

CIM Report Aug 28, 2026 1:18pm

Course Changes Pending Approval from Curriculum Committee Slate Vote

Code	Field	Old Value	New Value
AG 001	Proposer:	Daniel Alvarado danielal@cos.edu	Russell McKeith russellm@cos.edu
	Effective Term:	Fall 2025	Fall 2027
	COS Course Topics:	1 The History of Agriculture	1 The History of Agriculture
		2 The Role of the US Department of Agriculture	2 The Role of the US Department of Agriculture
		3 Farm Equipment	3 Farm Equipment
		4 The Biotechnology Revolution	4 The Biotechnology Revolution
		5 The Green Revolution	5 The Green Revolution
		6 America and Its Agricultural Roots	6 America and Its Agricultural Roots
		7 Soil and Water: The Two Most Important Resources	7 Soil and Water: The Two Most Important Resources
		8 Introduction to Mendelian Genetics	8 Introduction to Mendelian Genetics
		9 Livestock Production	9 Livestock Production
		10 The Story of Teosinte	10 The Story of Teosinte
		11 What Do Humans Raise or Grow?	11 What Do Humans Raise or Grow?
		12 Careers and Opportunities in Agriculture	12 Careers and Opportunities in Agriculture
	COS Textbooks or other support materials	PERIO Drip by Drip Matt Herm 2017-02-12	PERIO Drip by Drip Matt Herm 2017-02-12
		PERIO USDA Introduces quicker easier guaranteed loans California Farm Bureau Federation 2016-10-26	PERIO USDA Introduces quicker easier guaranteed loans California Farm Bureau Federation 2016-10-26
		PERIO Variabel and Wireless Mike Morgan 2016-10-23	PERIO Variabel and Wireless Mike Morgan 2016-10-23
			BKS Oxford Handbooks The Oxford Handbook of Agricultural History. Oxford University Press. 2024. ISBN: 9780190924164
	Equity Review:	Yes	
	Distance Learning Addendum	ROM DLA Form AG 001-1.pdf	COS ASCI Spring 2026 Advisory Agenda.docx AG 001 DLA May 2026.pdf
	Curriculum Committee Approval Date:	02/01/2021	
	Academic Senate Approval Date:	02/10/2021	
	District Governing Board Approval Date:	03/8/2021	

	Method of Instruction (Banner):	All Classes except labs Hybrid Lecture and/or Discussion Online Online with Orientation Online-Simultaneous Interact Online/Hybrid-Delayed Interact	All Classes except labs Lecture and/or Discussion
	Justification / Rationale:	This course was updated for the DLA Addendum. Homework Assignment has been corrected for this course.	5-year CTE Review.
	Equity Review Description:		Assignments Textbooks / Other Support Materials The textbook and educational platform for this course is no longer required. Material is disseminated to the students and it is free of charge. This makes it more equitable to students who might not be able to take the course due to financial constraints.
	Reviewer Comments		
AJ 130		deleted	
AJ 014	Proposer:	Daniel Alvarado danielal@cos.edu	Sidney Hammond sidneyh@cos.edu
	Effective Term:	Fall 2021	Fall 2027
	COS Textbooks or other support materials	BKS Wallace & Pearson. Principles of Criminal Law , 6th ed. Pearson, 2016, ISBN: 978-0-135121580	BKS Wallace & Pearson. Principles of Criminal Law , 7th ed. Pearson, 2022, ISBN: 978-0-135121580\\n\\nCriminal Law 2nd Edition ~ Kathryn Russell-Brown & Angela J. Davis: Sage Publishing: ISBN 978-1544375663 ZTC Principles and Procedures of the Justice System, version 1:ADMJUS110: College of the Canyons 2018
	Library Materials Description:	Contacted library.	Contacted library. JStor access for research presentations
	Distance Learning Addendum	DLA_AJ_new.pdf	DLA - Senate Approved - Updated 10-25.pdf
	Curriculum Committee Approval Date:	10/23/2020	
	Academic Senate Approval Date:	12/09/2020	
	District Governing Board Approval Date:	12/14/2020	
	Justification / Rationale:	Added method of instruction to distance education. Updated course content, outcomes,	Five year update Added zero cost text book has been added; Updated textbook to meet currency guidelines; Added updated DLA. Added Advisory
	Discipline:		AJ
	Advisory on Recommended Preparation:		ENG C1000 or equivalent college course with a minimum grade of C
			Advisory Textbooks / Other Support Materials

	Equity Review Description:		Textbooks ~ A zero cost text has been added to help ease any potential financial burden for students. Advisory ~ Yearly advisory board meetings are conducted with local management level criminal justice professionals to ensure that faculty structure lectures, assignments, in-class activities are designed to meet the needs of both the students and the demonstrated needs of industry employers.
	Reviewer Comments		
ARTH 004	Proposer:	Daniel Alvarado danielal@cos.edu	Allyson Sullivan allysons@cos.edu
	Effective Term:	Fall 2026	Fall 2027
	COS Course Description	A survey of the major cultures of Mesoamerica from the Early Hunters period until the European conquest. The course uses art as a vehicle for understanding the historical context of the ancient civilizations of Mexico and Central America: included are the Olmec, Classic Veracruz, Teotihuacan, West Mexico, Zapotec, Mixtec, Toltec, Aztec and Maya.	A survey of the major cultures of Mesoamerica from the Early Hunters period to European contact. The course uses art as a vehicle for understanding the historical context of the ancient civilizations of Mexico and Central America: included are the Early Hunters, Formative Cultures, Olmec, Classic Veracruz, Teotihuacan, West Mexico, Zapotec, Mixtec, Toltec, Aztec, and Maya.

	COS Course Topics:	1 Introduction\\nArchaeological and Art Historical Methodologies\\nSetting, Styles and Themes\\nMaterials, Techniques, Media\\nScientific Processes 2 Mexico Early Inhabitants (Early Hunters Period)\\n 3 The Preclassic or Formative Period (Tlatilco, Chupicuaro and Cuicuilco)\\n 4 The Olmec 5 The Classic Veracruz or Tajin Culture 6 Teotihuacan\\n 7 West Mexico (Nayarit, Jalisco, Guerrero) 8 The Zapotec (Monte Alban) 9 The Mixtec (Mitla and Monte Alban) 10 The Toltec (Tula, Hidalgo) 11 The Aztec (Social Organization, Philosophy, Religion, Engineering, Architecture, Art and the Conquest) 12 The Maya (Izapan Style and Maya-Olmec Contact, Maya Intellectual Achievements, Religion, Engineering, Agriculture)\\nPre-classic Period (Cuello, El Mirador and Kaminaljuyu) \\nClassic Period (Specialty Sites of Jaina, Bonampak Yaxchilan and Naj Tunich) \\nCentral Maya Area (Tikal, Uaxactun, Copan and the Related Sites of Rio Azul and Coba) \\nNorthern Maya Area (Puuc and Uxmal) \\nPost-Classic Period (Chichen Itza, Mayapan, Tulum and Cozumel Island)	1 Introduction\\nArchaeological and Art Historical Methodologies\\nSetting, Styles, and Themes\\nMaterials, Techniques, Media\\nScientific Processes 2 Mexico Early Inhabitants (Early Hunters Period)\\n 3 The Preclassic or Formative Period (Tlatilco, Chupicuaro, and Cuicuilco)\\n 4 The Olmec 5 The Classic Veracruz or Tajin Culture 6 Teotihuacan\\n 7 West Mexico (Nayarit, Jalisco, Colima, Guerrero) 8 The Zapotec (Monte Alban) 9 The Mixtec (Mitla and Monte Alban) 10 The Toltec (Tula, Hidalgo) 11 The Aztec (Social Organization, Philosophy, Religion, Engineering, Architecture, Art, and European contact) 12 The Maya (Izapan Style and Maya-Olmec Contact, Maya Intellectual Achievements, Religion, Engineering, Agriculture)\\nPreclassic Period (Cuello, El Mirador and Kaminaljuyu) \\nClassic Period (Specialty Sites of Jaina, Bonampak Yaxchilan, and Naj Tunich) \\nCentral Maya Area (Tikal, Uaxactun, Copan, and the Related Sites of Rio Azul and Coba) \\nNorthern Maya Area (Puuc and Uxmal) \\nPost-Classic Period (Chichen Itza, Mayapan, Tulum, and Cozumel Island)
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	COS Course Objectives:	1 identify, examine and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology. 2 analyze, discuss and differentiate works of art and architecture in terms of historical context and cultural values. 3 analyze, discuss and distinguish the roles of art, architecture and the artist from the art historical periods covered in this course. 4 describe the tremendous intellectual achievements of Precolumbian cultures in religion, philosophy, mathematics, and their many contributions to the life and arts of contemporary society. 5 trace the development of Precolumbian cultural views, subsistence patterns and religion through changes in material culture. 6 analyze a wide variety of images from specific periods, cultures and artists to determine their commonalities and differences. 7 analyze individual works of sculpture, ceramics, painting or jewelry in terms of their visual elements, principles of design, processes, techniques and meaning.	1 identify, examine and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology. 2 analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. 3 analyze, discuss, and distinguish the roles of art, architecture and the artist from the art historical periods covered in this course. 4 describe the tremendous intellectual achievements of Precolumbian cultures in religion, philosophy, mathematics, and their many contributions to the life and arts of contemporary society. 5 trace the development of Precolumbian cultural views, subsistence patterns, and religion through changes in material culture. 6 analyze a wide variety of images from specific periods, cultures, and artists to determine their commonalities and differences. 7 analyze individual works of sculpture, ceramics, painting or jewelry in terms of their visual elements, principles of design, processes, techniques, and meaning.
	Course Outcomes:	1 Art-Specific Terminology: Students will apply proper usage of art-specific terminology as it relates to archaeological methodologies, media, styles and or meaning. 2 Art and Human History: Students will discuss the relationship of works of art to human history by exploring their political, socio-cultural, economic, religious and intellectual context of the Olmec through the Aztec time periods. 3 Identification: Students will identify works of art according to subject, title and civilization including but not limited to the Olmec, Classic Veracruz/Tajin, Teotihuacan, West, Mexico, Zapotec, Mixtec, Toltec, Aztec and Maya.	1 Art-Specific Terminology: Students will apply proper usage of art-specific terminology as it relates to archaeological methodologies, media, styles, and or meaning. 2 Art and Human History: Students will discuss the relationship of works of art to human history by exploring their political, socio-cultural, economic, religious, and intellectual context of the Olmec through the Aztec time periods. 3 Identification: Students will identify works of art according to title and civilization including but not limited to the Olmec, Classic Veracruz/Tajin, Teotihuacan, West, Mexico, Zapotec, Mixtec, Toltec, Aztec, and Maya.

Assignments:

READ | Selected chapters from the textbook are read prior to presentation and discussion of related materials in class is required. Based upon the assigned reading, the student will discern the difference between theoretical interpretations of Precolumbian cultures, their art and the facts pertaining to them.

WRT | Given a periodical article on a specific topic, educational video or assigned reading from the textbook, the student will summarize the content, cite the major thesis with supporting evidence and note any weaknesses of the presentation or argument. The student will then write about the article's clarity, readability and the scope of the information conveyed.

HMWK | The student will create flashcards with the title of the work, site name, culture, and name of the time period, with lecture notes including vocabulary terms and their definitions. Information from the textbook that relates to the work of art is summarized as well. On the back of the card, the student will draw an image of the work of art or describe the image. One card is required for each work of art covered in the course and one card is required that outlines potential in-class essay topics for exams.

READ | Textbook readings, museum articles, Smarthistory.org articles and or Nova documentaries are assigned. Related materials are discussed in class from a summative and formative perspective. Students discuss the facts relating to the content and express their views about what they have learned.

WRT | Given a series of source materials on a specific topic, students describe the visual elements of the artwork, pose curiosity questions, answer targeted research questions about the artwork, and reflect upon their findings.

HMWK | Students create flashcards in a composition book or as journal entries that can be submitted online as a form of retrieval practice for identifying information such as the title of the artwork, site name, culture, and time period. Students also explain how they will learn the identifying information by connecting the artwork to the vocabulary terms, historical, and cultural information, from the lectures and study guide. Information from the textbook that relates to the work of art is summarized as well. One flashcard or digital journal entry is required for each work of art covered in the course.

	COS Textbooks or other support materials	BKS The Art of Mesoamerica from Olmec to Aztec Mary Ellen Miller Thames and Hudson Sixth Edition 2019 978-0500204504 BKS Mexico from the Olmecs to the Aztecs Michael D. Coe, Javier Urcid and Rex Koontz Thames and Hudson 8th Edition 2019 978-0500841785 WEBOTH A Handbook of Pre-Columbian Art and Culture, B.H. Strong, COS Printshop, 08/01/06	LTC The Art of Mesoamerica from Olmec to Aztec Mary Ellen Miller Thames and Hudson Sixth Edition 2019 978-0500204504 \\n\\nThis is the CLASSIC TEXT and is the most recent edition. This text is used at the university level for similar courses. WEBOTH Audio CD of textbook: Mexico from the Olmecs to the Aztecs Michael D. Coe, Javier Urcid and Rex Koontz, 8th Edition, June 24, 2025. BKS Mexico from the Olmecs to the Aztecs, Michael D. Coe, Javier Urcid and Rex Koontz, Thames and Hudson, 8th Edition 2019, 978-0500841785 \\n\\nThis is a CLASSIC TEXT and is the most recent edition. This text is used at the university level for similar courses. ZTC Smarthistory.org provides articles and videos about the areas covered in the course. WEBOTH The Metropolitan Museum Heilbrunn Timeline of Art History provides articles about the cultures covered the course. WEBOTH A Handbook of Pre-Columbian Art and Culture, B.H. Strong, COS Library, 2006. \\n\\nCOS Professor Emeritus, Barbara H. Strong, authored this textbook for the course. It includes an audio pronunciation guide of Nahuatl and Mayan vocabulary terms that are available on the Library ARTH 004 Research Guide. It is a valuable teacher resource for the course.
	Equity Review:	Yes	
	Distance Learning Addendum	ART 004 DLA.pdf	ARTH 004 DLA - 112023 - Fillable Form.pdf
	Curriculum Committee Approval Date:	02/02/2021	
	Academic Senate Approval Date:	02/10/2021	
	District Governing Board Approval Date:	03/08/2021	
	Justification / Rationale:	This course is being submitted early for its five year review. The title of the course has been changed. The course description was edited. The topics and objectives were further defined and aligned with C-ID Art 145, a current textbook was added and a Distance Education Addendum has been added. Updated title, description, advisory, course content, outcomes, textbook, DLA.	This course is being submitted for its five-year review. The course description was edited. The objectives were aligned with C-ID ARTH 145: Art of the Ancient Americas. The assignments were edited and Zero cost source materials were added. The Distance Education Addendum was updated.
	Additional Attachment		final-descriptor-art-of-the-ancient-americas.pdf
			Advisory Assignments Description Objectives Textbooks / Other Support Materials

	Equity Review Description:		Advisory: Per the C-ID Descriptor for ARTH 145: Art of the Ancient Americas, the advisory of ENGL C1000 is required. The advisory is intended to help students prepare for the reading and writing assignments that are integral to the course. The course includes a curated, accessible online Library Research Guide guide to support successful outcomes on research projects and the Writing Center is promoted as a valuable resource. Description: The course description was edited by updating the cultural groups covered and the words "European conquest" were changed to "European contact" to correspond with course descriptor in C-ID ARTH 145; Art of the Ancient Americas. Objectives: ARTH 004 is a multicultural analysis of the indigenous cultures of Mexico and Central America. Students learn about their heritage by comparing the visual cultures created by ancient people to life in Mexico and Central America today. Textbooks/Other Support Materials: Two zero cost sources and one audio version of a textbook was added. Smarthistory.org and the Metropolitan Museum Heilbrunn Timeline of Art History are free and can be made available at the beginning of the course. The CD of a textbook provides support for auditory learners and is a more recent update (2025) of the print text (2019). Several copies of the primary text are also available for checkout from the COS library. Assignments: The assignments listed in the course outline have been edited to reflect both summative and formative learning with reflection and opinion-based observations.
	Reviewer Comments		
ASCI 202			deleted
AUTO 243	Proposer:	Daniel Alvarado danielal@cos.edu	Donal Howell donalh@cos.edu

	Assignments:	READ Each assigned chapter in the Classroom Manual and Laboratory Manual shall be read by the student for knowledge and understanding. WRT Each assigned chapter worksheet shall be completed in written format and submitted by the student to the instructor for grading. These worksheets reinforce the reading material. HMWK The Fill-In and Multiple-Choice questions from the assigned chapters in the Classroom Manual and the Multiple-Choice questions from the Laboratory Manual shall be completed and submitted by the student. LAB Use diagnostic scan tools to identify emission problems in a laboratory vehicle. \\nUse correct tools and manufacturers' manuals to correct and repair emission control problems in a laboratory vehicle.	READ Each assigned chapter in the Classroom Manual and Laboratory Manual shall be read by the student for knowledge and understanding. WRT Possible writing assignments would include opinion essays on environmental impacts of faulty emissions control systems and their readiness monitors, allowing student self-expression in sensitive subjects. Technical report writing may also be included, with opportunity for interpretation of activities or diagnostic steps, reflecting the students' own way of relaying this information. HMWK The Fill-In and Multiple-Choice questions from the assigned chapters in the Classroom Manual and the Multiple-Choice questions from the Laboratory Manual shall be completed and submitted by the student. LAB Use diagnostic scan tools to identify emission problems in a laboratory vehicle. \\nUse correct tools and manufacturers' manuals to correct and repair emission control problems in a laboratory vehicle.
	Equity Review:	Yes	
	Additional Attachment	AUTO-DLA.pdf	AUTO DLA - 09-2024.pdf training-standards-manual AUTO 243.pdf
	Curriculum Committee Approval Date:	10/21/2020	
	Academic Senate Approval Date:	10/28/2020	
	District Governing Board Approval Date:	11/09/2020	
	Justification / Rationale:	5 year review. Updated prerequisite details, course objectives, student learning outcomes, assignment details and textbook. Attached Distance Learning Addendum.	5 year review. Attached current Distance Learning Addendum and conducted an equity review with changes to content.
	Effective Term:		Fall 2027
			Assignments Topics Units/Hours
	Equity Review Description:		Edited possible writing assignments to include opportunities for students' self-expression and opinions. Course lab hours were reviewed and determined to be correct for the expected level of hands-on activity in the lab. This course falls under guidelines produced by the Bureau of Automotive repair in their standards for emission training classes, of which this course is classified as BAR Specified Diagnostic and Repair Training. See the attached excerpt from BAR training standards manual.
	Reviewer Comments		
BUS 174	Proposer:	Daniel Alvarado danielal@cos.edu	Jessica Gomez Boyer jessicabo@cos.edu
	Co-Contributor:	Renee Marinelli reneem@cos.edu	

	COS Course Description	This course introduces students to the fundamentals of marketing by exposing them to planning, producing, storing, promoting, selling, and distributing commodities. In addition, the student will focus on the importance of market research, market segmentation, consumer behavior, marketing plans, and advancements in e-business and the internet.	This course introduces students to the fundamentals of marketing by exposing them to planning, producing, storing, promoting, selling, and distributing commodities. In addition, the student will focus on the importance of market research, market segmentation, consumer behavior, marketing plans, digital marketing, e-commerce, and emerging technologies.
	Advisory on Recommended Preparation:	ENGL 261 or equivalent college course with a minimum grade of C or eligibility for ENGL 001 as determined by COS Placement Procedures	ENGL 261 or equivalent college course with a minimum grade of C or eligibility for ENGL C1000 as determined by COS Placement Procedures
	COS Textbooks or other support materials	BKS Contemporary Marketing Boone, L and D Kurtz Thompson South-Western 18th edition 2019 9781337679961	BKS Contemporary Marketing Boone, Louis E., Kurtz, David L. Cengage Learning 19th ed. 2020. Updated 2022. 978-0357516355 BKS Contemporary Marketing Boone, Louis E., Kurtz, David L. Cengage Learning 20th ed. 2026. Updated 2026. 979-8214041100 ZTC Ibrecht, Maria Gomez, et al. Principles of Marketing. OpenStax, Rice University, 2023. Updated 2023. PDF file retrieved from https://openstax.org/details/books/principles-marketing
	Equity Review:	Yes	
	Distance Learning Addendum	DE Addendum for Bus 174.docx	BUS 174 DLA.pdf
	Curriculum Committee Approval Date:	02/02/2021	
	Academic Senate Approval Date:	02/10/2021	
	District Governing Board Approval Date:	03/08/2021	
	Justification / Rationale:	Course is part of a Program 5-year review - Updated course content, textbook	Five-year review. Updated course description language, textbooks (including OER option), equity review, and Distance Learning Addendum.
	Effective Term:		Fall 2027
			Description Textbooks / Other Support Materials
	Equity Review Description:		Update to course description: The course description was updated to reflect more current and inclusive language, replacing "e-business" with more relevant terminology. Update to textbook: Textbook options were updated to include more current editions and an Open Educational Resource (OER) option. The inclusion of OER supports equitable access by reducing financial barriers and providing all students with immediate access to course materials.
	Reviewer Comments		
BUS 268	Proposer:	Daniel Alvarado danielal@cos.edu	Jessica Gomez Boyer jessicabo@cos.edu
	Co-Contributor:	Andy Hinojosa andyH@cos.edu	

	COS Course Objectives:	1 demonstrate proficiency using a ten-key pad by using the touch method. 2 demonstrate math skills in calculating invoices and payroll. 3 understand and use fractions, decimals, and percents. 4 analyze business applications problems and choose appropriately from a variety of mathematical and ten-key pad techniques.	1 Demonstrate proficiency using a ten-key pad by using the touch method. 2 Demonstrate math skills in calculating invoices and payroll. 3 Understand and use fractions, decimals, and percents. 4 Analyze business applications problems and choose appropriately from a variety of mathematical and ten-key pad techniques.
	Course Outcomes:	1 Business Math Applications: Students will be able to perform basic arithmetic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques to solve business problems. 2 Keystroke Speed & Accuracy: Students will be able to accurately key 8000 stroke per hour.	1 Business Math Applications: Students will be able to perform basic arithmetic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques to solve business problems. 2 Keystroke Speed & Accuracy: Students will be able to accurately key 8,000 stroke per hour.
	Assignments:	READ Read pages 18-20 in the Bus 268 Judy's Ten Key and Electronic Calculating Lessons 1-24 packed provided in Canvas and Chapter 17, Single Discounts, pages 104-109 in the textbook. WRT Explain single discounts and the process to solve an invoice with single discounts. HMWK Complete Chapter 17, Single Discounts, pages 104-109.	READ Read pages 18-20 in the Bus 268 Judy's Ten Key and Electronic Calculating Lessons 1-24 packed provided in Canvas and Chapter 17, Single Discounts, pages 104-109 in the textbook. WRT Explain single discounts and the process to solve an invoice with single discounts. HMWK Complete Chapter 17, Single Discounts, pages 104-109.
	COS Textbooks or other support materials	BKS Solving Business Problems Using a Calculator Polisky, Mildred K. McGraw-Hill, Edition 5, 6, or Create 2011 9781121238008 WEBOTH Code for Online Ten-Key Program: 10-Key Mastery by Ellsworth Publishing Company WEBOTH Judy's TenKey computer program is optional WEBOTH Packet created by the instructor that is in Canvas called Bus 268 Judy's Ten Key and Electronic Calculating Lessons 1-24. Students need to download and use online or print a hard copy.	BKS Solving Business Problems Using a Calculator Polisky, Mildred K. McGraw-Hill 5th/6th Edition or Create Version 2011. 978-1-121-23800-8 ZTC Business Math: A Step-by-Step Handbook, Jean-Paul Olivier, Open Educational Resource, updated 2023. https://collection.bccampus.ca/textbooks/business-math-a-step-by-step-handbook-2023-a-d-lyryx-learning-inc-447/ WEBOTH Instructor created resource: "Bus 268 Judy's Ten Key and Electronic Calculating Lessons 1-24". Students will download and use online or print a hard copy. WEBOTH Code for Online Ten-Key Program: 10-Key Mastery by Ellsworth Publishing Company WEBOTH Optional: Judy's TenKey computer program
	Equity Review:	Yes	
	Distance Learning Addendum	DLA-Addendum Bus 268 9_9_2020.pdf	BUS 268 DLA.pdf

	Curriculum Committee Approval Date:	10/23/2020	
	Academic Senate Approval Date:	12/09/2020	
	District Governing Board Approval Date:	12/14/2020	
	Justification / Rationale:	Course is part of a Program. Five-year review. Bus 295 as a advisory. It isn't necessary to take Bus 295 but Bus 268 will be easier for those students who have had 295. Added new DE form The updated editions of the text do nothing more than change color; the actual problems are the same. Students may use old editions or may use the Create version, which has been edited for COS to eliminate pages not covered to reduce cost to the student.	Five-year review, updated textbook, additional resources, equity review, and new DLA
	Effective Term:		Fall 2027
			Textbooks / Other Support Materials
	Equity Review Description:		Updated course materials: The course resource list was updated to include additional textbook options that provide increased variety and more current references. At the same time, the existing textbooks were kept and found appropriate for this course, as the foundational skills associated with learning math and ten-key techniques do not change significantly over time. Retaining these resources ensures continuity.
CHEM 002	Proposer:	Daniel Alvarado danielal@cos.edu	Chiara Giammanco MacPherson chiarag@cos.edu

	COS Course Topics:	1 Nuclear Chemistry 2 Coordination Chemistry 3 Organic Chemistry 4 Voltaic cell notation and voltage Standard cell voltage Free energy and voltage Electrolytic cells and reaction prediction 5 Balancing redox reactions 6 Electrochemistry 7 Thermodynamics Spontaneity and entropy Change in entropy and equilibrium Gibbs free energy and work 8 Equilibrium General systems, LeChatelier Weak acid and base systems Polyprotic and hydrolysis problems Titration curves Buffers Slightly soluble compounds Complex ions systems 9 Kinetics Factors Rate laws Integrated rate laws Energy of activation Mechanisms 10 Vapor pressure and boiling point Concentrations Colligative Properties 11 Physical properties of solutions review	1 Kinetics - Factors ,Rate laws, Integrated rate laws, Energy of activation Mechanisms, catalysts 2 Physical properties of solutions review 3 Vapor pressure and boiling point, Concentrations, Colligative Properties 4 Equilibrium General systems, Le Chatelier's principle, Weak acid and base systems, Polyprotic and hydrolysis problems, pH, Titration curves, Buffers Slightly soluble compounds Complex ions systems 5 Coordination Chemistry - transition metals, nomenclature, crystal field theory, equilibria 6 Thermodynamics - Spontaneity and entropy, Change in entropy, equilibrium Gibbs free energy, and work 7 Balancing redox reactions 8 Voltaic cell notation and voltage, Standard cell voltage, Free energy and voltage, Electrolytic cells and reaction prediction 9 Electrochemistry 10 Nuclear Chemistry 11 Organic Chemistry
	Assignments:	READ Read chapters 13-20 and then 24 in the textbook. (Tro, Chemistry, "A Molecular Approach") WRT Students will complete a variety of short answer and problem solving assignments for homework and on tests. Example: Explain what happens to the temperature of a closed room when a ceiling fan turns on in terms of thermodynamics. HMWK Complete problems 3, 5, 8, 54 and 70 from the back of chapter 17 on Thermodynamics. OTH Vapor pressure and heat of vaporization Spectrophotometric determination of aspirin Factors affecting rate \nDetermining a rate law \nFactors influencing equilibrium position Potentiometric titration \nDetermination of a weak acid constant Determination of a solubility product constant Investigation of complex ion equilibria \nQualitative analysis of ten cations and ten anions Reduction-oxidation reactions and spontaneity Determining voltages in batteries	READ Read chapters 14-22 and then 26 in the textbook. (Tro, Chemistry, "A Molecular Approach") WRT Students will complete a variety of short answer and problem solving assignments for homework and on tests. Example: Explain what happens to the temperature of a closed room when a ceiling fan turns on in terms of thermodynamics. HMWK Complete problems 3, 5, 8, 54 and 70 from the back of chapter 18 on Thermodynamics. OTH (lab experiments write-ups) \nVapor pressure and heat of vaporization \nSpectrophotometric determination of aspirin \nFactors affecting rate \nDetermining a rate law \nFactors influencing equilibrium position \nPotentiometric titration \nDetermination of a weak acid constant \nDetermination of a solubility product constant \nInvestigation of complex ion equilibria \nQualitative analysis of ten cations and ten anions Reduction-oxidation reactions and spontaneity \nDetermining voltages in batteries

	COS Textbooks or other support materials	BKS Chemistry: A Molecular Approach Nivaldo Tro Prentice Hall 4th 2017 0134112830 MAN Chemistry in the Laboratory Postma et. al. W.H. Freeman Custom Publishing 2013-01-14	BKS Chemistry: A Molecular Approach. Nivaldo Tro. Prentice Hall 6th edition, 2022. ISBN-13: 9780137493616 (Hardcover)\n\nISBN-13: 9780137832217 (eBook/Mastering) MAN Chemistry in the Laboratory Postma et. al. W.H. Freeman Custom Publishing 2013-01-14
	Additional Attachment	DLA - Chem 002 Emergency 2020 (002).pdf	Updated CHEM 002 DLA S2026.pdf
	Proposal Type	DE (Emergency Addendum)	Non-Substantial
	Curriculum Committee Approval Date:	12/03/2019	
	Academic Senate Approval Date:	01/22/2020	
	District Governing Board Approval Date:	02/10/2020	
	Justification / Rationale:	Distance Education Update Only	5 year review (CCN is on hold, submitting update now) Course topics have been made more legible and put in a more logical order DLA updated
	Effective Term:		Fall 2027
			Methods of Evaluation Outcomes Pre/Corequisites Units/Hours
	Equity Review Description:		-course contains multiple methods of evaluation -outcomes reviewed and found to be clear, student-centered, and useful to the different majors that take this course, and able to be assessed -pre-req is appropriate and ensures that students will be prepared to succeed in this course as well as allow the course to transfer appropriately -Units appropriate for transfer
	Reviewer Comments		
CHLD 144	Proposer:	Daniel Alvarado danielal@cos.edu	Vanessa Bailey vanessaba@cos.edu
	Co-Contributor:	Rebecca Griffith rebeccag@cos.edu Raul Angeles raula@cos.edu Laura Harris laurah@cos.edu	
	Catalog Title	Administration II: Personnel and Leadership - DS6	Administration II: Personnel and Leadership in Early Childhood Education
	COS Course Description	Students will learn effective strategies for personnel management and leadership in early care and education settings. This will include legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for diverse and inclusive early care and education programs. May be used to fulfill Title 22 Child Care Center Director requirements. CHLD 143 and CHLD 144 fulfill specialization unit requirements for a California Site Supervisory Permit.	Students will learn effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

	COS Course Topics:	1 Administrator responsibilities: legal requirements, time management, reflective practice, professional behaviors 2 Hiring, evaluation and termination: job descriptions, policies and procedures, observations and evaluations 3 Working with colleagues: team building strategies, professional relationships and boundaries, dealing with conflict 4 Working with families: creating a diverse and inclusive environment, communication strategies 5 Working with stakeholders: boards, community agencies, other professionals who support the field 6 Seeking and incorporating new ideas 7 Observations and evaluations: formal and information, use of evaluation, professional development plans 8 Staffing: compensation and benefits, payroll procedures, personnel handbook 9 Leadership and professional development: modeling and coaching, cultivating leaders, leadership styles, confidentiality, setting priorities between home and work, professional memberships and advocacy 10 Ethics: Demonstrating and modeling of Professional Behaviors 11 Reflective practice: appropriate strategies & relativity to working with colleagues and families	1 Overview:\na. Organizational structures\ \nb. Program philosophies 2 Leadership in early childhood education: \na. Characteristics\ \nb. Styles\ \nc. Skills: ethical and professional behavior, cultural competence, reflective practice, communication, time management, work home boundaries, advocacy, identification and monitoring of issues of diversity, inclusion, equity and access. 3 Personnel Management: \na. Recruiting \ \nb. Hiring\ \nc. Scheduling\ \nd. Evaluation \ \ne. Termination\ \nf. Laws and regulations\ \ng. Compensation and benefits (pay scales, benefits, career advancement) 4 Personnel handbook:\na. Roles and responsibilities of staff members\ \nb. Professional expectations (dress code, use of technology)\ \nc. Policies and procedures including but not limited to: mandated reporting, health and safety, supervision of others, communication with families 5 Personnel evaluations: \na. Methods of evaluation (formal, informal, peer, other)\ \nb. Purposes of evaluation (staff recognition and promotion, improvement plans)\ \nc. Effective performance feedback (asset based/strength based, relationship based, constructive, clear and actionable language, opportunities for dialogue, confidential, goal setting and follow up) 6 Supporting teachers and staff in providing effective feedback to: \na. Student teachers and lab students\ \nb. Other adults in the program 7 Program culture: \na. Welcoming and inclusive environments\ \nb. Professional relationships and boundaries\ \nc. Team building\ \nd. Interpersonal communication\ \ne. Collaboration\ \nf. Conflict resolution\ \ng. Staff incentives\ \nh. Importance of self care 8 Program sustainability and growth: \na. Program evaluation and goal setting \ \nb. Career trajectories and leadership opportunities\ \nc. Expansion\ \nd. Working with stakeholders\ \ne. Cultivating future leaders 9 Professional development: \na. Planning based on: individual needs and interests, performance evaluation, self reflection, federal and state guidelines\ \nb. Sources and strategies: program developed opportunities, outside organizations and agencies, collaboration with other staff, professional associations, other
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COS Course Objectives:	1 Evaluate the factors needed to create a diverse and inclusive environment 2 Identify components of hiring practices, observation and evaluation practices of staff 3 Describe the legal requirements and responsibilities of administering an early care and education program 4 Formulate the strategies for compensation and professional growth opportunities in programs 5 Connect staff needs to professional development and opportunities 6 Summarize essential practices for collaboration with staff, families and community 7 Articulate the importance of professional integrity and confidentiality	1 Review a variety of program structures, philosophies, and leadership characteristics and styles in early childhood education programs. 2 Explore approaches to interactions, team building, reflective practice, and conflict resolution that reflect an awareness of various cultural, linguistic, and other unique characteristics and needs of program staff. 3 Discuss responsive leadership strategies and program policies to assure the immediate and long-term goals for staffing the early childhood program with qualified, effective personnel. 4 Describe effective coordination of and collaboration with staff in determining program goals, policies, and operations, where applicable and appropriate. 5 Research processes for recruiting, hiring, compensating, and evaluating program personnel consistent with applicable personnel laws, regulations, and policies for early childhood programs. 6 Identify essential components of personnel handbooks. 7 Determine appropriate formal and informal observation or other evaluation methods to assess the quality of instruction and interactions, recognize the effectiveness of staff efforts, and identify and address areas in need of improvement. 8 Demonstrate appropriate techniques for providing feedback and setting goals for teaching performance and supervision of others. 9 Develop and present professional learning opportunities to enhance staff competencies. 10 Model ethically responsible, culturally and linguistically sensitive conduct and interactions with children, staff, families, and the community.
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	Course Outcomes:	1 Demonstrate effective practices for managing and leading staff and administering early care and education programs. 2 Implement ongoing professional development plans based on evaluation of staff and administrator needs. 3 Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.	1 Describe effective practices for managing and leading staff in early care and education programs. 2 Explain how to use ongoing program and staff evaluations to determine professional development goals. 3 Evaluate methods for building and maintaining programs that are responsive to and inclusive of the various cultural, linguistic, and other unique characteristics of the children, families, staff, and community.
	COS Textbooks or other support materials	BKS High-Quality Early Childhood Programs: The What, Why, and How Paperback – January 9, 2018\\nby Laura J. Colker (Author), Derry J. Koralek (Author), Diane Trister-Dodge (Foreword) ISBN: 9781605545783. BKS The Art of Leadership: Leading Early Childhood Organizations. Roger Neugebauer, 2017. ISBN: 9780942702583. WEBOTH National Association for the Education for Young Children Code of Ethics WEBOTH California Title 22 Regulations	ZTC OER Resources: https://libguides.coloradomesa.edu/ld.php?content_id=81413216 WEBOTH National Association for the Education for Young Children WEBOTH California Title 22/Title 5 Regulations BKS Administering and Supervising Programs for Young Children\\nBy: Jane Humphries, Ed.D., Kari Rains, M.S., Linda S. Nelson, Ph.D., and Alan E. Nelson, Ed.D.\\nCopyright: 2025
	Equity Review:	Yes	
	Distance Learning Addendum	CHLD 144.pdf	CHLD144.pdf
	Banner Title:	Administration II-DS6	Administration II
	Proposal Type	Substantial	Non-Substantial
	Curriculum Committee Approval Date:	09/02/2021	
	Academic Senate Approval Date:	09/08/2021	
	District Governing Board Approval Date:	10/11/2021	
	Justification / Rationale:	Updated course based on current revisions to prerequisite course, alignment with state curriculum outline. Updated description, prerequisite, course content, textbook.	Alignment with Child Development Consortium expectations for course outline of record. Updated: title, description, course content, outcomes, textbook, equity review
	Effective Term:		Fall 2027
	This course will also be proposed for UC transfer.		No
			Assignments Description Objectives Outcomes Textbooks / Other Support Materials Topics

	Equity Review Description:		This course is aligned with the state of California expectations and course outline. Textbook and OER resources were reviewed for culture, current events, trends and data. Students are encouraged and empowered to make their own content and process selections in the course in order to demonstrate learning and knowledge in a way that interests and is most meaningful to them.
	Reviewer Comments		
CINA 031	Proposer:	Daniel Alvarado danielal@cos.edu	Christopher Mangels chrism@cos.edu
	Effective Term:	Fall 2025	Fall 2027
	Course Outcomes:	1 Given an American film, students will describe the artistic trends of directors in the history of film. Each student will be assessed based upon established criteria receiving a grade of "C" or better. 2 Given an American film, students will illustrate and identify the technological changes utilized in a range of films, from the silent era to the digital age. Each student will be assessed based upon established criteria receiving a grade of "C" or better.	1 Given an American film, students will describe the artistic trends of directors in the history of film. 2 Given an American film, students will illustrate and identify the technological changes utilized in a range of films, from the silent era to the digital age.
	Assignments:	READ The student will read an Outline of Screen Techniques; in preparation for a written critique that will involve analysis of film opticals, transitions, and movements. WRT The student will write a two-page criticism discussing and evaluating the artistic and dramatic value of a film. HMWK Watch additional films by the same directors/actors/screenwriters whose works are shown in class in preparation for written and/or oral discussion.	READ The student will read an Outline of Screen Techniques; in preparation for a written critique that will involve analysis of film opticals, transitions, and movements. WRT The student will write a two-page criticism discussing and evaluating the artistic and dramatic value of a film. HMWK Watch additional films by the same directors/actors/screenwriters whose works are shown in class in preparation for written and/or oral discussion. WRT Given a scene from a film, students will examine how implicit meaning/themes are revealed/explored through the use of cinematic language. HMWK Students will take multiple choice tests on a wide-range of subjects including cinematic techniques, history of American cinema, the signature styles of cinematic auteurs, and the use of cinematic language in a variety of films. WRT Students will explore their own relationship with American cinema on an online discussion board, sharing a film in which they felt a sense of connection or representation to the narrative, characters, or themes explored on screen. Students will engage in discussion with their peers about the value of cinematic representation toward creating a multicultural society.

COS Textbooks or other support materials	BKS A Short Guide to Writing about Film Timothy Corrigan Pearson 9 edition 2014 978-0321965240 BKS Film Art: An Introduction David Bordwell and Kristin Thompson McGraw-Hill Education 12 edition 2019 978-1260056082 BKS The Art of Watching Films Boggs, Joe and Petrie, Dennis McGraw-Hill 8 edition 2011 978-0073310282 This introduction to film appreciation uses both contemporary and classic movies to help students develop critical skills in the analysis and evaluation of film.	ZTC Moving Pictures: An Introduction to Cinema \nAuthor: Russell Sharman\ \nPublication Date: 2020-05-28\ \nA free and open-source introduction to the art and science of cinema. From the earliest iterations to the latest innovations, Understanding Movies Louis Giannetti Allyn & Bacon 14th Edition 2017 0134492080 Designed to help movie watchers analyze films with precision and technical sophistication, this introductory text explores the tools and techniques book focuses on formalism—how the forms of mise-en-scene, narrative form, cinematography, the film (e.g., camera work, editing, sound and acting, how each has contributed to the evolution of cinematic language, and how that evolution implicates critical issues of representation in mass media. photography, etc.) create meaning. Moving Pictures offers in-depth examination of how cinema communicates, and what, exactly, it is trying to say WEBOTH A variety of American films are made available to students through COS Library Databases with streaming licenses through Swank Digital Campus, Kanopy, and Criterion Digital.
Library Materials:	No	Yes
Equity Review:	Yes	
Distance Learning Addendum	DLA - CINA 31.pdf	Cinema 31 DLA - November 2025.pdf
Curriculum Committee Approval Date:	04/16/2020	
Academic Senate Approval Date:	04/22/2020	
District Governing Board Approval Date:	05/11/2020	
Justification / Rationale:	Distance Education Update. Also copy/pasted assignments from prior course outline and updated textbook edition.	5-Year Update with changes made to assignments and texts. Equity Review DLA Updated
Library Materials Description:		COS Library has secured streaming licenses for multiple American films through Swank Digital Campus, Kanopy, and Criterion Digital.
		Assignments Other Textbooks / Other Support Materials Topics
Equity Review Description:		Course explores the cinematic traditions and contributions of multiple artists including those from various communities, including BIPOC and female representation in front of an behind the camera. Students also explore the tradition of Hollywood's marginalization of races, genders, and cultures. ZTC Textbook incorporated. Library Databases updated to include educational streaming licenses so that all students can access and stream films from home and within on-campus computer labs.
Reviewer Comments		

DRAM 001	Proposer:	Daniel Alvarado danielal@cos.edu	Christopher Mangels chrism@cos.edu
	Effective Term:	Fall 2025	Fall 2027
	COS Methods of Evaluation:	Written essays or extended papers	Essay quizzes or exams Multiple choice tests Oral presentations Problem solving assignments or activities Problem solving quizzes or exams Short answer quizzes or exams Written essays or extended papers
	Course Outcomes:	1 Interpretation of structure and style: Given a performance, students will interpret the dramatic structure, form, genre, and style of the piece. The student will be assessed based upon established evaluation criteria receiving a grade of "C" or better. 2 Evaluation of Production: Given a performance, students will be able to determine the purpose of the play, the objectives of the director, and evaluate the achievements of the production. The student will be assessed based upon established evaluation criteria receiving a grade of "C" or better. 3 Analysis of Design Elements: Given a visual production element (set, costume, lights), students will be able to interpret the design's use of color, line, texture, mass/composition, rhythm, movement. The student will be assessed based upon established evaluation criteria receiving a grade of "C" or better.	1 Interpretation of structure and style: Given a performance, students will interpret the dramatic structure, form, genre, and style of the piece. 2 Evaluation of Production: Given a performance, students will be able to determine the purpose of the play, the objectives of the director, and evaluate the achievements of the production. 3 Analysis of Design Elements: Given a visual production element (set, costume, lights), students will be able to interpret the design's use of color, line, texture, mass/composition, rhythm, movement.

Assignments:

READ | Students will be assigned reading from the textbook in preparation for class lectures and discussion. Students will be assigned a play of special historical significance to the theatre (selected at the professor's discretion). Each student will explore said play with a focus toward analysis of its dramatic structure, cultural and/or historical significance, and identification of the playwright's original intent and style.

WRT | One (1) Critical Essay on Dramatic Literature: Having explored a significant dramatic work through classroom lecture / discussion and independent reading / study, the student will write an analytical essay on the play's dramatic structure, its historical and/or cultural significance, and the playwright's original intent and style. Two (2) Production Critiques: Having attended a live theatrical performance within the course of the semester, the student will demonstrate critical understanding of the production's structure, style, direction, performance, and design through the development and execution of a critical essay.

HMWK | Students will attend two separate live theatrical performances over the course of the semester and consider each from a critical perspective.

READ | Students will be assigned reading from the textbook in preparation for class lectures and discussion. Students will be assigned a play of special historical significance to the theatre (selected at the professor's discretion). Each student will explore said play with a focus toward analysis of its dramatic structure, cultural and/or historical significance, and identification of the playwright's original intent and style.

WRT | One (1) Critical Essay on Dramatic Literature: Having explored a significant dramatic work through classroom lecture / discussion and independent reading / study, the student will write an analytical essay on the play's dramatic structure, its historical and/or cultural significance, and the playwright's original intent and style. One (1) Production Critique: Having experienced a pre-recorded and/or live theatrical performance within the course of the semester, the student will demonstrate critical understanding of the production's structure, style, direction, performance, and design through the development and execution of a critical essay.

HMWK | Students will view multiple pre-recorded and/or live theatrical performances over the course of the semester and consider each from a critical perspective.

HMWK | Students will complete multiple choice quizzes that test their understanding of reading and/or video content.

OTH | Students will engage in online and/or live discussion with their peers regarding critical analysis of pre-recorded and/or live theatrical productions.

COS Textbooks or other support materials	BKS Medea, Lysistrata, Hamlet, Tartuffe, A Doll's House, Uncle Vanya, The Glass Menagerie, Death of a Salesman; et al. Euripides, Aristophanes, Shakespeare, Moliere, Ibsen, Chekhov, Miller, Williams, et al. Publication date varies. Students will be assigned one of a variety of historically significant dramatic works to study and write about. This will demonstrate the student's understanding of dramatic structure.	BKS Medea, Lysistrata, Julius Caesar, Hamlet, Tartuffe, A Doll's House, Uncle Vanya, The Glass Menagerie, Death of a Salesman; et al. Euripides, Aristophanes, Shakespeare, Moliere, Ibsen, Chekhov, Miller, Williams, et al. Publication date varies. Students will be assigned one of a variety of historically significant dramatic works to study and write about. This will demonstrate the student's understanding of dramatic structure.
	BKS The Art of Theatre: Then and Now Downs, Wright, Ramsey, Cengage Learning 4th 2017 978-1305954700	ZTC #TheatreAppreciation, Edited by Kiara Pipino, 2022, Licensed under a Creative Commons Attribution 4.0 International License.
		BKS Theatre: The Lively Art, Alvin Goldfarb, Megan Geigner and Edwin Wilson, 2024, McGraw Hill, ISBN10: 1266302794
		WEBOTH www.digitaltheatreplus.com, Online library resource featuring pre-recorded theatre productions from across the globe, interviews, and essays.
		WEBOTH www.dramaonline.com, www.digitaltheatreplus.com, Online library resource featuring pre-recorded theatre productions from the UK's National Theatre Live.
Equity Review:	Yes	
Distance Learning Addendum	DLA - DRAM 1.pdf	Updated DLA - Drama 1.pdf
Banner Title:	Intro to the Theatre	Introduction to the Theatre
Curriculum Committee Approval Date:	04/15/2020	
Academic Senate Approval Date:	04/22/2020	
District Governing Board Approval Date:	05/11/2020	
Justification / Rationale:	Distance Education Update. Also copy/Pasted assignments from prior outline and updated text.	Updated texts, materials, and assignments for 5-Year Review. Modified language on Outcomes. Equity Review
		Assignments Description Methods of Evaluation Textbooks / Other Support Materials Topics
Equity Review Description:		Course exposes students to diverse world theatre traditions and the theatrical contributions of marginalized cultures. Additionally, students experience 14 separate pre-recorded theatre productions, over 50% of which feature the artistic contributions of BIPOC, LGBTQ, female, and/or non-western playwrights, directors, and performers. Students are challenged to consider diversity in the theatre, interact with students from differing backgrounds, and consider their own cultural traditions in relation to its role in the the wider global theatre scene.

	Reviewer Comments		
DRAM 006	Proposer:	Daniel Alvarado danielal@cos.edu	Christopher Mangels chrism@cos.edu
	Effective Term:	Fall 2025	Fall 2027
	Course Outcomes:	1 Language: Given a Shakespeare play, students will be able to analyze his use of both blank verse and prose. This objective will be assessed through class discussions, student presentations, and written essays. 2 Script Analysis: Given a Shakespeare play, students will be able to interpret and appraise Shakespeare's use of character, motivation, plot structure, and conflict to gain knowledge, appreciation and insights into the human condition. The objective will be assessed through observation of the instructor in class discussions, student presentations, and written essays. 3 Modern Relevance: Given a modern adaptation of a Shakespeare play, students will be able to critically analyze and evaluate present-day interpretations and trends in Shakespearean drama. The objective will be demonstrated and measured through class discussions, student presentations, and written essays. 4 Historical & Cultural Influences: Given the historical background of Elizabethan England, students will be able to investigate and determine the events that inform the plots and characters of Shakespeare's Histories, Comedies, Tragedies, and Theatre. This outcome will be assessed through class discussions, student presentations, and written essays.	1 Given a Shakespeare play, students will be able to analyze his use of both blank verse and prose. 2 Given a Shakespeare play, students will be able to interpret and appraise Shakespeare's use of character, motivation, plot structure, and conflict to gain knowledge, appreciation, and insights into the human condition. 3 Given a modern adaptation of a Shakespeare play, students will be able to critically analyze and evaluate present-day interpretations and trends in Shakespearean drama. 4 Given the historical background of Elizabethan England, students will be able to investigate and determine the events that inform the plots and characters of Shakespeare's Histories, Comedies, Tragedies, and Theatre.
	COS Textbooks or other support materials	BKS The Complete Works of William Shakespeare William Shakespeare Race Point Publishing Slp edition 2014 978-1631060243 BKS The Oxford Shakespeare: The Complete Works William Shakespeare Oxford University Press, USA 2nd Edition (Har 2005 978-0199267170 This new edition has an extremely helpful introductory essay on 'The Language of Shakespeare' by David Crystal, a User's Guide and a list of suggested further reading. WEBOTH The plays being read change each semester. Individual plays published by: The Folger Library, Signet, Pelican, Penguin, etc.	BKS The Complete Works of William Shakespeare William Shakespeare Race Point Publishing Slp edition 2014 978-1631060243 BKS The New Oxford Shakespeare: Modern Critical Edition: The Complete Works, William Shakespeare, et al., 2016, ISBN-10: 0199591156, ISBN-13: 978-0199591152 ZTC The plays being read change each semester. Individual plays are available in the public domain through the Folger Library. WEBOTH www.digitaltheatreplus.com, Online resource features pre-recorded theatrical productions, interviews, and essays examining Shakespeare's work. WEBOTH www.dramaonline.com, Online resource features pre-recorded theatrical productions, interviews, and essays examining Shakespeare's work.
	Equity Review:	Yes	

	Distance Learning Addendum	DLA - Approved March 27 2019 Fillable Form - Drama 6 DE Supplement[1].pdf	DRAM 6 DLA - November 2025.pdf
	Curriculum Committee Approval Date:	04/16/2021	
	Academic Senate Approval Date:	04/28/2021	
	District Governing Board Approval Date:	05/10/2021	
	Justification / Rationale:	This course is being submitted for its 5-year review. Updated course content	Updated Assignments, Text, and Materials for 5-Year Review. Equity Review. Updated outcomes.
			Assignments Methods of Evaluation Other Textbooks / Other Support Materials Topics
	Equity Review Description:		Course exposes students to diverse interpretations of Shakespeare's work, utilizing elements of color-blind casting, gender-blind casting, and reimagining of plays through non-western or marginalized perspectives. Students are challenged to consider diversity in the theatre, interact with students from differing backgrounds, and consider their own cultural traditions in relation to its role in the the wider global theatre scene.
	Reviewer Comments		
ECON 025	Proposer:	Daniel Alvarado danielal@cos.edu	Lucy Malakar lucym@cos.edu
	Effective Term:	Fall 2025	Fall 2027
	Advisory on Recommended Preparation:	ENGL 001 or equivalent college course with a minimum grade of C	ENGL C1000 or equivalent college course with a minimum grade of C
	COS Textbooks or other support materials	BKS Basic Economics, 5E; Thomas Sowell; Basic Books; 2014 ISBN: 0465060730. BKS Economics Explained; Heilbroner and Thurow; Touchstone; Revised 1998; ISBN: 0684846411. Well reviewed classic primer on the subject of economics. BKS Essentials of Economics, 2E; 2020; Dirk Mateer, Lee Coppock, Brian O'Roark; ISBN: 9780393643664.\n	BKS Essentials of Economics, 3E; 2026; Dirk Mateer, Lee Coppock, Brian O'Roark; ISBN: 9781324119470.\n ZTC Boundless Economics, https://www.coursesidekick.com/economics/study-guides/boundless-economics
	Equity Review:	Yes	
	Distance Learning Addendum	DLA_ECON_025.pdf	DLA_ECON_025 new.pdf
	Proposal Type	Substantial	Non-Substantial
	Curriculum Committee Approval Date:	05/06/2021	
	Academic Senate Approval Date:	05/12/2021	
	District Governing Board Approval Date:	06/07/2021	
	Justification / Rationale:	5-year update. Added "assignments" to outline. Removed ENGL 261 pre-requisite and replaced with ENGL 1 advisory. Updated outcomes, course content, and textbook.	5 year review. Added OER course materials
	Co-Contributor:		Christian Anderson christiana@cos.edu

	Equity Review Description:		Textbooks / Other Support Materials Added OER course materials
	Reviewer Comments		
EMT 251	Proposer:	Daniel Alvarado danielal@cos.edu	Nick Branch nickb@cos.edu
	Co-Contributor:	Tina Toth tinat@cos.edu	Kevin Sirr kevin@cos.edu
	Effective Term:	Summer 2024	Spring 2027
	COS Course Description	The student who completes this course will develop skills in recognition of symptoms of illness and/or injury and proper procedures for emergency care. Those who complete the EMT B courses are eligible to sit for the National Registry of Emergency Medical Technicians and employment by government and private emergency health care services in the area (state certification and national testing fees apply). Successful completion of the course also allows eligibility for Emergency Medical Technician Paramedic training, which provides opportunity for career advancement, higher pay, and greater responsibility in providing emergency health care. Some EMTs enter nursing and other advanced health care fields. (California Code of Regulations Title 22).	The student who completes this course will develop skills in recognition of symptoms of illness and/or injury and proper procedures for emergency care. Those who complete the EMT B courses are eligible to sit for the National Registry of Emergency Medical Technicians and employment by government and private emergency healthcare services in the area (state certification and national testing fees apply). Successful completion of the course also allows eligibility for Emergency Medical Technician Paramedic training, which provides opportunity for career advancement, higher pay, and greater responsibility in providing emergency healthcare. Some EMTs enter nursing and other advanced healthcare fields. (California Code of Regulations Title 22). This course has a student uniform requirement and students will be required to complete 24 hours of ambulance observation time outside of class.
	Content Review Author Name	Tina Toth	Kevin Sirr
	Date	3/30/2023	01/13/2026
	Limitation on Enrollment:	CPR training equivalent to the current American Heart Association's Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care at the health care provider level must be completed prior to enrollment in the course	
	Assignments:	READ Complete assigned reading from the text in preparation for lecture and skills demonstrations. LAB Perform various emergency related and non emergency related skills each week to demonstrate competence in meeting the requirements of the EMT-B skills HMWK Complete "MyBrady" assignments on the My Brady online platform which includes various questions, problem solving , and quizzes online WRT Documentation of patient condition and assessments. \nDocumentation of patient history and physical.\nComplete necessary forms in the field during hands-on experiences	READ Complete assigned reading from the text in preparation for lecture and skills demonstrations. LAB Perform various emergency related and non emergency related skills each week to demonstrate competence in meeting the requirements of the EMT-B skills HMWK Complete "MyBrady" assignments on the My Brady online platform which includes various questions, problem solving , and quizzes online WRT Documentation of patient condition and assessments. \nDocumentation of patient history and physical.\nComplete necessary forms in the field during hands-on experiences
	COS Textbooks or other support materials	BKS Emergency Care 14th Edition eText w/ MyLab BRADY Access Authors: Daniel Limmer, Michael O'Keefe ISBN-13: 9780135379080 Published 2020	BKS Emergency Care and Transportation of the Sick and Injured Premier Package (Hybrid Classroom), Twelfth Edition (2021)\nISBN: 9781284227192
	Equity Review:	No	

	Distance Learning Addendum	DLA-EMT 8-31-20.pdf	DLA-EMT 2-5-26.pdf
	Proposal Type	Substantial	Non-Substantial
	Curriculum Committee Approval Date:	03/31/2023	
	Academic Senate Approval Date:	04/12/2023	
	District Governing Board Approval Date:	05/08/2023	
	Justification / Rationale:	Completion of this update represents a five-year cycle review and update. Additionally documented is the change noted regarding the corequisite EMT 401 which has been added to this course. Students must be enrolled concurrently in EMT 401 and EMT 251. Students practice and apply skills learned in EMT 251 in the associated lab (EMT401) Updated: added corequisite, course content, outcomes, textbook	Completion of this update represents a five-year cycle review and update to the material fees. Additionally, we have removed the CPR prerequisite and will be providing all future students with BLS Healthcare Provider CPR certification as part of the course offering. All students completing the course will now be eligible for employment without incurring additional costs for certification. Updated: course description, removed limitation on enrollment, updated textbook, added material fee
	Alternate Grade Mode:		Pass/No Pass - Credit
	Materials Fee:		80
	Materials Fee Form (if applicable)		Materials Fee Update EMT 251 Jan 26 - signed.pdf
			Materials Fee Pre/Corequisites
	Equity Review Description:		This update includes a new material fee and minor updates to the course itself. We reviewed and removed the CPR prerequisite, as this has become a barrier to instruction and student success.
	Reviewer Comments		
ETHN 002	Proposer:	Daniel Alvarado danielal@cos.edu	Fedrick De La Paz fedrickd@cos.edu
	Effective Term:	Fall 2025	Fall 2027
	Advisory on Recommended Preparation:	ENGL 251 or ENGL 261 or equivalent college course with a minimum grade of C or eligibility for ENGL 001 as determined by COS Placement Procedures	ENGL C1000 or equivalent college course with a minimum grade of C
	COS Methods of Evaluation:	Essay quizzes or exams Oral presentations Project Short answer quizzes or exams Written essays or extended papers	Essay quizzes or exams Multiple choice tests Oral presentations Project Short answer quizzes or exams Written essays or extended papers

COS Course Topics:

1 Pre-colonial history and traditions of Native cultures of North America with a focus on central California; 2 Theory and knowledge produced by American Indian communities emphasizing agency and group-affirmation on critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles; 3 Definitions and concepts of race and racism, ethnicity, federally recognized tribes & land, privilege, prejudice, discrimination, equity, asymmetrical power relations, doctrine of discovery, hegemony, white supremacy, resistance, Native American nationalism, Red Power, decolonization, and anti-racism; 4 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; 5 Intersectionality of race and racism with other forms of difference affecting hierarchy and oppression of American Indians such as class, gender, sexuality, religions, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age; 6 Human rights, civil rights, land rights, and other movements for American Indian liberation, interethnic solidarity, and racial and social justice and the impact these struggles have on current issues, social movements, institutions, and society including language policies and language revitalization; 7 American Indian centered theoretical perspectives on space and place, including origin stories, sacred geography, natural resources, migration, settler colonialism, dispossession, and reservations; 8 Histories on colonization, imperialism, genocide, persecution, boarding schools, and other forms of systemic dehumanization experiences; 9 Popular culture, sports, art, film, literature, music, dance, religion, folklore reflecting American Indian cultural production and critical consciousness; 10 Longitudinal demographic profiles, treaties, laws, court cases, and U.S. policies focusing on or impacting American Indians; 11 Stories, experiences, and contributions of Indigenous feminist, gay, lesbian, bisexual and transsexual communities;	1 History and counter narratives of Native American cultures of North America with a focus on central California; 2 Knowledge, theory, and intellectual contributions produced by Native American communities to describe agency, group-affirmation, and community cultural wealth; 3 Core Ethnic Studies Concepts, including all of the following:\nRace and Ethnicity\nRacism, Anti-Racism, and Decolonization\nPrejudice, Discrimination, and Oppression\nEquality, Equity, and Justice\nWhite Supremacy and Privilege\nResistance and Self-Determination\n\nAdditional Optional Topics, such as: \nEthnocentrism\nHegemony\nCultural Nationalism\nEpistemology 4 Ideological/structural, institutional, interpersonal, and internalized systems of oppression; 5 Intersectionality of race and racism with at least five examples such as: \nClass and Socio-Economic Status\nSex, Gender, and Sexuality\nImmigration Status, Citizenship/ Tribal Citizenship, and National Origin\nReligion and Spirituality\nAbility and Disability\nAge and Generation\n 6 Cultural expressions produced by historically racialized groups. Can include art, film, literature, or music. Topics may vary, but can include: \n\nAmerican Indian Movement 7 American Indian centered rights movements for liberation and their impacts on society in the United States. Topics include: \n\nThird World Liberation Front\nCivil Rights Movement\nUnionization Movements\nReproductive Rights\nRestorative Justice\nLand Back Movement\nEnvironmental Justice 8 Histories and theories of space and power: (settler) colonization, imperialism, and segregation in the US and abroad. Including at least ten of the following topics: \n\nChattel Slavery, Enslavement, and Diaspora\nRacial Capitalism and Individualism\nEducation Segregation Legal Cases\nMass Incarceration and Prison Industrial Complex\nEugenics and Scientific Racism\nRacial Violence (Lynchings) and Jim Crow\nMurdered and Missing Indigenous Persons\nNative American Boarding Schools\nBracero Programs and Labor Exploitation\nJapanese Incarceration and Ethnic Enclaves\nCritical Refugee Studies and Cold War\nHousing Displacement, Segregation, and Redlining\nColonial Borders and Manifest Destiny\nRepatriation, Deportations, and Detention
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	COS Course Objectives: 1 Understand and explain the pre-colonial history, politics, culture, economics, and customs of American Indian peoples; 2 Develop knowledge and understanding of critical events in the histories, cultures, and intellectual traditions of American Indians with an emphasis on agency and group affirmation; 3 Analyze and articulate how core American Indian Studies concepts such as race, ethnicity, oppression, equity, Native American nationalism, and white supremacy are socially and politically constituted and institutionalized; 4 Critically analyze the intersection of American Indian 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 American Indian racial and ethnic group 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 American Indian communities in the United States; 7 Compare and contrast the inter-ethnic and race relations of American Indians with other historically defined racialized groups in the United States; 8 Demonstrate active engagement with American Indian issues of ethnicity and race to build just and equitable communities beyond the classroom. 1 Demonstrate knowledge and understanding of experiences and critical events in the histories, cultures, and intellectual traditions of Native Americans with a particular emphasis on agency and group affirmation. 2 Analyze and articulate core concepts of Ethnic Studies. *Refer to Topics #3 3 Understand how oppression is intersectional. *Refer to Topics #6 4 Explain the importance of racial and ethnic group identity in the creation of cultural/ artistic expressions, with an emphasis on liberation and social justice movements. *Refer to Topics #7 and #8 5 Examine the growth and diversity in status, demographic profile, and the socioeconomic and political problems of Native American groups in the United States. 6 Compare and contrast the inter-ethnic and race relations of Native American groups in the United States.*Refer to Topics #8 and #9. 7 Develop a theoretical and personal understanding of systemic inequality and power. 8 Identify opportunities to engage with American Indian peoples through ethnic and racial solidarity at the local community level.
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	Course Outcomes:	1 Apply theory to describe critical events in the histories, cultures, and intellectual traditions of American Indians with an emphasis on agency and group-affirmation in their contributions to the development of U.S. society. 2 Analyze and articulate how core concepts of American Indian Studies, including but not limited to, race and ethnicity, oppression, equity, and intersectionality are socially and politically constituted and institutionalized in the changing American Indian experience. 3 Describe how resistance, social justice, and liberation as experienced by American Indians are relevant to current issues (communal, national, and international). 4 Demonstrate active engagement with American Indian issues of ethnicity and race to build just and equitable communities beyond the classroom.	1 Apply one Native American Studies theory, concept, or experience to personal experience, communities, or contemporary issues. 2 Connect a historical struggle for social justice to a contemporary issue for Native Americans. 3 Identify at least three opportunities to engage in Native American ethnic and racial solidarity in your community.
	Assignments:	READ Students will be assigned 1-2 chapters to read per week. WRT At least 1,000 words of writing will be required in one or more writing assignments regarding American Indian communities such that the instructor can provide meaningful feedback and give students an opportunity to demonstrate improved writing. HMWK Students will be given homework that asks them to reflect on assigned readings and topics regarding American Indian Studies.	READ Students will be assigned 1-2 chapters to read per week. WRT At least 1,000 words of writing will be required in one or more writing assignments regarding American Indian communities such that the instructor can provide meaningful feedback and give students an opportunity to demonstrate improved writing. HMWK Students will be given homework that asks them to reflect on assigned readings and topics regarding American Indian Studies.

	COS Textbooks or other support materials	BKS 2020: City Indian: Native American Activism in Chicago, 1893-1934, University of Nebraska Press BKS 2017: An Introduction to Native North America, Mark Sutton 5th edition, Routledge, NY BKS 2015: Murder State: California's Native American Genocide, 1846-1873 Brendan C. Lindsay Board of Regents University of Nebraska 1st 9780803224803 BKS 1982: Native Americans of California and Nevada, Jack Forbes Naturegraph Publishers, Inc. Revised, ed 0-87961-119-7 This book captures the thrust of the course by emphasizing the "ethnic" element of our indigenous peoples rather than showing American Indians in a mere historical context. Seminal resource. WEBOTH LISTO Grant funded film library consisting of content-specific materials structured for applicable analysis.	BKS 2020: City Indian: Native American Activism in Chicago, 1893-1934, University of Nebraska Press BKS 2017: An Introduction to Native North America, Mark Sutton 5th edition, Routledge, NY BKS 2015: Murder State: California's Native American Genocide, 1846-1873 Brendan C. Lindsay Board of Regents University of Nebraska 1st 9780803224803 BKS 1982: Native Americans of California and Nevada, Jack Forbes Naturegraph Publishers, Inc. Revised, ed 0-87961-119-7 This book captures the thrust of the course by emphasizing the "ethnic" element of our indigenous peoples rather than showing American Indians in a mere historical context. Seminal resource. WEBOTH LISTO Grant funded film library consisting of content-specific materials structured for applicable analysis. BKS 2023: An Indigenous People's History of the United States (10th Anniversary Edition), Roxanne Dunbar-Ortiz, Boston: Beacon Press. ISBN : 978-0-8070-1307-6
	Equity Review:	Yes	
	Transferable to UC	Yes - Approved	Yes - Proposed
	Distance Learning Addendum	DLA-Approved-May-13-2020-fillable-form.pdf	DE Addendum 25.pdf
	Curriculum Committee Approval Date:	01/12/2021	
	Academic Senate Approval Date:	01/27/2021	
	District Governing Board Approval Date:	02/08/2021	
			Objectives
	Equity Review Description:		Textbooks / Other Support Materials
			A review was conducted and updates were made to the textbook options which now includes a more recent text, meeting the requirement for a work that is less than 10-years published.
	Reviewer Comments		
FIRE 285	Proposer:	Richard Smith richards@cos.edu	Nick Branch nickb@cos.edu
	Effective Term:	Spring 2024	Fall 2027
	Method of Instruction:	Activity Laboratory Lecture and/or Discussion	Laboratory Lecture and/or Discussion
	Equity Review:	Yes	

	Equity Review Description:	Course syllabi will include anti-racist, anti-discrimination, and anti-harassment statements. The program director makes a conscious effort to recruit and include diverse instructors, specifically including women and people of color recruited through HBCU networks.	This materials fee update is designed to provide the fire academy students with advanced level pre-employment certifications.
	Materials Fee:	610	780
	Materials Fee Form (if applicable)	Material Fee Fire 285 - signed.pdf Material Fee Request Justification Fire 285.doc	Fire Academy Materials Fee Form Packet Jan 2026 - signed2.pdf
	Proposal Type	Substantial	Non-Substantial
	Curriculum Committee Approval Date:	10/04/2023	
	Academic Senate Approval Date:	10/11/2023	
	District Governing Board Approval Date:	11/13/2023	
	Justification / Rationale:	This new course combines the existing Fire 270 (Basic Firefighter 1 Academy) with Fire 280 (Firefighter 2 Academy). This merge is the trend among community colleges that offer Fire Science programs following the update to the Firefighter 2 curriculum by California State Fire Training. This update significantly reduced the number of hours for Firefighter 2 training, bringing it into alignment with national standards. Combining these two courses provides a more comprehensive product for our students and a better prepared candidate for employment in the fire service.	This update to the materials fee directly reflects the state increase costs for certifications and testing at the Firefighter 1&2 level. This update also includes one additional certification that is required for successful employment upon academy completion.
	Reviewer Comments		
	Alternate Grade Mode:		Pass/No Pass - Credit
			Materials Fee
HSRV 102	Proposer:	Daniel Alvarado danielal@cos.edu	Amy Vega-Pritchett amyp@cos.edu
	Co-Contributor:	gailerds@coss.edu	JulieAnn Jones julieannj@cos.edu
	Advisory on Recommended Preparation:	ENGL 261 or equivalent college course with a minimum grade of C or eligibility for ENGL 001 determined by COS Placement Procedures	ENGL C1000 or equivalent college course with a minimum grade of C
	COS Textbooks or other support materials	BKS Concepts of Chemical Dependency Harold E. Doweiko Cengage 10th Edition 2019 ISBN-10: 1337563455.	ZTC Foundations of Addiction Studies, Jason Florin & Julie Trytek. \nFoundations of Addiction Studies Copyright © by Jason Florin and Julie Trytek is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, 2021. BKS Concepts of Chemical Dependency 11th edition, by Harold E. Doweiko and Amelia L. Evans, 2024, Cengage ISBN 978-0-357-76449-7
	Equity Review:	Yes	
	Distance Learning Addendum	DLA-HSRV102.pdf	DLA - Senate Approved 11-29-23 - Social Science.pdf
	Curriculum Committee Approval Date:	02/24/2021	
	Academic Senate Approval Date:	03/10/2021	
	District Governing Board Approval Date:	04/12/2021	

	Justification / Rationale:	DLA added and updated course content.	Five year update, removed English 261, updated DLA, reviewed for equity, update text. Added additional text per Dr. Harris's request. Link to publication date of OER https://oercommons.org/search?search_source=site&f.search=foundations+of+addiction+studies
	Effective Term:		Fall 2027
	This course will also be proposed for UC transfer.		No
	Equity Review Description:		Textbooks / Other Support Materials OER text is used. Students will learn to recognize and honor clients' cultural identities, community supports, and indigenous and lived strengths as essential resources in the helping relationship. Through reflection and practice, students will develop skills that promote dignity, respect, and equitable care.
	Reviewer Comments		
HSRV 120	deleted		
IA 002AD	Proposer:	Daniel Alvarado danielal@cos.edu	Allyson Briano allysonb@cos.edu
	Effective Term:	Fall 2025	Fall 2027
	Equity Review:	Yes	
	Distance Learning Addendum	DLA-Approved PE Div.pdf	PE Division DLA 5-2026.pdf
	Curriculum Committee Approval Date:	10/21/2020	
	Academic Senate Approval Date:	10/28/2020	
	District Governing Board Approval Date:	11/09/2020	
	Justification / Rationale:	Distance education update only	5-year review. IA has state regulations that conflict with dangling hours and we will proceed with the class as is.
	Maximum Allowable Credit:		12
	Equity Review Description:		Textbooks / Other Support Materials Units/Hours IA has state regulations that conflict with dangling hours and we will proceed with the class as is, textbooks are zero cost.
IA 003AD	Proposer:	Daniel Alvarado danielal@cos.edu	Allyson Briano allysonb@cos.edu
	Effective Term:	Fall 2025	Fall 2027
	Equity Review:	Yes	
	Distance Learning Addendum	DLA-Approved PE Div.pdf	PE Division DLA 5-2026.pdf
	Curriculum Committee Approval Date:	10/21/2020	
	Academic Senate Approval Date:	10/28/2020	
	District Governing Board Approval Date:	11/09/2020	
	Justification / Rationale:	Distance Education update only	5-year review. IA has state regulations that conflict with dangling hours and we will proceed with the class as is
	Maximum Allowable Credit:		12

			Textbooks / Other Support Materials Units/Hours
	Equity Review Description:		IA has state regulations that conflict with dangling hours and we will proceed with the class as is. Zero cost texts.
ITEC 176	Effective Term:	Fall 2024	Spring 2027
	COS Course Description	Advanced course in the function and application of programmable logic controllers. Topics covered include arrays, analog and digital I/O configuration, memory organization, data manipulation, sequencer functions, math instructions, array instructions, subroutines, programs, tasks, produce/consume tags, load cells and weigh scales, remote I/O, and networked applications.	Advanced course in the function and application of programmable logic controllers. Topics include memory organization, I/O configuration, data manipulation, sequence control, PIDs, and networked applications.

	Pre-Req / Corequisite Objectives	1 ITEC 174 Familiarize students with PLC hardware, software, and terminology used to describe PLC systems. 2 ITEC 174 Enhance critical thinking skills when troubleshooting electrical control systems. 3 ITEC 174 Provide the programming skills necessary to prepare students for the next course in this series (ITEC 276). 4 ITEC 182 Analyze various methods of automatic control applied to industrial processes. 5 ITEC 182 Identify and explain the devices, signals, and wiring required for automatic control. 6 ITEC 182 Understand the effects of tuning adjustments on a PID controller's output response. 7 ITEC 182 Identify safety risks in process instrumentation and understand techniques to mitigate them. 8 ITEC 184 Understand industrial instrumentation theory as applied to temperature, pressure, level, and flow. 9 ITEC 184 Prepare students to effectively install, troubleshoot, and maintain process control systems and 4-20mA current loops in industrial environments. 10 ITEC 184 Accurately transmit temperature, pressure, level, and flow measurement signals as input the signals to a programmable controller and/or loop controller. 11 ITEC 184 Accurately interpret and create P&ID diagrams for a process control system. 12 ITEC 283 Appropriately specify a variable speed drive based on motor information and application type. 13 ITEC 283 Install, wire, and program a variable speed drive based on the motor information and application. 14 ITEC 283 Diagnose a faulted variable speed drive and restore it to a functional state. 15 ITEC 285 Understand the common data conventions used in transmitting data used in modern automation equipment. 16 ITEC 285 Understand how to install and configure communication settings for devices	1 ITEC 174 Familiarize students with PLC hardware, software, and terminology used to describe PLC systems. ITEC 176 builds upon content learned in ITEC 174. 2 ITEC 174 Enhance critical thinking skills when troubleshooting electrical control systems. ITEC 176 builds upon content learned in ITEC 174. 3 ITEC 174 Provide the programming skills necessary to prepare students for the next course in this series (ITEC 276). ITEC 176 builds upon content learned in ITEC 174. 4 ITEC 182 Analyze various methods of automatic control applied to industrial processes. PID instruction programming requires understanding of process control. 5 ITEC 182 Identify and explain the devices, signals, and wiring required for automatic control. Required for proper I/O module configuration and wiring. 6 ITEC 182 Understand the effects of tuning adjustments on a PID controller's output response. PID instruction programming requires understanding of process control. 7 ITEC 182 Identify safety risks in process instrumentation and understand techniques to mitigate them. PID instruction programming requires knowledge of process alarms and failsafe systems. 8 ITEC 184 Understand industrial instrumentation theory as applied to temperature, pressure, level, and flow. Required for proper analog I/O configuration and wiring. 9 ITEC 184 Prepare students to effectively install, troubleshoot, and maintain process control systems and 4-20mA current loops in industrial environments. Required for proper analog I/O configuration and wiring. 10 ITEC 184 Accurately transmit temperature, pressure, level, and flow measurement signals as input the signals to a programmable controller and/or loop controller. Required for proper analog I/O configuration and wiring. 11 ITEC 184 Accurately interpret and create P&ID diagrams for a process control system. Required for proper analog I/O configuration and wiring. 12 ITEC 283 Appropriately specify a variable speed drive based on motor information and application type. Required for configuration and programming of variable frequency drives in a PLC program.
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	COS Course Topics:	1 Advanced programming instructions for file/array manipulation, shift registers, sequencers, compare instructions, program control, subroutines, programs, tasks, and produce/consume tags, load cells and weigh scales, remote I/O, and ControlLogix hardware platform. 2 Communication software configuration required to establish a connection between the PLC and programming software. 3 Analog I/O configuration and continuous measurement of process variables. 4 PLC system troubleshooting techniques and documentation practices.	1 Advanced PLC instructions for PID control, data manipulation, and sequence control. 2 Communication software configuration required to establish a connection between the PLC and programming software. 3 Analog I/O configuration and continuous measurement of process variables. 4 PLC system troubleshooting techniques and documentation practices.
	COS Textbooks or other support materials	BKS Introduction to the ControlLogix Programmable Automation Controller with Labs 2nd Edition, Gary Dunning, ISBN: 978-1111539290	BKS Programmable Logic Controllers, Frank Petruzella, McGraw Hill, 2024, ISBN10: 1264446241, ISBN13: 9781264446247
	Equity Review:	No	
	Additional Attachment	ITEC 276 Outcomes.pdf ITEC276-DLA.pdf	ITEC 276 Outcomes.pdf ITEC276-DLA.pdf Advisory Meeting Minutes 05_02_2025.docx Industrial Automation Advisory Board - 05_01_2026.pdf
	Proposal Type	Substantial	Non-Substantial
	Curriculum Committee Approval Date:	04/03/2024	
	Academic Senate Approval Date:	04/10/2024	
	District Governing Board Approval Date:	05/13/2024	

	Justification / Rationale:	9/15/2020: Distance Education update only. 12/7/2021: Pre-requisite/co-requisite updates to maintain fall/spring course sequence and maintain cohort model. 3/24/2022: Increase of weekly lecture hours from 2 to 3 to allow for expanded topic coverage for load cells and weigh scales, remote I/O, and ControlLogix hardware platform. 4/11/22: Updated topic coverage in catalog description and Course Topics section to reflect justification of increased lecture hours. 10/30/23: ITEC 286 has been deactivated and replaced by ITEC 279 as co-requisite for this course. Updated pre-req and co-req justification accordingly.	9/15/2020: Distance Education update only. 12/7/2021: Pre-requisite/co-requisite updates to maintain fall/spring course sequence and maintain cohort model. 3/24/2022: Increase of weekly lecture hours from 2 to 3 to allow for expanded topic coverage for load cells and weigh scales, remote I/O, and ControlLogix hardware platform. 4/11/22: Updated topic coverage in catalog description and Course Topics section to reflect justification of increased lecture hours. 10/30/23: ITEC 286 has been deactivated and replaced by ITEC 279 as co-requisite for this course. Updated pre-req and co-req justification accordingly. 1/31/2026: Curriculum change - servo drive programming unit added to this course (moved to ITEC 176 from ITEC 279) per advisory board discussion from spring 2025 advisory meeting (notes attached). Changed textbook. Updated course description to more accurately/ concisely reflect course topics. 7/6/2026: Rolled back edits made on 1/31/2026 to keep curriculum as-is. I was considering a change to add a unit on servo drives to this course, but the servo unit will remain in ITEC 279. Updated course catalog description to be more concise. Uploaded recent advisory meeting minutes.
	Reviewer Comments		
	On this date, I verified that these objectives were appropriate entry skills for the course.		Approve
	Content Review Author Name		Travis Asher
	Date		1/31/2026
	Equity Review Description:		Description
			The description has been updated to accurately reflect topic coverage students will study in the course.
ITEC 279	Effective Term:	Fall 2024	Fall 2027
	COS Course Description	Operation and programming of industrial robots used in manufacturing processes. Study of automated robot work cells, servo motors, servo drives, closed-loop control, PLC control of servo systems, and safety devices.	Operation and programming of industrial robots used in manufacturing processes. Study of automated robot work cells, material handling applications, servo control systems, and safety devices.

Pre-Req / Corequisite Objectives	1 ITEC 174 Familiarize students with PLC hardware, software, and terminology used to describe PLC systems. 2 ITEC 174 Enhance critical thinking skills when troubleshooting electrical control systems. 3 ITEC 174 Provide the programming skills necessary to prepare students for the next course in this series (ITEC 276). 4 ITEC 182 Analyze various methods of automatic control applied to industrial processes. 5 ITEC 182 Identify and explain the devices, signals, and wiring required for automatic control. 6 ITEC 182 Understand the effects of tuning adjustments on a PID controller's output response. 7 ITEC 182 Identify safety risks in process instrumentation and understand techniques to mitigate them. 8 ITEC 283 Appropriately specify a variable speed drive based on motor information and application type. 9 ITEC 283 Install, wire, and program a variable speed drive based on the motor information and application. 10 ITEC 283 Diagnose a faulted variable speed drive and restore it to a functional state. 11 ITEC 184 Understand industrial instrumentation theory as applied to temperature, pressure, level, and flow. 12 ITEC 184 Prepare students to effectively install, troubleshoot, and maintain process control systems and 4-20mA current loops in industrial environments. 13 ITEC 184 Accurately transmit temperature, pressure, level, and flow measurement signals as input the signals to a programmable controller and/or loop controller. 14 ITEC 184 Accurately interpret and create P&ID diagrams for a process control system. 15 ITEC 176 Understand and explain the I/O configuration of a PLC project based on observations of the application's software and hardware configuration. 16 ITEC 176 Troubleshoot the operation of a	1 ITEC 174 Familiarize students with PLC hardware, software, and terminology used to describe PLC systems. PLC fundamentals are required for PLC-based servo systems. 2 ITEC 174 Enhance critical thinking skills when troubleshooting electrical control systems. PLC fundamentals are required for PLC-based servo systems. 3 ITEC 174 Provide the programming skills necessary to prepare students for the next course in this series (ITEC 276). PLC fundamentals are required for PLC-based servo systems. 4 ITEC 182 Analyze various methods of automatic control applied to industrial processes. Industrial robots and servomotors utilize closed-loop control systems. 5 ITEC 182 Identify and explain the devices, signals, and wiring required for automatic control. Industrial robots and servomotors utilize closed-loop control systems. 6 ITEC 182 Understand the effects of tuning adjustments on a PID controller's output response. Industrial robots and servomotors utilize closed-loop control systems. 7 ITEC 182 Identify safety risks in process instrumentation and understand techniques to mitigate them. Industrial robots and servomotors utilize closed-loop control systems. 8 ITEC 283 Appropriately specify a variable speed drive based on motor information and application type. Fundamental concepts of variable speed drives are also found in servo amplifiers/drives. Provides relevant background/context for this course. 9 ITEC 283 Install, wire, and program a variable speed drive based on the motor information and application. Fundamental concepts of variable speed drives are also found in servo amplifiers/drives. Provides relevant background/context for this course. 10 ITEC 283 Diagnose a faulted variable speed drive and restore it to a functional state. Fundamental concepts of variable speed drives are also found in servo amplifiers/drives. Provides relevant background/context for this course. 11 ITEC 184 Understand industrial instrumentation theory as applied to temperature, pressure, level, and flow. Reliable transmission of control signals is required for proper function of servo systems. 12 ITEC 184 Prepare students to effectively
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	COS Course Topics:	1 Applications of robots and servo systems in manufacturing. 2 Operation of an industrial robot using a teach pendant. Manually jogging the robot, fault diagnosis and recovery, robot safety devices, and file manipulation. 3 Programming an industrial robot to perform a repeatable motion task. 4 PLC control of servo systems. Electrical wiring, programming, fault diagnosis and recovery, safety relays, and applications of these systems in industry.	1 Applications of robots and servo systems in manufacturing. 2 Operation of an industrial robot using a teach pendant. Manually jogging the robot, fault diagnosis and recovery, and file manipulation. 3 Programming an industrial robot to perform a repeatable motion task. 4 Industrial robot safety features and workcell safety devices.
	COS Course Objectives:	1 Identify and explain the system components that make up a robot work cell. 2 Identify and explain the system components that make up a PLC-controlled servo system. 3 Learn how to operate and program an industrial robot, and how to diagnose and recover from system faults. 4 Learn how to program and troubleshoot a servo system controlled by a PLC. 5 Identify and analyze the safety devices and related electrical circuits used in robotics and servo applications in manufacturing.	1 Identify and explain the system components that make up a robot work cell. 2 Learn how to operate and program an industrial robot, and how to diagnose and recover from system faults. 3 Identify and analyze the safety devices and related electrical circuits used in robotics and servo applications in manufacturing. 4 Identify and explain the system components that make up a PLC-controlled servo system. 5 Learn how to program and troubleshoot a servo system controlled by a PLC.
	Course Outcomes:	1 Demonstrate the operation and programming of an industrial robot using a teach pendant. 2 Demonstrate how to diagnose and recover from system faults in a robot work cell, and in a servo system controlled by a PLC. 3 Demonstrate ability to identify and explain safety devices and safety considerations in robot and servo systems.	1 Demonstrate the operation and programming of an industrial robot using a teach pendant. 2 Demonstrate how to diagnose and recover from system faults in a robot work cell, and in a servo system controlled by a PLC. 3 Demonstrate ability to identify and explain safety devices and safety considerations in robot workcells.
	Assignments:	READ Students will be assigned reading from manuals and documentation for robot and servo systems. HMWK Students will be assigned topics related to industrial robots and servo systems to research and write a summary of their findings. LAB Students will complete lab assignments in which they will learn and demonstrate how to operate, program, and troubleshoot an industrial robot work cell and a servo system. WRT Students will be assigned reading and research topics, and will answer questions about the assigned materials.	READ Students will be assigned reading from manuals and documentation for industrial robots and servo systems. HMWK Students will be assigned topics related to industrial robots systems to research and write a summary of their findings. LAB Students will complete lab assignments in which they will learn and demonstrate how to operate, program, and troubleshoot an industrial robot system. WRT Students will be assigned reading and research topics, and will answer questions about the assigned materials.

Equity Review:	No	
Additional Attachment	Meeting Agenda 01_19_2022.docx Advisory Meeting Minutes 01_19_2022.docx	Meeting Agenda 01_19_2022.docx Advisory Meeting Minutes 01_19_2022.docx Advisory Meeting Minutes 05_02_2025.docx Industrial Automation Advisory Board - 05_01_2026.pdf
Proposal Type	Substantial	Non-Substantial
Curriculum Committee Approval Date:	04/03/2024	
Academic Senate Approval Date:	04/10/2024	
District Governing Board Approval Date:	05/13/2024	
Justification / Rationale:	5/25/2022 (Travis Asher): Course is being proposed based on recommendation from industry advisory board as the addition of this course will help students to be better prepared for employment as a manufacturing technician. See additional attachments. 9/25/2022 (Travis Asher): Programs updated to reflect new course as part of graduation requirements for certificate and A.S. Removed ZTC degree attribute for the catalog level. Will only display in Class Search when the instructor indicates on the Textbook Cost Setup. 10/30/23: Updated the co-requisites for this course by removing ITEC 286 (deactivated) and adding new course ITEC 279 to replace it. Justifications for pre/co-reqs have been added/updated accordingly. Course numbers for ITEC 282 and ITEC 284 were changed to ITEC 182 and ITEC 184 and have been updated here to reflect that change.	5/25/2022 (Travis Asher): Course is being proposed based on recommendation from industry advisory board as the addition of this course will help students to be better prepared for employment as a manufacturing technician. See additional attachments. 9/25/2022 (Travis Asher): Programs updated to reflect new course as part of graduation requirements for certificate and A.S. Removed ZTC degree attribute for the catalog level. Will only display in Class Search when the instructor indicates on the Textbook Cost Setup. 10/30/23: Updated the co-requisites for this course by removing ITEC 286 (deactivated) and adding new course ITEC 279 to replace it. Justifications for pre/co-reqs have been added/updated accordingly. Course numbers for ITEC 282 and ITEC 284 were changed to ITEC 182 and ITEC 184 and have been updated here to reflect that change. 1/7/2026: Curriculum change - servo drive programming unit removed from this course, will be moved to ITEC 176 per advisory board discussion from spring 2025 advisory meeting (notes attached). 7/6/2026: Changes from 1/7/2026 rolled back, will keep PLC servo unit in this course instead of moving it to ITEC 176. Uploaded recent advisory meeting minutes.
Reviewer Comments		
On this date, I verified that these objectives were appropriate entry skills for the course.		Approve
Content Review Author Name		Travis Asher
Date		7/6/2026
		Description
Equity Review Description:		The description has been updated to accurately reflect topic coverage students will study in the course.

JOUR 011	deleted		
NURS 256	Proposer:	Daniel Alvarado danielal@cos.edu	Tina Toth tinat@cos.edu
	COS Course Description	This course is designed to provide a foundation for the understanding of medical terminology using simple, non-technical explanations of medical terms. The fundamentals of word analysis are explained to make the understanding of complex terminology easier.	This course is designed to provide a foundation for the understanding of medical terminology using simple, non-technical explanations of medical terms. The fundamentals of word analysis are explained to make the understanding of complex terminology easier. Terminology is reviewed using a body systems approach.
	Advisory on Recommended Preparation:	ENGL 251 or equivalent college course with a minimum grade of C or eligibility for ENGL 001 as determined by COS Placement Procedures	ENGL 251 or equivalent college course with a minimum grade of C or eligibility for ENGL C1000 as determined by COS Placement Procedures

	COS Course Topics:	1 Common word parts in medical terminology 2 Reading technical journals in the medical field 3 Impact of major pathological conditions on the body 4 Major body organs and functions 5 Pronunciation of medical terms 6 Abbreviations in the medical field	1 Common word parts in medical terminology 2 Body Structure and levels of organization (cells, tissues, organs, systems, organism) 3 Integumentary System (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 4 Digestive System (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 5 Respiratory System (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 6 Cardiovascular System (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 7 Blood, Lymphatic, and Immune Systems (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 8 Musculoskeletal System (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 9 Urinary System (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 10 \nFemale Reproductive Systems (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 11 Male Reproductive System (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 12 Endocrine System (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 13 Nervous System (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation) 14 Special Senses (Eye, Ear) (Anatomy and Physiology, Medical work Elements, \nDisease Focus, Diagnostics, Pharmacologym Abbreviations, Documentation)
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	Assignments:	READ Reading assignments in the online full time course are comprised of reading one chapter in the text each week as assigned. The student is also responsible for reviewing assigned articles.\n WRT Each week students must research a medical article related to the body system being covered. They must then write in the discussion board describing the medical condition they researched using medical terminology learned in the current week's content. They must respond to at least one other student in the discussion board with additional information on the other student's topic. HMWK Homework assignments are assigned and completed in Medical Language Lab and are comprised of a reading element, an active listening element, practice writing, and responding. One chapter a week is assigned. This work and the discussion board are part of homework assignments in the online class. LAB The Medical Language Lab is used extensively in the online course. Through Medical Language Lab students have access to valuable resources, practice questions, active listening exercises, and writing exercises. This lab is from F. A. Davis. Testing is completed in Medical Language Lab. Students take a test every two weeks in the lab which is an online environment.	READ Reading assignments in the online full time course are comprised of reading one chapter in the text each week as assigned. The student is also responsible for reviewing assigned articles.\n WRT Each week students must research a medical article related to the body system being covered. They must then write in the discussion board describing the medical condition they researched using medical terminology learned in the current week's content. They must respond to at least one other student in the discussion board with additional information on the other student's topic. HMWK Homework assignments are assigned and completed in Medical Language Lab and are comprised of a reading element, an active listening element, practice writing, and responding. One chapter a week is assigned. This work and the discussion board are part of homework assignments in the online class. LAB The Medical Language Lab is used extensively in the online course. Through Medical Language Lab students have access to valuable resources, practice questions, active listening exercises, and writing exercises. This lab is from F. A. Davis. Testing is completed in Medical Language Lab. Students take a test every two weeks in the lab which is an online environment.
	COS Textbooks or other support materials	BKS Medical Terminology Systems ABody System Approach, 8th ed. Gylys, Barbara and Wedding, Mary Ellen. Publisher: T. Quincy McDonald for F.A.Davis, 2017.\nISBN: 0803658672	BKS Medical Terminology Systems ABody System Approach, Updated 8th ed. Gylys, Barbara and Wedding, Mary Ellen. Publisher: T. Quincy McDonald for F.A.Davis, 2023\nISBN:978-1-7196-4889-9
	Equity Review:	Yes	
	Distance Learning Addendum	Finished DLA-Approved-May-13-2020-fillable-form(2).pdf	NURS 256 DLA F26.pdf
	Curriculum Committee Approval Date:	01/27/2021	
	Academic Senate Approval Date:	02/10/2021	
	District Governing Board Approval Date:	03/08/2021	
	Justification / Rationale:	Five-year review 5/13/2020: Addition of Emergency Distance Learning Addendum 9/11/2020: Updated course content, outcomes, textbook	Five-year review 3/20/2026: Addition of Emergency Distance Learning Addendum 3/20/2026: Updated course content, outcomes, textbook
	Effective Term:		Fall 2027
			Description Objectives Outcomes

	Equity Review Description:		The textbook uses neutral text. It doesn't refer to people, cultures, religions etc. Disease processes relevant to various populations is shared and discussed during discussion boards. Students choose the content of the discussion board; meaning they pick their own topics of discussion. Course material doesn't actually refer to persons outside of discussing disease processes as being predominantly male or female. It is neutral in presentation of information and refers to body systems, organs and medical terminology in a neutral language that doesn't elude to any particular, person, culture, religion or ethnicity.
PSYC 029	Proposer:	Daniel Alvarado danielal@cos.edu	Yuliana Garcia yulianag@cos.edu
	Effective Term:	Fall 2025	Fall 2027

Pre-Req / Corequisite Objectives	1 SSCI 025 Apply concepts of sample space and probability	1 SSCI 025 Apply concepts of sample space and probability
	2 SSCI 025 Produce elements of a formal research paper in accordance with the Publication Manual of the American Psychological Association	2 SSCI 025 Produce elements of a formal research paper in accordance with the Publication Manual of the American Psychological Association Students will complete a semester-long research projects in APA style writing format.
	3 SSCI 025 Determine and interpret levels of statistical significance including p-values	3 SSCI 025 Determine and interpret levels of statistical significance including p-values Students will include confidence intervals and p-values coinciding with analysis of their research.
	4 SSCI 025 Calculate probabilities using normal and t-distributions	4 SSCI 025 Calculate probabilities using normal and t-distributions Students will perform inferential statistical tests to answer research questions.
	5 SSCI 025 Calculate the mean and variance of a discrete distribution	5 SSCI 025 Calculate the mean and variance of a discrete distribution Students will analyze and report descriptive data in their research project.
	6 SSCI 025 Calculate measures of central tendency and variation for a given data set	6 SSCI 025 Calculate measures of central tendency and variation for a given data set Student will analyze and report descriptive data in their research project.
	7 SSCI 025 Interpret data displayed in tables and graphically	7 SSCI 025 Interpret data displayed in tables and graphically Students will construct figures and graphs displaying the findings of their research.
	8 SSCI 025 Construct and interpret confidence intervals	8 SSCI 025 Construct and interpret confidence intervals Students will include confidence intervals and p-values coinciding with analysis of their research.
	9 SSCI 025 Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	9 SSCI 025 Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem Students will recruit participants as their sample and perform statistical test to infer to a population.
	10 SSCI 025 Distinguish among different scales of measurement and their implications	10 SSCI 025 Distinguish among different scales of measurement and their implications Students will perform appropriate inferential descriptive tests in their research based off scale of measurement.
	11 SSCI 025 Organize, classify, and represent quantitative data in various forms: tables, graphs, rates, percentages, measures of central tendency and variation	11 SSCI 025 Organize, classify, and represent quantitative data in various forms: tables, graphs, rates, percentages, measures of central tendency and variation Students will analyze and report descriptive data in their research project.
	12 SSCI 025 Use appropriate statistical techniques to analyze and interpret applications based on data from various disciplines (including business, economics, political science, anthropology, sociology, psychology, life science, health science, and education) with an emphasis in the social sciences	12 SSCI 025 Use appropriate statistical techniques to analyze and interpret applications based on data from various disciplines (including business, economics,
	13 SSCI 025 Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics	
	14 SSCI 025 Select the appropriate technique for testing a hypothesis and interpret the result	
	15 SSCI 025 Formulate hypothesis tests involving samples from one and two populations	
	16 SSCI 025 Identify the basic concept of hypothesis testing including Type I and II errors	

	Method of Instruction:	Distance Education Laboratory Lecture and/or Discussion	Laboratory Lecture and/or Discussion
	COS Methods of Evaluation:	Essay quizzes or exams Oral presentations Problem solving assignments or activities Problem solving quizzes or exams Project Short answer quizzes or exams Skill demonstrations Written essays or extended papers	Essay quizzes or exams Multiple choice tests Oral presentations Problem solving assignments or activities Problem solving quizzes or exams Project Short answer quizzes or exams Skill demonstrations Written essays or extended papers
	COS Textbooks or other support materials	BKS The Psychologist as Detective Smith, R. A., & Davis, S. F. Pearson 6 2013 978-0205859078 BKS Morling, B. (2017). Research methods in psychology (3rd ed.). Norton. ISBN: 978-0-393-63024-4	BKS Muller, J. (2025). Research in Psychology: From Start to Finish (2nd ed.). ISBN: 9798385160624
	Equity Review:	Yes	
	Curriculum Committee Approval Date:	04/19/2021	
	Academic Senate Approval Date:	04/28/2021	
	District Governing Board Approval Date:	05/10/2021	
	Distance Learning Addendum	PSYC 029-DLA.pdf	
	Co-Contributor:		Amy Vega-Pritchett amyp@cos.edu Josh Muller Joshm@cos.edu
	Validation		SEQ PSYC C1000
	On this date, I verified that these objectives were appropriate entry skills for the course.		Approve
	Content Review Author Name		Yuliana Garcia
	Date		2/18/2026
	Sequential - Same Discipline Supporting Documents		PSYC C1000 .xlsx
	Proposal Type		Non-Substantial
			Description Limitation on Enrollment Textbooks / Other Support Materials Topics
	Equity Review Description:		Textbooks/Course Materials were reviewed and includes inclusive language and topics relevant to our student population. Instruction incorporates awareness of cultural differences and potential bias across research topics. Enrollment in the course is limited to 24 students in the spring to increase teacher to student ratio in the classroom.
	Justification / Rationale:		5 year update and reviewed for equity. Removed DLA after pandemic.

SOC 002	Proposer:	Daniel Alvarado danielal@cos.edu	Esther Sandoval esthers@cos.edu
	Co-Contributor:	Annie Silva asilva@cos.edu	C Quesada cq@cos.edu
	Advisory on Recommended Preparation:	Concurrent enrollment in ENGL 261 or eligibility for ENGL 001 as determined by COS Placement Procedures	
	Course Outcomes:	1 Apply sociological perspectives and concepts to various social problems. 2 Analyze how one's social group (race, class, gender, sexuality) affects the experiences of social problems. 3 Identify solutions/methods of intervention that address social problems and assess their impact on society.	1 Define the characteristics of a social problem. 2 Apply the concept of a social problem to a contemporary social issue. 3 Identify 3-5 solutions for at least one social problem. 4 Apply the three major sociological theories (symbolic interactionism, structural functionalism, and conflict theory) to at least one social problem.
	COS Textbooks or other support materials	BKS "REVEL Social Problems: A Down to Earth Approach." Henslin, James. Pearson, 13th ed. 2020. ISBN 13: 9780135215395. This text offers a straightforward approach that helps students see the relevance of social problems to their lives. BKS "Revel Social Problems." Macionis, John. Pearson, 8th ed. 2019. ISBN 13: 9780135227930. This text frames social problems and identifies solutions through the lens of politics.	BKS "Social Problems: A Down-to-Earth Approach." Henslin, James. Pearson, 14th edition. 2024. ISBN 13: 9780138102944 BKS "Social Problems." Macionis, John. Pearson. 9th edition. 2024. ISBN 13: 9780138102708 ZTC "Social Problems - Continuity and Change." Author/s not listed. 2025. LibreTexts (OER)\nLink: https://socialsci.libretexts.org/Bookshelves/Social_Work_and_Human_Services/Social_Problems_-_Continuity_and_Change
	Equity Review:	Yes	
	Transferable to UC	Yes - Approved	Yes - Proposed
	Cal-GETC General Education	Transferable to UC	Cal-GETC GE Area 4: Social & Behavioral Sciences Transferable to UC IGETC 4: Social & Behavioral Sciences
	COS General Education	COS GE D: Social & Behavioral Science	COS GE Area 4: Social & Behavioral Sciences COS GE D: Social & Behavioral Science
	Distance Learning Addendum	DLA - Approved March 27 2019 Fillable Form (2).pdf	New DLA 11 2023.pdf
	Proposal Type	Substantial	Non-Substantial
	Curriculum Committee Approval Date:	12/04/2020	
	Academic Senate Approval Date:	12/09/2020	
	District Governing Board Approval Date:	12/14/2020	
	Justification / Rationale:	5 year review. Changed catalog description to include more specific topics in addition to basic C-ID Descriptor; removed the ENGL 261 pre-req; included more methods of assessments like projects and multiple-choice tests; added more specific themes to course topics; added a few more objectives to the basic C-ID Descriptor; updated course outcomes, assignments, and books.	5 year review. Changed catalog description to include more specific topics in addition to basic C-ID Descriptor; removed the ENGL 261 advisory; included more methods of assessments like projects and multiple-choice tests; added more specific themes to course topics; added a few more objectives to the basic C-ID Descriptor; updated course outcomes, assignments, and books.
	Effective Term:		Fall 2027

			Materials Fee Textbooks / Other Support Materials OER book included via LibreTexts
	Equity Review Description:		
	Reviewer Comments		
SSCI 025	Proposer:	Daniel Alvarado danielal@cos.edu	Amy Vega-Pritchett amyp@cos.edu
	Effective Term:	Summer 2025	Fall 2027
	Prerequisites	MATH 230 or equivalent college course with a minimum grade of C or eligibility as determined by COS Placement Procedures	Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.
	Validation	REQSTAT MATH 230 SB 1440	
	Pre-Req / Corequisite Objectives	1 MATH 230 Solve absolute value equations and inequalities. 2 MATH 230 Simplify radical expressions. 3 MATH 230 Solve radical equations and solve applications involving radical equations. 4 MATH 230 Solve quadratic equations using factoring, extracting roots, completing the square, and the quadratic formula, and solve applications involving quadratic equations. 5 MATH 230 Solve polynomial and rational inequalities. 6 MATH 230 Add, subtract, multiply, and divide functions, and evaluate functions. 7 MATH 230 Graph and determine the domain and range of the core functions (linear, quadratic, absolute value, square root, and cubic). 8 MATH 230 Find the composition of two functions, find inverse functions, and apply the vertical and horizontal line tests. 9 MATH 230 Graph logarithmic and exponential functions. 10 MATH 230 Solve logarithmic and exponential equations and their applications (exponential growth and decay, pH, compound and continuous interest, carbon dating, half-life, and earthquake magnitudes). 11 MATH 230 Convert conic sections to standard form and graph them.	

COS Textbooks or other support materials	BKS Fundamental Statistics for the Behavioral Sciences, Howell, Cengage, 9th Ed, 2016, 1305652975 BKS Statistics for the Behavioral Sciences, Gravetter and Wallnau, Cengage, 10th Ed, 2016, 1305504917 BKS Statistics for the Behavioral and Social Sciences, Aron et al. Pearson, 6th Ed, 2018, 0205989063	ZTC Introduction to Statistics for the Social Sciences. 2021. by Jennifer Ivie; Alicia MacKay BKS Statistics for the Behavioral and Social Sciences, Aron et al. Pearson, 6th Ed, 2022, 0205989063 BKS Fundamental Statistics for the Behavioral Sciences, Howell, Cengage, 9th Ed, 2017, 1305652975 BKS Statistics for the Behavioral Sciences, Gravetter and Wallnau, Cengage, 10th Ed, 2016, 1305504917
Distance Learning Addendum	DLA-SSCI025-1.pdf	DLA - Senate Approved 11-29-23 -SSCI 50.pdf
Curriculum Committee Approval Date:	02/24/2021	
Academic Senate Approval Date:	03/10/2021	
District Governing Board Approval Date:	04/12/2021	
Justification / Rationale:	5-year update: outcomes, added DLA, textbook updates. MATH pre-requisite required by SB 1440 / C-ID (see attached).	5-year update: updated DLA, textbook updates (added OER), removed Math 230 pre-req, reviewed for equity.
Co-Contributor:		Christian Anderson christiana@cos.edu
This course will also be proposed for UC transfer.		Yes
		Materials Fee
		Textbooks / Other Support Materials
Equity Review Description:		Zero cost text book was added.
Reviewer Comments		