



OFFICE OF THE VICE PRESIDENT OF INSTRUCTION
CURRICULUM AND GENERAL EDUCATION COMMITTEE

Memorandum

TO: Curriculum and General Education Committee
K. Bandy, M. Mayfield, T. Mendoza, J. Rangel-Escobedo, D. Garza, T. Payne, B. Devine, A. Bledsoe, M. Oja, ASO Representative, and PTK Representative

FROM: Dr. Vicki Jacobi, Senate Co-Chairperson
Dr. Leslie Minor, V.P. of Instruction, Co-Chairperson

DATE: February 18, 2025

SUBJECT: Next Meeting's Agenda

The next meeting of the **Curriculum and General Education Committee** will be held on **Friday, February 21st from 1:10 p.m. to 2:30 p.m. in the Cougar Room**

AGENDA

- I. **CALL TO ORDER**
- II. **PUBLIC COMMENTARY**
- III. **APPROVAL OF MINUTES:** From January 2025 Curriculum & General Education meeting (pg. 3)
- IV. **CONSENT** - Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. There is no discussion of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda and move to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).
 - A. **Math & Science Division – Inactivations**
 - i. MATH 0230 Basic Mathematics (pg. 6)
 - ii. MATH 0240 Pre-Algebra
 - B. **English Language Arts – Inactivation**
 - i. ENGL 1000 Interactive Writing and Grammar (pg. 8)
 - C. **Allied Health/Applied Technologies – Course Revisions**
 - i. PHED 1506 Men's Intercollegiate Golf (pg. 9)
 - ii. PHED 2506 Advanced Men's Intercollegiate Golf (pg. 14)
 - D. **Social Sciences – DL Approvals**
 - i. ETHN 1520 Chicano/a Studies (pg. 17)

Curriculum and General Education Committee Agenda February 21, 2025

- ii. ETHN 1530 Black American Studies (pg. 28)

V. ACTION ITEMS

A. Business, Arts, & Humanities – New Courses

- i. COMM 1505 Intercultural Communication (pg. 40)
- ii. COMM 1580 Introduction to Communication Studies (pg. 45)

B. Business, Arts, & Humanities – Program Revision

- i. Communication Studies for Transfer Degree 2.0 (pg. 50)

VI. DISCUSSION ITEMS

- A. CCN Catalog Language Recommendations (pg. 61)
- B. Open Educational Resources and Publication Date (pg. 66)
- C. Curriculum related comments

VII. NEXT MEETING: March 21, 2025 from 1:10-2:30pm in the Cougar Room

VIII. Program Status, please see the table below:

Program	Tech Review Approved	C & GE Approved	Board Approved	Status
Economics ADT			June 2021	Approved
Psychology ADT	March 14, 2024	March 22, 2024	June 12, 2024	Under Review
*Political Science ADT	March 14, 2024	March 22, 2024	June 12, 2024	Under Review
Kinesiology ADT	May 2, 2023	March 22, 2024	May 10, 2023	Under Review
Sociology ADT				Approved

* New Program

IX. Adjournment



OFFICE OF THE VICE PRESIDENT OF INSTRUCTION
CURRICULUM AND GENERAL EDUCATION COMMITTEE

Minutes of the Curriculum and General Education Committee Meeting January 13, 2025

Present: K. Bandy, A. Bledsoe, B. Devine, V. Jacobi, L. Minor, M. Mayfield, T. Mendoza, T. Payne, J. Rangel-Escobedo, D. Garza, M. Oja, J. Norris, J. Lopez, P. Daley

Absent: None

Recorder: J. Norris

Minutes

I. PUBLIC COMMENTARY

The Committee welcomes participation at Curriculum Committee Meetings. Members of the public may address the Committee. For everyone to be heard, please limit your comments to 5 minutes or less.

Vicki Jacobi will be having surgery and will be out for the next six weeks.

II. APPROVAL OF MINUTES: From the November 2024 Curriculum & General Education meeting.

On a motion by K. Bandy, seconded by B. Devine, and unanimously carried by all, the minutes were approved.

III. NEW BUSINESS

A. Introduction of new Curriculum Technician – J. Norris

New Curriculum Technician, Jason Norris was introduced. The group also introduced themselves.

IV. ACTION ITEMS

A. Course Renumbering

Due to the course numbering changes with Common Course Numbering (CCN), our degree applicable and non-credit course numbers need to be changed. V. Jacobi reviewed the newly proposed course numbering system. With approval, the curriculum technician will update California Community Colleges Curriculum Inventory (COCI) and Banner with the updated course number. On a motion by M. Mayfield, seconded by B. Devine, and unanimously carried by all, this action was approved.

V. DISCUSSION ITEMS

A. Updates on AB 1111 and AB 928

AB 1111 - V. Jacobi met with the Chancellor's office regarding using Artificial Intelligence for the creation of CCN templates. The Chancellor's Office will be releasing 39 CCN templates that were reviewed in round 2, and should be implemented in Fall 2026. It was advised that we will be receiving a group (from the 39 courses) in February, March, and April. These courses will be worked on in Fall 2025.

AB 928 – V. Jacobi reviewed the aspect of AB 928 that has to do with CCC Apply. V. Jacobi and T. Payne spoke about when students apply, if they select transfer as a goal, it will only show ADTs. Furthermore, if students get to 15 units and are in an ADT program, there will be a hold until they have an ed plan.

B. Cal-GETC Course Status

Cal-GETC will begin with Fall 2025 Freshmen. Taft College will be running multiple General Education (GE) patterns as students have catalog rights. V. Jacobi is awaiting Cal-GETC approval with an estimated time being April.

C. New Degrees

V. Jacobi updated the committee on degrees in the works.

a. Speech Pathology

b. Environmental Safety and Health – K. Bandy will work on this as the courses have already been approved

c. Physics – V. Jacobi has written the curriculum and will send it to M. Mayfield for review by faculty and approval.

d. Environmental Studies – V. Jacobi has written the curriculum and will send it to M. Mayfield for review by faculty and approval.

e. Geology – V. Jacobi has written the curriculum and will send it to M. Mayfield for review by faculty and approval.

f. Psychology Technician – M. Oja brought up this certificate program as a possibility in the future.

g. Modern Policing – required for us to develop by Fall 2025. T. Mendoza stated Tabitha Raber is working on this. V. Jacobi talked about the TC process for creating new degrees and how we investigate new areas of employment.

D. Pass/No Pass List

V. Jacobi reviewed the list in catalog and some classes in an area are approved for Pass/No Pass while others are not. Divisions should look at the list and discuss being consistent.

E. Other

The list of courses by division that are 5 years and older was included in the packet. V. Jacobi stated that these classes should be worked on in Spring 2025.

VI. Next Meeting: February 2025 TBD

VII. Program Status, please see table below:

Program	Tech Review Approved	C & GE Approved	Board Approved	Status
Economics ADT			June 2021	Under Review
Psychology ADT	March 14, 2024	March 22, 2024	June 12, 2024	Under Review
*Political Science ADT	March 14, 2024	March 22, 2024	June 12, 2024	Under Review
Kinesiology ADT	May 2, 2023	March 22, 2024	May 10, 2023	Under Review
Sociology ADT				Under Review

* New Program

VIII. ADJOURNMENT

On a motion by T. Mendoza, seconded by B. Devine, and unanimously carried, the group adjourned.

To: Vicki Jacobi, Curriculum Co-Chair
From: Mike Mayfield, Division Chair
Division: Math & Science
Date: 12/17/2024
Re:

MATH 0230 Basic Mathematics

MATH 0240 Pre-algebra

Type of Curriculum Change:

- New Course* Substantial Course Change*
 Nonsubstantial Course Change* Course Inactivation

For Course Changes, why is this course being updated?

- For C-ID
 As part of the 5 year review cycle
 Other (please explain): Pre collegiate course we no longer offer due to AB 1705/705.

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

N/A

Addition to Taft College General Education:

- Natural Science Social & Behavioral Science English Composition
 Humanities Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

To: Leslie Minor, VP of Instruction
Vicki Jacobi, Curriculum Co-Chair

From: Bill Devine

Division: English Language Arts

Date: 1/13/2025

Re: English 1000 Inactivation

Type of Curriculum Change:

New Course*
Nonsubstantial Course Change

Substantial Course Change*
 Course Inactivation

Justification for Request:

Please enter a brief description of the background and rationale for the course or course changes. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

English 1000 course inactivation. Pre collegiate course we no longer offer due to AB 1705/705.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

N/A

Addition to Taft College General Education:

- Natural Science Social & Behavioral Science English Composition
- Humanities Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meet

Distance Learning and Education Committee review date: _____ N/A _____ if requesting DLE.

Addition to Taft College General Education:

- Natural Science Social & Behavioral Science English Composition
- Humanities Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

[Click here to enter text.](#)



Created by: K. Bandy
 Reviewed by: ~~T. Thompson~~ ~~D. an Walters~~
 Reviewed by: ~~G. Gelling~~ ~~M. aHeri-Rossi~~
 Date reviewed: ~~February 29, 2016~~ ~~1/30/2025~~
 C & GE approved: March 14, 2016
 Board approved: April 13, 2016
 Semester effective: Spring 2017

Physical Education (PHED) 1506 Men's Intercollegiate Golf (2 Units; limit 4 Units) CSU

Advisory: Experience in playing competitive golf is desirable

Total Hours: 160 lab hours

Catalog Description: This course is designed for those students who possess the desire, ability and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Text: ~~Rules of Golf: Effective January 2023. United States Golf Association, 2023.~~
~~United States Golf Association. Rules of Golf. USGA, 2015. Print.~~

Formatted: Font: Italic

Additional Instructional Materials: Individual golf clubs and equipment

Course Objectives:

By the end of the course, a successful student will be able to:

1. gain participation in an individual and team sport,
2. participate competitively, and
3. further his athletic abilities in golf.

Student Learning Outcomes:

1. Ability to perform essential skills; putting, chipping & full swing in order to play golf.
2. Working knowledge of rules and etiquette in game situations.
3. Understand strategies in course management during a round of golf.
4. Develop team values.

PHED1506 Men's Intercollegiate Golf - Student Learning Outcomes (SLO's)
<u>1. Ability to perform essential skills; putting, chipping & full swing in order to play golf.</u>
<u>2. Working knowledge of rules and etiquette in game situations.</u>
<u>3. Understand strategies in course management during a round of golf</u>
<u>4. Develop team values</u>

Course Scope and Content: (laboratory)



Unit I Training and Conditioning for Golf
 A. Agility—
 B. Physical Strength
 C. Speed
 D. Endurance

Unit II Fundamentals of golf
 A. Set ups
 B. Swing

Unit III Skill Development
 A. Iron Play
 B. Wood Play
 C. Chipping
 D. Putting

Unit IV Rules and Strategies of Individual Play
 A. Course Management
 B. Shot Selection

Unit V Rules and Etiquette
 A. Sportsmanship
 B. Ethics

Methods of Instruction:

1. Practice of basic skills and techniques
2. Basic training programs
3. Practice games
4. Intercollegiate competition
5. Oral instruction
6. Multimedia presentations

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. performance exam
 - b. Intercollegiate competition
2. Written assignments

Supplemental Data:

TOP Code:	083520: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational



Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Physical Education or Kinesiology or Health or Coaching



Created by: K. Bandy
 Reviewed by: ~~T. Thompson~~ D. an Walters
 Reviewed by: ~~G. Golling~~ P. earl Daley
 Date reviewed: ~~February 29, 2016~~ 1/30/25
 C & GE approved: ~~March 13, 2016~~
 Board approved: ~~April 13, 2016~~
 Semester effective: ~~Spring 2017~~

Physical Education (PHED) 2506 Advanced Men's Intercollegiate Golf (2 Units; limit 4 Units) CSU

Prerequisite: Successful completion in Physical Education ~~1505~~ 1506 with a grade of "C" or better

Prerequisite knowledge and skills:

Before entering the course, the student should be able to:

1. gain participation in an individual and team sport,
2. participate competitively, and
3. further his athletic abilities in golf.

Total Hours: 160 lab hours

Catalog Description: This advanced course is designed for those students who possess the desire, ability and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Text: Rules of Golf: Effective January 2023. United States Golf Association, 2023.
USGA Standard Edition, Rules of Golf 2015

Formatted: Font: Italic

Additional Instructional Materials: Individual golf clubs and equipment

Course Objectives:

By the end of the course, a successful student will be able to:

1. gain participation in an individual and team sport,
2. participate at a higher level competitively, and
3. further his advanced athletic abilities in golf.

Student Learning Outcomes:

1. Perform essential skills: putting, chipping, & full swing in order to play golf.
2. Working knowledge of rules etiquette in game situations.
3. Understand strategies in course management during a round of golf.
4. Develop team values.

Formatted: Font: 11 pt

Formatted: Font: 11 pt, Not Bold

Formatted: Left



PHED2506 Adv Men's Intercollegiate Golf – Student Learning Outcomes (SLO's)

- | |
|---|
| <u>1. Perform essential skills: putting, chipping & full swing in order to play golf.</u> |
| <u>2. Working knowledge of rules etiquette in game situations.</u> |
| <u>3. Understand strategies in course management during a round of golf.</u> |
| <u>4. Develop team values</u> |

Course Scope and Content: (Laboratory)

- Unit I Advanced Training and Conditioning for Golf
A. Agility
B. Physical Strength
C. Speed
D. Endurance
- Unit II Advanced Fundamentals of Golf
A. Set up
B. Swing
- Unit III Advanced Skill Development
A. Iron Play
B. Wood Play
C. Chipping
D. Putting
- Unit IV Advanced Strategies of Individual and Team Play
A. Course Management,
B. Shot Selection,
- Unit V Rules and Etiquette
A. Sportsmanship
B. Ethics
C. Golf Etiquette

Methods of Instruction:

1. Practice of basic skills and techniques
2. Advanced training programs
3. Practice games
4. Intercollegiate competition
5. Oral instruction
6. Multimedia presentations

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. performance exam
 - b. Intercollegiate competition
2. Written assignments



Supplemental Data:

TOP Code:	083520: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Physical Education or Kinesiology or Health or Coaching

Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: ETHN 1520

Course Title: Chicano/a Studies

Submitted by: Tina Mendoza and Salvador Jimenez Murguia

Date of First Submission: 8/3/23

Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other:

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

- **Other:** For Oral Presentations – students will utilize CANVAS Studio to record their presentation. Students will also be given the option to meet via Zoom Meetings for course presentations. If students cannot meet via zoom – they can record and post their oral presentations.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
 - b. Audio files are transcribed.
 - c. Objects (including images, tables, and charts) have alternative text.
 - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
 - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
 - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor,
 - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Created by: T. C. Mendoza
Reviewed by: S. Jimenez-Murguia
Textbook update: New Course
Date Reviewed: Fall 2023
C&GE Approved:
Board Approved:
Semester effective:

Ethnic Studies (ETHN) 1520 Chicano/a Studies (3 Units) CSU

Prerequisite: None

Advisory: Eligibility for ENGL 1500 or ENGL 1501 strongly recommended.

Hours and Unit Calculations:

48 hours lecture. 96 Outside of Class Hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: The course studies the Chicana and Chicano community and culture in American society from Pre-Colombian roots. The Chicana and Chicano contributions and conflicts in American society are studied using an ethnic studies approach (anthropology, history, sociology, literature, art and music).

Type of Class/Course: Degree Credit

Recommended Books:

OER Textbook: New Directions in Chicanx and Latinx Studies

- Website:
[https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/New_Directions_in_Chicanx_and_Latinx_Studies_\(Gonzalez_et_al.\)](https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/New_Directions_in_Chicanx_and_Latinx_Studies_(Gonzalez_et_al.))

Recommended Additional

Instructional Materials:

- 2020: Occupied America: A History of Chicanos. Acuna, Rodolfo. Pearson 8th Edition ISBN: 978-0-1352-0767-3
- 2016: Chicano Movement for Beginners. Montoya, Maceo. For Beginners. ISBN: 978-1-9399-9464-6
- 2023: Reclaiming the Americas Latinx Art and the Politics of Territory by Tatiana Reinoza, ISBN: 9781477326909

Course Objectives:

By the end of the course, a successful student will be able to:

1. Develop knowledge and understanding of critical events in the histories, cultures, and

intellectual traditions of Chicanas and Chicanos with an emphasis on agency and group affirmation

2. Analyze and articulate how core Chicana and Chicano Studies concepts such as race, ethnicity, oppression, equity, Chicano nationalism, and white supremacy are socially and politically constituted and institutionalized
3. Critically analyze the intersection of Chicana and Chicano racialization with other forms of difference affecting hierarchy and oppression such as class, gender, sexuality, immigration status, national origin, religion, spirituality, ability, and/or age
4. Explain the importance of Chicana and Chicano racial and ethnic identity in the creation of cultural and artistic expressions with an emphasis on liberation and social justice movements
5. Assess the status, growth, demographic diversity, and the socioeconomic and political issues of Chicana and Chicano communities in the United States
6. Compare and contrast the inter-ethnic and race relations of Chicanas and Chicanos with other historically defined racialized groups in the United States
7. Demonstrate active engagement with Chicana and Chicano issues of ethnicity and race to build just and equitable communities beyond the classroom.

Course Learning Outcomes:

1. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Chicanas and Chicanos with an emphasis on agency and group-affirmation in their contributions to the development of U.S. society.
2. Analyze and/or articulate how core concepts of Chicana and Chicano Studies, including but not limited to, race and ethnicity, oppression, equity, and intersectionality are socially and politically constituted and institutionalized in the changing Chicana and Chicano experience.
3. Describe how resistance, social justice, and liberation as experienced by Chicanas and Chicanos are relevant to current issues (communal, national, and international) in the US and impact on the world.
4. Demonstrate active engagement with Chicana and Chicano issues of ethnicity and race to build just and equitable communities beyond the classroom.

General Education Outcomes:

Humanities

- Student develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
- Student to demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
- Students to describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgements.

Ethnic Studies

NEED TO ADD

Course Scope and Content:

Unit I – Introduction to the Course / History

- a. Introduction to the field of Chicana and Chicano Studies and the history of the community engagement for its establishment in institutions of higher education
- b. Pre-colonial history and traditions of representative Native cultures of North American with a focus on Mesoamerica
- c. Histories on colonization, imperialism, genocide, persecution, and other forms of systemic dehumanization experiences.

Unit II – Theory and Definitions

- a. Definitions and concepts of race and racism, ethnicity, privilege, prejudice, discrimination, equity, asymmetrical power relations, hegemony, white supremacy, resistance, Chicano nationalism, Chicano Power, decolonization, and anti-racism
- b. Theory and knowledge produced by Chicana and Chicano communities emphasizing agency and group-affirmation on critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles

Unit III – Policies

- a. Longitudinal demographic profiles, laws, court cases, and U.S. policies focusing on or impacting Chicanas and Chicanos
- b. Key multidimensional elements of systemic oppression: historical, structural, cultural, ideological, and its study through interpersonal interaction and as forms of internalized dominance and internalized oppression
- c. Intersectionality of race and racism with other forms of difference affecting hierarchy and oppression of Chicanas and Chicanos such as class, gender, sexuality, religions, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age

Unit IV – The Chicano/a Experience

- a. Chicana and Chicano centered perspectives on human, civil, labor, land, and immigration rights, and other Chicano movements for liberation, interethnic solidarity, and racial and social justice and the impact these struggles have on current issues, social movements, institutions, and society
- b. Popular culture, sports, art, film, literature, music, dance, religion, folklore reflecting Chicana and Chicano cultural production and critical consciousness
- c. Stories, experiences, and contributions of Chicana feminist and the LGBT communities
- d. Affirmative framing with Chicana and Chicano approaches of social upliftment, community empowerment, cultural assets, community cultural wealth, and Chicana and Chicano identity formation.

Activities Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying,
2. Answering questions,
3. Completing required reading,
4. Completing written work,
5. Completing field journals,
6. Conducting Oral Interviews/Histories,
7. Conducting Observational Studies (in the community),
8. Preparing oral presentations, and
9. Completing term paper.

Methods of Instruction:

1. Lectures,
2. Class discussions,
3. Active Learning activities and
4. Audiovisual viewings.

Methods of Evaluation:

1. Substantial writing assignments, include one or more of the following:
 - a. Essay exams and
 - b. Term or other papers.
2. Other examinations, including:
 - a. Multiple choice items,
 - b. Matching items,
 - c. True/false items
 - d. Oral Presentations
 - e. Video Recordings
 - f. Creating Art or Flyers

Supplemental Data:

TOP Code:	2203.00 Ethnic Studies
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline; Hybrid
Funding Agency:	Y: Not Applicable(funds not used)

Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Y: Credit By Exam
Eligible for Pass/No Pass:	Y: Pass/No Pass
Taft College General Education:	CSD: CSU Area F: Ethnic Studies; GE C2 Humanities; GE D: Social Science IG4J: IGETC Area 4J Ethnic Studies; 3B Humanities; 4 Social and Behavioral Science. LES: Local Ethnic Studies; Humanities, and Social and Behavioral Science LSBS: Local GE Social/Behavioral Sci
Discipline:	Ethnic Studies or Chicano Studies

Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: ETHN 1530

Course Title: Black American Studies

Submitted by: Tina Mendoza and Dr. Salvador Jimenez Murguia

Date of First Submission: 8/3/23

Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other:

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

- **Other:** For Oral Presentations – students will utilize CANVAS Studio to record their presentation. Students will also be given the option to meet via Zoom Meetings for course presentations. If students cannot meet via zoom – they can record and post their oral presentations.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
 - b. Audio files are transcribed.
 - c. Objects (including images, tables, and charts) have alternative text.
 - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
 - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
 - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor,
 - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Created by: T. C. Mendoza
Reviewed by: S. Jimenez Murguia
Textbook update:
Date Reviewed: Fall 2023
C&GE Approved:
Board Approved:
Semester effective:

Ethnic Studies (ETHN) 1530 Black American Studies (3 Units) CSU

Prerequisite: None

Advisory: Eligibility for ENGL 1500 or ENGL 1501 strongly recommended

Hours and Unit Calculations:

48 hours lecture. 96 Outside of Class Hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course uses an ethnic studies approach to Black Studies covering periods of social, cultural and historical development. Topics include African civilization, slavery, the Diaspora, abolition, reconstruction, segregation, Harlem Renaissance, and the Civil Rights Movement. Field trips may be a part of this course.

Type of Class/Course: Degree Credit

Recommended Books:

OEI – Slavery to Liberation: The African American Experience

- <https://encompass.eku.edu/ekuopen/1/>

Recommended Additional

Instructional Materials:

2020: Visualizing Equality: African American Rights and visual Culture in the Nineteenth Century, Aston Gonzalez, University of North Carolina Press, Chapel Hill, NC

Course Objectives:

By the end of the course, a successful student will be able to:

1. Understand and explain the history, geography, politics, culture, economics, and customs of African indigenous peoples
2. Develop knowledge and understanding of critical events in the histories, cultures, and intellectual traditions of African and African Americans with an emphasis on agency and group affirmation
3. Analyze and articulate how core Black American Studies concepts such as race, ethnicity, oppression, equity, self-determination, and white supremacy are socially and politically constituted and institutionalized.

4. Critically analyze the intersection of African American racialization with other forms of difference affecting hierarchy and oppression such as class, gender, sexuality, immigration status, national origin, religion, spirituality, ability, and/or age
5. Explain the importance of African American racial and ethnic identity in the creation of cultural and artistic expressions with an emphasis on liberation and social justice movements.
6. Assess the status, growth, demographic diversity, and the socioeconomic and political issues of African American communities in the United States
7. Compare and contrast the inter-ethnic and race relations of African Americans with other historically defined racialized groups in the United States
8. Demonstrate active engagement with African American issues of ethnicity and race to build just and equitable communities beyond the classroom.

Course Student Learning Outcomes:

1. Analyze and/or Articulate how core concepts of Black American Studies, including but not limited to, race and ethnicity, oppression, equity, and intersectionality are socially and politically constituted and institutionalized in the changing African American experience.
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of African and African Americans with an emphasis on agency and group-affirmation in their contributions to the development of U.S. society.
3. Describe how resistance, social justice, and liberation as experienced by African Americans are relevant to current issues (communal, national, and international) in the US and Impact on the World.
4. Demonstrate active engagement with African American issues of ethnicity and race to build just and equitable communities beyond the classroom.

General Education Outcomes:

Humanities

- Student develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
- Student to demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
- Students to describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgements.

Ethnic Studies:

NEED TO ADD

Course Scope and Content:

Unit I – Introduction / History

- a. Diversity of people, cultures, geography, and history of Africa with an emphasis on West Africa, the African Diaspora, and African American history in the United States

Unit II – Terms/Theory

- a. Definitions and concepts of race and racism, ethnicity, privilege, prejudice, discrimination, equity, Afrocentricity, Blackness, asymmetrical power relations, hegemony, white supremacy, resistance, self-determination, Black nationalism, Black Power, decolonization, and anti-racism
- b. Theory and knowledge produced by African and African American communities emphasizing agency and group- affirmation on critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles
- c. African American centered theoretical perspectives on the transatlantic slave trade, colonization, antislavery movement, abolition, civil war, civil right laws, reconstruction, Jim Crow laws, equal opportunity, poverty, and the criminal justice system
- d. Key multidimensional elements of systemic oppression: historical, structural, cultural, ideological, and its study through interpersonal interaction and as forms of internalized dominance and internalized oppression

Unit III – Policies/Laws

- a. Intersectionality of race and racism with other forms of difference affecting hierarchy and oppression of African Americans such as class, gender, sexuality, religions, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age
- b. Human rights, civil rights, labor rights, and other movements for African American liberation, interethnic solidarity, and racial and social justice and the impact these struggles have on current issues, social movements, institutions, and society
- c. Longitudinal demographic profiles, laws, court cases, and U.S. policies focusing or impacting African Americans

Unit IV – Black Voice

- d. Popular culture, sports, art, film, literature, music, dance, religion, folklore reflecting the veracity and resilience of African American cultural production and critical consciousness
- e. Stories, experiences, and contributions of Black feminist, gay, lesbian, bisexual and transsexual communities
- f. Critique of capitalism, free-market ideology, individualism, and meritocracy
- g. Affirmative framing of African American contributions, social upliftment, group empowerment, cultural assets, community cultural wealth, and black identity formation.

Activities Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying,
2. Answering questions,
3. Completing required reading,
4. Completing written work,
5. Completing field journals,
6. Conducting Oral Interviews/Histories,
7. Conducting Observational Studies (Within the community),
8. Preparing oral presentations, and
9. Completing term paper

Methods of Instruction:

1. Lectures,
2. Class discussions,
3. Active Learning activities and
4. Audiovisual viewings.

Methods of Evaluation:

1. Substantial writing assignments, include one or more of the following:
 - a. Essay exams and
 - b. Term or other papers.
2. Other examinations, including:
 - a. Multiple choice items,
 - b. Matching items,
 - c. True/false items
 - d. Oral Presentations
 - e. Video Recordings
 - f. Creating Art or Flyers

Supplemental Data:

TOP Code:	2203.00 Ethic Studies
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline; Hybrid
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable

Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Y: Credit By Exam
Eligible for Pass/No Pass:	Y: Pass/No Pass
Taft College General Education:	CSD: CSU Area F: Ethnic Studies; GE C2 Humanities; GE D: Social Science IG4J: IGETC Area 4J Ethnic Studies; 3B Humanities; 4 Social and Behavioral Science. LES: Local Ethnic Studies; Humanities, and Social and Behavioral Science LSBS: Local GE Social/Behavioral Sci
Discipline:	Ethnic Studies or African-American/Black/Africana Studies

Other Recommendations for Readings:

- 2017: *Black Matters: Introduction to Black Studies*, Michel DeGraff, MIT OpenCourseWare
- 2017: *Miseducation of the Negro* Carter Woodson, Tribeca Books
- 2010: *From Slavery to Freedom* Franklin, John Hope and Evelyn Brooks Higginbotham McGraw Hill 9th 2010 978-0077407513 Has been revised
- 2010: *The Making of African America: The Four Great Migrations*, Ira Berlin, Viking Penguin
- Asante, Molefi Kete, and Molefi Kete Asante. *Afrocentricity*. New rev. ed. Trenton, N.J.: Africa World Press, 1988.
- Asante, Molefi Kete, and Clyde Ledbetter. *Contemporary Critical Thought in Africology and Africana Studies*. Edited by Molefi Kete
- Asante and Clyde Ledbetter. Lanham, Maryland: Lexington Books, 2016.
- Asante, Molefi Kete. *Maulana Karenga: an Intellectual Portrait*. Cambridge: Polity, 2009.
- Conyers, James L. *Qualitative Methods in Africana Studies: an Interdisciplinary Approach to Examining Africana Phenomena*. Edited
- by James L. Conyers. Lanham, [Maryland: University Press of America, 2016.
- McDougal, Serie. *Research Methods in Africana Studies*. New York: Peter Lang, 2014.

- *Nobles, Wade W. Africanity and the Black Family: The Development of a Theoretical Model. Oakland, Calif: Institute for the*
- *Advanced Study of Black Family Life and Culture, 1985*
- *Woodson, Carter Godwin. The Miseducation of the Negro. 1st ed. Hampton, VA: U.B. & U.S. Communication Systems, 1992*

[Intercultural Communication COMM 1505 (3 Units) CSU:UC]

Advisory: [Eligibility for English 1500 strongly recommended]

Hours and Unit Calculations:

[48] hours lecture. ([96] Outside-of-class Hours); ([144] Total Student Learning Hours) 3 Total Units

Catalog Description: [Introduction to intercultural communication in domestic and/or global contexts. Influence of cultures, languages, and social patterns on how members of groups relate among themselves and with members of different ethnic and cultural groups. Theory and knowledge of effective communication within and between cultures. Appreciation and comparison of communication among diverse groups within the larger context of American culture. C-ID: 150]

Type of Class/Course: [Degree Credit]

Texts:

[Liu, S., Volcic, Z., & Gallois, C. (2023). *Introducing intercultural communication: Global cultures and contexts* (4th edition). UK: Sage Publications, Ltd. (ISBN 978-1529778762)

Martin, J.N., & Nakayama, T.K. (2022). *Experiencing intercultural communication: An introduction* (7th edition.). Mc Graw-Hill Higher Education. (ISBN 978-1260837445)

Neuliep, J. (2021). *Intercultural communication: A contextual approach* (8th edition). Thousand Oaks, CA: Sage Publications, Inc. (ISBN 978-1544348704)

Jandt, F.E. (2021). *An Introduction to intercultural communication: Identities in a global community* (10th edition). Thousand Oaks, CA: Sage Publications, Inc. (ISBN 978-1544383866)

Grothe, T. (2021). *Exploring intercultural communication*. (OER)

Ahrndt, S. (2020). *Intercultural communication*. University of Missouri-St. Louis. (OER).]

Additional Required Materials: [None]

Course Objectives:

By the end of the course, a successful student will be able to:

1. [Recognize and articulate how core values, worldview, and communication patterns shape cultural and individual identity.
2. Identify the components of culture and communication and their interrelationship.
3. Explain how culture influences verbal and nonverbal communication.
4. Identify and explain the social and psychological variables of culture and its expression.

5. Discuss the diverse ways of thinking, perceptions and interpretations.
6. Compare and contrast intercultural communication strategies in various contexts.
7. Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism.
8. Identify elements of common ground among diverse cultures.]

Student Learning Outcomes:

1. Develop an understanding of the relationship between culture, communication, and relational contexts and apply effective communication skills to a variety of intercultural interactions.
2. Analyze different verbal and nonverbal communication patterns across cultures.
3. Determine cultural values, beliefs, and rules, and their role in intercultural communication process.
4. Assess overt and covert cultural behaviors that manifest in the forms of communication, discrimination, and ethnocentrism.

Course Scope and Content:

- Unit I [Foundations of Intercultural Communication]
- A. [Studying Intercultural Communication
 - B. Intercultural Communication
 - C. History of Intercultural Communication
 - D. Identity and Intercultural Communication
- Unit II Components of Culture
- A. Worldview
 - B. Core Values/Beliefs
 - C. Norms and Roles
 - D. Assimilation, Enculturation
 - E. Ethics andMorals]
- Unit II [Intercultural Communication Processes]
- A. Language]
 - B. [Verbal Issues in Intercultural Communication
 - C. Nonverbal Communication Issues
 - D. Perception
 - E. Competencies]
- Unit III **Intercultural Communication in Everyday Life**
- A. [Popular Culture and Intercultural Communication
 - B. Culture, Communication, and Conflict
 - C. Intercultural Relationships in Everyday Life
- Unit IV Barriers to Intercultural Communication
- A. Ethnocentrism
 - B. Stereotyping
 - C. Prejudice
 - D. Discrimination
 - E. Power

- F. Culture shock
- G. Racism

- Unit V Social and Psychological Variables
- A. High Context/Low Context
 - B. Individualism/Collectivism
 - C. Power Distance
 - D. The Relationship Between Humans and Nature
 - E. Similarities and Differences in Communication Patterns

- Unit VI Intercultural Communication in Applied Settings
- A. Intercultural Communication in Tourism Contexts
 - B. Intercultural Communication and Business
 - C. Intercultural Communication and Education
 - D. Intercultural Communication and Health Care]

Learning Activities Required Outside of Class

The students in the class will spend a minimum of [6_] hours per week outside of the regular class time doing the following:

1. [Studying
2. Answering questions
3. Skill practice
4. Completing required reading
5. Written work
6. Observation of or participation in an activity related to course content]

Methods of Instruction

1. [Lectures
2. Discussions
3. Purposeful Collaboration
4. Activities
5. Independent Study]

Methods of Evaluation

1. [Quizzes and examinations
2. Projects
3. Oral and written assignments
4. Class participation
5. Other outside assignments]

Supplemental Data:

T.O.P. Code:	1506.00 Speech Communication
Sam Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable (funds not used)
Distance Learning:	Applicable
Program Status:	Y: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Is not of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	C: Pass/No Pass
Discipline:	Communication Studies

To: Dr. Leslie Minor Chief Instructional Officer
Dr. Vicki Jacobi, Curriculum Co-Chair

From: A. Bledsoe

Division: Business, Arts & Humanities

Date: 2/5/2025

Re: COMM 1580 Introduction to Communication
Studies (C-ID 180)

Type of Curriculum Change:

- New Course* Substantial Course Change*
- Nonsubstantial Course Change* Course Inactivation

For Course Changes, why is this course being updated?

- For C-ID
- As part of the 5 year review cycle
- Other (please explain): _____

For New Courses, please enter a justification for the request:

Introduction to Communication Studies is a new course that was developed to be offered as one of the options in the TMC for the Communication Studies Degree.

Programs Affected/Stand Alone: **Addition to Taft College General Education:**

- Natural Science Social & Behavioral Science English Composition
- Humanities Communication & Critical Thinking

Justification for Addition to Taft College General Education:

[COMM 1580 Introduction to Communication Studies (3 Units) CSU: UC]

Advisory: [Eligibility for English 1500 strongly recommended]

Hours and Unit Calculations:

[48] hours lecture. ([96] Outside-of-class Hours); ([144] Total Student Learning Hours) [3] Total Units

Catalog Description: [A survey of the discipline of communication studies with emphasis on multiple epistemological, theoretical, and methodological issues relevant to the systematic inquiry and pursuit of knowledge about human communication. This course explores the basic history, assumptions, principles, processes, variables, methods, and specializations of human communication as an academic field of study.
C-ID: 180]

Type of Class/Course: [Degree Credit]

Texts:

[Beebe, S.A., Beebe, S.J., & Ivy, D.K. (2022). *Communication principles for a lifetime* (8th ed.). Pearson.
ISBN 978-0-1369-6792-7

London, D. K. (2020). *A practical introduction to communication for community college and beyond* (2nd ed.).
Cognella Academic Publishing. ISBN 978-1-7935-0672-6

McCornack, S. & Ortiz, J. (2023). *Choices & Connections: An introduction to Communication* (4th ed.).
MacMillan Higher Education. ISBN 978-1-319-48521-4

O’Hair, D., Weimann, M., Imrich Mullin, D., Teven, J. (2021). *Real communication: An introduction* (5th ed.).
Bedford/St. Martin’s. ISBN 978-1-319-20174-6

Adler, R., & Rodman, G., & Du Pre, A. (2021). *Essential communication* (3rd ed.). Oxford University Press.
ISBN 978-0-197-54431-0

Green, K., Fairchild, R., Knudsen, B., & Lease-Gubrund, D. (2021). *Introduction to Communication*.
LibreTexts.

Paynton, S.T., & Hahn, L.K. (2021). *Introduction to Communication*. LibreTexts]

Additional Required Materials: [None]

Course Objectives:

By the end of the course, a successful student will be able to:

1. [Explain and apply the basic concepts of the field of communication.

2. Discuss the history of the study of human communication.
3. Critically discuss and write about human communication theories and events.
4. Compare and contrast the basic research methods for the evaluation of human communication phenomena.
5. Explain the contextual, cultural, and social foundations of human communication.
6. Demonstrate a basic knowledge of the specializations comprising the communication discipline.
7. Demonstrate an understanding of ethical perspectives in communication.
8. Summarize and explain an expanded world perspective that demonstrates an appreciation of the diverse range of individuals, communities, and viewpoints.]

Student Learning Outcomes:

1. ~~Students identify~~ **Apply** the elements of the communication model as they apply to a variety of communication contexts.
2. ~~Students~~ **Demonstrate** a basic understanding of human communication theories and events related to culture, self-concept, perception, listening, verbal communication, and nonverbal communication.
3. ~~Students~~ **Demonstrate** an understanding of ethical communication behaviors and perspectives including the role communication plays in creating a culture of inclusion.

Course Scope and Content:

- Unit I **Principals of Communication**
- A. [Identifying Foundations of Human Communication
 - B. History of Communication Study
 - C. Exploring Self-Awareness and Communication
 - D. Understanding Verbal Messages
 - E. Understanding Nonverbal Messages
 - F. Listening and Responding
 - G. Adapting to Others: Diversity and Communication]

- Unit II **Interpersonal Communication**
- A. [Understanding Interpersonal Communication
 - B. Enhancing Relationships]

- Unit III **Communication in Groups and Teams**
- A. [Understanding Group and Team Performance
 - B. Enhancing Group and Team Performance

- Unit IV **Public Speaking**
- A. Developing Your Speech
 - B. Organizing and Outlining Your Speech
 - C. Delivering Your Speech
 - D. Speaking to Inform
 - E. Speaking to Persuade

Learning Activities Required Outside of Class:]

The students in the class will spend a minimum of **6** hours per week outside of the regular class time doing the following:

1. [Studying
2. Answering questions
3. Skill practice
4. Completing required reading
5. Written work
6. Observation of or participation in an activity related to course content]

Methods of Instruction

1. [Lectures
2. Discussions
3. Purposeful Collaboration
4. Activities
5. Independent Study]

Methods of Evaluation

1. [Quizzes and examinations
2. Projects
3. Oral and written assignments
4. Class participation
5. Other outside assignments]

Supplemental Data:

T.O.P. Code:	[1506.00 Speech Communication
Sam Priority Code:	[E: Non-Occupational
Funding Agency:	[Y: Not Applicable (funds not used)
Distance Learning:	Applicable
Program Status:	[Y: Program Applicable
Noncredit Category:	[Y: Not Applicable, Credit Course
Special Class Status:	[N: Course is not a special class

Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Is not of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	C: Pass/No Pass
Discipline:	Communication Studies

MEMO

To: Vice President of Instruction
Vicki Jacobi, Curriculum Co-Chair

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 2/6/2024

Re: Associate in Arts in Communication Studies for
Transfer Degree 2.0

Program Title: Communication Studies 2.0

Type of Curriculum Change:

New Program Substantial Program Change* Nonsubstantial Program Change*

**For Program inactivations, please follow [Administrative Procedure 4021](#)*

I have reviewed the Program Review prior to updating this program:

Yes No

Justification for Request:

Please enter a brief description of the background and rationale for the new program or for the changes if amending an existing program.

We are updating the course ID for Introduction to Public Speaking to COMM 1000 in order to match CCN. We are adding COMM 1505 and COMM 1580 to List A and COMM 1550 to List B.

NARRATIVE for Associate Degree for Transfer (ADTs)

Item 1. Statement of Program Goals and Objectives

The mission of the **Associate in Arts in Communication Studies for Transfer Degree 2.0** is to prepare students to communicate effectively in a variety of situations in future educational and career settings and by being aware and sensitive to diversity.

Item 2. Catalog Description

The Associate in Arts in **Communication Studies for Transfer Degree 2.0** is designed to prepare students to continue studies toward a B.A. degree in Communication Studies, assist students in transferring to a CSU or for entry level into a variety of career options that require competent and ethical communication skills. Students who pursue advanced Communication degrees enjoy a multitude of career opportunities ranging from Public Relations Managers, Human Resources Specialists, Retail Managers, Politicians, Lawyers, College Professors, and numerous options in Mass Communications such as radio and television. Communication courses focus on how people use messages to generate meaning within and across various contexts, cultures, and channels.

Students must earn a “C” or better in all courses required for the major.

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth).

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.

ADTs include both Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees. The law authorizing these degrees also requires that students must earn a “C” or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis, where a Pass is defined as a “C” or better. Education Code § 66746(b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (AA-T or AS-T). Title 5, § 55002(b) describes such courses as “nondegree-applicable credit courses.”

The designators for the Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees have been established by the ASCCC and are reserved only for associate degrees that meet all requirements of SB 1440 and Education Code § 66746. The term “transfer degree” is likewise restricted to ADTs.

If the ADT program goal selected is “Career Technical Education (CTE) and Transfer,” list the potential careers students may enter upon completion.

Items 3-21.

No written response is required for Narrative Items #3–21. All ADTs are developed in accordance with SB1440. SB1440 was authorized with alignment and in compliance with Title 5, Chapter 6, Subchapter 2, sections 55100 and 55130. ADTs and corresponding transfer model curriculum (TMC) were developed collaboratively by intersegmental discipline faculty from the community colleges and the CSU. ADTs assist local community colleges in meeting master plan goals of enhancing transfer opportunities for students.

Important Note: Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for an ADT, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for an ADT. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the ADT does not require them.

The new Curriculum Inventory System, launched in September 2012, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

Program Title: Communication Studies 2.0

Program TOP Code: 1506.00 - Speech Communication

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

Annual Completers: 10

Number of students estimated to receive the degree or certificate each year after the program is fully established.

Program Goal: Transfer

Degree and Certificate programs may have the following specified program goals: Career Technical Education (CTE), Transfer, CTE & Transfer, and Other- Designed to meet community needs.

Net Annual Labor Demand (CTE only): N/A

For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

Faculty Workload: 1.5

Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

New Faculty Positions: 1

Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

New Equipment: 0

If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

New/Remodeled Facility: 0

If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

Library Acquisitions: \$1000

Provide the estimated cost (in dollars) of library and learning resources materials

Program Review Date: Spring 2022

Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

Gainful Employment: N/A

Indicate if the program meets U.S. Department of Education gainful employment criteria. Not applicable for AA-T or AS-T degrees.

Apprenticeship: No

Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

Distance Education: 100%

Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

CTE Regional Consortium Approved: No

For programs with a selected program goal of CTE or CTE and Transfer, by selecting “Yes” the college certifies that the certificate was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the Form. If the course may be double-counted with or Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Communication Studies for Transfer Degree 2.0
College Name: Taft College

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (6 units)					
Public Speaking (3)	COMM 110	COMM-1511 COMM C1000	Introduction to Public Speaking	3	

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Interpersonal Communication (3)	COMM 130	COMM 1530	Interpersonal Communication	3	
LIST A: Select three (9 units)					
Argumentation or Argumentation and Debate (3)	COMM 120	COMM 1520	Argumentation and Debate	3	
Small Group Communication (3)	COMM 140	COMM 1507	Small Group Communication	3	
Forensics (Speech and Debate) (1) (3 units maximum)	COMM 160B				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Intercultural Communication (3)	COMM 150	COMM 1505	Intercultural Communication	3	
Introduction to Communication Theory (3)	COMM 180	COMM 1580	Introduction to Communication Studies	3	
Introduction to Mass Communication (3) OR Communication and New Media (3)	JOUR 100 OR AAM	COMM 1510	Introduction to Mass Communication	3	
Oral Interpretation of Literature (3)	COMM 170				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Persuasion (3)	COMM 190	COMM 1590	Introduction to Persuasion	3	
Any course articulated as lower division preparation in the Communication, Communication Studies major at a CSU. (3)	AAM				
LIST B: Select one (3 units)					
Any LIST A course not already used.					
Survey of Human Communication (3)	COMM 115				
Introduction to Cultural Anthropology (3)	ANTH 120				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introductory Psychology (3)	PSY 110	PSYC 1500 PSYC C1000	Introduction to Psychology	3	
Introduction to Sociology (3)	SOCI 110	SOC 1510	Introduction to Sociology	3	
Introduction to Literature (3) OR Argumentative Writing and Critical Thinking (3)	ENGL 120 OR ENGL 105	ENGL 1600	Critical Thinking, Literature, and Composition	4	
Introduction to Reporting and Newswriting (3) OR Introduction to Journalism (3) See example courses on TMC.	JOUR 110 OR AAM				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Any CSU transferrable Communication Studies course.	BCT	COMM 1550	Sports Broadcasting	3	
Total Units for the Major:	18	Total Units for the Major:		18-19	
Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>					
General Education (Cal-GETC) Units					34
Elective Units					
Total Degree Units (maximum)					60



California Community Colleges

DRAFT CCN CATALOG LANGUAGE RECOMMENDATIONS/Dec. 2024

February 4, 2025

Esteemed colleagues:

The following information is sent to you on behalf of the Common Course Numbering (CCN) Steering Committee:

- California Community Colleges Chancellor’s Office (Chancellor’s Office), Rowena M. Tomaneng, Deputy Chancellor
- Academic Senate for California Community Colleges (ASCCC), Cheryl L Aschenbach, Lassen College
- California Community Colleges Chief Instructional Officers (CCCCIO), Isabel O'Connor, Vice President of Instruction Mesa College
- California Community Colleges Chief Student Services Officers (CSSO), Jesus Vega, Vice President of Student Services, Reedley College

The Common Course Numbering [legislation](#) requires that colleges incorporate common course numbers from the adopted system into its course catalog. The language used to describe the Common Course Numbering (CCN) system in catalogs is at the discretion of individual colleges and districts.

At the request of the CCN Steering Committee, suggestions and examples that institutions might consider incorporating CCN language as they develop or update their catalog content is listed below:

- Some institutions may choose to use phrases such as “Course formerly known as...” in course descriptions or program guides.
- Others may opt for an asterisk (*) to indicate a change.
- A dedicated catalog page or webpage may be created specifically for CCN information.

- A crosswalk of courses can be made available to support services, counselors, admissions, records, and students.

See examples from California community colleges below.

- San Diego Community College District
- Miramar College
- Irvine Valley College
- Orange Coast College
- State Center Community College District

Example from the San Diego Community College District

SDCCD | [Website link](#) | [Miramar Specific Materials](#)

- **General Course Information**
 - In accordance with California Education Code, Section 78221.5, students have the right to access transfer-level coursework and academic credit English Language Acquisition (ELAC) coursework. Please refer to Assessment or see a counselor for details. Students must earn a grade of “C” or better in courses required for the major. Please note not all courses will be available every semester, and some courses may be canceled if enrollment doesn’t meet the minimum requirements set by the San Diego Community College District. The hours listed in the course description indicated the hours the class meets, unless stated otherwise.
- **Course Numbering System**
 - The course numbering system has meaning with regard to level and transfer. See the description below:
 - 1–49 Basic Skills or college preparatory courses. Credit does not apply toward the associate degree and is not intended for transfer to a four-year college or university. Final determination regarding the transfer of credit rests with the receiving institution.
 - 50–99 Course credit applies toward the associate degree and is not intended for transfer to a four-year college or university. Final determination regarding the transfer of credit rests with the receiving institution.

- 100–299 Course credit applies toward the associate degree and is intended for transfer to a four-year college or university. (Some courses may be identified as associate degree applicable only. See catalog course description.) Final determination regarding the transfer of credit rests with the receiving institution. Note: Experimental courses numbered 265 may or may not be degree applicable or transferable. Please check the individual course details in the online schedule for more information.
- 300–391 Apprenticeship and in-service courses. See Catalog course description to determine associate degree and/or transfer credit .
- 392–399 Special Topics courses that employ a consistent disciplinary framework as described by a complete course outline of record but utilize a specific focus area that may change from term to term may be offered in some disciplines. See the class schedule for specific titles and course details. (See catalog course description to determine associate degree and/or transfer credit.)
- 400-599 Upper division courses. Students must be admitted to a SDCCD college baccalaureate degree program.
- Apprenticeship 345, 349, 349-D, DSPS 65, Field Experience/Internship 275, Independent Study 290, Individualized Instruction 296, Experimental Topics 18, 23, 63, 265, Tutoring 44, and Work Experience courses 270, 272 have Districtwide designated Numbers.

Common Course Numbering System

- The Common Course Numbering (CCN) System is a state-mandated initiative (AB1111) aimed at simplifying student transfer and ensuring uniformity in course numbers across California Community Colleges.
- Starting Fall 2025, SDCCD Colleges will switch to a new course numbering system. This new system, called the Common Course Numbering (CCN) system, will use the following structure:
 - Subject: Four letter abbreviation (e.g., ENGL for English).
 - Course Type Identifier: C= Common Course Number; local courses would not have a C; and

- o Course Number: Standardized 4-digit course identification.

C1000-C1999 = 100 level course

C2000-C2999 = 200 level course

Courses identified as common will feature a "C" in their catalog numbers (e.g., ENGL 101 will become ENGL C1000). Some subject area prefixes will also change to align with statewide standards (e.g., POLI will become POLS). Revisions, including new course numbers and subject prefixes, will be clearly indicated in the college catalog and class schedules to help students easily identify and navigate these changes.

For the latest information about Common Course Numbering, including an updated list of courses and answers to frequently asked questions, please visit the [Common Course Numbering website](#).

Example from the Orange Coast College

“Communication Studies (CMST, COMM)” – Page title is updated to include secondary discipline code. CCN will be added to the top of the subject page as “Course Description (Per Subject).” Description at top of the subject page is added that includes the course and title: “CMST A110/G110/C110 has adopted a California Community College Common Course Number (CCN) of COMM C1000 (TITLE).”

Example from Irvine Valley College

In compliance with Assembly Bill (AB) 1111, which mandates the adoption of Common Course Numbering (CCN) across all California community colleges, several CSU- and UC-transferable courses have been updated with revised CCN course numbers and titles. Below are the courses included in Phase 1.

For information about upcoming phases or any questions, please contact the Articulation Office at (949) 451-5324 or ivarticulation@ivc.edu.

Current Course	Course Title	CCN Course	CCN Course Title
COMM 1 and 1H	Communication Fundamentals/Honors	COMM C1000/H	Introduction to Public Speaking/Honors

MATH 10	Introduction to Statistics	STAT C1000	Introduction to Statistics
PS 1 and 1H	American Government/Honors	POLS C1000/H	American Government/Honors
PSYC 1 and 1H	Introduction to Psychology/Honors	PSYC C1000/H	Introduction to Psychology/Honors
WR 1 and 1H	College Writing/Honors	ENGL C1000/H	Academic Reading and Writing/Honors
WR 2 and 2H	College Writing 2: Critical Thinking, Writing/Honors	ENGL C1001/H	Critical Thinking and Writing/Honors

Example from State Center Community College District

[Finding CCN Courses in Online Catalog](#)

Changes Effective Fall 2025

As a result of [AB 1111](#), California Community Colleges are in Phase 1 of adopting a common course numbering system for all general education and transfer pathway courses. The purpose of the CCN system is to ensure that comparable courses across all community colleges have the same course number. The goal is to streamline the transfer process from California Community Colleges to four-year postsecondary educational institutions and reduce excess credit accumulation.

The chart below provides a list of courses that will be offered throughout the SCCC with a comparison of the current course prefix and number and the new course prefix and number based on the CCN system beginning fall 2025. If you have any questions, please contact your counselor at the college you are attending or plan to attend.

111.04 Open Educational Resources and Publication Date

Fall 2024, Resolution Number 111.04

Whereas, The Academic Senate for California Community Colleges supports removing the requirement of an international standard book number (ISBN) and a copyright date from all curriculum and articulation processes when open educational resources are specified^[1];

Whereas, The Academic Senate for California Community Colleges was directed by Resolution 22F 09.01^[2] to work with all appropriate statewide entities that establish textbook-related policies and requirements that impact the California community colleges to remove any requirements that act as barriers to the use of open educational resources; and

Whereas, ASSIST requires that a year be provided on textbooks when courses are submitted for articulation, and the University of California Transfer Course Agreement guidelines state that “textbooks must be dated within seven years of the course submission date or clearly identified as a ‘Classic text’ in the course outline of record,” yet editable open educational resources can be modified at any time; and

Whereas, Both the [APA](#)^[3] and [MLA](#)^[4] style guides recommend the date an electronic resource was accessed or retrieved be used when no publication date is available;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to establish policies or practices that recognize the date of last access as the date of publication for an editable open educational resource that does not provide a publication or last updated date.

^[1] ASCCC. Resolution 22F 09.01. <https://asccc.org/resolutions/removing-barriers-adoption-open-educational-resources>

^[2] Ibid.

^[3] American Psychological Association. Webpage on Website References. <https://apastyle.apa.org/style-grammar-guidelines/references/examples/webpage-website-references>

^[4] Columbia College. LibGuides: MLA Citation Guide. <https://columbiacollege-ca.libguides.com/MLA9/websites>