial friendships and romantic relationships, singlehood, marriage, communication patterns, parenting, adoption, divorce, remarriage, stepfamilies, widowhood, aging, and the future of the family.
Sociology 130 **Contemporary Social Problems** *3 units, 3 hours lecture* A study of contemporary American and global social problems, with emphasis on the sociological theories and scientific research methods. Topics include poverty, unemployment, global economic inequality, racism, gender inequality, health care issues, crime, war, violence, terrorism, environmental degradation and the concentration of political and economic power. A critical evaluation of policies and programs for social betterment is also presented.	**Sociology 130** *Review and update course outline based on Title 5 standards.*

PRESENT	PROPOSED CHANGES
Sociology 138 (Psychology 138) **Social Psychology** *3 units, 3 hours lecture* An examination of individuals in social contexts to reveal how one's thoughts, feelings and actions can be influenced by other people. Includes topics such as social perception and attribution processes, dissonance, reduction, altruism, aggression, prejudice, conformity, and group processes.	**Sociology 138** *Review and update course outline based on Title 5 standards.*
Sociology 140 **Sex and Gender Across Cultures** *3 units, 3 hours lecture* An introduction to the sociological analysis of sex, gender and sexual orientation in a variety of socio-economic and cultural contexts. The course examines the impact sex, gender and sexual orientation have on the lives of men and women from different cultures in the areas of work, ethnicity, kinship, sexuality, politics, religion, health, arts, sports and communication. Gender and sexual relations in the contemporary USA are examined from the perspectives of different ethnic and racial groups.	**Sociology 140** *Review and update course outline based on Title 5 standards.* *SLOs updated*

DEGREE AND CERTIFICATE MODIFICATIONS

MAY 2021
FOR
2021-2022

Business Office Technology

The Business Office Technology curriculum prepares students for employment and advancement in today's technology intensive office. The curriculum has been planned to accommodate a variety of needs and career paths. In addition to traditional office skills, students will acquire proficiency in using computers and current software to perform a variety of essential administrative functions. Graduates of the program will be prepared to work with management in all types of business environments.

Students wishing to earn a certificate or degree in Business Office Technology select an area of emphasis in either Administrative Assistant or Executive Assistant. The Administrative Assistant curriculum is designed for students who wish to acquire the skills necessary for entry to mid-level administrative support position. The Executive Assistant curriculum is designed for students who wish to prepare themselves for a mid to upper level administrative support position. The Executive Assistant curriculum also prepares students to take the Microsoft Office User Specialist (MOUS) certification examination. With additional training at a baccalaureate level college or university, students may prepare for a position in business education or business management.

Note: If certain required proficiencies can be demonstrated, alternate courses may be substituted subject to department approval.

Students wishing to earn a certificate of achievement should complete all courses listed in their chosen area of emphasis. Students wishing to earn a degree should complete all courses listed in their chosen area of emphasis plus 30 units of general education courses and electives to total a minimum of sixty units.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:
1. Demonstrate knowledge, skills, and abilities relevant to BOT certificates / degree programs completed.
2. Demonstrate ethical and professional behavior.
3. Demonstrate appropriate human relations and workplace skills.

Associate Degree Major Requirements
Area of Emphasis
Administrative Assistant

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
~~Business Office Technology 102~~	~~Intermediate Keyboarding/ Document Processing~~	~~3~~
~~or~~		
~~Business Office Technology 102A~~	~~Intermediate Keyboarding/ Document Processing I~~	~~(1.5)~~
~~and~~		
~~Business Office Technology 102B~~	~~Intermediate Keyboarding/ Document Processing II~~	~~(1.5)~~
Business Office Technology 100	Basic Keyboarding	1
or		
Business Office Technology 101A	Keyboarding/ Document Processing I	(1.5)
and		

Subject & Number	Title	Units
<mark>Business Office Technology 101B</mark>	<mark>Keyboarding/ Document Processing II</mark>	<mark>(1.5)</mark>
Business Office Technology 104	Filing and Records Management	1
Business Office Technology 106	Effective Job Search	1
Business Office Technology 107	Office Systems and Procedures	2
Business Office Technology 108	Using Calculators to Solve Business Problems	1
Business Office Technology 110	Business English and Communication	3
Business Office Technology 120 and 121 and 122	Comprehensive Word, Levels I and II and III	3
Business Office Technology 115	Essential Excel	1
or		
Business Office Technology 123 and 124 and 125	Comprehensive Excel, Levels I and II and III	(3)
Business Office Technology 116	Essential Access	1
or		
Business Office Technology 126 and 127 and 128	Comprehensive Access, Levels I and II and III	(3)
Business Office Technology 117	Essential PowerPoint	1
or		
Business Office Technology 129 and 130 and 131	Comprehensive PowerPoint, Levels I and II and III	(3)
Business Office Technology 118	Integrated Office Projects	1
or		
Business Office Technology 132	*Google Applications for Business*	*3*
or		
Business Office Technology 151	*Using Microsoft Outlook*	*1*
	Total	*20-27*

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Business Office Technology 223	Office Work Experience	1
or		
Business Office Technology 224	Office Work Experience	(2)
or		
Business Office Technology 225	Office Work Experience	(3)
	Total	1-3

Select a minimum of THREE (3) units from the following courses:

Subject & Number	Title	Units
Business Office Technology 103A or B or C	Building Keyboarding Skills I or II or III	.5 - 1.5
~~Business Office Technology 105~~	~~Data Entry Skills~~	~~1~~
Business Office Technology 109	Elementary Accounting	3
Business Office Technology 119	Windows for the Information Worker	2
Business Office Technology 150	Using Microsoft Publisher	1
	Total	3
	Total Required	*24-33*
	Plus General Education and Elective Requirements	

Area of Emphasis
Executive Assistant

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1
Business Office Technology 101A	Keyboarding/Document Processing I	1.5
Business Office Technology 101B	Keyboarding/Document Processing II	1.5
Business Office Technology 102A	Intermediate Keyboarding/Document Processing I	1.5
Business Office Technology 102B	Intermediate Keyboarding/Document Processing II	1.5
Business Office Technology 110	Business English and Communication	3
or		
Business 128	Business Communication	(3)
Business Office Technology 120	Comprehensive Word, Level I	1
Business Office Technology 121	Comprehensive Word, Level II	1
Business Office Technology 122	Comprehensive Word, Level III	1
or		
Business Office Technology 123	Comprehensive Excel, Level I	1
Business Office Technology 124	Comprehensive Excel, Level II	1
Business Office Technology 125	Comprehensive Excel, Level III	1
or		
Business Office Technology 126	Comprehensive Access, Level I	1
Business Office Technology 127	Comprehensive Access, Level II	1
Business Office Technology 128	Comprehensive Access, Level III	1

or

Subject & Number	Title	Units
Business Office Technology 129	Comprehensive PowerPoint, Level I	1
Business Office Technology 130	Comprehensive PowerPoint, Level II	1
~~Business Office Technology 131~~	~~Comprehensive PowerPoint, Level III~~	~~1~~

~~or~~

Business Office Technology 132	**Google Applications for Business**	**3**
Business Office *Technology 150*	*Using Microsoft Publisher*	*1*
Business Office Technology 151	Using Microsoft Outlook	1
~~Business Office Technology 201~~	~~Advanced Keyboarding/ Document Processing~~	~~3~~
~~Business Office Technology 203~~	~~Office Project Coordination~~	~~1~~
	Total	*26*

Select a minimum of THREE (3) units from the following courses:

Subject & Number	Title	Units
Business Office Technology 109	**Elementary Accounting**	**3**
Business 110	Introduction to Business	3
Business 115	Human Relations in Business	3
Business 120	Financial Accounting	4
Business 125	Business Law	3
Business 250	Introduction to International Business	3
Business Office Technology 132	Google Applications for Business	3
	Total	3

~~Select a minimum of ONE (1) unit from the following courses:~~

Subject & Number	Title	Units
~~Business Office Technology 103B~~	~~Building Keyboarding Skills II~~	~~.5~~
~~Business Office Technology 103C~~	~~Building Keyboarding Skills III~~	~~.5~~
~~Business Office Technology 150~~	~~Using Microsoft Publisher~~	~~1~~
~~Business Office Technology 280 A-B-C~~	~~Preparing for Performance Examinations in Microsoft Word~~	~~.5~~
~~Business Office Technology 281 A-B-C~~	~~Preparing for Performance Examinations in Microsoft Excel~~	~~.5~~
~~Business Office Technology 282 A-B-C~~	~~Preparing for Performance Examinations in Microsoft Access~~	~~.5~~
~~Business Office Technology 283 A-B-C~~	~~Preparing for Performance Examinations in Microsoft PowerPoint~~	~~.5~~
	~~Total~~	~~1~~
	Total Required	*29*
	Plus General Education and Elective Requirements	

Certificate of Achievement

Any student who completes the preceding major requirements for Administrative Assistant or Executive Assistant qualifies for a Certificate of Achievement in Business Office Technology. An official request must be filed with the Admissions and Record Office prior to the deadline as stated in the Academic Calendar.

Certificates of Proficiency

Certificates of Proficiency are designed for the student who needs to be prepared to enter an entry-level job. A department-issued certificate may be awarded upon successful completion of a prescribed course of study. These certificates will <u>not</u> appear on a student's transcript.
Note: All courses must be completed with a letter grade of "C" or higher.

Account Clerk

This certificate prepares a beginning student to work in a job that requires bookkeeping skills as well as an ability to provide account clerk support using accounting software. Many jobs at the entry level are available for someone who has training in these two areas.
Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
~~Business Office Technology 101~~	~~Keyboarding/ Document Processing~~	~~3~~
or		
Business Office Technology 101A	Keyboarding/ Document Processing	1.5
and		
Business Office Technology 101B	Keyboarding/ Document Processing	1.5
Business Office Technology 109	Elementary Accounting	3
Business Office Technology 176	Computerized Accounting Applications	2
Business Office Technology 179	Microcomputer Accounting Lab	1
	Total	9

Front Office/ Receptionist

The BOT Front Office/ Receptionist certificate would provide an entry-level employment opportunity for a completer that finishes the courses below. These skills are aimed at a student who is seeking a front office/ receptionist related position in an office. This Certificate of Proficiency prepares a beginning student to work in a job that requires basic keyboarding skills, a basic knowledge of filing, and basic office procedures necessary for meeting and greeting the public in person, by telephone, and electronically.
Note: All courses must be completed with a letter grade of "C" or higher.

Subject and Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1
or		
Business Office Technology 103A	Building Keyboarding Skill I	(.5)
and		
Business Office Technology 103B	Building Keyboarding Skill II	(.5)
Business Office Technology 104	Filing and Records Management	1
Business Office Technology 107	Office Systems and Procedures	2
Business Office Technology 113	Social Media Basics for the Job Seeker	.5
Business Office Technology 151	Using Microsoft Outlook	1
Business Office Technology 172	Introduction to Microcomputer Application	2
or		
Business Office Technology 114	Essential Word	(1)
and		
Business Office Technology 115	Essential Excel	(1)
and		
Business Office Technology 116	Essential Access	(1)
And		
:Business Office Technology 117	Essential PowerPoint	(1)
	Total	7.5 – 9.5

Office Assistant, Level I

This Certificate of Proficiency prepares a beginning student to work in a job that requires keyboarding skills, a basic knowledge of filing, and basic computer skills. It is designed for a student who has not had any computer training and lacks general office background and experience. Students who complete this program would qualify for positions as data entry clerks or entry level office clerical positions.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
~~Business Office Technology 101~~	~~Keyboarding/ Document Processing~~	~~3~~
or		
Business Office Technology 100	Basic Keyboarding	1
Business Office Technology 101A	Keyboarding/ Document Processing I	*1.5*
and		
Business Office Technology 101B	Keyboarding/ Document Processing II	*1.5*
Business Office Technology 103A	Building Keyboarding Skills I	.5
and		
Business Office Technology 103B	Building Keyboarding Skills II	.5
or		
Business Office Technology 103B	Building Keyboarding Skills II	.5
and		
Business Office Technology 103C	Building Keyboarding Skills III	.5
Business Office Technology 104	Filing and Records Management	1
~~Business Office Technology 105~~	~~Data Entry Skills~~	~~1~~
Business Office Technology 106	Effective Job Search	1
Business Office Technology 132	Google Applications for Business	3
	Total	~~9~~ *10*

Office Assistant, Level II

This Certificate of Proficiency is designed for the student who has completed the Office Assistant, Level I Certificate of Proficiency or has the equivalent in keyboarding and computer skills. It prepares students to advance in an office career ladder in which knowledge of Microsoft Office applications is necessary. It is a certificate that leads to the full college certificate for the Administrative Assistant certificate and degree.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
~~Business Office Technology 102~~	~~Intermediate Keyboarding/ Document Processing~~	~~3~~
or		
Business Office Technology 102A	Intermediate Keyboarding/ Document Processing I	1.5
and		
Business Office Technology 102B	Intermediate Keyboarding/ Document Processing II	1.5

Subject & Number	Title	Units
Business Office Technology 107	Office Systems and Procedures	2
Business Office Technology 114	Essential Word	1
Business Office Technology 115	Essential Excel	1
Business Office Technology 116	Essential Access	1
Business Office Technology 117	<u>Essential PowerPoint</u>	<u>1</u>
	Total	9

Office Professional

This Certificate of Proficiency is designed for the first level position in a broad spectrum of office environments. The program provides the basic skills necessary to be a productive employee. It provides the foundation for further study and advancement in the clerical field, which is one of the largest employment areas in our information processing society.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1
~~or~~		
~~Business Office Technology 101~~	~~Keyboarding/ Document Processing~~	~~(3)~~
or		
Business Office Technology 101A	Keyboarding/ Document Processing	(1.5)
and		
Business Office Technology 101B	Keyboarding/ Document Processing	(1.5)
~~or~~		
~~Business Office Technology 102~~	~~Intermediate Keyboarding/ Document Processing~~	~~(3)~~
or		
Business Office Technology 102A	Intermediate Keyboarding/ Document Processing I	(1.5)
and		
Business Office Technology 102B	Intermediate Keyboarding/ Document Processing II	(1.5)
Business Office Technology 106	Effective Job Search	1
Business Office Technology 107	Office Systems and Procedures	2
Business Office Technology 110	Business English and Communication	3
~~or~~		
~~Business Office Technology 112~~	~~Business Office Correspondence and Office Professionalism~~	~~(3)~~
Business Office Technology 114	Essential Word	1
Business Office Technology 115	<u>Essential Excel</u>	<u>1</u>
	Total	9-11

Office Software Specialist, Level II

This Certificate of Proficiency is designed for the student who is interested in working in an administrative support capacity and needs thorough knowledge of word processing, electronic spreadsheet, database, and presentation software as well as software integration techniques. Students who complete this proficiency certificate may continue taking courses and earn the Executive Assistant Certificate of Proficiency.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1
Business Office Technology 118	Integrated Office Projects	1
or		
Business Office Technology 132	Google Applications for Business	(3)
Business Office Technology 120	Comprehensive Word, Level I	1
or		
Business Office Technology 114	Essential Word	(1)
Business Office Technology 121	Comprehensive Word, Level II	1
Business Office Technology 122	Comprehensive Word, Level III	1
Business Office Technology 123	Comprehensive Excel, Level I	1
or		
Business Office Technology 115	Essential Excel	(1)
Business Office Technology 124	Comprehensive Excel, Level II	1
Business Office Technology 125	Comprehensive Excel, Level III	1
Business Office Technology 126	Comprehensive Access, Level I	1
or		
Business Office Technology 116	Essential Access	(1)
Business Office Technology 127	Comprehensive Access, Level II	1
Business Office Technology 129	Comprehensive PowerPoint, Level I	1
or		
Business Office Technology 117	Essential PowerPoint	(1)
Business Office Technology 130	Comprehensive PowerPoint, Level II	1
	Total	*12-14*

Communication

(Formerly Speech Communications)

This program is designed to provide the student with a broad base of communication classes that will provide training for entry into occupations in which verbal skills are important. Major requirements for the four-year degree in Communication vary from institution to institution. Students should consult the catalog of the transfer institution for specific requirements.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:
1. Exhibit the ability to listen actively.
2. Critically evaluate oral and written messages in order to assess credibility and validity.
3. Practice perspective-taking so as to display other-centered communication within and across diverse communities.
4. Appraise the strengths, limitations and consequences of the use of the various communication methods.
5. Demonstrate confident and competent use of language and nonverbal communication.

Note: All courses in the major must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Communication 120	Interpersonal Communication	3
Communication 122	Public Speaking	3
Communication 137	Critical Thinking in Group Communication	3
Communication 145	Argumentation	3
	Total	12

Select TWO (2) of the following courses:

Subject & Number	Title	Units
Communication 124	Intercultural Communication	3
Communication 128	Global Communication	3
Communication 144/ ~~Cross Cultural Studies~~ ==Ethnic Studies== 144	Communication Studies: Race and Ethnicity	3
Media Communication 110	Mass Media and Society	3
	Total	6

Select THREE (3) units of the following courses:

Subject & Number	Title	Units
Communication 123	Advanced Public Speaking	3
Communication 135	Oral Interpretation of Literature	3
Communication 136	Readers Theatre	3
Communication 238	Speech and Debate Competition I	1
Communication 239	Speech and Debate Competition II	2
Communication 240	Speech and Debate Competition III	3
Communication 241	Speech and Debate Competition IV	3
	Total	3
	Total Required	21
	Plus General Education and Elective Requirements	

All courses are not offered each semester. Check the class schedule for current offerings.

Culinary Arts

The Culinary Arts Associate Degree program focuses on the development of flexible skills and knowledge essential for success in a cooking career. Modern food service is evolving rapidly thus providing a tremendous variety of workplaces from the exclusive dining room to the school cafeteria, from small intimate restaurants to the large hotel restaurants and catering facilities. Other opportunities include catering and personal chef. The associate degree will enable the student to understand the workings of food and the interplay among ingredients, cooking methods, cost factors, nutrition and a satisfying dining experience.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:
1. Demonstrate critical thinking in the food service environment.
2. Demonstrate appropriate behaviors in the work place environment.
3. Apply job acquisition skills.

Pastry Arts
Associate Degree Major Requirements

Note: All courses in the major must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Culinary Arts 160	*Banquet Service Production*	*3*
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 169	Essential Skills for Culinary Arts	3
Culinary Arts 171	Intermediate Culinary Skills	3
Culinary Arts 174	Principles of Baking and Pastry	3
Culinary Arts 176	Advanced Baking and Pastry	3
Culinary Arts 177	Commercial Baking	3
Culinary Arts 180	Advanced Food Preparation for Fine Dining	3
Culinary Arts 183	Pastry Skills in Bread Baking	3
Culinary Arts 184	Pastry Skills in Chocolate Preparation	3
Culinary Arts 185	Sugar Work and Decorative Centerpieces	3
Culinary Arts 186	Pastry Skills in Cake Decorating	3
Culinary Arts 280	*Culinary Career Preparation*	*1*
Culinary Arts 281	Work Experience in Culinary Arts	2
Culinary Arts 282	Advanced Work Experience in Culinary Arts	2
	Total	39

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Culinary Arts 164	International Cooking	3
Culinary Arts 167	Wines of the World	3
Culinary Arts 175	Healthy Lifestyle Cuisine	3
Culinary Arts 178	Garde Manger	3
Nutrition 155	Introduction to Nutrition	3
	Total	3
	Total Required	42
	Plus General Education and Elective Requirements	

Certificate of Achievement

Any student who chooses to complete only the requirements listed above for the major qualifies for the Certificate of Achievement in ~~Baking and~~ Pastry Arts. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

Note: All courses must be completed with a letter grade of "C" or higher.

Photography

The Associate of Arts in Photography provides students an in-depth study into the practice and critical discourse of photography, photographic seeing and lens-based culture as a visual document of creative expression and communication. The fundamentals of analog and digital photography are set within a series of foundation, intermediate and advanced courses which reference the rich history of the medium as well as contemporary practice, providing students the opportunity to define his or her path whether it is transfer, career development and/or personal enrichment.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Recognize and recall the characteristics and application of photographic tools, materials and processes in the production of photographs that apply to such photographic genres as art, commercial, fashion, editorial, photojournalism and documentary
2. Recognize, recall and demonstrate proper laboratory procedures and practices to produce photographs of optimum technical craft
3. Recognize, discuss and appraise/analyze/criticize visual themes and concepts, aesthetic and technical considerations within photography's historical and contemporary contexts.
4. Create photographs that demonstrate the comprehension, knowledge and application of photography's visual and technical attributes in developing a personal photographic vision.

Associate Degree Major Requirements

Note: All courses in the major must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Art 120	Two Dimensional Design	3
Art 124	Drawing I	3
Art 129	Three Dimensional Design	3
Art 140	Survey of Western Art I: Prehistory through Middle Ages	3
or		
Art 141	Survey of Western Art II: Renaissance through Modern	3
Photography 150	Introduction to Photography	3
~~Photography 151~~	~~Personal Photographic Vision~~	~~3~~
~~Photography 152~~	~~Contemporary Photographic Practice~~	~~3~~
Photography 154	History of Photography	3
Photography 252	Photographer's Portfolio	3
	Total required	*30*21
Select a minimum of NINE (9) units from the following courses:		
ART 171	Introduction to Digital Art	3
ART 210	Introduction to Printmaking	3
PHOT 151	Personal Photographic Vision	3
PHOT 152	Contemporary Photographic Practice	3
PHOT 166	Image and Idea	3
	Total	9
	Total required	30
	Plus General Education and Elective Requirements	

COURSES APPROVED FOR DISTANCE EDUCATION

COURSE	TITLE
Business Office Technology 133	Adobe Acrobat for the Workplace
Humanities 135	Blues as Literature, History, and Culture
Photography 151	Personal Photographic Vision
Photography 152	Contemporary Photographic Practice
Photography 166	Image and Idea

Whereas, the new governance structure at Grossmont College acknowledges that the Academic Senate has separate committees that report directly to the senate and are within the purview of the senate;

Whereas, the Academic Senate recently passed a resolution calling for the faculty to immediately address anti-racism as well as issues and actions around diversity and equity that continue to be present in the minds of faculty working to improve the college for students, colleagues, and the community;

Whereas, the Academic Senate has ongoing work that regularly needs attention such that standing committees have been formed on behalf of faculty and departments, and these standing committees of the senate have permanency, continuity, and accountability, and pay attention to academic and professional matters;

Whereas, a standing committee of the Academic Senate focused on anti-racism, diversity, equity and inclusion will give more faculty an opportunity to participate in this critical work, bring policy and best practice recommendations to the senate, gather and analyze data for the senate, and acknowledge progress made toward a more equitable and inclusive college;

Resolved, the Academic Senate establish a standing committee, the Equity, Diversity and Transformative Campus Climate Committee or $EDTC^3$, to address academic and professional matters related to equity, diversity, inclusion and anti-racism;

Resolved, the charge of the new committee is:

The Equity, Diversity and Transformative Campus Climate Committee of the Academic Senate develops senate policy, gathers and makes available best practices regarding actions of anti-racism and increasing equity and inclusion, provide professional development opportunities, collects and analyzes data, and works with other senate committees and stakeholders to ensure that in all academic and professional matters of the senate its commitment to anti-racism, diversity, equity and inclusion are considered and addressed.

The primary roles of the committee are:

1. to present recommendations to the senate, the senate's committees, and the administration in order to:
   o Promote diversity and equity opportunities at Grossmont College. The term promote includes but is not limited to the following activities: building alliances across social identities; instilling values and providing tools that enable members of the college community to work together to eradicate all forms of individual and institutional discrimination and oppression; practicing mutual respect for social identities; and exploring differences and similarities in a safe and nurturing environment.
   o Ensure that diversity and equity data are available to the Academic Senate. The term ensure includes but is not limited to the following activities: supporting and planning ongoing activities related to diversity and equity data analysis; facilitating analysis of gaps, needs and opportunities.
   o Promote activities that encourage a balanced and multi-pronged approach to the awareness to and reduction of barriers to equity, diversity, and inclusion in hiring, support, mentoring, and retention of new faculty, and
   o Increase access to leadership positions for faculty from underrepresented and marginalized groups;
2. to encourage inclusive training and learning opportunities across campus that focus upon the experiences and perspectives of people from underrepresented and marginalized groups in order to transform and improve teaching, curriculum, campus culture, and instruction;
3. to promote support for faculty in areas of global engagement and cultural competency, and to encourage a sustained investment of deeper understanding of systems and structures of inequality and power, both historical and ongoing;
4. to actively seek feedback about the experience of faculty and students from underrepresented and marginalized groups and respond appropriately to concerns or opportunities brought to the Committee's attention;
5. to communicate the Committee's areas of engagement to other senate committees and stakeholders on projects of mutual concern;
6. to develop strategies that promote equity and diversity for student success by collecting and archiving best practices, and make recommendations to the senate so that it may act with the best intentions of all people in mind; and

7. to provide an annual report to the Academic Senate.

Resolved, the membership of the new committee is:

- Faculty chair or co-chairs to be selected from committee members by the committee (recommended reassigned time for this work is at least 0.30 LED);

- 10-Faculty (representing a broad range of disciplines and assignments) appointed by the senate;
- Three (3) Adjunct Faculty appointed by the senate;
- Nonvoting: Dean of Student Success and Equity; and

Resolved, the meeting schedule for the new committee will consist of at least two meetings per month during the academic year.

Drafted by: Sharon Sampson, Beth Smith, Roxanne Tuscany, and editors – Malia Molina and Jeff Waller

Approved at the April 5, 2021 Academic Senate Committee

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 committee will 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.

Probation & Dismissal Student Data Overview

2019-2020 ACADEMIC YEAR

QUICK REVIEW OF TERMS

Academic Probation:

- Any student who has attempted a minimum of **12-semester units** and whose cumulative college grade point average **falls below 2.0** in courses receiving letter grades for work attempted at a college within the district shall be placed on academic probation at the college where the units were attempted.
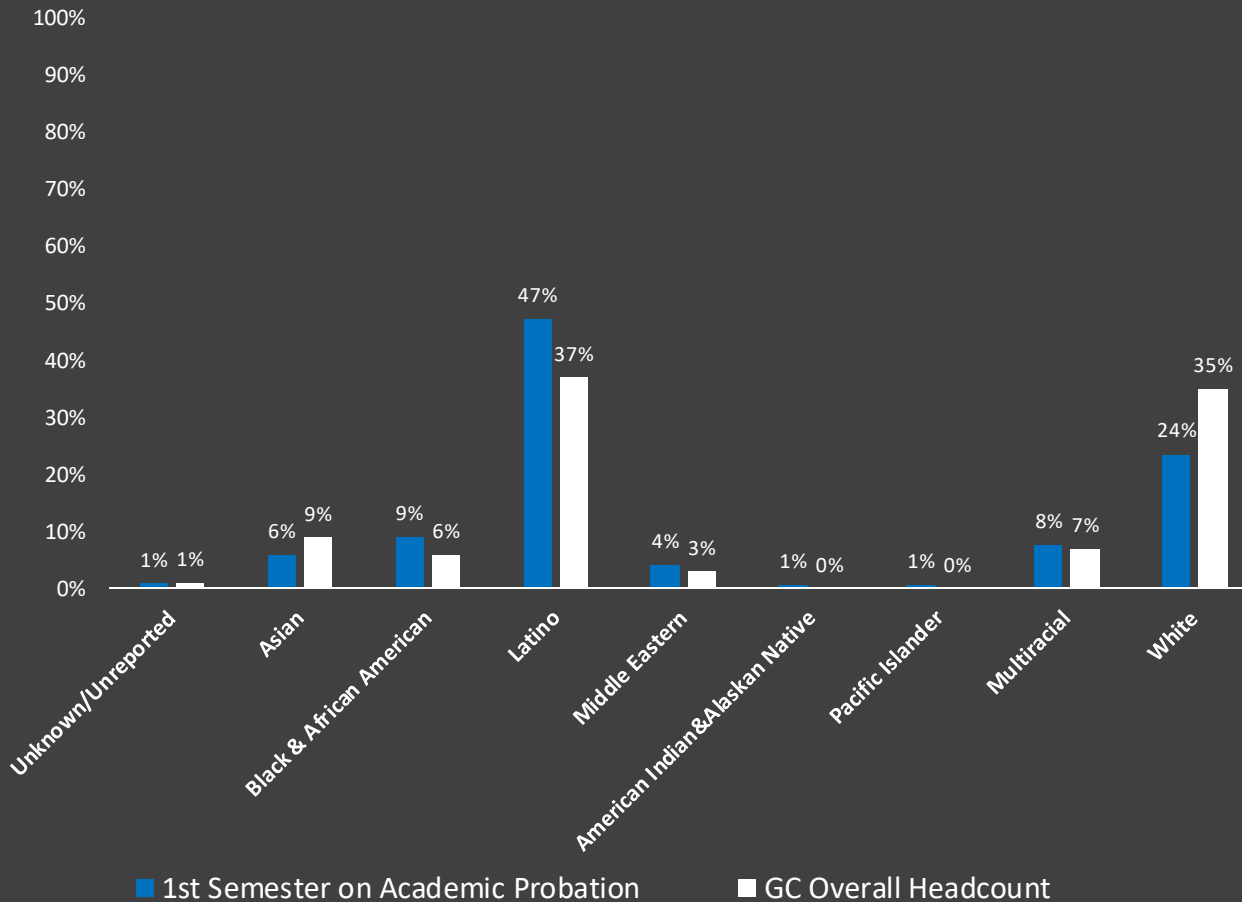
Lack-of-Progress Probation:

- Any student who has enrolled in a cumulative total of at least **12-semester units** at a college in the district shall be placed on probation when the student's cumulative units indicate **50 percent or more units of W,I, and/or NP** at the college where the units were attempted.

Academic Probation

2019-2020

Academic Probation Student Demographics by Age for 2019-2020 Academic Year

Academic Probation Student Demographics by Age 2019-2020 Academic Year
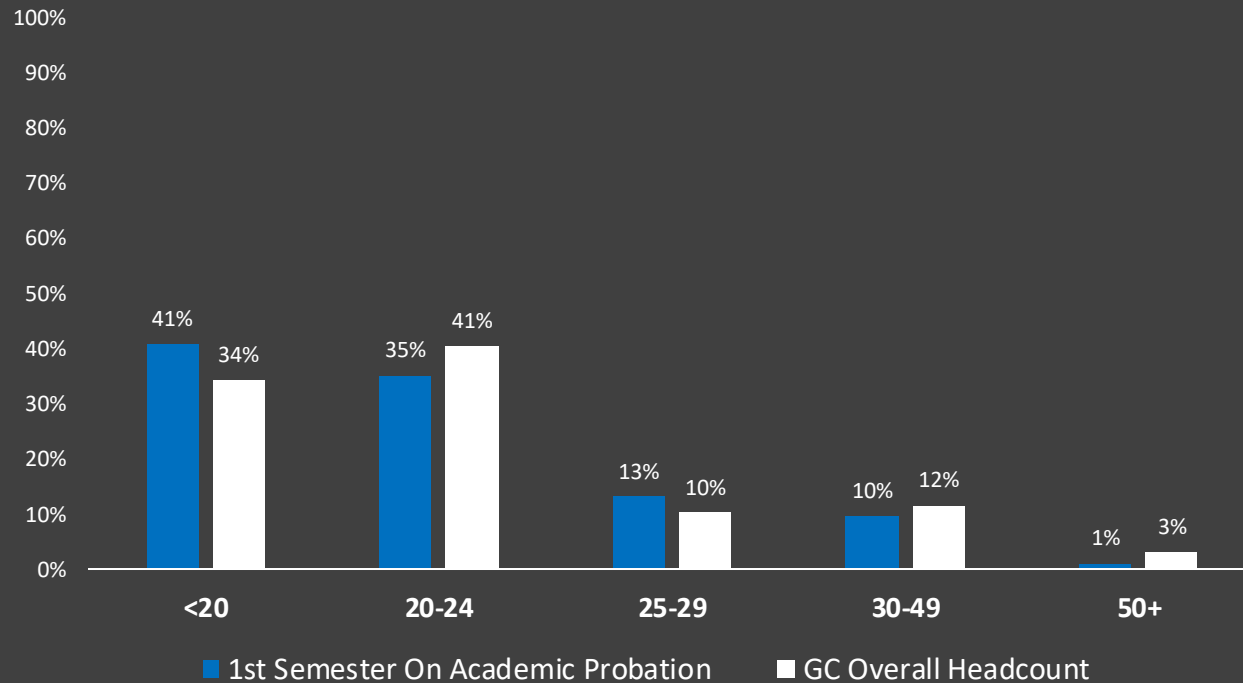

There is an overrepresentation of younger than 20-year-old students and 25–29-year-old students who were on Academic Probation compared to the overall Grossmont College headcount
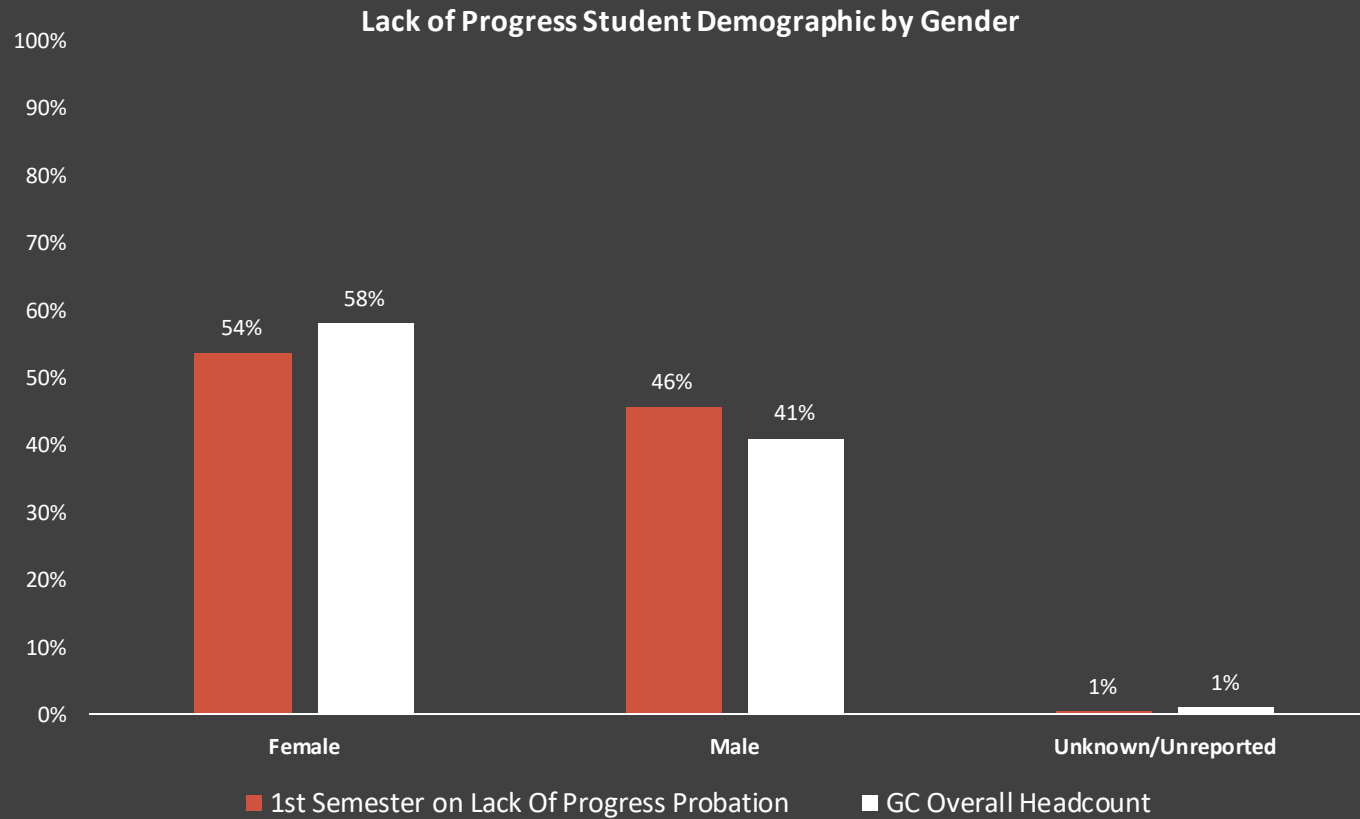
Lack-of-Progress Probation

2019-2020

Lack of Progress Probation Student Demographics by Race/Ethnicity for 2019-2020 Academic Year

Lack of Progress Probation Student Demographics by Race/Ethnicity 2019-2020 Academic Year
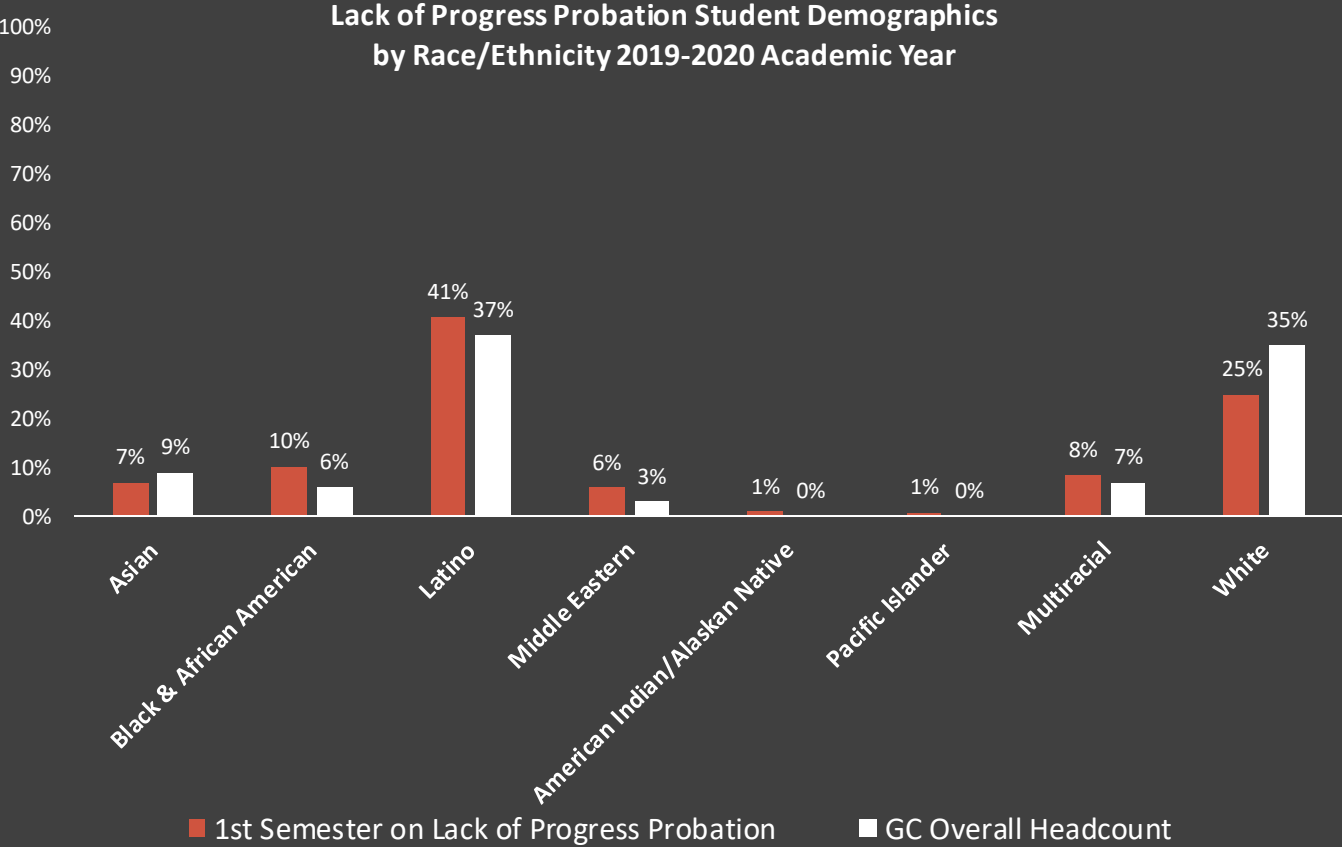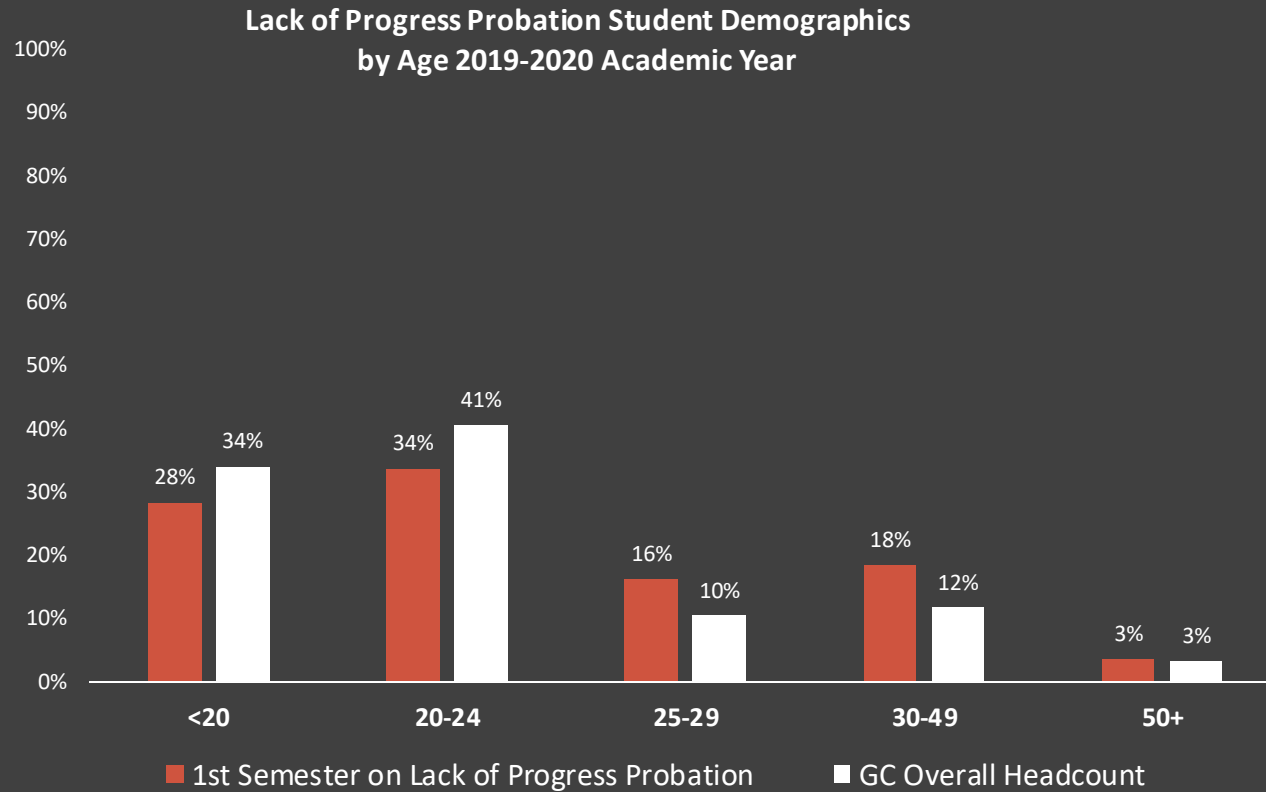
There is overrepresentation of Latino, Black/African American, Multiracial and Middle Eastern students who have been on LoP probation compared to the overall Grossmont population

Lack of Progress Probation Student Demographics by Age for 2019-2020 Academic Year

Lack of Progress Probation Student Demographics by Age 2019-2020 Academic Year

There is a high percentage of 25- to 29-year-old students as well as 30 to 49-year-old students who have been on LoP probation compared to the overall Grossmont population

Age	1st Semester on Lack of Progress Probation	GC Overall Headcount
<20	28%	34%
20-24	34%	41%
25-29	16%	10%
30-49	18%	12%
50+	3%	3%

■ 1st Semester on Lack of Progress Probation   □ GC Overall Headcount

LoP & Academic Dismissal Students

2019-2020

QUICK REVIEW OF TERMS
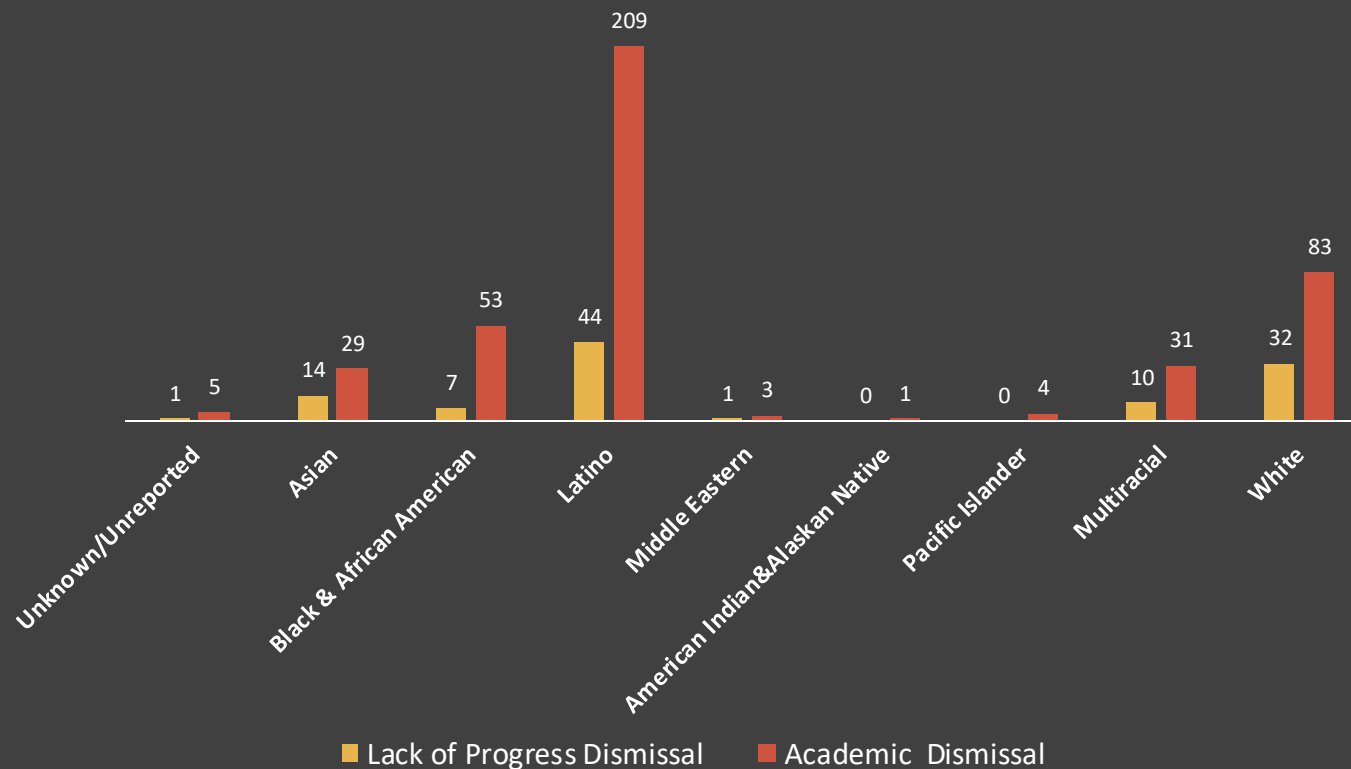
Academic Dismissal:
- Any student on academic probation whose semester **grade point average falls below 2.0** shall be academically dismissed.
- Any students on academic probation whose semester grade point average equals or exceeds 2.0 but whose cumulative grade point average for **all units attempted remains below 2.0** shall be continued on probation.

Lack-of-Progress Dismissal:
- Any student who is on **lack-of-progress probation** and whose semester work indicated **50 percent or more units of W,I, and or NP** will be continued on lack-of progress probation

LoP & Academic Dismissal Student Demographics by Race/Ethnicity (Raw numbers) for 2019-2020 Academic Year

LoP & Academic Dismissal by Race/Ethnicity 2019-2020 Academic Year

We can see a larger number of students have been placed on **Academic Dismissal** compared to those who were on LoP Dismissal

In addition, **Black/African American and Latino** students show high numbers of Academic Dismissal

LoP & Academic Dismissal Student Demographics by Race/Ethnicity for 2019-2020 Academic Year
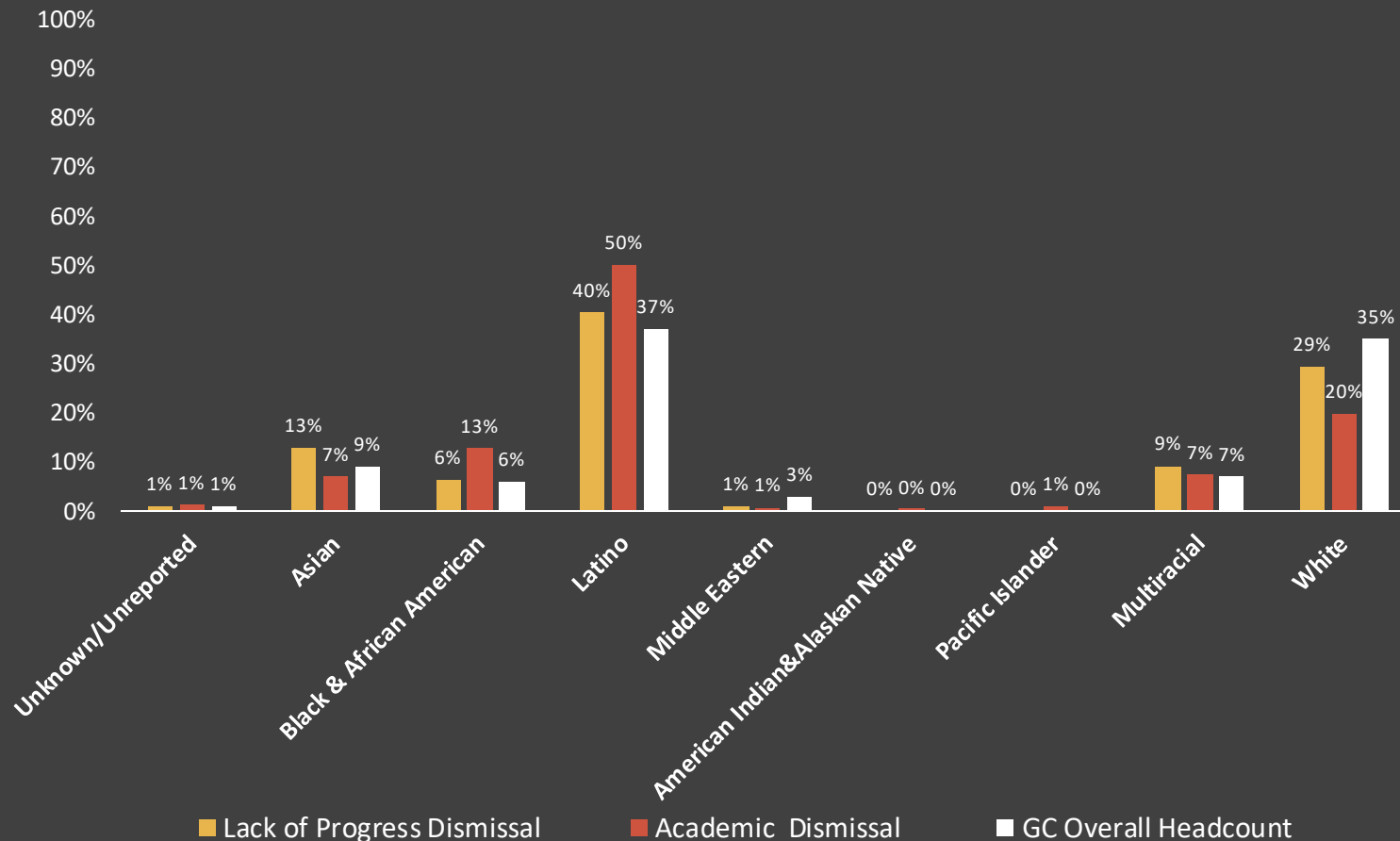
There is overrepresentation of Latino and Black/African American students who have been Academically Dismissed compared to the overall Grossmont population and Lack-of-Progress Dismissal students

There is an overrepresentation of Asian, Latino, and Multiracial students who have been Dismissed due to Lack of Progress.

Chart legend:
- Lack of Progress Dismissal
- Academic Dismissal
- GC Overall Headcount

Data:
- Unknown/Unreported: 1%, 1%, 1%
- Asian: 13%, 7%, 9%
- Black & African American: 6%, 13%, 6%
- Latino: 40%, 50%, 37%
- Middle Eastern: 1%, 1%, 3%
- American Indian&Alaskan Native: 0%, 0%, 0%
- Pacific Islander: 0%, 1%, 0%
- Multiracial: 9%, 7%, 7%
- White: 29%, 20%, 35%

LoP & Academic Dismissal by Gender for 2019-2020 Academic Year

LoP & Academic Dismissal by Gender
2019-2020 Academic Year

■ Lack of Progress Dismissal   ■ Academic Dismissal   ■ GC Overall Headcount

LoP & Academic Dismissal by Gender
2019-2020 Academic Year

■ Lack of Progress Dismissal   ■ Academic Dismissal
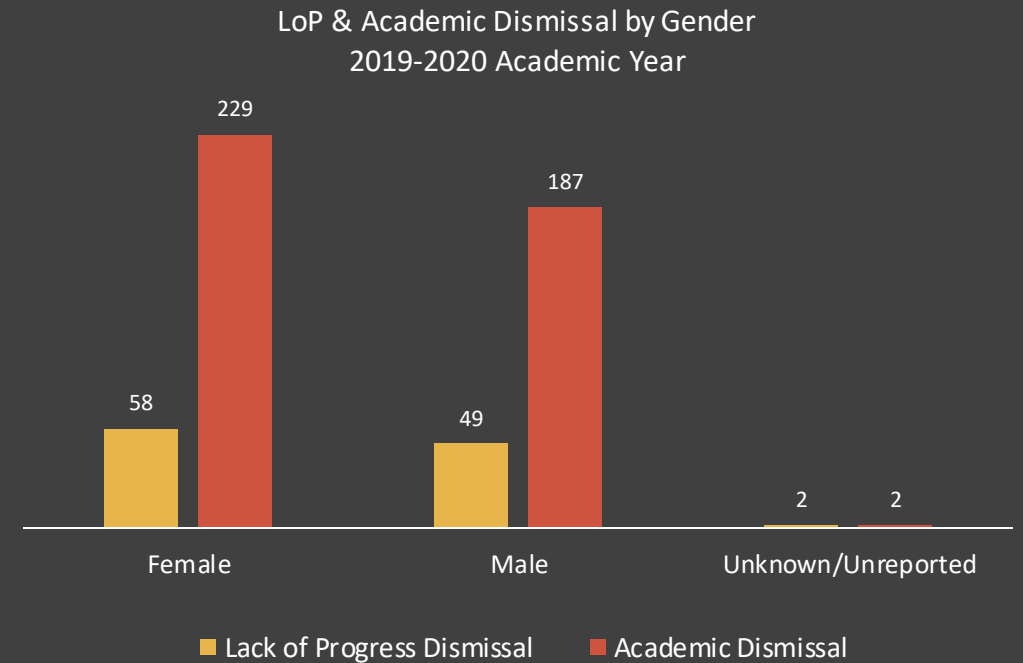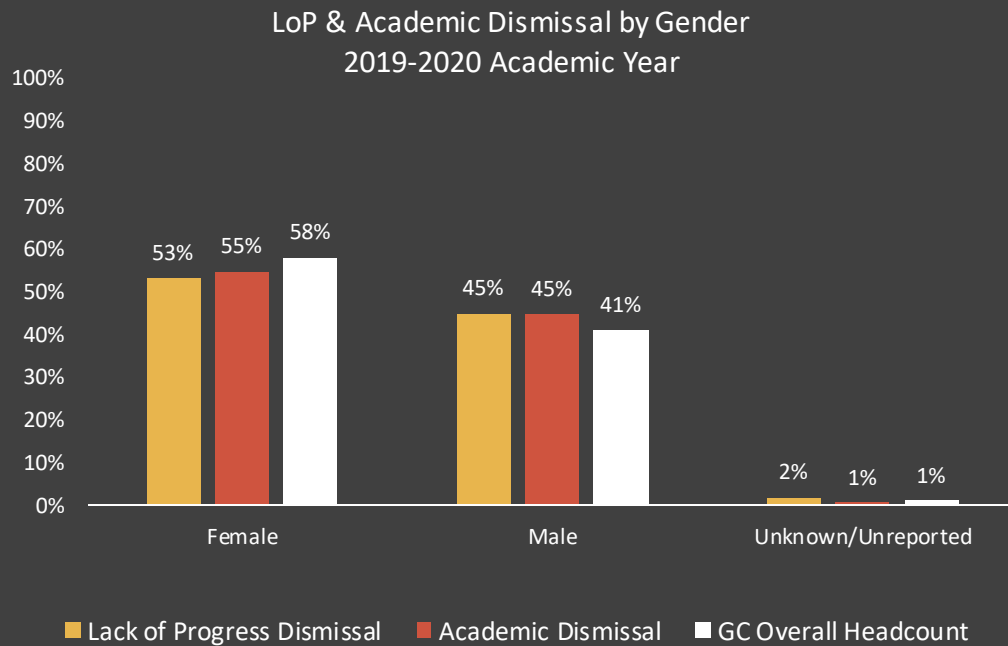
LoP & Academic Dismissal by Age for 2019-2020 Academic Year

LoP & Academic Dismissal by Age 2019-2020 Academic Year
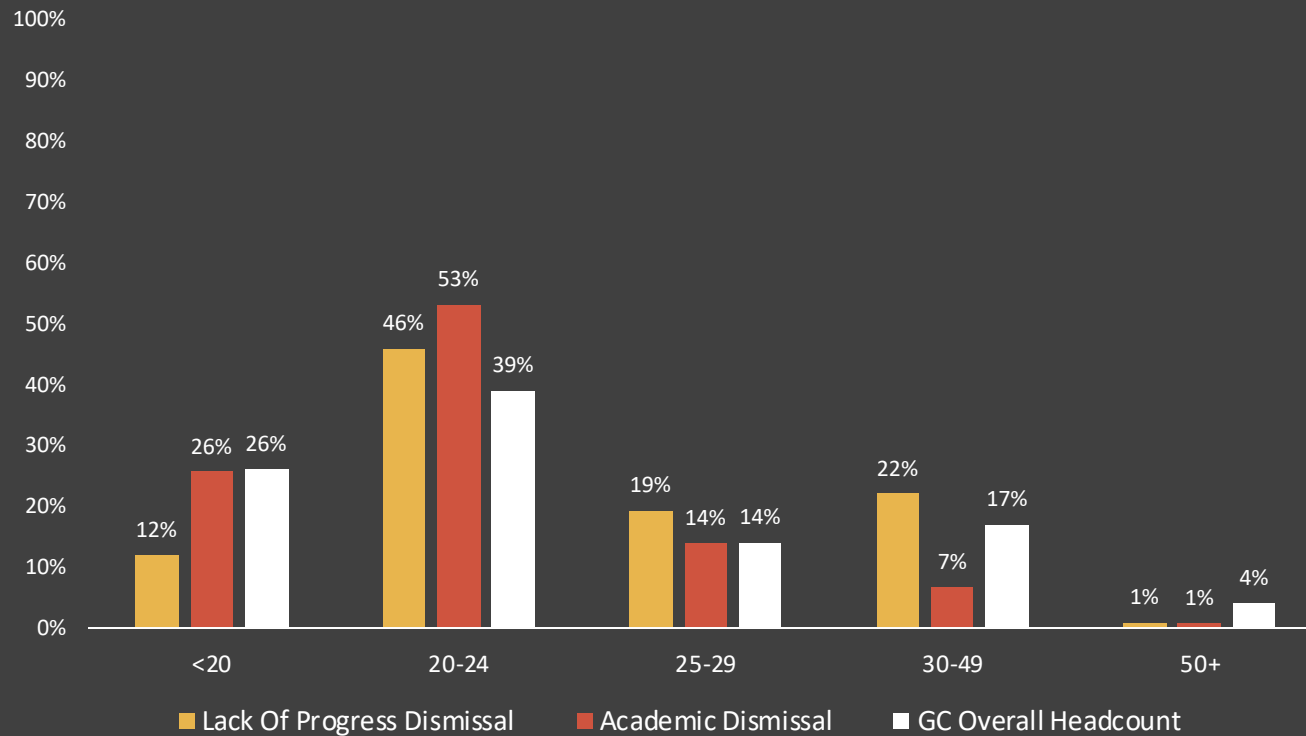
We can see a large porpotion of students ages 20-24 on Academic Dismissal (**53%**) and Lack of Progress Dismissal (**46%**) compared to the overall Grossmont population (**39%**).

Overall Findings

1. **Black/African American, Latino, and Multiracial** students are overrepresented among the areas of Academic Probation, Lack-Of-Progress Probation, and Academic Dismissal and Lack-of-Progress Dismissal

2. **Asian students** are overrepresented in the areas of Lack-of-Progress Dismissal

3. **Latino** students are among the largest group who was Academically Dismissed

4. **25–29-year-old** students are overrepresented among the areas of Academic Probation and Lack-Of-Progress Probation

5. **20-24-year-old** students are overrepresented among the areas of Academic Dismissal and Lack-Of-Progress Dismissal

6. **Male** students are overrepresented among the areas of Academic Probation, Lack-of-Progress Probation, Academic Dismissal and Lack-of-Progress Dismissal

Questions to Consider

1. *Is this data surprising?*

2. *What structures and or policies do we have in place that continue to replicate these patterns across the college?*

3. *What actions can we take to close these Equity Gaps?*

What Can We Do?

Educate about what is Academic Probation & Dismissal	Academic Counseling	Tutoring	Importance of Attendance
Mental Health Awareness	Workshops	Get Involved	Building a rapport with students
Online Counseling	Get Engaged	Student Support Center	Advocating for students

- Student Experience
- Successful In College Tips:

Link: https://www.grossmont.edu/student-support/counseling/_resources/assets/files/gcsuccesstips.pdf

Q&A

Thank you!

If you have questions related to the information that was presented, please feel free to reach out to *Dr. Victoria Rodriguez* or *Nancy Lopez Romero*

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